

**SBVC College Council MINUTES**

**Date: April 22, 2015**

**Location: President’s Conference Room, ADSS-207**

**Time: 1:00 PM – 3:00 PM**

Gloria Fisher, SBVC President, Chair  
Jeremiah Gilbert, Academic Senate President, Co-Chair  
Dave Bastedo  
Aaron Beavor  
Marco Cota  
Rania Hamdy  
Leticia Hector  
Gabriel Jaramillo  
Rick Hrdlicka

Diane Hunter  
Celia Huston  
Haragewen Kinde  
Sheri Lillard - **A**  
Sarah Miller  
Ricky Shabazz  
James Smith  
Scott Stark

**Guest(s):**  
Jimmie Bradley

<b>TOPIC</b>	<b>DISCUSSION and ACTION</b>
Call to Order:	President Fisher called the meeting to order at 1:05 pm. Agenda items were taken out of order with James discussing the Strategic Planning Goals 3.
Discuss Water Conservation – J. Bradley	<p>Jimmie, a member of ASG gave a Powerpoint presentation on water conservation pertaining to SBVC. There are several areas he proposes to remove the grass and replace with aromatic plants, a supplement of red rock and mulch, add more walkways, benches and umbrellas. \$250,000 is what I would like to request. We need to improve the Wifi on campus and that would cost \$40-50,000.</p> <p>President Fisher asked him to send the Powerpoint to Suzan Hall and we will review it. There are several pieces we need to review separately. I will do that on your behalf. The process for requesting monies out of our reserve fund calls for a paperwork process. We will have a conversation about what you have presented and we will be back in touch.</p>

Approval of the February 25, 2015 amended Minutes	President Fisher entertained a motion to approve the amended minutes from February 25, 2015. Scott moved, Gabriel second. No discussion and the group voted as follows: AYES: Fisher, Bastedo, Beavor, Cota, Hamdy, Hector, Jaramillo, Hrdlicka, Hunter, Huston, Kinde, Shabazz, Smith, Stark NOES: None ABSTENTIONS: Gilbert, Miller ABSENT: Lillard Motion carried.
Approval of March 11, 2015 Minutes	President Fisher entertained a motion to approve the minutes from March 11, 2015. Scott moved, Rick second. No discussion and the group voted as follows: AYES: Fisher, Bastedo, Beavor, Cota, Gilbert, Hamdy, Jaramillo, Hrdlicka, Hunter, Huston, Miller, Shabazz, Smith, Stark NOES: None ABSTENTIONS: Hector, Kinde ABSENT: Lillard Motion carried.
Approval of March 25, 2015 Minutes	President Fisher entertained a motion to approve the minutes from March 25, 2015 with correction on page 1, to read Ed Code section 70901.2. Scott moved, Aaron second. No discussion and the group voted as follows: AYES: Fisher, Bastedo, Beavor, Cota, Gilbert, Hamdy, Hector, Jaramillo, Hrdlicka, Hunter, Huston, Kinde, Miller, Shabazz, Smith NOES: None ABSTENTIONS: Stark ABSENT: Lillard Motion carried.
Approval of April 8, 2015 Minutes	President Fisher entertained a motion to approve the minutes from April 8, 2015. Scott moved, Rick second. No discussion and the group voted as follows: AYES: Fisher, Bastedo, Beavor, Cota, Gilbert, Hamdy, Jaramillo, Hrdlicka, Hunter, Huston, Kinde, Shabazz, Smith, Stark NOES: None ABSTENTIONS: Hector, Miller ABSENT: Lillard Motion carried.

<p>Bookstore Operations – G. Fisher</p>	<p>President Fisher has scheduled a second open forum for May 7, 2015 in LA 100. We are looking for solutions. What's on the table now is removing the 5% discount ASG sticker and if there are no better suggestions on how we can operate a solvent bookstore, then this is what has been submitted as the proposal.</p>
<p>Gender Neutral Signage Change – S. Stark</p>	<p>Scott stated we do have gender neutral restrooms on the campus so we did a count. There are 19 unlocked unisex restrooms and 5 locked staff unisex restrooms. Those restrooms have signage that have Unisex or male/female on them. The sign shown here with the toilet is available at no cost.</p> <p>President Fisher entertained a motion to retain the type signage we have currently with the man and woman. Aaron moved, Gabriel second. Discussion.</p> <p>Diane mentioned there are disabled students that need assistance so there are other uses as well.</p> <p>No further discussion and the group voted as follows:</p> <p>AYES: Fisher, Bastedo, Beavor, Cota, Gilbert, Hamdy, Jaramillo, Hector, Hrdlicka, Hunter, Huston, Kinde, Shabazz, Smith, Stark  NOES: None  ABSTENTIONS: Miller  ABSENT: Lillard  Motion carried.</p>
<p>One-Time Funding for ADA door button in LA Building – S. Stark</p>	<p>Scott reported the LA Building double doors have a push button into the lobby but no access into the courtyard. We have a quote for \$4859 from the fund balance to modify that and retrofit the doors.</p> <p>President Fisher entertained a motion to approve adding a push button in the LA Building. Diane moved, Rick second. No further discussion and the group voted as follows:</p> <p>AYES: Fisher, Bastedo, Beavor, Cota, Gilbert, Hamdy, Hector, Hrdlicka, Hunter, Huston, Jaramillo, Kinde, Miller, Shabazz, Smith, Stark  NOES: None  ABSTENTIONS: None  ABSENT: Lillard  Motion carried.</p>

Strategic Planning (Goals 3 and 4) – J. Smith

➤ District Strategic Plan

President Fisher entertained a motion to approve to take the Strategic Planning goals 3 and 4 out of order. Celia moved, Scott second. No discussion and the group voted as follows:

AYES: Fisher, Bastedo, Beavor, Cota, Gilbert, Hamdy, Huston, Kinde, Shabazz, Smith, Stark

NOES: None

ABSTENTIONS: Hector, Miller

ABSENT: Jaramillo, Hrdlicka, Hunter, Lillard

Motion carried.

James has been working with Human Resources to streamline the process of hiring, see Goal 3, 3.11.

President Fisher stated one of the reasons we think we have failed searches is the length of time we begin a recruitment process until the actual recruitment begins from HR and through the committee establishment and training.

James agreed one way we can work with HR is to give them an average time. One of the results of our meeting at the accreditation session is the Board is going to consider approving hires at their Study Sessions as well as the regular Board meeting.

Ricky mentioned what would be helpful is a defined hiring process with a flowchart. Position becomes available, you do X-Y-Z paperwork, it goes to these offices and by this time it's going to be opened.

James continued the discussion with Goal 3, 3.1.2. One of the things we want is to have one news release per week.

President Fisher stated as an institution, we can do Facebook, Twitter, our webpage so we have other ways of getting information available for people to see some of the positives that are happening here and can be done on a daily basis.

Rania added there are a lot of strategies we can use and it's a relationship management that needs to be formed with newspaper people.

James closed the discussion.

<p>Educational Master Plan – J. Smith</p>	<p>James stated this is an introductory part that is connected to all of the Educational Master Plan worksheets. We have updates from every department. I would like a set of volunteers to work on this first, revising what we have to match updates and to rewrite the document, with a deadline of September.</p> <p>Celia and Diane were volunteered by President Fisher.</p> <p>President Fisher said it's important to include a student voice. She charged Gabriel and Jimmie to go back and see if someone from the student body will volunteer to work on this project and report back to James.</p>
<p>Ad Hoc Committee Update – Membership Inclusion of BFSAA and LFSAA – J. Gilbert</p>	<p>Jeremiah stated the document is finalized now. The membership suggestion at the bottom has been removed as it is not part of the document. Now that we have this, we have had two presentations so how do we want to proceed?</p> <p>President Fisher suggested we make this document available to the two organizations and rather than ask them to return, give them the document and ask them to provide bylaws or minutes and then evaluate to see if they meet the criteria and make the decision from there.</p> <p>Rick corrected the third bullet which should say <b>minimum active membership of at least 12</b> which is what we voted on.</p> <p>Jeremiah will make the correction and remove the bottom suggestion and make the final version.</p> <p>President Fisher will bring this back at a later date to decide and then we will come back in the fall and begin new projects.</p>

<p>Governance Handbook – G. Fisher</p>	<p>President Fisher asked where this is in the Senate.</p> <p>Jeremiah isn't positive. We have looked at it previously. This looks like the same document from last spring.</p> <p>President Fisher stated her goal is to finalize this. You all have a copy of this document and I will bring it back to the next meeting and that will be the last time I bring it back to this meeting for input. Any changes, additions, modifications, or edits please send them to Suzan Hall by email. She will identify what has been submitted from today up to the next meeting. We will get it to Jeremiah for the next Senate meeting.</p>
<p>AP 2510 Collegial Consultation – G. Fisher</p> <ul style="list-style-type: none"> <li>➤ Talking Points – Expectations of the manner in which shared governance committees are run on our campus</li> </ul>	<p>President Fisher is looking for some guidance.</p> <p>Rick stated the technology committee talked about this at their last meeting. One of the suggestions was when evaluations come up, to go back and look at attendance minutes at the committee meetings to see if they attend/don't attend and include this as part of the evaluation process.</p> <p>Diane added many faculty participate but do not attend the meetings.</p> <p>President Fisher stated it falls under other duties as assigned. I will have that conversation with managers to reach out to the various committee chairs and ask for a copy of the sign in records.</p> <p>Rania suggested having a meeting with all of the committee chairs and co-chairs to set up expectations for the fall semester and have a productive conversation. She could do this as a Professional Development Workshop.</p> <p>Diane will discuss this at CTA and put in the newsletter and on the website and they will work on it.</p> <p>President Fisher said this will be brought back again at a later date.</p>

Accreditation and Student Learning Outcomes – C. Huston	<p>Celia said I am sending this chart around to review so if you have anything you would like brought up we are meeting again on April 30 and we are not finished discussing item 2 yet.</p> <p>Ricky asked if they could bring up requesting a flow chart for hiring processes and also add a timeline for probation evaluations.</p>
Campus Climate Survey – J. Smith	No Report
Needs Request/Funding Cycle – S. Lillard	No Report
Program Review – S. Lillard	No Report
Strategic Planning – J. Smith	No Report
Committee Reports (start at 2:30 p.m.):	No Report
<b>OTHER:</b>	<p>President Fisher will be adding an additional standing item on the agenda and that is the filling of positions. She stated it's not on the agenda and important Dr. Kinde have an opportunity to present to the council on a vacancy due to a retirement so it's listed under Other.</p> <p>Haragewen stated the vacancy does meet the questions asked on the flow chart as shown. I am recommending we fill this vacant position due to retirement at the end of this year.</p> <p>President Fisher clarified when a Vice President brings a position forward, we are going to take it on faith the Vice President has reviewed all the information and meets the rubric. The role of this body is to make a recommendation to the President who still has to approve.</p> <p>President Fisher entertained a motion to approve hiring a Reading faculty to replace a retiring faculty that meets this criteria. Jeremiah moved, Marco second. No discussion and the group voted as follows:  AYES: Fisher, Bastedo, Beavor, Cota, Gilbert, Hamdy, Hector, Hrdlicka, Hunter, Huston, Jaramillo, Kinde, Miller, Shabazz, Smith, Stark  NOES: None  ABSTENTIONS: None  ABSENT: Lillard  Motion carried.</p>

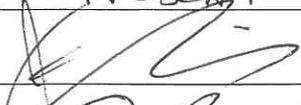
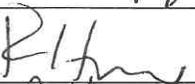
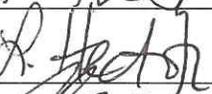
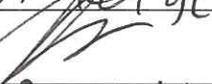
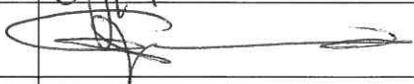
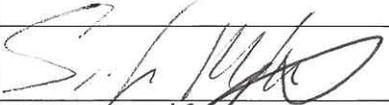
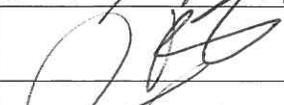
<p><b>OTHER:- Continued</b></p>	<p>Sarah shared one of the things that keeps coming up is how classified staff is put on committees and there is Ed Code on appointments of classified staff to committees. Management does not tell CTA who to appoint they also would not be doing that for CSEA. There has been a lack of clarity and hopefully these handouts will actually help.</p> <p>President Fisher stated she appreciated the documents presented by Sarah. Bring any questions you may have to the next meeting about what you are reading here.</p> <p>Gabriel took a survey during the Financial Aid Awareness Fair in regards to changing the name of the Cafeteria to Café. Out of 289 surveys, 241 voted yes and 48 voted no. So it looks like everybody wants the name changed.</p>
<p>Adjournment:</p>	<p>President Fisher adjourned the meeting at 3:05 pm.</p>
<p>Next College Council Meeting: May 13, 2015</p>	

# COLLEGE COUNCIL MEETING – SIGN IN

**DATE:** April 22, 2015

**TIME:** 1:00PM – 3:00PM

**LOCATION:** President's Conference Room ADSS-207

NAME	DEPARTMENT	SIGNATURE
Dr. Gloria Fisher	President (Chair)	Present
Jeremiah Gilbert	Academic Senate President (Co-Chair & Academic Senate)	
Dave Bastedo	Faculty, Science (Technology)	
Aaron Beavor	Classified Senate President (Classified Senate)	Present
Marco Cota	Dean, Counseling (Matriculation) (Enrollment Management & Student Equity)	
Rania Hamdy	Professional Development Coordinator (Professional Development)	
Leticia Hector	Faculty, Speech (Curriculum)	
Rick Hrdlicka	Campus Technology (Technology)	
Diane Hunter	CTA Representation (CTA)	
Celia Huston	Non-instructional faculty, Library (Accreditation/SLO's)	
Gabriel Jaramillo	ASG VP designee for ASG President (Associated Student Government)	
Haragewen Kinde	VP, Instruction (Instruction/Accreditation)	H.K.
Sheri Lillard	Faculty, Chemistry (Program Review)	
Sarah Miller	Designee for CSEA President (CSEA)	
Rick Shabazz	VP Student Services (Student Services)	
James Smith	Dean, Research & Planning (Research & Planning)	
Scott Stark	VP Admin. Services (Administrative Services)	

(17 members)

**MEETING GUEST – SIGN IN (Below)**

<b>NAME</b>	<b>DEPARTMENT</b>	<b>SIGNATURE</b>
Jimmie Bradley		Present

**SBVC College Council AGENDA****Date: April 22, 2015****Location: President's Conference Room, ADSS-207****Time: 1:00 PM – 3:00 PM**

Gloria Fisher, SBVC President, Chair  
 Jeremiah Gilbert, Academic Senate President, Co-Chair  
 Dave Bastedo  
 Aaron Beavor  
 Marco Cota  
 Rania Hamdy  
 Leticia Hector  
 Gabriel Jaramillo  
 Rick Hrdlicka

Diane Hunter  
 Celia Huston  
 Haragewen Kinde  
 Sheri Lillard  
 Sarah Miller  
 Ricky Shabazz  
 James Smith  
 Scott Stark

**Guest(s):**  
 Jimmie Bradley

<b>TOPIC</b>	<b>DISCUSSION and ACTION</b>
Call to Order:	
Discuss Water Conservation – J. Bradley	
Approval of the February 25, 2015 amended Minutes	
Approval of March 11, 2015 Minutes	
Approval of March 25, 2015 Minutes	
Approval of April 8, 2015 Minutes	
Bookstore Operations – G. Fisher	
Gender Neutral Signage Change – S. Stark	
One-Time Funding for ADA door button in LA Building – S. Stark	
Strategic Planning (Goals 3 and 4) – J. Smith ➤ District Strategic Plan	
Educational Master Plan – J. Smith	
Ad Hoc Committee Update – Membership Inclusion of BFSAA and LFSAA – J. Gilbert	
Governance Handbook – G. Fisher	
AP 2510 Collegial Consultation – G. Fisher ➤ Talking Points – Expectations of the manner in which shared governance committees are run on our campus	

Accreditation and Student Learning Outcomes – C. Huston	
Campus Climate Survey – J. Smith	
Needs Request/Funding Cycle – S. Lillard	
Program Review – S. Lillard	
Strategic Planning – J. Smith	
Committee Reports (start at 2:30 p.m.):	
<b>OTHER:</b>	
Adjournment:	
Next College Council Meeting: May 13, 2015	

# **WATER CONSERVATION AT VALLEY**

Grass removal and sustainable landscape  
replacement





## DROUGHT IS EXTREME

This year is the driest year on record for California. Governor Brown says "This historic drought demands unprecedented action."





THIS IS THE EXACT SAME LOCATION.(2013 LEFT, 2014 RIGHT)



“

CALIFORNIA IS NOW EXPERIENCING ITS THIRD CONSECUTIVE YEAR OF SEVERE DROUGHT. APPROXIMATELY 80 PERCENT OF THE STATE IS CURRENTLY UNDER “EXTREME” DROUGHT CONDITIONS. WATER LEVELS IN THE BUNKER HILL GROUNDWATER BASIN, OUR SOURCE OF DRINKING WATER, ARE AT ALL TIME HISTORIC LOWS.

”

QUOTE FROM SAN BERNARDINO MUNICIPAL WATER DEPARTMENT

We must be part of the solution, not the problem.





This type of grass is not natural to Southern California's Mediterranean dry climate.

# THIS IS THE PROBLEM



## North Hall

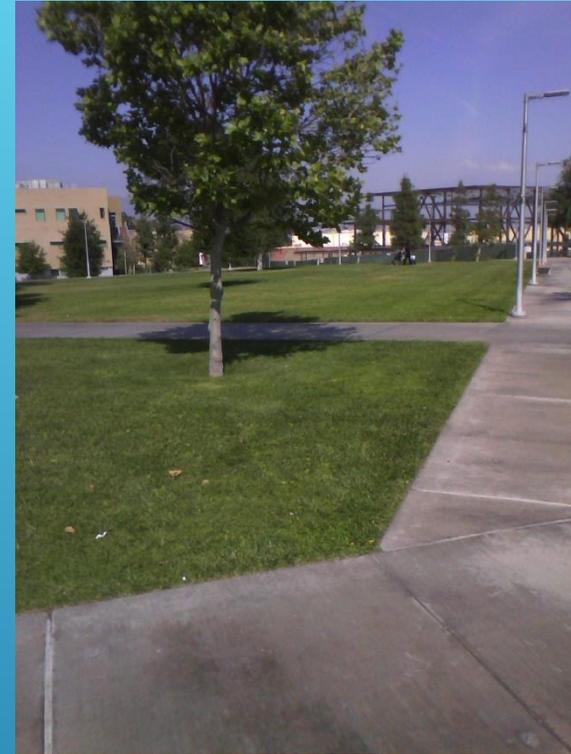


## Business Building



OLD VS NEW





**SOLUTION IS TO REMOVE GRASS AND  
REPLACE IT WITH AROMATIC PLANTS**



# WHY AROMATIC?

**The Center of campus is about 2000 ft. from a very smelly trash compactor area. We should consider plants that are aesthetic, efficient, and aromatic. There are many plants that would serve this purpose.**





**PRIMROSE JASMIN AND BLACK SAGE**





# LAVENDER AND CALIFORNIA POPPY





# BUCKWHEAT AND BRITTLE BUSH





# YERBA SANTA AND WHITE SAGE





# RED ROCKS AND MULCH





# MANZANITA AND MAGUEY





# YUCCA AND ELDERBERRY TREE



# HOW MUCH?

\$250,000 should cover all cost.



# MUST IMPROVE WI-FI

WE should invest \$50,000 to improve Wi-Fi for campus interior. Greek Theatre and new areas should have strong Wi-Fi so that students can utilize area to study, do homework or just hang out.



# CLUBS ARE FREE LABOR AND ADDS TO P.R. OF SBVC

Bsu, Mecha, Puente, Human Services, AGS, Geogrpghy and Psych will all volunteer time and energy.



# INEXPENSIVE PLANTS

The plants selected are local natives or plants proven to succeed in this climate with little or no water. They would look nice, save thousands on water and smell great.



# ADD SEATING AND COVERS

We should add benches and umbrellas to provide shade. This would add to the student areas on campus.



# WHEN?

Now. Start with changing watering. ONLY WATER BETWEEN 10p.m. AND 5 a.m. Stop watering designated areas. Allow grass to die over summer and plant replacements. A simple drip irrigation system will allow new plants to thrive during hot and dry months



QUESTION?



**SBVC College Council MINUTES**

**Date: February 25, 2015**

**Location: President’s Conference Room, ADSS-207**

**Time: 1:00 PM – 3:00 PM**

Gloria Fisher, SBVC President, Chair  
 Algie Au representative for Jeremiah Gilbert, Academic Senate  
 President, Co-Chair  
 Dave Bastedo  
 Marco Cota - **A**  
 Gray Eaton  
 Rania Hamdy  
 Leticia Hector  
 Rick Hrdlicka  
 Diane Hunter

Celia Huston  
 Haragewen Kinde  
 Sheri Lillard - **A**  
 Gabriel Jaramillo, Representative for Thomas  
 Robles  
 Ricky Shabazz- **A**  
 James Smith  
 Scott Stark  
 Cassandra Thomas  
**Guest(s):**  
 Gloriann Chavez  
 Eddie Sanker  
 Tarif Halabi  
 Linda Subero

TOPIC	DISCUSSION and ACTION
<p>Call to Order:</p>	<p>Dr. Fisher called the meeting to order. We have some old business to take care of. I hope you had an opportunity to review the minutes. The committee stated they had not received the minutes and approval was tabled until the March 4, 2015 meeting.</p> <p>Dr. Fisher recognized Algie Au as the representative for Jeremiah Gilbert, Academic Senate President. At times we will have a representative for someone who needs to be absent. But we also have someone who has been replaced, Gabriel Jaramillo for Thomas Robles, who cannot attend on a regular ongoing basis, I think we should just list the replacement’s name. Both Algie and Gabriel are voting members today.</p>
<p>Approval of the December 10, 2014 amended minutes</p>	<p>Tabled</p>
<p>Approval of the January 14, 2015 minutes</p>	<p>Tabled</p>
<p>Approval of the January 28, 2015 minutes</p>	<p>Tabled</p>
<p>Approval of the February 11, 2015 minutes</p>	<p>Tabled</p>

Guest Speaker: Discuss Welding back lab – Eddie Sanker

Dr. Fisher welcomed Eddie Sanker from Welding and Tarif Halabi from Electronics.

Eddie would like to have a policy in place that department chairs are required to sign off on all equipment purchased in their areas. I have a fume extractor that I believe to be the best. The best product is actually the lowest priced product in this case and I believe if someone in the department had been consulted, this would not have happened.

Scott stated the user group currently signs off and that includes, the dean, department chair, and faculty. The equipment used for this specification actually came from the Dean in welding. At the meeting where the decision was made, the minutes show this item was approved and came from welding and technology. The user group inputs on products way in advance. If the product fits and doesn't cost any more, we can get this item.

Eddie said when they were approached about their lab and asked if there was anything they wanted done, he and Achala actually designed the lab but in rough draft form. It was never meant to be taken as final.

James stated the input from the department chair is already included and maybe that's not the part that needs to be changed but the final recommendations need to be separated.

Eddie thought there would be a period where it would be discussed and users could make changes.

Scott said this is done before the bid in the design process so it has to happen early on. It can be difficult to make changes later on and an active user group is good.

Dr. Fisher said we can shore up what we do on campus to make certain our voices are heard. Eddie-we don't really need a policy because the mechanism is already in place. We need to ensure we are following our own process which is the total inclusion of the voices of the user group, but understanding that it's going to come as a recommendation even though they may say certain products are the best. The District has an approved vendor list and if they are not on the approved list that's not one we can select.

<p>Continued - Guest Speaker: Discuss Welding back lab – Eddie Sanker</p>	<p>Dr. Fisher wants this group to be more proactive and charged Scott to work with the District and report at the next meeting regarding what is the process, in writing and when is the last time the user group can make changes without significantly impacting. I will take it to Chancellor's Cabinet to begin the conversation there and I assure you I will find full support for what I bring forward because Crafton Hills College is going through some major building so they will have an interest in this conversation as well. She thanked Eddie for coming and for his extremely valuable comments.</p>
<p>Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - Algie Au, Representative for Jeremiah Gilbert</p>	<p>Algie referred to the handout distributed and stated the committee was charged to work on a process for those committee applicants and the process as spelled out on the application. I am excluding who is applying since this process must include everybody. They have bylaws already, they have a charge to what they do, they have some regularly recorded meetings and regular meetings they hold. That is one big requirement. Next is how big is the committee going to be? I think that twelve was mentioned as a good number. The president of the committee will come to the College Council meetings. Then you will have some kind of liaison. These are the basic requirements for those who would apply. For the process, they would have to contact this group, be added to the agenda and this group would have to make the official representation. This group has to decide whether they meet all the requirements. It's the applicant's responsibility to fulfill the requirements. This particular group will then be enrolled for one year. If, in the year, this group decides after observing the new participants, and they can sustain the number of members, they can become voting members. This gives you a period to observe the new participants and if they don't participate, they can be removed.</p> <p>Rania thought the advisory role was crucial. We didn't want someone to be voted in on College Council and just not show up at meetings. We wanted them to observe what College Council does and decide if it's beneficial to the club or organization. Is this something I need to be part of for a year and then report back? Once they have that advisory period then we can certainly vote after the year.</p> <p><b><u>Diane observed that every single student club meets this criteria.</u></b> Was that discussed?</p> <p>Algie said if they are interested and they conform.</p>

Continued - Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - Algie Au, Representative for Jeremiah Gilbert

**Diane –I wonder if this was discussed.** Would this include CHC as well as part of the District?

James said it was discussed and will also go to District Assembly and be discussed there.

Dr. Fisher stated I think it is internal on this campus and I'm not sure this needs to go to District Assembly. I would shy away from going to District Assembly with this and I don't think that was the intent. I want to re-emphasize the point Algie made about this not being about the individual organizations that came forward. The purpose of the Ad hoc committee was to consider anyone, any group or organization who might want to come in. I think it's worth a few minutes of conversation about clubs. This is a balanced committee and if it were to become unbalanced with student representation it would defeat the ability of this committee to make decisions. It's not a student committee. We have student representation. Students are welcome to attend. You are a member of ASG, Linda, and also a member of the Black Student Union. We have to be mindful of the purpose, mission and charge of College Council.

Rick stated it says charge. We talk about these charges and that comes down from College Council. Would we then have to approve the charge of the group that wants to join?

Dr. Fisher said yes, we would. Each committee that's listed we would have approved their charge.

Algie questioned are we talking about committees or about organizations/associations that could be clubs?

James clarified we are talking about organizations/associations.

Diane was wondering if somebody uses the established process and a new member applies, is that going to change our AP? Whatever we end up doing when it is finalized, we need to clarify where the existing committee is.

Algie asked if you would like to add something along the line of processes, maybe under 4 after the review. You have a year of them being in an advisory role and after that one year, you would want to review their charge and see if it fits By adding that language would that clarify?

Continued - Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - Algie Au, Representative for Jeremiah Gilbert

Dr. Fisher stated the way this is presented with organizations or associations and we went down the slippery slope with clubs, it could be interpreted we do not want student representation.

Rania clarified we were not thinking student clubs but employee associations and organizations only.

Linda, chair of ICC, stated they already have clubs and organizations. What I got is the staff members that have clubs and organizations are the ones here. I know this is not pertaining to the students. Students would overwhelm here and would defeat the purpose of our own clubs on campus.

James said together with employee clubs and organizations, we can also scratch District organizations and it will read for campus employee and faculty associations to specify it is for staff and faculty.

Algie will make that note for Jeremiah.

Rania said they were thinking if an organization is willing to go through all of this, when they come and do the initial presentation and if they fit the requirements of College Council, the planning, communication and management portion integrated into their presentation, they are willing to present all of the minutes, charge, bylaws and be in the advisory role for a year, do they really want to be on College Council? We will move forward in that process and then see how it goes and re-evaluate in a year.

Celia was thinking we could suddenly find we have a lot of organizations and associations on campus, and I was looking to see if there is something an organization had to do legally to become an association but there are apparently incorporated and unincorporated and it's not like they have to have any particular standing to be an association. I was trying to find out how we could define association.

Algie stated there are fee charging associations and there also those who do not charge a fee unless you become a member. I can add that in if this body wants. The most important part is they meet the requirements of the College Council and its functions and list those three functions.

Gray offered clarification about CSEA and Classified Senate. We have a duties delineation that defines our roles on the campus. Classified Senate is our collegial consultation to allow classified members to participate. CSEA's role is collective bargaining.

Continued - Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - Algie Au, Representative for Jeremiah Gilbert

Dr. Fisher stated there is a similar line between CTA and Academic Senate.

Algie asked if you want to add a process or not add a process?

James agreed with Leticia on making sure the charge is in line with the goals of our committee early on. It can happen when an elected official of the organization makes a presentation to College Council and state how they see their organization advancing the goals of College Council.

**Leticia stated as part of the requirements we need to clearly** indicate they need to convince us they fall within the three goals and there is still a voting process where we then decide after the presentation if they meet our goals and are deserving of one year advisory.

Rick said requirements to be considered could be added.

Dr. Fisher thanked Algie for her presentation. It will go back to the Ad hoc committee, come back to us and then we can consider the entire document which includes further recommendation.

James mentioned there are a couple of things we did not talk about here. Because communication is one of the primary elements we recommend the communication director, the person who is marketing/public relations also be included on the committee. That was unanimously accepted. I had another one which is grants as it is so connected to planning maybe we should include grants.

Dr. Fisher asked him to add this to the committee for discussion and bring back for consideration all together.

AP 2510 Collegial Consultation – Dr. Gloria Fisher

Dr. Fisher stated for whatever reason, when the AP 2510 document went forward, the change from Palm to Managers Meeting did not make its way to the printed copy so it was sent back. It will be going back again as an informational item with the correction.

Upcoming/Filling Vacant Positions: – Dr. Gloria Fisher

- VPI Office: – Dr. Haragewen Kinde
  - Administrative Assistance I - Instruction Office
  - Secretary I to Secretary II
  - **One Year Temporary fulltime faculty- Div. Grant**
  - **Replacement Faculty for Accounting and Business Administration departments**
- VPSS Office: – Marco Cota representative for Dr. Ricky Shabazz

**General Fund**

Replacements/retirements

- **Articulation Counselor (in process)**
- Director of Student Life
- Library Technical Support Assistant II (retirement)
- Secretary II (Financial Aid)
- Financial Aid Specialist II

New

- Financial Aid Coordinator
- Library Media Clerk

Haragewen stated the Instruction Office has a vacancy, the Administrative Curriculum Coordinator, and as a result, we are reorganizing our office. The plan is to put that Administrative Assistant Curriculum Coordinator position on hold and reorganize it with an Administrative Assistant and a Secretary II. That way the work load and efficiency of the office will be better.

Rick questioned Haragewen about putting one position on hold and creating two?

Haragewen said it would be a wash cost wise and the Secretary I would become a Secretary II.

Haragewen discussed the one year full time temporary faculty position. We are partnering with the EDTC who received a grant. It is called the Trade Adjustment Assurance Community College and Career Training so Valley College has received some funds in the area of curriculum development and working with the employers and industries in the area to upgrade our curriculum and write new. It's in the area of welding and machine technology. The Department's recommendation was to have one person so there will be continuity in the program. It is not a permanent position and this is just one year for the curriculum piece.

Dr. Fisher clarified this position is funded from the grant and not from general funds. This person would not move into a tenure track displacing the possibility of the new process. We are waiting to receive a recommendation from the Academic Senate on what the process will be for hiring permanent faculty. This is something we can decide in one year where we are. We can look at all the totality of the circumstances for all the positions, including this one. We need to follow our own process in terms of hiring.

Haragewen clarified it will be a one year full time temporary faculty member. The load will be teaching but also creating curriculum. She also said from the curriculum they are trying to create there will be a person who will address both areas. The courses in machine technology need updating so this is where the focus is going to be.

Haragewen discussed retirements and where they stand. There are two vacancies in the Business Administration department, one in Real Estate and one in Accounting in Business Administration, so this department is down to one full time faculty member in each area and filled with part time. We want to combine those positions and have one instructor who can do both.

Continued - Upcoming/Filling Vacant Positions: – Dr. Gloria Fisher

- VPI Office: – Dr. Haragewen Kinde
  - Administrative Assistance I - Instruction Office
  - Secretary I to Secretary II
  - **One Year Temporary fulltime faculty- Div. Grant**
  - **Replacement Faculty for Accounting and Business Administration departments**
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**General Fund**

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New

- Financial Aid Coordinator
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Rick has a concern in filling the Business Administration position when it was a movement from management into this position.

Haragewen stated there was a faculty member who retired before this retirement so we filled it.

Cassandra has a pharmacy tech program that really could use a full time person and if that program doesn't get what it needs it will die.

Algie stated it might be beneficial for this position to be sustained for a little while since Senate is considering a process at this time.

Dr. Fisher made it very clear we are operating under a hiring freeze. That means just because a vacancy occurs we do not automatically fill that position with a replacement. It goes through the process we shaped out of desperation before since we had to do something. We are not there yet as we are waiting on Academic Senate. The process is being developed. We will bring it to this body for a recommendation to accept, reject or modify what is coming forward from Senate and then we will have something to move forward. If we don't make a decision about a policy or a practice, a procedure so everyone knows what we're doing we will be in the same place we were last time and you know how well that worked. It was awkward but there is a much better way to go there with clarity.

Dr. Fisher continued, as far as the secretary, I would like us to take a vote on that. It's not a position we have a choice. We must have an Administrative Assistant in the Office of Instruction.

Dr. Fisher entertained a motion to approve the hiring of an Administrative Assistant, placing the Administrative Curriculum Coordinator on hold and moving the Secretary I position to an upgrade to Secretary II and these are both in the Office of Instruction.

Rick moved, Cassandra second, discussion. No further discussion and the group voted as follows:

AYES: Fisher, Au, Bastedo, Eaton, Hamdy, Hector, Hrdlicka, Hunter, Huston, Kinde, Jaramillo, Smith, Stark, Thomas

NOES: None

ABSTENTIONS: None

ABSENT: Cota, Lillard, Shabazz

Motion carried

Continued - Upcoming/Filling Vacant Positions: – Dr. Gloria Fisher

- VPI Office: – Dr. Haragewen Kinde
  - Administrative Assistance I - Instruction Office
  - Secretary I to Secretary II
  - **One Year Temporary fulltime faculty- Div. Grant**
  - **Replacement Faculty for Accounting and Business Administration departments**
- VPSS Office: – Marco Cota representative for Dr. Ricky Shabazz

**General Fund**

Replacements/retirements

- **Articulation Counselor (in process)**
- Director of Student Life
- Library Technical Support Assistant II (retirement)
- Secretary II (Financial Aid)
- Financial Aid Specialist II

New

- Financial Aid Coordinator
- Library Media Clerk

Dr. Fisher entertained a motion to approve the hiring of a one year temporary full time contract faculty member under a grant to teach and write curriculum.

**Rania moved, David second**

No further discussion and the group voted as follows:

AYES: **Fisher, Bastedo, Eation, Hamdy, Hector, Hrdlicka, Huston, Jaramillo, Kinde, Smith, Stark, Thomas**

NOES: **Au, Hunter**

ABSTENTIONS: **None**

ABSENT: Cota, Lillard, Shabazz

Motion carried

Dr. Fisher asked if we need to vote on replacement of faculty in the Accounting and Business Administration department? I would suggest not but if you want to vote I will ask for a motion.

**Diane moved** we wait for the Senate process to come forward ,**Rania second, discussion.**

Linda stated she is in Business Administration I have to wait for someone to get into the accounting class so we don't have the faculty in accounting. I have to take whatever is open and right now I am taking an online class in accounting and it's very hard not to be in the classroom to do accounting. I am struggling as a student and have to take what's available and no hands on. For us as students, we need someone in accounting.

Dr. Fisher thanked her for her comments. We will take this into consideration seriously and look at where are the greatest needs.

Dr. Fisher went back to the motion Waiting for the Academic Senate process and use that to evaluate positions.

AYES: **Fisher, Au, Bastedo, Eation, Hamdy, Hector, Hrdlicka, Hunter, Huston, Jaramillo, Smith, Stark, Thomas**

NOES: **None**

ABSTENTIONS: **1- Kinde**

ABSENT: Cota, Lillard, Shabazz

Motion carried

Dr. Fisher explained Ricky is at a conference and intended for Marco Cota to speak to the SS positions. I believe Ricky is the best person to give the explanation on what it is he is desiring to do. One position, the Articulation Counselor is in process and we are filling this position. I am not going to address the positions and will let him do that when he returns.

Continued - Upcoming/Filling Vacant Positions: – Dr. Gloria Fisher

- VPI Office: – Dr. Haragewen Kinde
  - Administrative Assistance I - Instruction Office
  - Secretary I to Secretary II
  - **One Year Temporary fulltime faculty- Div. Grant**
  - **Replacement Faculty for Accounting and Business Administration departments**
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**General Fund**

Replacements/retirements

- **Articulation Counselor (in process)**
- Director of Student Life
- Library Technical Support Assistant II (retirement)
- Secretary II (Financial Aid)
- Financial Aid Specialist II

New

- Financial Aid Coordinator
- Library Media Clerk

Upcoming/Filling Vacant Positions: – Dr. Gloria Fisher

- VPSS Office Continued – Dr. Ricky Shabazz

**Categorical Funds Positions**

Replacements/Retirements

- EOPS Counselor
- LD Specialist

New

- EOPS Counselor
- (3) SSSP Coordinator (SSSP Funding)
- Matriculation Coordinator (SSSP Funding)

2 Counselors (SSSP Funding)

Celia said she can speak to the Library Technical Support Assistant II and explained there is a retirement in the Library. It is an important position to replace as it is the only position and includes cataloging and organizing books and textbooks to be available for the students to check out.

Dr. Fisher said this is one of those positions like the Office of Instruction support staff but unlike any of the other positions. The recommendation from Academic Senate is regarding faculty positions and not classified. In College Council we went through our own process of prioritizing classified positions through looking at Program Review list and where these vacancies were created and what would be the greatest need.

Dr. Fisher asked for a motion to fill the position of Library Technical Support Assistant II. No further discussion.

Rick moved, **Rania second.**

AYES: Fisher, Au, Bastedo, Eaton, Hamdy, Hector, Hrdlicka, Hunter, Huston, Kinde, Jaramillo, Smith, Stark, Thomas

NOES: None

ABSTENTIONS: None

ABSENT: Cota, Lillard, Shabazz

Motion carried

Dr. Fisher stated she will leave the rest of the positions for Ricky to discuss.

Rania asked if we should wait on Financial Aid and some of these other positions until Ricky returns as they are just as important or should we vote so they can move forward.

Dr. Fisher asked if they wanted to go ahead but there was some confusion as to what the need is. The Financial Aid Coordinator would be an upgrade for one Specialist II position to a Financial Aid Coordinator and there will be three, possibly four coordinators, with each having a different responsibility. At the District level it is a generic job description.

Algje said there seem to be more questions than answers at this point.

Dr. Fisher stated it would be better to wait for Ricky to explain what the positions are and he can address the categorical positions and explain what those positions are. I think we need to wait.

<p>Bookstore Recovery Plan Presentation – Gloriann Chavez and Scott Stark</p>	<p>Scott referred to the Power Point presentation which is basically a spreadsheet introducing numbers. The Plan involves these points: increasing our sales, reducing the cost of goods sold, increase profits, personnel plan with a little bit of reorganization and a new point of sale system. The estimates are conservative. We are projected to grow 2% from the state and we scaled that back to 1%.</p> <p>Gloriann reported they sell most of the goods out of the store. Their largest competitor is online book sales. We need to concentrate on where else we can generate sales. 45% of our sales come from categorical funding and after a low, we are now seeing a 30% increase.</p>
<p>Continued - Bookstore Recovery Plan Presentation – Gloriann Chavez and Scott Stark</p>	<p>Gloriann went on to say they have a rental program but it's very laborious and with our new system, 80% could be rentals. Deficit projected this year is \$48,000 so it is turning around. We are looking at a reduction in freight costs for spring semester. We are losing money with inventory on hand and returns are a loss. We want to look at discounts to increase profits. We are looking at eliminating the 5% discount on textbooks as of July 1. Snacks are the second largest category of sales so we are looking at expanding that area. We worked with ASG this past semester on textbook rentals and also a snack gift card for students who are in need. We lost a full time person in the Bookstore who will not be replaced. We lost a full time person at CHC but they are looking at combining the Cafeteria and Bookstore Manager into one.</p> <p>Scott mentioned the key is increasing our sales, our profits, reducing the cost of the sales and maintaining with our existing staff, then next year is the first year we would see a profit. We have been working off past profits.</p> <p>Linda questioned the book loan program and said there are some books the students were not allowed to rent.</p> <p>Gloriann clarified some books are not available for rent but with the new system, more books will be available.</p> <p>Dr. Fisher thanked Gloriann and Scott and said we are just about out of time and we need to move on.</p>
<p>Accreditation and Student Learning Outcomes – Celia Huston</p>	<p>Tabled for March 11, 2015 Meeting</p>
<p>Campus Climate Survey – J. Smith</p>	<p>Tabled for March 11, 2015 Meeting</p>

Needs Request/Funding Cycle – S. Lillard	Tabled for March 11, 2015 Meeting
Program Review – S. Lillard	Tabled for March 11, 2015 Meeting
Strategic Planning – J. Smith	James briefly discussed the alignment page of our goals and objectives with those of the District and the Board Initiatives and Imperatives to see how they align. Please review the handout so we can discuss it at the next meeting.
Committee Reports (start at 2:30 p.m.):	
<b>OTHER:</b>	
Adjournment:	Dr. Fisher adjourned the meeting.
Next College Council Meeting: March 11, 2015	

DRAFT

**SBVC College Council MINUTES**

**Date: March 11, 2015**

**Location: President’s Conference Room, ADSS-207**

**Time: 1:00 PM – 3:00 PM**

Gloria Fisher, SBVC President, Chair  
Jeremiah Gilbert, Academic Senate President, Co-Chair  
Dave Bastedo  
Aaron Beavor  
Marco Cota  
Gray Eaton  
Rania Hamdy  
Leticia Hector - **A**  
Gabriel Jaramillo

Rick Hrdlicka  
Diane Hunter - **A**  
Celia Huston  
Haragewen Kinde - **A**  
Sheri Lillard  
Ricky Shabazz - **A**  
James Smith  
Scott Stark

**Guest(s):**  
None

<b>TOPIC</b>	<b>DISCUSSION and ACTION</b>
Call to Order:	Meeting <u>started</u> at 1:05 p.m.  President Fisher stated she knew she was going to be a little late in arriving to the meeting since we had changed the meeting time to start at 1:00 p.m... She had an existing appointment ending at 1:00 p.m. on her calendar and had asked if James would start his presentation in the beginning of the meeting. Thus, this moved his presentation up on the agenda and assured that we would get to this agenda item that we need to make sure we included this dialog in College Council throughout the year.
Approval of the December 10, 2014 amended minutes	President Fisher advised the first order of business for the group is that we have a number of minutes that have been prepared and she is looking for these minutes to be approved. The first amended minutes dated December 10, 2014, transcribed by Stacy Garcia, in which the group previously motioned that we provide a detailed summary of the recording of the section by Scott regarding capital improvement. Debby advised the group the detailed summary was reflected in "red" and, above that, remained what was transcribed by Stacy for their review and determination of how they would like the minutes to read.  Rick motioned that we replace the abbreviated version with the detailed version.  President Fisher entertained a motion as stated by Rick that we replaced the abbreviated section with the section in red, which is the detailed section as per the audio recording. Rick moved, Gray second. No discussion and the group voted as follows: AYES: Bastedo, Beavor, Cota, Eaton, Fisher,

	<p>Gilbert, Hamdy, Jaramillo, Hrdlicka, Huston, Lillard, Smith and Stark          NOES: None          ABSTENTIONS: None          ABSENT: Hector, Hunter, Kinde and Shabazz          Motion carried.</p>
Approval of the January 14, 2015 minutes	<p>President Fisher entertained a motion to approve the minutes from January 14, 2015. Rania moved, Scott second. No discussion and the group voted as follows:          AYES: Bastedo, Cota, Eation, Fisher, Gilbert, Hamdy, Jaramillo, Huston, Lillard, Smith and Stark          NOES: None          ABSTENTIONS: Beavor and Hrdlicka          ABSENT: Hector, Hunter, Kinde and Shabazz          Motion carried.</p>
Approval of the January 28, 2015 minutes	<p>President Fisher entertained a motion to approve the minutes from January 28, 2015. Scott, moved, Rick second. No discussion and the group voted as follows:          AYES: Bastedo, Cota, Eation, Fisher, Gilbert, Hamdy, Jaramillo, Hrdlicka, Huston, Lillard, Smith and Stark          NOES: None          ABSTENTIONS: Beavor          ABSENT: Hector, Hunter, Kinde and Shabazz          Motion carried.</p>
Approval of the February 11, 2015 minutes	<p>President Fisher entertained a motion to approve the minutes from February 11, 2015. Scott moved, Jeremiah second. No discussion and the group voted as follows:          AYES: Bastedo, Cota, Eation, Fisher, Gilbert, Hamdy, Jaramillo, Hrdlicka, Huston, Lillard and Stark          NOES: None          ABSTENTIONS: Beavor and Smith          ABSENT: Hector, Hunter, Kinde and Shabazz          Motion carried</p>
Approval of the February 25, 2015 minutes	<p>President Fisher entertained a motion to approve the minutes from February 25, 2015. Scott moved, Rick second. No discussion and the group voted as follows:          AYES: Bastedo, Eation, Fisher, Hamdy, Jaramillo, Hrdlicka, Huston, Smith and Stark          NOES: None          ABSTENTIONS: Beavor, Cota, Gilbert and Lillard          ABSENT: Hector, Hunter, Kinde and Shabazz          Motion carried.</p> <p>President Fisher stated we have already covered James wonderful presentation on the Strategic Planning which will be reflected in the minutes. . She thanked James again and moved it back to the regular position on the agenda, "Upcoming/Filling Vacant Positions, VPAS Office – S. Stark – Cafeteria Manager.</p>

Approval of the February 25, 2015 minutes - Continued	President Fisher asked the group to be thinking about time limits for topics. We are getting bogged down in discussion and not able to carry out all the more brief discussions that we need to.
Strategic Planning – J. Smith	<p>James provided three handouts to the group of the following documents for review and discussion: 1) Appendix A – Strategic Goals, Objectives and Strategies with Institution-set-Standards; 2) SBVC Strategic Goals and Objectives Aligned with District Strategic Goals; and 3) Peer Group Comparison for 2014 Student Success Measures.</p> <p>James advised the group that, for our documents, there will be alignment between our strategic goals and objectives and the District strategic goals and board imperatives. He gave the group this document last week. The board imperatives were in sequential order from one to four, the board goals were sequential, and SBVC goals were out of order. That is the way it will appear in their document, but for us I recreated the document. For our document, we will have a SBVC centric view which puts us in sequential order, related to the imperative and the district goals, which line up to our goals, whether than the other way around. He started with their original template but plugged ours into theirs. The most recent one will appear in documents that we use. We start with our template which runs in sequential order and theirs matches ours.</p> <p>James has been taking a look with this committee at our goals and objectives within our strategic plan, one by one, so the group can talk about the way each one of these objectives are being measured and determined. He is looking at whether the goals are appropriate, achievable and ambitious enough. Whether we want to revise any of those and, if so, how do we want to revise each of them? Yesterday he was in Basic Skills Committee meeting and we took a look at some of the goals and objectives that relate directly to Basic Skills, and we made some modifications. As you probably remember, on our Opening Day, all faculty members and staff had a chance to take a look at all six of the goals and look at the objectives to determine whether they thought those goals were appropriate and the measurements fit the goals and objectives. From there he received a lot of ideas about revising things and we will be talking about one of those that has been revised. You have the first two goals, Access and Student Success, and within those there are a number of objectives that relate to achieving those goals. The one that had been modified, we wanted to match the number of basic skills courses to the student demand for Access. That is the number one and the question was, "How do we know we are doing that?" How do we measure demand? It is not easy and at the first</p>

pass, it was strictly the waiting list but as we refined it, we decided we needed to create a model, some sort of a regression model that looks at weight to give to more than one indicator. One of the indicators will still be the waiting list, but we need to take a look at Ed Plans to see how many students have basic skills courses on their Ed Plans for a particular semester. This is a move in a way to more specifically define this, but because we have only been doing Ed Plans for everybody, we only have reliable data for a couple of years. As we build more reliable data, we will be able to use that data to predict future semesters.

The other is assessment data. Each semester there are a certain number of students who access into Math, English and Reading. Another measure of demand is, "How many of those students assess?" If we can encourage them to take their basic skills course as soon as they assess into it, their likelihood of success is at the highest point. If they wait a semester, a year or more, then that assessment is probably not going to be accurate. Whatever skills they had before probably deteriorated and when they get into the class they may not be at a point where they can take full advantage. We have changed that so now it includes those measures as well as another that says how many new sections were open the previous semester. We are doing courses opening on demand. At a point where we get a certain number of students on the waiting list, we open courses to accommodate those students. We need to look at those and this is the new method of trying to come up with good predictors, so we can accommodate the number of students who need basic skills and in the end we have to determine whether we did it. How do we know we did it? The only good measure I can continue to use, how many people were still on the waiting list at the beginning of the semester. That is where we are and that is where we are with our evaluation. Our discussing is, "Do you believe that method of evaluation is valid and appropriate?" Another motive for bringing this up is one of the suggestions in the Accreditation that we do a broader discussion of the ways we evaluate our evaluations. This one is more detailed than most, but it is one that requires thought. We all want to accommodate basic skills students, but the question is how we know when we have and how close we have come to meeting the demand. It is not a straight forward answer as it may seem on the surface. James asked if any discussion or concerns on this one. No response from group.

James went to the next item of discussion. One of our goals is to increase the number of basic skills courses. The other thing that we know from the data is if we can get students into college level

courses soon, they will have a higher likelihood of graduating or transferring and graduating with a certificate degree or transferring to a four year college. If it takes them two or three years to get through basic skills, the chances are that they will complete a program drop. Another thing it takes more engagement. We want more of the accelerated courses, but the question was, what an accelerated course is and how do we define one and know when we see one. We gave it an operational definition of "any course with a shorter or less than eight week time we are considering accelerated." Jeremiah is probably the expert on this because his dissertation was linked to that topic. James asked Jeremiah what he thought about that definition.

Jeremiah suggested just eight weeks or less. He would suggest eight weeks, including eight weeks or less.

James stated another issue that came up is that we have courses that include two previous sections into one. We want to define those out of this. We can put an "or"; or courses that combine two previous sections into one. That is what he will do.

Jeremiah stated that was the extent of the 962.

President Fisher stated we also have accelerated courses in a sense when we offer summer courses.

James confirmed that would be eight weeks or less courses.

President Fisher said they would be seven weeks and would fall into that category. She has a point to make about accelerated courses, particularly in content to basic skills, but she will wait until James finishes.

James stated the other aspect of that is that we had as a goal to add at least two accelerated courses a year. At the end of five years, we had sixteen and our starting point was eight. We are approaching that already and we will have met that soon. But, this is one of the things that came up in Basic Skills is how do we know where to add those two courses and what will be the criteria of adding an accelerated course? The other part of that is that we will provide an annual report on student success and add them where appropriate. So, if they are not working, say in ESL, then we will not add them in ESL. If they are working in Math, then that would have the highest priority or if they are working in English, etc..., not just to add a course because we have this goal, but to use data on success in order to come up with appropriate placers. This completes this section.

President Fisher thinks it will be important to look at, if not measure, how many students are really taking those courses. If we add them and make them available because we know it works, but the students do not take the classes, then we are not really accomplishing what we have set out to do.

James stated maybe we might want to set a goal in terms of a student count, not just in terms of section increase, but student count.

President Fisher stated if we have five sections and we end up with five students in each section, then that has to do with the scheduling and the interest of the students.

James stated that was good and that it would give us another dimension to measure. The other one is to increase the number of students in learning communities. That is the next one, Section 1.3. All total for 13-14 years, we had 1113 students in a particular set of learning communities: Valley Bound, Tumiani, Puente, EOPS/CARE, and STAR. We want to increase that by 5% a year, for a total of 25% increase at the end of five years.

President Fisher asked if he mentioned Middle College; it is a cohort?

James said that brings us back to the definition of what is a learning community?

We went through a whole cycle of debate and discussion as to whether the linked courses represented a learning community. Were people take two courses together as a group, is that the technical definition of a learning community? It is defined that way in the grant, but that was not his operational definition he operated from; I included that as 1.3.1, the next one under 1.3.

Sheri thought that they are different since you can have a cohort of students that have the same type of counseling and the same sort of targeted support services. But it is her understanding that the Valley Bound students do not have the same type of identical classes; maybe some, but they are not all moving through exactly the same classes at the same time.

James asked if Puente and Tuminai do; don't they?

Marco stated just for those two classes.

Sheri stated normally the learning communities are more narrowly defined.

James stated that is why he keeps them added here since now we are back to the issue of whether Middle College is technically a learning community and he can easily put a 1.3.2. But now we get back to the issue of wanting to make sure we capture everything and he needs to have a very good strong rationale of why we want to keep all of our measures and objectives. He thinks one of the other things was this seems like a montimental amount of work to manage all of these objectives.

President Fisher said she thinks the distinguishing differences should be noted between learning communities and cohorts. That is the difference, because she does not know if we have any true learning communities, where those students stay together and track together. A learning community would be a Basic Law Enforcement class. They are all in it together, receiving everything together and moving together. Nursing, Pharmacology, Psych Tech fit that pattern; those are locked stepped programs. Students are bonded together by the curriculum and experience. Whereas a cohort is where you put people together and identify the similarities, but they sort of go their own ways beyond that basic hub, which is the relationship they have with each other, like Puente, Tumiani, etc... They have several classes where that is the connection and the nurturing of counseling, but, beyond that, it is not structure that they are doing the same thing at the same time.

Marco advised that the one that is going to reflect more of that is the new group of the First Year Experience (FYE) because those would be linked to the same courses in the fall and spring. That will be a true learning community.

James told the group perhaps he will re-define this as cohorts any group that starts together and moves through a set of activities. The way we used cohorts here is not in line with the strict definition, learning community is not either.

Stark said it sounds like a learning community is a cohort but a cohort is not necessarily a learning community.

James advised the group he will work on that language. Maybe we will call them learning cohorts, and one learning community which will not only share a full range of support activities, but also a set of courses they take at the same time.

Marco questioned if we want to increase the number of learning communities which we are referring to now; are you looking at adding another Puente section or Tumaini section? Some of the categorical programs are limited to the number of students because of the funding. For example,

STAR, unless they get an increase in the grant, they cannot go beyond 200. The same for EOPS. James confirmed "yes", they cannot go beyond 200.

President Fisher stated she appreciated Marco's comment, but the greater need for the College because it reminds her of the real vision here, is for us to increase the number of students we serve, not necessarily in the context of the existing learning communities or cohorts. That we reach a broader population, so we are not just limited to Puente, Tumaini, etc...That is why the FYE was initiated; now we are reaching another population. Would it not be great if every student was connected in some way instead of these special little pockets? It is important to grow those populations, but it is more important to reach more students.

Sheri wanted to follow-up with the things that we discovered which worked with these pockets of students, would it not be great if every student had a really targeted set of support services? It is not just about access, but success. We know what works, but how do we reach 15,000 students and make that work?

James advised the group the other thing that this has to do with is the overall structure. He is going to go to this since it has to do with what we are talking about now. If you look at the very last page, under 2.17, it says increase student engagement. When we talk about student success and increasing the cohorts and the learning communities that is something that this year we have a student engagement survey and the data behind that will represent our benchmark. This relates to our conversation in two ways. One is how do we provide some greater amount of access to services and give students more of what they need. Not just the students in the special programs, but students across campus. We will have some data on the National Known Survey at the end of June. That will give us a benchmark on some of the ways we can increase student engagement. The goals and objectives in this document all weave together. They are not independent of one another. You will see that as we move through this. We can skip now to 1.5.1, improve access to counselors which is something we talked about here and around campus. I had set up a time with Elsa and he has an answer for the group. Last time we were looking at the Chancellor's website and it showed our ratio of counselors were 602 students to one counselor, which is better than the State. The counselors said wait a minute, we do not feel like we have a higher staff ratio than the State, unless the State is really in trouble. The answer to the reason is that we

have a number of counselors like in STAR, Tumaini, etc... who have a half time release time to do that program. When they do that, they may be serving 29 or 30 students in a week, but it is intensive. They meet with students for an hour or more. The same release time that they have taken from general counseling, they may see 10 times that amount of students in a week. Even though the count is what it is, we have these students placed in special programs who are not seeing the same work load as the same student of a counselor on another campus who had a full time general counseling placement. Bringing it here to see what Marco thinks in how does that square. Marco asked for clarification.

James said let's assume we have full-time counselors that work 32 or 40 hours and they see 20 students a day, 100 students in 5 days. They get release time and if they only work 2 ½ days in Counseling and 2 ½ days in say Tumini, that means they see that first half of 50 students, but in the second half of the week they see only 20 students because the program that they work for is one of these extensive programs that have high contact. But what that does is remove that person and now the other 50 people need to be seen by a counselor. Even though we may have the same number of counselors, if we had 2 counselors in general counseling full-time, they would see 200 students. But because one of those counselors is gone they are only seeing 150 students. That person is seeing 20 more students, but they are not seeing 30 because that would be their work load.

President Fisher stated she followed what he was saying, but the difficulty is how that reflects us in showing 602 to 1.

James said that person is still one counselor even though they have release time for Tumini, but are seeing fewer students because of the intensity of the counseling for the program.

Rick said the perception of the counselors is that they are overloaded.

President Fisher said that it is a perception but the reality is they are seeing students. We do have a lower number of counselors per student than other institutions.

Marco said part of that is that the counts are all counselors, but not all of them are counselors. They are hired as counselors but are not actually doing counseling.

James says for that reason, this is an accurate number but not a valid measure.

President Fisher stated “yes”, it looks like we are better off than we are and we know we are not.

James stated that we are going to come up with other measures for this. Last time we were here, he did not have an answer because he knows that they are using HR data.

Marco suggested that he needed to sit down with James and go over this.

James said what we will do is come up with some grid that shows the number of counselors who do not see a normal general counseling work load in a week. That will show, even though we may have a high number of counselors to students compared to other institutions in the state, it does not mean that those counselors are available for our students.

President Fisher recalls part of the conversation and one of the concerns she had was if between Elsa, Department Chair of Counseling, Marco, Dean of Counseling, and James, an expert in data research is that we come up with a formula or a way that we arrive at a number that is in our view more accurate and reflective of what really is taking place at this College. Someone from the outside looking in, like ACCJC, are going to look at the source of a number, such as that one you have recorded here, because they are going to be looking at it for comparison to the State wide average. That number, we believe without knowing any better, was arrived at using the same method that was used with the number that was recorded here for SBVC. She would be careful with that, and she believes we talked about a little sub level explanation. We know what it is we are trying to accomplish with what we have to accomplish it.

James said we will have multiple measures. We will have one that everybody else has that the Chancellor’s office publishes, and have one that is an accurate measure of what we are doing for internal purposes. We will notify the Chancellor’s office that we think we have a more accurate measure of what we are doing. Let’s skip to 2.5 which I gave you the handout, Peer Group Comparison for 2014 Student Success Measure. These are our Student Success Measures. How do we set goals for ourselves when it comes to completion rates, transfer for systems, Math and English at the developmental level. The issue is how do we set goals. This became a hot topic when we compared this to the 2.1 which said we wanted to generally increase the percentage of students who succeed in basic skills courses. There were a number of faculty members who said that they were not comfortable with the pressure to increase the pass rate because it could be

interpreted, or may appear, as pressure to just let people through. We want to come up with other ways to measure, but we cannot get rid of measuring result outcomes. We have to keep that and we can have our overall increase as a moderate level, and then it comes to all of these measure because we have a floor that represents our Institutional set standards, that is one standard deviation below.

Celia stated from looking at her presentation notes, it was a seven year period.

James said we will not have Student Success for another 3 to 4 years and we do not want to wait that long. What we are doing for this is a five year period. The seven year is for our past rate for things which we have control over our own data. When it comes from the data received from the Chancellor's office, we are going to use five years. We are going to set our goal as one standard deviation above the one year and we are going to use an external source. That is comparing ourselves to our previous performance. We can also say we want to stay above the State and our peer group. Our peer group average you can see here, we did a little better; this is the 2014/2015 data and it is a little better than our 2013/2014 data. In Math we are higher than our State average, and in English, we are almost at the average. In Math we are really close to the State and higher than the peer. We can use these comparisons as a way to set standards for ourselves when it comes to success and basic skills, success across all of the measures of the Student Success Scorecard. The other thing is when it comes to 2.1 that says we want to increase the success rate, that is a measure of results. We can link it to all of the initiatives and activities that produce that increase, such as producing the number of students who took advantage of counseling, increasing the number of students in learning communities, and increasing the number of students in accelerated courses. All linked to those activities, we want a higher task rate to percent in basic skills. How do you feel about that? We have the three measures. We have the measure of actual percentage increase of student success and our comparison to our previous performance. We will stay above standard deviation over the period of five years, and we want to stay above the state average and our peer group average. Those are the kind of goals that can motivate us to do better. James stated next time he will bring goals 3 and 4. He asked the group if any questions or comments. No further discussion.

President Fisher thanked James for this information which is very interesting.

Upcoming/Filling Vacant Positions: – G. Fisher

- VPAS Office – S. Stark

Replacement

- Cafeteria Manager

- VPSS Office – R. Shabazz

**General Fund**

Replacements/retirements

- Articulation Counselor (in process)
- Director of Student Life
- Library Technical Support Assistant II (retirement)
- Secretary II (Financial Aid)
- Financial Aid Specialist II

New

- Financial Aid Coordinator
- Library Media Clerk

**Categorical Funds Positions**

Replacements/Retirements

- EOPS Counselor
- LD Specialist

New

- EOPS Counselor
- (3) SSSP Coordinator (SSSP Funding)
- Matriculation Coordinator (SSSP Funding)
- 2 Counselors (SSSP Funding)

Scott advised the group that in light of our soft hiring freeze, we review all positions prior to just filling the position. Tracy Morrison, our Cafeteria/Snack Bar Manager, is leaving us and her last day will be April 1, 2015. Scott is requesting that this position be replaced, and he be able to move forward to hire and recruit for the Cafeteria/Snack Bar Manager position because without this position the Cafeteria/Snack Bar closes down.

President Fisher entertained a motion to approve the replacement of the Cafeteria/Snack Bar Manager position. Celia moved, Gabriel second. No discussion and the group voted as follows: AYES: Bastedo, Beavor, Cota, Eaton, Fisher, Gilbert, Hamdy, Jaramillo, Hrdlicka, Huston, Lillard, Smith and Stark  
NOES: None  
ABSTENTIONS: None  
ABSENT: Hector, Hunter, Kinde and Shabazz  
Motion carried.

President Fisher stated we will replace the Cafeteria/Snack Bar Manager as soon as possible. Meanwhile, move forward with someone as an acting position, in order to have someone to get by with until we can get through the process.

Rania suggested that in terms of the title of the Cafeteria and Cafeteria Manager, in order to spruce things up, we start calling it a Café instead of Cafeteria. Cafeteria brings visions of like the lunch lady, etc..., while changing the facilities name to Café just sounds fancier, like "Campus Center Café." For example, I am going to eat at the Café instead of I am going to eat at the Cafeteria.

President Fisher said, she liked "Campus Center Café", and it sounded very attractive. We could maybe move that through without any major production involved, unlike if it was the job description title itself. She asked if there were any objections to this suggestion of referring to the facility as a Café instead of a Cafeteria? It's sort of an abbreviation.

Scott stated it has more of a connotation.

President Fisher asked Jeremiah what he thought and he said he would abstain. He suggested we might want to make a motion, so it is something coming from this body instead of just a suggestion.

Diane suggested alternatively we might want to bring it to the campus to see how the campus feels about it.

President Fisher stated we can put the suggestion out there to the campus and ask the campus to

Upcoming/Filling Vacant Positions: – G. Fisher , Continued

- VPAS Office – S. Stark  
Replacement
  - Cafeteria Manager
  
- VPSS Office – R. Shabazz  
**General Fund**  
Replacements/retirements
  - Articulation Counselor (in process)
  - Director of Student Life
  - Library Technical Support Assistant II (retirement)
  - Secretary II (Financial Aid)
  - Financial Aid Specialist IINew
  - Financial Aid Coordinator
  - Library Media Clerk

**Categorical Funds Positions**

Replacements/Retirements

- EOPS Counselor
- LD Specialist

New

- EOPS Counselor
- (3) SSSP Coordinator (SSSP Funding)
- Matriculation Coordinator (SSSP Funding)
- 2 Counselors (SSSP Funding)

respond. Bring it back to this body to hear pros and cons, then make a decision.

Scott asked if this could be done through the constituents here and is this some kind of a campus survey?

President Fisher said we have a student representative here who could take it to the students.

Gabriel thought that this was a good idea to take it to the students.

President Fisher said that Classified could take it to the Senate, etc... Each representative here can take it back to their constituent group. What is being considered is identifying what is currently known as the Campus Center Cafeteria to be renamed the Campus Center Café.

Representatives here will bring back what they learn, then the group will make a decision.

President Fisher stated that Dr. Shabazz is not present today and she is not going to speak about his positions he has requested for Student Services. These positions will wait until he returns, except for the position for the Director of Student Life which become more urgent, so we will move forward with replacing that person. It takes a little while and, in the past, we recruited and it was tough finding the right fit. For a position that works so closely with students and carries the responsibilities of the initial steps of discipline, it is a specialized position and the sooner we can go ahead and post that position the better. It is not a position that I would suggest to you we have discussed in the past as other positions; it is one that we cannot do without...it is a must have position.

President Fisher entertained a motion to approve moving forward with the Director of Student Life position, of recruiting to fill that which will be a vacancy beginning June 30, 2015. James motioned, Scott second. No discussion and the group voted as follows:

AYES: Bastedo, Beavor, Cota, Eaton, Fisher, Gilbert, Hamdy, Jaramillo, Hrdlicka, Huston, Lillard, Smith and Stark

NOES: None

ABSTENTIONS: None

ABSENT: Hector, Hunter, Kinde and Shabazz  
Motion carried.

Marco advised that Ricky had asked him to speak on his behalf in his absence on the Student Services positions.

President Fisher stated that was fine for Marco to

Upcoming/Filling Vacant Positions: – G. Fisher , Continued

- VPAS Office – S. Stark  
Replacement
  - Cafeteria Manager
  
- VPSS Office – R. Shabazz  
**General Fund**  
Replacements/retirements
  - Articulation Counselor (in process)
  - Director of Student Life
  - Library Technical Support Assistant II (retirement)
  - Secretary II (Financial Aid)
  - Financial Aid Specialist IINew
  - Financial Aid Coordinator
  - Library Media Clerk

**Categorical Funds Positions**

- Replacements/Retirements
- EOPS Counselor
  - LD Specialist
- New
- EOPS Counselor
  - (3) SSSP Coordinator (SSSP Funding)
  - Matriculation Coordinator (SSSP Funding)
  - 2 Counselors (SSSP Funding)

speak on Ricky's behalf regarding these positions.

Marco advised the group that these are the positions we have on behalf of Student Services. He started with the first one which is the Articulation Counselor which is going to the board tomorrow, and then the Director of Student Life which was already mentioned and is open now. The other position is the Library Technical Support Assistant II which was due to retirement.

The group informed Marco that this position was already voted on at a previous meeting.

Marco proceeded to advise the group that the Secretary II for Financial Aid is the replacement for Mary Smith who is now the First Year Experience Secretary. The Financial Aid Specialist II and the new positions, the Financial Aid Coordinator which was moved through the approval path in CSEA and the Library Media Clerk which was approved by Program Review, are other positions.

Celia asked if this was a second position in addition to the other Library Media Clerk?

Marco said yes this is another position in addition to the other Library Media Clerk.

President Fisher asked if that was correct that this is a second position? The last go-around in prioritizing positions, the Library Media Clerk moved up because there was sufficient funding and we agreed to go ahead and fund that position. I am not clear that there is an additional Library Media Clerk. Her understanding is that this is indeed that position but the Library management was not aware of the fact that the position had been moved up. She asked if Scott was on top of this and if he was aware of two separate funding's for two Library Media Clerks?

Scott stated one that was approved and this is a second one.

President Fisher advised Celia then there are two positions.

Marco continued to advise the group that there are two categorical funding positions. First one is the EOPS Counselor which is due to the hiring of the EOPS Director who was the counselor before. The replacement of the LD Specialist which is formerly the position held by Marty. The new positions, again this is through categorical funding, will have one additional EOPS Counselor due to the additional state funding to the program. There will be three SSSP Coordinators due to increase in SSSP funding, the Matriculation Coordinator counseling position and two additional Counselor

Upcoming/Filling Vacant Positions: – G. Fisher , Continued

- VPAS Office – S. Stark  
Replacement
  - Cafeteria Manager
  
- VPSS Office – R. Shabazz  
**General Fund**  
Replacements/retirements
  - Articulation Counselor (in process)
  - Director of Student Life
  - Library Technical Support Assistant II (retirement)
  - Secretary II (Financial Aid)
  - Financial Aid Specialist IINew
  - Financial Aid Coordinator
  - Library Media Clerk

**Categorical Funds Positions**

- Replacements/Retirements
- EOPS Counselor
  - LD Specialist
- New
- EOPS Counselor
  - (3) SSSP Coordinator (SSSP Funding)
  - Matriculation Coordinator (SSSP Funding)
  - 2 Counselors (SSSP Funding)

positions. He is happy to report that these faculty counseling positions are ten year positions through the Student Success Program.

President Fisher asked how can that be regarding the ten year positions?

Marco stated because the increase funding we have received and the anticipated funding. The State has determine we will receive an additional 100 million dollars in funding.

President Fisher is getting at the fact that it is still soft money. If in two years the state makes a change and we own these positions, we have no known identified source of funding and that is the same reservation that is a concern throughout the state. We should not bankrupt our colleges based on the fact that we do not have a certainty whether or not the Student Equities monies, the amount of, or the three SP monies, the amount of, will continue. So initially we were talking about a one year contract, not a ten year track. At the time an individual is hired and offered a second year contract, then the first year counts as a ten year track and they move forward from there. We have had this experience and it is very unpleasant if we are not paying attention and it is not actual are intent. I am not in opposition of hiring necessary counselors, but I have not had any conversation with the VP of SS that we will indeed hire two new 10 year track counselors on any source of funding. She did however agree and this body approved the hiring of one full time 10 year track counselor. Maybe I need to have a conversation with the VP of SS before we move on those positons.

Marco stated the positions in the state are starting to hire on ten year tracks. That does not necessarily mean we need to. My understanding and why he reported it this way, is because there had been a discussion to move forward this way, but obviously that is not the case.

President Fisher stated if it was a conversation that was interpreted to mean that it was okay, then there must be some misunderstanding. Until she has more comfort knowing that the money is going to be there, she is in favor of approving hiring the counselors on a one year temporary contract After she has further conversation with Dr. Shabazz, VPSS and we see that we are going to go ahead and take that risk in hiring permanent employees with money that may or may not be here, then it would need to come back to this body. We would say those are the positions that we discussed regarding a one year contract and we are ready to make a decision.

Upcoming/Filling Vacant Positions: – G. Fisher , Continued

- VPAS Office – S. Stark  
Replacement
  - Cafeteria Manager
  
- VPSS Office – R. Shabazz  
**General Fund**  
Replacements/retirements
  - Articulation Counselor (in process)
  - Director of Student Life
  - Library Technical Support Assistant II (retirement)
  - Secretary II (Financial Aid)
  - Financial Aid Specialist IINew
  - Financial Aid Coordinator
  - Library Media Clerk

**Categorical Funds Positions**

- Replacements/Retirements
  - EOPS Counselor
  - LD Specialist
  
- New
  - EOPS Counselor
  - (3) SSSP Coordinator (SSSP Funding)
  - Matriculation Coordinator (SSSP Funding)
  - 2 Counselors (SSSP Funding)

Marco stated that would be his recommendation to forward them as one year positions and once the conversation comes back we can move forward.

Sheri requested clarification that the EOPS Counselor and LD Specialist (Carmen & Marty's positons) will be replaced as full time 10 year tracks since they already were?

Gloria confirmed that is correct. They were hard soft monies and not part of this new money. These are positions that existed and we need to replace them. For Marty's position, we really do not have a choice. This is a Disabled Student Service position and we are required to have a specialist. With Marty moving on we have to replace the position. It's the same with EOPS and the money is there.

Scott questioned who retired in the Library and what was the position title?

Group clarified that Tom retired and the position was Library Tech Support Assistant which was already approved at a prior meeting.

Scott confused that position with the new Library Media Clerk position. I have to clarify that; we have the one new position.

Gloria said that was her recollection that there was one Library Media Clerk and we do not have the funding for two media clerks. No new Library Media Clerk. Also, she is asking for an opportunity to meet with Dr. Shabazz about the two SP Counselor positions and the three SP Coordinators that would not be 10 year tracks.

Sheri questioned if those three SSSP Coordinators are classified positions; if she understands it correctly. The term Coordinator is generally tied to a faculty position and has a certain meaning in our contracts. She is wondering if we shouldn't think about adjusting that title. When she sees Coordinator, she automatically thinks faculty.

Scott stated we have management coordinator positions.

Gloria confirmed we have many classified coordinator positions and it is a difficult time to go back to have to re-think that, but we could talk about it for the future.

Sheri suggested that we clarify which positions are faculty and which positions are classified positions. Not just for me but as you present this to everyone.

Jeremiah stated that when faculty see three SSSP

Upcoming/Filling Vacant Positions: – G. Fisher , Continued

- VPAS Office – S. Stark  
Replacement
  - Cafeteria Manager

- VPSS Office – R. Shabazz  
**General Fund**

Replacements/retirements

- Articulation Counselor (in process)
- Director of Student Life
- Library Technical Support Assistant II (retirement)
- Secretary II (Financial Aid)
- Financial Aid Specialist II

New

- Financial Aid Coordinator
- Library Media Clerk

**Categorical Funds Positions**

Replacements/Retirements

- EOPS Counselor
- LD Specialist

New

- EOPS Counselor
- (3) SSSP Coordinator (SSSP Funding)
- Matriculation Coordinator (SSSP Funding)
- 2 Counselors (SSSP Funding)

Coordinators they will assume they are faculty positions.

President Fisher stated we need to offer some clarification. We have been waiting to move the job description through CSEA and they are at the Regional step now.

Sheri stated she was not suggesting that but similarly the LD Specialist almost sounds like it is not a faculty position. She knows it is, but there is a way that it is clear that it is.

President Fisher is open to suggestions so as long as it does not impact the job description exact title that we might do internally to indicate that among our peers.

After discussion, it was decided that we will put in parenthesis if a faculty position or classified position is listed on the agenda in the future.

President Fisher entertained the motion to approve the replacement positions for the Secretary II and Financial Aid Specialist II. Rick moved, Scott second. No discussion and the group voted as follows:

AYES: Bastedo, Beavor, Cota, Eaton, Fisher, Gilbert, Hamdy, Jaramillo, Hrdlicka, Huston, Lillard, Smith and Stark

NOES: None

ABSTENTIONS: None

ABSENT: Hector, Hunter, Kinde and Shabazz  
Motion carried.

President Fisher entertained the motion to approve the new position for the Financial Aid Coordinator, Gabriel moved, Gray second. Discussion as follows:

Scott advised the group that he does not know if funds have been identified for either one of the new positions listed yet. We have them on a want list and we are just going into Developmental Budget. In terms as where we are right now, we do not have funds identified for either of these two positions yet.

Marco stated regarding the Financial Aid Coordinator position, the Financial Aid Scholarship Coordinator position was put on hold to release funds to go to this position. Also, there was an A&R Technician position with monies transferred to accommodate this position.

Scott confirmed that this is a new position. Other funded positions are being put on hold to fund this position. If that is the case, he would have to refresh on this and the motion could be contingent

Upcoming/Filling Vacant Positions: – G. Fisher , Continued

- VPAS Office – S. Stark  
Replacement
  - Cafeteria Manager
  
- VPSS Office – R. Shabazz  
**General Fund**  
Replacements/retirements
  - Articulation Counselor (in process)
  - Director of Student Life
  - Library Technical Support Assistant II (retirement)
  - Secretary II (Financial Aid)
  - Financial Aid Specialist II

New

- Financial Aid Coordinator
- Library Media Clerk

**Categorical Funds Positions**

Replacements/Retirements

- EOPS Counselor
- LD Specialist

New

- EOPS Counselor
- (3) SSSP Coordinator (SSSP Funding)
- Matriculation Coordinator (SSSP Funding)
- 2 Counselors (SSSP Funding)

on that scenario to move forward. He would be fine with that.

Sheri inquired do we or did we have a Financial Aid Coordinator position, or is this a brand new position?

President Fisher stated we had one Financial Aid Coordinator position and this is an additional position.

Rick stated he would be okay with it, if we also included in the motion to require the positions being put on hold to go back through the Program Review committee process to get hired again. These two positions being put on hold need to go back through the Program Review process and be re-prioritized again.

President Fisher stated that they do indeed and that is just the part of the budgeting cycle. It automatically happens that when a position is placed on hold, there is no longer funding attached to that position. And we cannot bring that position back until we can identify funding for it. It saves by putting it on hold, but the position does not go away. The goal is to preserve the position. I think in this case, it is taking monies from one area where it is no longer needed, or they can get by without those funds for a particular position, and putting that position on hold. We have greater need for the monies for this position over there. I think we all understand the issues and importance of addressing what has happened in FA. The number of people coming to us wanting service and us not being able to perform adequately in that regard, and we need the money there. She would like to see the paper trail in place (PCN numbers and budget number assigned, etc...), which is required to move forward. I think a lot of this has already been done for this particular position.

Scott clarified with Marco that the PCN's are in place showing the change in funds. That being the case, then that would be fine.

Sheri wanted to state along the line with what Rick was saying is that what the campus was experiencing, over the last many years, is that these positions that were put on hold were just abolished. They never resurfaced in any format. This goes along with the new process that we are trying to develop in how we decide if something is going to be replaced or not. If there is a way to track those positions, that get put on hold, or whatever we are calling that, so that we can track whether a position, say in 2013, gets put on hold. What does that department do; do they put it back on Program Review or is there some other

Upcoming/Filling Vacant Positions: – G. Fisher , Continued

- VPAS Office – S. Stark  
Replacement
  - Cafeteria Manager
  
- VPSS Office – R. Shabazz  
**General Fund**  
Replacements/retirements
  - Articulation Counselor (in process)
  - Director of Student Life
  - Library Technical Support Assistant II (retirement)
  - Secretary II (Financial Aid)
  - Financial Aid Specialist II

New

- Financial Aid Coordinator
- Library Media Clerk

**Categorical Funds Positions**

Replacements/Retirements

- EOPS Counselor
- LD Specialist

New

- EOPS Counselor
- (3) SSSP Coordinator (SSSP Funding)
- Matriculation Coordinator (SSSP Funding)
- 2 Counselors (SSSP Funding)

process? We can just see if a position is no longer needed and it got permanently shifted somewhere else, or is there a need and we have to come back to it.

President Fisher said when she came on board, I believe Sheri and Dr. Milligan made a request from me to provide information on abolished positions. I obtained that information from the District. Although, I did not give you a copy of the list because I did not have a great deal of confidence in the list. In the document, I did share with you the number of positions that according to this particular document at the District level were positions that were abolished. We had no process of abolishing positions but they are indeed gone. So we had to start from somewhere. My commitment, at that time and I maintain that commitment is if we place a position on hold, that is not a secret and everyone will know. Scott has a detailed account record of every position on Administrative hold, the date that we placed it on hold. Anyone can go back and, not only can look at it, but state their case on why we need to bring that position back. When funding is available, we may have a little bit of money going into 15-16, more than we thought, we would base on budgeting. There may be money to fill a position. So as we are looking at what we are going to do, do we just replace vacant positions, do we look at Program Review? Now you have another piece to consider. What about a position that was placed on hold? Do we want to bring that back and under what circumstances would we move the funding for a position that we had more recently put on the shelf for economic reasons for fiscal concerns.

President Fisher stated we have a motion on the floor, the motion has been seconded. Any more discussion?

Celia wanted to clarify with Scott and get it on the record that there is one Library Media Clerk funded and the one that we are not moving forward today is a second one.

Scott stated yes, the one not moving forward is a second one.

Celia just wanted to make sure of the first one and Scott said it was good.

Rick asked if he could make a friendly amendment to the motion.

President Fisher said that would be fine.

Rick motioned to amend and approve the Financial Aid Coordinator position with the contingency that the monies coming from the other two positions

Upcoming/Filling Vacant Positions: – G. Fisher , Continued

- VPAS Office – S. Stark  
Replacement
  - Cafeteria Manager
  
- VPSS Office – R. Shabazz  
**General Fund**  
Replacements/retirements
  - Articulation Counselor (in process)
  - Director of Student Life
  - Library Technical Support Assistant II (retirement)
  - Secretary II (Financial Aid)
  - Financial Aid Specialist IINew
  - Financial Aid Coordinator
  - Library Media Clerk

**Categorical Funds Positions**

- Replacements/Retirements
- EOPS Counselor
  - LD Specialist
- New
- EOPS Counselor
  - (3) SSSP Coordinator (SSSP Funding)
  - Matriculation Coordinator (SSSP Funding)
  - 2 Counselors (SSSP Funding)

are being put on hold. Scott second. No further discussion and the group voted as follows:

AYES: Bastedo, Beavor, Cota, Eaton, Fisher, Gilbert, Hamdy, Jaramillo, Hrdlicka, Huston, Lillard, Smith and Stark  
NOES: None  
ABSTENTIONS: None  
ABSENT: Hector, Hunter, Kinde and Shabazz  
Motion carried.

President Fisher said we will move to the categorical funded positions, Replacements/Retirements. The EOPS Counselor position is the only one left regarding these two positions listed to look at and was the position that was vacated by the individual who became the Director. This is a must have position.

President Fisher entertained a motion to approve the EOPS Counselor position. Gabriel motioned, Jeremiah second. No discussion and the group voted as follows:

AYES: Bastedo, Beavor, Cota, Eaton, Fisher, Gilbert, Hamdy, Jaramillo, Hrdlicka, Huston, Lillard, Smith and Stark  
NOES: None  
ABSTENTIONS: None  
ABSENT: Hector, Hunter, Kinde and Shabazz  
Motion carried.

President Fisher entertained a motion to move regarding the new positions: EOPS Counselor, (3) SSSP Coordinators with SSSP Funding, Matriculation Coordinator with SSSP Funding, and (2) One Year Temporary Contract Counselors with SSSP Funding, which she will go back and have a conversation with Dr. Shabazz to see when we might move to a different position with regard to one year verses a 10 year track. May I have a motion to approve these positions? Aaron moved, Scott second. Discussion as follows:

Sheri asked for clarification regarding the EOPS Counselor and the Matriculation Coordinator; are those 10 year tracks or also one year temporary?

President Fisher clarified with Marco that there was monies in EOPS for this counselor. EOPS monies is based on the number of students that we serve, it is soft but solid. Marco confirmed.

Sheri clarified that this was an additional counselor above the replacement position to the EOPS Counselor and it is a 10 year track. Also, is the Matriculation Coordinator a 10 year track?

President Fisher confirmed "yes," this is an additional counselor above the replacement

Upcoming/Filling Vacant Positions: – G. Fisher , Continued

- VPAS Office – S. Stark  
Replacement
  - Cafeteria Manager
  
- VPSS Office – R. Shabazz  
**General Fund**  
Replacements/retirements
  - Articulation Counselor (in process)
  - Director of Student Life
  - Library Technical Support Assistant II (retirement)
  - Secretary II (Financial Aid)
  - Financial Aid Specialist II

New

- Financial Aid Coordinator
- Library Media Clerk

**Categorical Funds Positions**

Replacements/Retirements

- EOPS Counselor
- LD Specialist

New

- EOPS Counselor
- (3) SSSP Coordinator (SSSP Funding)
- Matriculation Coordinator (SSSP Funding)
- 2 Counselors (SSSP Funding)

counselor and is a 10 year track. The Matriculation Coordinator is not a 10 year track position.

Sheri said that the Matriculation Coordinator was a faculty position.

President Fisher said “yes,” this is Gil Maez’s old position and we are looking at SSSP Funding monies, so it would still be another soft funding position. She is not comfortable with that.

Rick said our sister college, CHC is in trouble right now because of hiring 10 year tracks. Classified people have rolled into their budget and now they are in a hole. He does not want us to be in that hole.

President Fisher said many colleges are in this position and she feels the pressure, the need and the commitment, but she just feels it is too soon for us to roll down that path. Thank you Sheri for pointing that out. These positions are all on soft monies and because I have gone this far, I am asking that we table that until Dr. Shabazz comes back. She would like to further explore the details of these SSSP funding positions and 10 year tracks.

Marco understands her position and how long it takes HR. He was wondering if we can move forward with the one year temporary contract for all of these positions?

President Fisher is fine on moving forward with one year temporary contact positions, but not comfortable with 10 year track positions.

Marco said then could we move forward with one year temporary contract track positions until you have your conversation with Dr. Shabazz?

President Fisher was “okay” with his request and entertained a motion to approve temporary one year contracts for (1) EOPS Counselor with SSSP Funding, (3) SSSP Coordinator with SSSP Funding, (1) Matriculation Coordinator with SSSP Funding, and (2) General Counselors with SSSP Funding. Aaron motioned, Scott second. Discussion as follows:

Scott clarified that all positions are one year temporary contract. Gloria confirmed “yes”. No further discussion and the group voted as follows:

AYES: Bastedo, Beavor, Cota, Eaton, Fisher, Gilbert, Hamdy, Jaramillo, Hrdlicka, Huston, Lillard, Smith and Stark

NOES: None

ABSTENTIONS: None

ABSENT: Hector, Hunter, Kinde and Shabazz

Motion carried.

<p>Recommendation for Consideration to College Council Members – G. Fisher</p>	<p>President Fisher reminded the group to review the recommendation for consideration for next year regarding the format for minutes and other suggestions to the group to streamline the process.</p>
<p>Governance Handbook – G. Fisher</p>	<p>President Fisher stated the Governance Handbook has just been hanging out there and per cover was published in spring, 2014. This handbook is still in draft form, still some blanks and the document was never finalized. We have been working on it for a year now and it needs to be finished. All members have an electronic copy of this document and please take the time to review it. If you find discrepancies or changes you need to communicate such because this is going to be finished. She is asking for members input and this is the last go-around for this document. It has been through this process and through Senate. This is a great document and it needs to be finished.</p> <p>Aaron asked about obtaining a copy of the document. He was informed this document was emailed out with a former meeting agenda. One suggested for next year to put all documents in a drop box.</p> <p>Rick informed the group that you should not be using a drop box. There is policy coming forward, in process, that is going to go out to advise of such. There is a risk there because if you read the license, you do not own that content. As part of your Office 365, once the policy is in place, you will have space in One Drive. You should be putting agenda and attachments on SBVC website where all members can go to and obtain. This is what he does for his Technology Committee meeting. He puts all his items <u>prior</u> to the meeting for members to go to the website to print them. He also stated this was talked about previously in College Council, that all committees should post their agenda and handouts on the SBVC website committee web pages.</p> <p>Jeremiah asked where this policy on this item was and Rick stated it was just started and in process.</p>
<p>AP 2510 Collegial Consultation – G. Fisher</p> <ul style="list-style-type: none"> <li>➤ Talking Points – Expectations of the manner in which shared governance committees are run on our campus</li> </ul>	<p>President Fisher stated that the AP 2510 has several errors and then the next thing she knew it was in the board book. Updates that were to be made were not indicated on AP 2510 in the board book.</p> <p>Jeremiah said he is in this ad hoc group, and one of the things that was happening is that with everything coming forth from the comment form, there were three different versions coming through. The problem was which copy to copy onto. The other problem was that we were concentrating on our section we felt to look at the top part of the district part and there was some very questionable changes that had been</p>

AP 2510 Collegial Consultation – G. Fisher Continued

- Talking Points – Expectations of the manner in which shared governance committees are run on our campus

published. Those got cut but also the fact is that this has gone back so many times and he could show six agendas at Senate on this. We were losing track of which changes were being made on which document version. He had submitted a version that had all the changes before he went on sabbatical to Gloria.

President Fisher said this is not something we can sit down to do as a group. They changed the process and now we are down to the comment form. She is looking for a small group to work on this document to make the necessary changes. She feels it should not take more than about three hours and about three people. She is asking for volunteers.

Jeremiah requested that we consult to confirm the correct version of 2510. He states there seems to be more than one version. He is part of the ad-hoc committee work group and he will bring these changes to the group to make sure final changes were made. As was pointed out, there were multiple versions of this document. We worked on one, Crafton worked on one, and the District worked on one. This was before we established a process and we did not know there was going to be a comment form or a systematic way of doing it.

President Fisher asked if anyone had any questions about this process. We do not need an ad-hoc since there is already an ad-hoc committee for AP 2510.

Jeremiah suggested if anyone has the opportunity to look through the document then let him know if anything needs to be changed. If you have any questions, then let him know and he will take it to the ad-hoc committee. The next ad-hoc committee meets on April 24<sup>th</sup>.

User Group Input Update – S. Stark

Scott explained that at the last meeting we had some questions in regards to the user groups and how they interact with the Architects, with the design team on our new buildings. There is a procedure in place and I recommended to take a look at that procedure. The district has a program implementation. It is district wide and explains how the construction process is actually implemented. So, I looked it up under user groups and it is pretty loose. There is basically just one paragraph. Each project will have an assigned group that will meet the program manager and the project architect on a regular basis during the design phase to provide direction and input. I think what was discuss here was the need to have some kind of a feedback loop as we go through all phases of the design, planning, design phase, etc...

User Group Input Update – S. Stark Continued

Alternately the designing of the plans, and through the construction, there would be some feedback with the interface of the user group so they know which one of their comments were taken in and which ones we could not do and why. That is what I recommended to the Vice Chancellor. It is actually on our agenda for tomorrow morning, for our meeting with Kitchell and our Program Manager, that they put together an outline. When they have something, he will bring it back to the group. So that is the update on user group input.

President Fisher confirmed that he will bring back something to the group.

Scott confirmed he will bring back a draft when we have it at that level.

Accreditation and Student Learning Outcomes – C. Huston

Celia reported to the group that they are just progressing on the SLO's. We have some training scheduled for April 1<sup>st</sup>. Dr. Marshall is coming back on April 3<sup>rd</sup> to talk to department chairs for development. It is at 88% now. She has an ongoing assessment at the program level and she has her last big fish scheduled for right after the spring break and that should put us over 90%. They had talked in the Accreditation Committee meeting about perhaps inviting someone from District to come and sit in on our meetings so they know what is going on. Celia knows Gloria is working on that with the Chancellor. The Chancellor sent out the Task Force thing, so maybe we can work with him on that task force so that would bring us altogether.

President Fisher said she thinks there is a plan to identify the gaps by the Accreditation Committee, in terms of the lack of real connection and working together at the District level and College level that things happen at District that we do not know about. In terms of what was identified in the Accreditation Commissions report, we were not in the loop on that. She did take it forward and she can share more after the next Chancellor's Cabinet, so we have something to roll out to both campuses. She asked if it is possible to get 100%.

Celia said she did not know if it was possible to get 100%. Programs are always going in and out of curriculum. There are always courses that cannot be assessed because they do not get taught for a couple of semesters. She thinks we will get it mapped out to 100%, but there are always going to be these little things going on like the library assessment. We change all of our curriculum; new classes have not been taught yet, so we are not on ongoing assessment now.

President Fisher was curious since it seems 100% is impossible.

<p>Accreditation and Student Learning Outcomes – C. Huston</p>	<p>Celia said maybe 98% possible.</p> <p>President Fisher was curious since it seems 100% is impossible.</p> <p>Celia said maybe 98% possible.</p> <p>President Fisher would be happy with 95% and she would hope the Commission would be happy with that too.</p> <p>Celia said our courses were at 98% and the Commission did not even blink about that. Celia thinks we will have a reasonable expectation very shortly.</p>
<p>Campus Climate Survey – J. Smith</p>	<p>No Report</p>
<p>Needs Request/Funding Cycle – S. Lillard</p>	<p>Sheri said they brought some of this information to the program review committee about two weeks ago. Working with the Senate in terms of the process for the hiring, is where we have put our efforts right now. Working with the Senate, with the flow chart, and where the Program Review committee comes in this whole process, is what we are trying to develop in how to deal with replacements. With replacements of faculty and staff, we had some feedback to the Senate and a flowchart. She asked Jeremiah to remind her about the replacement cycle. Part of it is coming back to them for further discussion and is the Senate doing anything else with it. She could not remember.</p> <p>Jeremiah said there were a few recommendations that were made that he will incorporate into the flow chart. For any further feedback that Program Review has before it goes back to Senate, he will take the modified version. Basically, it went to our Personal &amp; Policy Committee who came up with the first draft. He shared it with Sheri to get Program Review input. When I presented it to Senate the last time, this came out of the Personnel &amp; Policy. There was some feedback from Program Review and I also had a comment in one of the boxes. Take that and bring back a revised version and then see how we want to go with that. That is where we are at. So before it goes back to Senate, whether it be the March 25<sup>th</sup> meeting or April 1<sup>st</sup> meeting, if it has further input, then I will incorporate it into that to see if this is the version we want to go with.</p> <p>President Fisher realizes that Academic Senate has taken the lead on this, but would like to invite Classified Senate to be involved in this process. It started down the pathway with Academic Senate because the focus was with faculty. I heard faculty and staff mentioned.</p> <p>Jeremiah clarified this chart is only for faculty.</p>

Needs Request/Funding Cycle – S. Lillard Continued	<p>President Fisher stated that is what she understood.</p> <p>Sheri stated the reason she brought staff into it was because the needs assessment we do rank both faculty and staff. So, if all you are looking for is to develop the faculty process, then we will continue to go through the program review and we will go through the process of ranking staff. I just did not know if it should be all tied in together or not. That is why I threw in staff in the beginning.</p> <p>President Fisher stated she does not want to see us ignore the approach we address Classified Senate with. From her experience, that with most of the classified positions we are at such bare bones that there is no choice. If the position becomes vacant, the need exist. She is happy to know that it is just focus on faculty positions, and would like to start with that. At some point, we need to at least hear from the Senate and the Union. The document will be available for you to look at and think about in the context of classified support staff.</p> <p>Rick wanted to advise the group that we needed to look at the prioritized list soon because we are coming to the end of the year and everyone is going to go away on summer break. We are going to have to deal with Technology requests for funding, budget request, and position requests. He thinks we need to bring that here to look at the prioritizations we have right now and say if this is our prioritized list that we want to look at for next year. The Budget Committee needs to look at if there is fallout we want to use.</p> <p>President Fisher suggested we put this on the agenda for the next meeting. We could get the documents out to you to start reviewing before you come to the meeting. We can move through that and is that agreeable. Alright.</p>
Program Review – S. Lillard	No Report
Committee Reports (start at 2:30 p.m.):	<p>Rick reported for the Technology Committee that the copier contract is going out to bid. We were going to go with Konika, but now it is going out to bid this week. He had updated the group a while back about the copiers. We could not get a deal with Konika, so now we are going out for bid.</p> <p>Gabriel reported ASG elections are coming up. The elections will be the last week of April; stay tuned.</p>
<b>OTHER:</b>	
Adjournment:	President Fisher thanked everyone for coming. Meeting adjourned at 2:59 p.m.
Next College Council Meeting: March 25, 2015	

**SBVC College Council MINUTES**

**Date: March 25, 2015**

**Location: President’s Conference Room, ADSS-207**

**Time: 1:00 PM – 3:00 PM**

Gloria Fisher, SBVC President, Chair  
Jeremiah Gilbert, Academic Senate President, Co-Chair  
Dave Bastedo  
Aaron Beavor - **A**  
Marco Cota  
Rania Hamdy - **A**  
Leticia Hector  
Gabriel Jaramillo  
Rick Hrdlicka

Diane Hunter  
Celia Huston  
Haragewen Kinde  
Sheri Lillard - **A**  
Sarah Miller  
Ricky Shabazz  
James Smith  
Scott Stark - **A**

**Guest(s):**  
None

TOPIC	DISCUSSION and ACTION
Call to Order:	President Fisher called the meeting to order at 1:03 p.m.
Approval of the February 25, 2015 amended minutes	<p>President Fisher stated the first order of business is to discuss the amendment of the minutes for February 25, 2015. She advised the group at this meeting we did not have a staff member present to take minutes, just the recorder running. She thought Scott was recording the voting of the ayes, noes, etc..., but he did not. We do not have a record on the audio tape of who voted for what and do not want to move forward with the approval of these minutes from our last meeting without amending them to record the proper votes and motions carried.</p> <p>The items have been indicated in red on the minutes that were not on the audio tape when transcribed by Suzan Hall. Starting on the third page under the Ad Hoc Committee update, the group determined it was <u>Diane</u> who stated “observed that every single student club meets this criteria”. The fourth page <u>not known</u> who stated...I wonder if this was discussed.</p> <p>Sarah was not present at this meeting but had a question about a statement by Gray on the bottom of page 5 in which <u>Gray offered clarification about CSEA and Classified Senate</u>. This really worry’s her because EDCO, section 7901.2, actually designates CSEA as that portion or the group that officially represents Classified Staff in all governances. We do indeed have a delineation of duties. The best way she can describe it is that Classified Senate acts as an arm of CSEA and defers to CSEA. We, CSEA, is the official voice of the Classified Staff in shared governance.</p>

Approval of the February 25, 2015 amended minutes - Continued

She can provide a copy of EDCO if that is necessary. Also, a copy of the MOU if anybody finds that helpful. The two roles are not at all similar to those of CTA and Academic Senate. Because Academic Senate is that body that the faculty has designated for the 10 plus one. We do not have anything like that and there is a whole other body of law that touches on what it is that the Academic Senate does, which does not exist in reference to a Classified Senate. She is worried about the clarity of those goals.

President Fisher asked Sarah what she suggested the group do.

Sarah would like to hear the audio tape to ascertain what was actually said in regards to that issue since it is a very important one. It has been one that has been very hard for us to clarify this and repeated effects have been made to do so, including a tort claim filed by CSEA to protect our rights. Repeatedly, the Classified Senate was thought as of appointee or body that should participate when, in fact, that would be CSEA. We had a really recent example of this, still even after a tort claim having been filed, when the Classified Senate was the only classified body for whom representation was solicited for the Adhoc Committee on Accreditation. The 7901.2 became effective in 2001 and this has been a constant problem for us even to a point of CSEA filing, on behalf of chapter 2 where won a tote claim. It is a terribly important issue and she would like to examine the audio tape.

President Fisher stated she is more than welcome to examine the audio tape. We have had this discussion in the past during College Council with respect to what the role is of Classified Senate as compared to the role of clear delineation of CSEA. So, if we need to make clarify statements in the documentation as it pertains to College Council, she is happy to entertain that and she did not have a problem at all with this.

Sarah asked if it would be helpful at all to provide a copy of the EDCO to the members, which is very plainly worded.

President Fisher said that would be great but she does not know that you are meeting with resistance here. It is the matter of educating the members so that they will know clearly what your roll is in being appointed the CSEA representative for the President of CSEA on College Council.

Sarah stated not just her role but the role of CSEA. She would like the opportunity to bring that to the members.

Approval of the February 25, 2015 amended minutes - Continued

President Fisher stated that would be wonderful, but she was making a statement to the body of College Council that they know now that you have been appointed to this committee to serve as the CSEA representative.

Sarah said she thinks that was understood. Her point was that there is a confusion over the roles of CSEA and Classified Senate. Again, CSEA is the voice of Classified Staff in shared governance according to EDCO 7901.2.

President Fisher stated we have that recorded and she thanked Sarah very much. Let's pursue what we started here regarding the verbiage in red in the middle of page five under Ad Hoc Committee Update.

Leticia said she stated as such as part of the requirements we need to clearly...at this meeting.

The next sections on the minutes we need to record the proper votes and motions carried. Jeremiah was asked do we take a re-vote since the audio recorder did not capture each member votes or do we go back to members present and acquire the missing information and voting information? What is the procedure to follow?

Jeremiah stated the process was followed in terms of a motion, second etc...We just need to record who made the motions and who the ayes and noes, and abstentions were. We either need to go by memory or we need to redo the vote. We had the vote and it passed, so technical just figuring out who ayes, noes and abstentions were. He felt it would be better to contact members present at this meeting and obtain information needed and what they voted.

Starting on page 9, under the agenda item Upcoming/Filling Vacant Positions, motion to approve the hiring of a one year temporary full time contract faculty member under the grant to teach and write curriculum, the group stated a faculty member motion but not sure who. Everyone present at this meeting today that were present at the meeting on February 25<sup>th</sup> meeting voted "Ayes". The group thought Diane and Algje were the two "Noes". Not sure of "Abstentions".

Also, on page 9, the group suggested listening to the recorder again, because they did not recall a motion being taken or carried on the replacement of faculty in the Accounting and Business Administration department.

The final item in red on page 10, the group thought it was Rania who second this motion.

Approval of the February 25, 2015 amended minutes - Continued	After further discussion by the group, it was determined that in order to record the proper votes and motions carried at this meeting, we would <u>contact the members present, and confirm what their votes were on these motions.</u> Upon all information confirmed by members present at this meeting, the amended minutes will be brought back to the group for approval.
Approval of the March 11, 2015 minutes	Tabled
<p>Upcoming/Filling Vacant Positions: – G. Fisher</p> <ul style="list-style-type: none"> <li>➤ President’s Office – G. Fisher <ul style="list-style-type: none"> <li><b>General Fund</b></li> <li><u>Replacements</u></li> <li>- Director of Marketing &amp; PR (non-faculty position)</li> <li>- Director of Development &amp; Community Relations (SBVC Foundation) (non-faculty position)</li> </ul> </li> <li>➤ VPI Office – H. Kinde <ul style="list-style-type: none"> <li><b>Grant Funded</b></li> <li><u>Replacement</u></li> <li>- Student Success Center Secretary I (non-faculty position)</li> </ul> </li> </ul>	<p>President Fisher stated the next order of business is regarding upcoming vacancies. It is almost after the fact, but she wanted to make sure that everything comes to this body even if it is a position of one that we know we must fill. She is not talking about faculty positions. We narrowed this down to classified positions and that also includes management level positions. There are two positions that are currently posted that she wanted to bring to your attention. One is the Director of Marketing &amp; PR. We currently have an interim in place for over a year. It is a non-faculty position and as we promised, it is now indicated next to the position, so there is no question as to whether it is faculty or classified.</p> <p>The second position is the Director of Development &amp; Community Relations (SBVC Foundation), which is the Foundation Director’s position. We have at this time Kevin Dooley who has come to us from CCS, which is a company that provided Mr. Dooley as our consultant bases to pull our Foundation together and build it up to something that is thriving. He has done a good job. Meanwhile, the contract will end May 8, 2015 and we must have a Director of Foundation. I’m bringing it to you so you will know about it and there are no surprises that this position has been posted. This is not the order of business, but I think we are on track now for making sure we have the conversations here to give you an opportunity to weigh in if you have any questions or concerns.</p> <p>In regards to these two positions, Director of Marketing &amp; PR and the Director of Development &amp; Community Relations (SBVC Foundation), Gloria entertained a motion to approve moving forward to fill these vacancies. Rick moved, James second. No discussion and the group voted as follows:</p> <p>AYES: Fisher, Gilbert, Cota, Hrdlicka, Hunter, Huston, Kinde, Miller, Shabazz and Smith.  NOES: None  ABSTENTIONS: None  ABSENT: Beavor, Hamdy, Lillard and Stark.  ARRIVED LATE: Bastedo, Hector, and Jaramillo  Motion carried</p>

<p>Upcoming/Filling Vacant Positions: – G. Fisher - Continued</p> <ul style="list-style-type: none"> <li>➤ President’s Office – G. Fisher  <b>General Fund</b>  <u>Replacements</u> <ul style="list-style-type: none"> <li>- Director of Marketing &amp; PR (non-faculty position)</li> <li>- Director of Development &amp; Community Relations (SBVC Foundation) (non-faculty position)</li> </ul> </li> <li>➤ VPI Office – H. Kinde  <b>Grant Funded</b>  <u>Replacement</u> <ul style="list-style-type: none"> <li>- Student Success Center Secretary I (non-faculty position)</li> </ul> </li> </ul>	<p>Haragewen advised the group she had a vacancy. The Tutorial Coordinator in the Student Success Center retired. The position posted and that position is being filled. The result is that it is creating a vacancy in the Secretary I position. The position is grant funded and cannot operate without a secretarial support. She wanted to bring this to the group’s attention.</p> <p>President Fisher entertained a motion to approve the SSC Secretary I position. Sarah moved, Jeremiah second. No discussion and the group voted as follows:</p> <p>AYES: Fisher, Gilbert, Cota, Hrdlicka, Hunter, Huston, Kinde, Miller, Shabazz and Smith.  NOES: None  ABSTENTIONS: None  ABSENT: Beavor, Hamdy, Lillard and Stark.  ARRIVED LATE: Bastedo, Hector, and Jaramillo  Motion carried</p>
<p>Educational Summit, April 1<sup>st</sup> – J. Smith</p>	<p>James advised the group that we have an April 1<sup>st</sup> event where we will have faculty, staff, and community members on campus. They will talk about their feelings about the campus and what they would like to see as a vision for the campus. A brief introduction will be given that looks at the mission from the state of preparing people for career technical educational courses, transfers, basic skills, etc. The ideal is what do people see as the current image of the campus. When counselors recommend Valley College, what do they recommend it for or, if they do not recommend it and recommend another institution, what is in their mind? We want to know what is the image from the community external point of view? What is the image of the campus from the people who are on the campus, faculty and staff? Where do those things line up and where are they different? A couple of the table topics: What is the current time and what do they see as the ideal time for the campus. Then, we will discuss what areas of growth and what facilities we need to acquire to make the campus what people want to see in terms of the ideal campus. This contributes to information that we will have when we review the mission statement.</p> <p>One of the things we have to do this year for Accreditation is to review our mission statement. We will look at the vision and the image that faculty, staff, and the community have of the campus. We will think about how we are going to revise the mission statement. It also gives us an idea of where the community, faculty, staff, and students see the campus now, where they see the campus going, and what they think needs to be done in order to get the campus to that. We will have a couple of hours to do that during the summit.</p>

<p>Educational Summit, April 1<sup>st</sup> - Continued</p>	<p>President Fisher advised the group, if they are available, it is really important that you attend and participate in the summit. Encouraged everyone to attend. This is a real opportunity for us to collect some accurate information of what we are doing and where we are going. She thank James for providing this information.</p>
<p>Grant Concept Approval Forms:</p> <ul style="list-style-type: none"> <li>➤ Cultivating Diversity in a 2+2+2 Collaboration</li> <li>➤ SBVC/RCC Culinary Arts Program Enhancement Grant</li> </ul>	<p>President Fisher stated she had done this in the past but she thinks it should be a part of our agenda, particularly when we have departments that are applying for grants. Frequently, applications are on a very short timeline and we do not have a great deal of time for discussion. Although we have not defined a process of how we will actually engage in dialogue or when that will take place, she feels you should at least know about some of the grants that just recently came to her for signature. They come to her in most part in the form of what is called the Grant Concept Approval form. Dr. Kathleen Rowley, Director of Grants, prepares this document after she has reviewed all aspects of it. One of the requirements in reporting to me is that she be able to articulate what the impact to SBVC is and should it be awarded. The first one she wanted to present to the group is the 2+2+2 collaboration, titled Cultivating Diversity. It's presented by the US Department of Agriculture. We are talking about \$292,000 plus dollars. This would be a partnership with UCR - Riversides Natural Agriculture Sciences Department and the MCHS. We feel as if we would stand a good chance at being successful. It only involves the standard use of our facilities for students and faculty. There are no real expected demands, no new staff positions will be required. The project is primarily in support of student participation and summer research and science at UCR, faculty development of SBVC, MCHS together with UCR. That is the snap shot and she thinks this is a wonderful opportunity. It is not going to impact us. Our students get an opportunity to work with UCR.</p> <p>President Fisher is bringing this item to the group as an information item.</p> <p>Celia asked would faculty from SBVC be teaching anything from our facilities or will UCR be coming to our campus to teach on our campus?</p> <p>President Fisher stated no. We are providing facilities for students, standard use of our facilities in that regard.</p> <p>James advised the group that the courses will be at UCR, but it will give our students and MCHS students the chance to go to UCR and work with faculty there on their research projects, which some of the projects are fairly advanced. It will</p>

Grant Concept Approval Forms: Continued

- Cultivating Diversity in a 2+2+2 Collaboration
- SBVC/RCC Culinary Arts Program Enhancement Grant

give our students a good experience with faculty there. It's similar to the STEM tradition, even though it is through the Department of Agriculture. His understanding is that all the instruction will occur at UCR.

Diane asked if we are getting money for doing nothing or is the money for transportation?

James stated the money is mainly for transportation and food. He believes that they are going to be able to stay on campus in the dormitory, so some funds will go to that.

President Fisher asked the group if they were comfortable receiving the information here? If they had any additional questions, they could certainly ask them of her or they can contact Dr. Rowley for details.

Rick stated this grant seems very simple and that it is not requiring us to hire anyone, etc. When we get to the ones where we are hiring people, then that is when it gets complicated. We should look at those types of grants.

President Fisher felt that was a good line of demarcation. If the grant is fairly straight-forward and does not impact our faculty and staff or budget (some call for matching funds), then fine. She receives other grants that do involve SBVC and she is looking at those to see if there is any reassigned time for faculty members, stipends, or some compensation which would involve union issues. It is not just College Council, it has to start in a conversation with CTA before it gets to College Council. That is the MOU that is going to be put in place very soon; she recognizes that.

President Fisher shared another grant with the group, so they would have two examples. She does not have a Grant Concept Approval form here, knowing that we have an existing CTE Enhancement grant. This grant came out of the result of the Budget Act of 2014. It is a substantial amount of money and RCC District has been designated the fiscal agent for this enhancement fund. We have partnered with them; 60% of the fund came to SBVC and it is already in place and working in large amounts in a variety of departments: GIS Program, Automotive Technology, Diesel, Auto Collision and Farm Tech. Now with regards with the remaining 40%, we, SBVC, are moving forward with requesting \$126,689.00 for an additional set of multiple programs: Graphic Arts, HVAC, Machine Technology, Welding, Culinary Arts, RTVF and more for Auto Collision. She does not have the

Grant Concept Approval Forms: Continued

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particulars and will not get the particulars, but she does understand that there will be a need for some writing of curriculum which means this involves faculty. This will go through CTA review to be delineated. She had asked for the information, but did not receive what she hoped to receive prior to this meeting. I had enough to at least tell you that this is one that is moving forward. It will be connected to the one we already have. It is just more money and a broader reach of programs that desperately need the funding. We need to make certain that it does not have a negative impact on any of our faculty and staff.

President Fisher asked group if they had any questions and that she will put them on the agenda as information items. If it is going to CTA, she will let the group know.

Leticia asked in regards to the programs mentioned that would require curriculum, are the requests coming from those programs to be added to the grant?

President Fisher stated yes. The programs have already weighed in and had to identify what their needs were, which is part of the proposal. She does not have the details. They identified the amount of monies that they are requesting to do "x" and part of "x" is updating curriculum or creating certificates.

Leticia just wanted to make sure that the departments are aware of this and it was coming from them.

President Fisher confirmed "yes". It is her understanding that the Dean has solicited the information from each of the departments mentioned and they want to be on board and willing too, and many of them already are.

Haragewen stated that the CTE grants, before they get submitted, the faculty has been consulted. We want to make sure we have content experts that would do that and, especially, be completely familiar with all the CTE grants to revamp our programs. Faculty are from day one involved in the planning.

President Fisher advised the group this was the information on these grants and if there is any other information that comes forward she will be happy to share it with the group. If you have any questions, feel free to speak to our Grant Manager.

AP 2510 Collegial Consultation – G. Fisher

- Talking Points – Expectations of the manner in which shared governance committees are run on our campus

President Fisher stated the Talking Point document was distributed at the last meeting for Collegial Consultation. She asked that you review the document since we did not have time at the last meeting. Has anyone had time to review this and like to start the conversation?

No response from the group and President Fisher stated we can table this item. We are in the process of updating the Collegial Consultation Committee list that contains all the committee members, days of the week the committee meets, the time that it meets and the meeting place. We have been making some changes along the way and we have not consistently been moving those changes over to the AP 2510. Myself and Jeremiah have gone down the road about this whole new way of updating the BP and AP that is taking place at the District level but at the local level we have to identify our own committees. It is different from the way Crafton has theirs set up. I am hoping that you take the time to review the document and whether it has any value in terms of giving us any direction as we move through to verify the committee charge and membership. We started this conversation and I will bring it back for discussion. It has to do with plans for the next fiscal year; how should committee chairs deal with the issue of certain members of committees not attending? It is not the responsibility of the committee chair to act like a police person. It is a matter of making the appointee party, the person who appointed the committee member to the committee aware of the fact that maybe there is a schedule change, and it has not been communicated and that is why they are not attending. There are concerns in various areas in which members are not attending meetings. This is a way to look at it and see if we want to help to have better representation at our Collegial Consultation Committee meetings.

Rick mentioned that it is very frustrating.

Dave mentioned that the District does not care that we are paying someone for nothing. He does not know why someone does not put some teeth into it.

President Fisher is looking at this group to put some teeth into it as a committee.

Sarah stated that there was a previous discussion of this issue at one of the meetings she attended before as a designated CSEA. It was discussed, at that time, that it is management's role to enforce the contract that they have with CTA. Committee attendance is a portion of those duties under that contract that the management co-chair was going

AP 2510 Collegial Consultation – G. Fisher Continued

- Talking Points – Expectations of the manner in which shared governance committees are run on our campus

to be contacting those members who were not in attendance to find out why. She has to endorse what Dave just said; its management's role to expect from its employees what they are contracted to do. It is not my role, certainly as a member of this body, to do that and she does not have the power to do that. The only one that has the power to do that is management. It is really different for classified staff members whose job descriptions do not usually involve membership or service upon a governance committee. For CTA, that is part of those duties which faculty are reviewed and, whether or not they are attending their shared governance committee and contributing, is part of their job performance.

Dave questioned if management is looking for us to help them figure out how to do this?

President Fisher said no, but she is looking at this body to agree that is what is going to happen. We are going to take a firm stand on committee participation, not just show up.

Diana stated the language in the contract is participation; attendance is not required. She is not trying to disagree with you, but she will double check the language. Some of the reasons include many things that are beyond are control as faculty members and beyond this bodies control. The prime example is the changing the time of this meeting that prevents some of us from being here. Things like this do happen on committees all the time. Schedules change and faculty chairs often have to find last minute replacements for people. She does know quite a few faculty that do participate, but they physically cannot be present at the meeting. Yet they do things like proof read documents, prepare documents, participate by email, access Cloud and do all sorts of valuable work. She feels like she needs to defend them and she does not feel it is everyone. You should not assume because they are not there, they are not participating.

Dave said if you are one of the chairs and you know someone is not attending or participating.

Diana said it is not the chairs responsibility.

Dave questions is there a management person on the committee?

President Fisher said there is a manager on each committee. It takes her circular back to what she said that this document is important because it reflects the location, time, who is on the committee, and what manager is on the committee. We have a document which is reference and is posted for anyone to view

AP 2510 Collegial Consultation – G. Fisher Continued  
Talking Points – Expectations of the manner in which shared governance committees are run on our campus

anytime. So when say you want to change a committee meeting time, you can view the document and see that it collides with another meeting time and it cannot be done. This happened already with the Budget Committee already.

Dave said you should not be able to change the meeting time from one year to the next.

President Fisher advised that most committee assignments are for a two year period. She said these were all great points and particular taking notice of the participation aspect of it because it is important to recognize.

Leticia stated it is not an easy situation. She commented even for a manager to start calling up members not attending; do they call a member if they have not attended one day? Also, are all members being called who are not attending meetings?

Dave stated we are talking about the members who have been on roasters for years and have not made one meeting.

Leticia stated something needs to be communicated that says what is going to be taken place and when does this take place. It is a hard issue and if one person gets a call and someone else does not get a call regarding attendance, then they might say, Why are they picking on me?

President Fisher stated for these reasons were the point of starting this discussion.

Sarah mentioned there are duty equities in the manner in which this is approached. If people fill there are inequities, then that is an issue you take up with their unions because that is what the unions deal with. Again, we had this conversation in this body and what was determined at that time it was the managements role to be the enforcers of employer of the contracts they have with those particulars employees. She does realize there are other ways of participating beside attendance, but there are lots of people that do not attend, nor do they participate in any manner.

Ricky stated the difficulty that he sees is yes we can use a general term like management. If that person does not directly report to that manager, then that becomes a challenge. What I have seen done in cases like this, is a letter typically comes out of the President's office, like this is an expectation as part of your contract and you understand you have not been living up to that expectation. That person who is not participating may not report directly to that manager.

AP 2510 Collegial Consultation – G. Fisher Continued  
Talking Points – Expectations of the manner in which shared governance committees are run on our campus

President Fisher appreciate Sarah's comments and the accuracy of her memory. She asked Debby if she could pull up the minutes and Debby reminded her the document that you have was one that the group requested, "Talking Points". The group said we had all this conversation and we will create some talking points per the discussed at a previous meeting, then we will come back and try to narrow it down because all these pieces came forward. Granted it is the management responsibility but that is just a statement. It runs into the kinds of concerns that could arise, such as like Dr. Shabazz just pointed out, if that is not your manager and there coming up and telling you that you did not do this, that or other, how is that going to be received. Is it appropriate or doe that manager have to go find the other manager, so that manager can deal with the employee. Not sure how that plays.

Leticia stated it just seems the issue is that we have people show up to meetings all the time and there just as helpful as the ones not coming at all. Again, I think the bigger issue is how big of an issue is this on our campus. We want to talk about it and if this is a big issue, and the majority of our committees are not being well attended, I think the question is "why". Try to identify what is lacking here. Why do faculty choose not to participate or is it just a handful of faculty?

Dave stated especially since they get to choose which committee they serve on.

Leticia said exactly and we cannot avoid the conflict of schedules sometimes, but is this a smaller issue or bigger issue. That is what she would like to find out.

Dave stated it is a big issue and what percentage sits on your committee?

Leticia and Haragewen stated about 90%. There are a couple that never come.

Rick stated there were a few members on his committee who contacted him in the beginning of the year who said they were not going to attend but if you need me to do anything then let him know.

President Fisher advised the group to review the talking points and she will bring this item back for further discussion. This "Talking Point" document was attached to your meeting minutes of March 11<sup>th</sup>. It was a document that the group asked to be put together with all the points discussed at that meeting to be brought back at future meeting to be discussed further. Debby will resend this document back out to the group again.

AP 2510 Collegial Consultation – G. Fisher Continued  
Talking Points – Expectations of the manner in which shared  
governance committees are run on our campus

Sarah wanted to address what was said about what if that is not the manager. It is not all that complicated. We are all employed by the District, not by are managers or by any individual or any person. An expression of expectation in regards to faculties' duties from their employer as an opening might be the easiest and best way. That way it is not one person and it is not someone manager, because everyone is employees of the District.

President Fisher advised Sarah she understood her point that it should not be this body, but the District. But it would be this body to make the recommendation that I take forward to District. District needs to be more prescriptive in terms of the policy so it is consistent with the contract. This body would need to make that recommendation, so we do have a role. We did start the points of talking and she would like to bring these back to decide what we want to do and have something put in place for the next fiscal year.

James advised the group in the survey data some committees have 90% attendance and there are some that not that they do not get anything done but it effects moral. It becomes a moral issue at some point, if they can get away with it why should I.

Gabriel understood that it is part of their constitution and bylaws that we attend these meetings. He commended at the beginning of fall semester we were having problems because I was going off an old document similar to that in which all the meetings and times were just not there. It was hard for me to find out who the managers were heading up the committee itself so he could assigned the Directors to attend the meetings. Then I received another updated form from Joseph there advisor in which that was not to the tee. We were sending out the Directors but when they were arriving to the committee meeting, the date and time was not happening. He believes the document is a life saver especially within Student Government because it give us a place to go to attend these meetings and he was glad that it was being brought up.

President Fisher thank Gabriel for these meaning full comments. We can only encourage people to attend are shared governance meetings, if they can be assured of the date, time, location and who they might contact to the offering.

Celia stated we are focusing a lot on faculty. I chaired two of the big committees on campus and there are a lot of classified and students that do not show up at the meeting to. Whatever we address, needs to address everybody.

AP 2510 Collegial Consultation – G. Fisher Continued  
Talking Points – Expectations of the manner in which shared governance committees are run on our campus

President Fisher stated she thinks we went down that path because there was a focus on contractual requirement under CTA. But there is also a commitment that you are going to be on a committee and you are going to serve. Thank you very much for that Celia.

We will bring this back for further discussion. The Collegial Committee list is posted on the website and the Talking Points were emailed to you. We want to update this document and make sure it is accurate. We will revisit it, but if we get it accurate now, than it will be easier to work from going into the next fiscal year.

Governance Handbook – G. Fisher

President Fisher advised the group we have been working on the shared governance handbook for a while and I have asked you to review it. If there was anything more you wanted to add or make comment to, I asked that you get them to me. I have not received nothing. It is going to go to print.

Celia advised that her committee meets tomorrow and she has not had a chance to present it to her committee. It is the first time since last asked about this document.

Rick also stated his committee does not meet until next week.

President Fisher does not have a problem with that. If she can sense some type of commitment to us finalizing this document. It should not be just hanging out here. Sarah you did not have the benefit of the opportunity regarding this document since you are now representing CSEA. We will make sure that you get this document. We will bring it back to the next meeting which is in two weeks. It has been through, I do not know how many pass through, but I think we our very near a final document. It went to Senate when Algie was here.

Celia said it went to Senate and we were asked to look at it and bring things back.

President Fisher clarified to the group that Stacy Garcia received all the feedback and she made the changes in the document. This is what we are left with and that is why I am bringing back to this group. We have put in all the changes and everything that was submitted. Now we have done nothing. We need to go back to see if she inputted everything or anything that you did not intent is within the document. We need to get it done. So, that this document will come back in two weeks. Is there anyone who will not have the opportunity to meet with their Constituent Group?

<p>Governance Handbook – G. Fisher Continued</p>	<p>Sarah stated the CSEA Chapter meeting takes place monthly.</p> <p>President Fisher does not know what Colleen had done in the past, but asked Sarah to take a look at the document so she can weigh in at the next meeting. Meantime, the group can send their changes or comments or anything they see that is inaccurate to Suzan Hall.</p> <p>President Fisher mention to the group that she has a goal that we vacate this room around 2:30 p.m. today, since the Academic Senate will be holding their meeting in this room today at 3:00 p.m.</p>
<p>Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - J. Gilbert</p>	<p>Jeremiah provided a handout of the revised document to the group. This document went out and he changed the name. Previously, there were some notes from the Committee and then it came to this body and some suggestions were made. He has incorporated those and the notes that he received from Algie, since she represented Jeremiah at that meeting. Basically, it was a change in language so this is consistent of the employee/faculty/organization/association for consideration for requirements and process.</p> <p>The first bullet point under requirement was a suggested addition.</p> <p>Bullet point number two under process was revised to state must be align with College Council three functions.</p> <p>Previously, Membership suggestion at the bottom of the page, it was suggested that the Director of Marketing &amp; Public Relations and Director of Grant Development be added at the last meeting. He did not see a motion, so left it as a suggestion.</p> <p>This revised document is just incorporating the changes from the February 25<sup>th</sup> meeting that Algie was representative for Jeremiah. He does not know where it left off.</p> <p>Rick stated in bullet number three in requirements, if it could be "Minimum <u>active</u> membership. Not just minimum membership, since people could put anything on paper. Their minutes should reflect an active membership.</p> <p>Jeremiah stated he could change that to state such.</p> <p>Celia asked how big is College Council going to get? She does not know if anybody else has notice that the larger we get, the longer the meetings are and the less we get done. Just an observation and she does not know what a solution is.</p>

Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - J. Gilbert Continued

President Fisher did not know what the rationale was in including the Director of Marketing & PR.

James said it was because one of the charges of this committee is communication and another is planning. The Marketing & PR Director would be a representative to contribute to communication and the Grants Director to contribute to planning.

President Fisher said we will have to take a vote on that to see what the body fills about including those two positions, so we can get to a discussion.

Jeremiah said we could also considered those two positions as advisory members, whether than voting members.

Sarah questioned that she cannot tell from this whether membership would be advisory or voting.

Jeremiah stated under the process number four, if they met the process and followed the process they would be appointed to an advisory role for a year. Upon review they could become a voting member, if their membership was active and they stout to be a voting member. That was the thinking behind that.

Sarah asked if we are going to require those things under bullet two under requirements, what evidence of the existence of those things do we require in order to get or met those requirements? How do we know that?

Celia said they would have paper copies, have a website that contain those things including their minutes. Meeting schedule and their attendance. At least they would have paper minutes that they could show us, if they are running a formal meeting.

Sarah stated when she attended the meetings before and there was a group seeking membership, someone asked about their constitution and basically were told "no". So, she does happen to wonder how we know this.

James stated in our adhoc committee meeting that people would have to submit that.

Sarah stated that we should probably should indicate that.

Jeremiah stated that under bullet two it states with bylaws, charge, minutes, regular meetings, which that is what the idea was behind that one.

President Fisher said that it is probable sufficient and we would review those documents and make a determination.

Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - J. Gilbert Continued

David said in bullet number 4 not sure what a consistent designee is.

Rick stated that the same person would be attending.

Jeremiah clarified for instance when he cannot attend a meeting than his VP is his designee. He just does not randomly assign anybody. That was the thinking behind that.

Rick said so we do not get someone who does not know are procedure or ongoing conversations, etc...

Dave said he sees what is being said but it is not clear when you just read it out per bullet number 4.

President Fisher asked the group if there are any other changes to the document, other than bullet number 3 where it is to be change to "Minimum active membership". In terms of the membership suggestion; it is just a suggestion. We can vote on the document. How do we want to handle this membership suggestion? Do we want to change to be membership advisor or do we want to vote on it separately?

Jeremiah said we should vote on it separately. Since the intent of the adhoc committee was to develop the requirements and process. These fell outside of that. As we were reviewing the charge of the committee and thought maybe these are two areas that might be memberships.

President Fisher entertained a motion to approve the Requirements and Process for College Council New Member Consideration, without the inclusion of membership suggestions; with the addition of "acting" following the word minimum at the third bullet. Rick moved, Diane second. No further discussion and the group voted as follows:

AYES: Bastedo, Cota, Fisher, Gilbert, Hrdlicka, Hunter, Kinde, Jaramillo, Shabazz and Smith.

NOES: None

ABSTENTIONS: Huston and Miller

ABSENT: Beavor, Hamdy, Lillard, Stark, and Hector-left meeting at 2:02

Motion carried

We will come back to the group and have a conversation about the suggested memberships. We will discuss the why's and why not's and take a vote. We will determine at that time to what capacity.

Strategic Planning (Goals 3 and 4) – J. Smith

- District Strategic Plan

James stated at each of our meetings he wanted to focus on the evaluation of our goals from the Strategic Plan. We are on 3 & 4 now and those have to do with Communication, Campus Culture, and Climate, goal three and the fourth goal is Leadership and Professional Development. At the next meeting we can take a look at some of the details here. Some of these things are related directly and will be decided when the Director of Foundation come on board. One of our goals was to have an active Alumni. The last few years we have not have any Alumni activities. The spirit of this goal is focus on internal communication. Things like regular updates from the Budget Committee. External communication to connecting to the community and remaining connected to the Alumni, the people who pass through.

James mentioned that we are also in the process of the District Strategic Plan. Final stages of bringing that together. The group received the first draft of a set of measurable adjectives to address the goals of student success, enrollment and access. He has been to a number of committees where we have reviewed this and he is going to give them his recommendation. There are a few things we wanted to adjust about the numbers. Most of the committees in general, people are not happy with the terminology of through put rate. One of the adjective here in 1.2.1 and 1.2.2 has to do with the success rate for students who start in basic skills and make it to transfer level. It seems to take all the energy away from the student and makes them almost a through put object. It is a funny term, but it is something that they have chosen, and nobody that he has talked to is happy with it. That is going to be one of his recommendation, to call it "success rate"; basic skills success rate. That is all for now on this topic.

Educational Master Plan – J. Smith

James stated that we are at a point that it is time to update the entire Educational Master Plan. The Educational Master plan (EMP) is document that is a composite of individual plans from every campus department. Everyone gets a one page sheet, an EMP. We use it in our Program Review and lots of other ways to have that basic granular level of planning at the department level. Some campuses use the EMP in the way we use the Strategic Plan. Our primary EMP is focus on instruction and academic programs; things related to academic programs for student success. Some EMP, like our Strategic Plan, deal with everything, like landscaping, tree maintenance or bathroom maintenance. Where our EMP does not, it focuses on the Instructional side. He has given the group the first 17 pages of the EMP, this is the generic part and everything after that is individual EMP sheets. But one of the weaknesses, since the last time we did this, we need to have an introduction and a body that is broader. That integrates some common themes from all the department plans as the first part. When we did this we did it as a requirement from the Accreditation and we put it together with what we knew at the time. The bar is higher now and we need to have something that is more sophisticated then what we did then. If you read through this there is lots of data on measure of demographics. but no unifying statement that pulls this together with other plans, and puts the individual departments together. Which brings him to the fact that it is in our planning model and the place where it is in are planning model, puts it in perspective. But the planning model is also on the agenda for this committee and probably need to deal with those two things at the same time. That is how this is going to be structure, but after we look at the big picture. Where does it fit and where we want it to be. After we have done that, he is going to ask for some volunteers. He liked the way the adhoc committee worked on the membership smaller project; so maybe he can do this on this larger project to see how it works.

Ricky inquired in James explanation one of the things he did not hear is how all of those plan models are related to budget. Our resource allocation is related to the planning process.

James said that a lot of our plans do not refer to monies at all. They just say we want to do this and one day we will. But budget has to be integrated into here somehow. That is his report and he will follow-up next time.

President Fisher said that this has become even more important, because this plan is through this year and we will be updating the plan. This is a five year cycle plan. One of the things that they are going to be looking at down the road in

Educational Master Plan – J. Smith Continued	<p>conjunction with the EMP is the Facilities Plan. The two really work very closely together. The facilities plan is out of date. One of the high priorities here in terms of operating a facilities is the CTE Building and Parking Structure. Where are we going? Some of the challenges this institution without a solid Educational Master Plan to drive the planning for the foot print or interior of the CTE building. Do we just put in the same square footage, etc...in the CTE building? We are going to face some very hard decision in the future. Who are we? What is are identity. Dr. Smith just touched on that and will again at the Educational Summit. This is a pretty big deal and you will continue to hear about this. They also are going to be working on the EMP and Facilities Plan at the District level. It is important for are voices to drive them up. The sooner we get started the better. So we can get our collective thoughts together to influence and inform the document at the District level that will also pertain to us.</p> <p>James added that the last facilities plan was in 2006-2007. There has been a lot of facilities changes and upgrades. It is going to take some time for updating.</p>
Accreditation and Student Learning Outcomes – C. Huston	No Report
Campus Climate Survey – J.-Smith	No Report
Needs Request/Funding Cycle – S. Lillard	No Report
Program Review – S. Lillard	No Report
Committee Reports (start at 2:30 p.m.):	<p>Rick reported for the Technology Committee that the new mobile app for the campus is getting close; hoping for the 1st. It has all been through the testing. Students will be able to register, look at their schedule, and get a map of the campus with direction to the campus, directory – able to look up people phone numbers and room numbers. The Marketing Director has been leading the project; he has only been involved in the testing part. He advised and referred them to get a hold of the Marketing Director for the question asked about training on this new mobile app.</p> <p>Gabrielle reported for ASG that they are still working on the event and elections in B-100.</p>
<b>OTHER:</b>	
Adjournment:	Meeting adjourned at 2:35 p.m.
Next College Council Meeting: April 8, 2015	

**SBVC College Council MINUTES****Date: April 8, 2015****Location: President's Conference Room, ADSS-207****Time: 1:00 PM – 3:00 PM**

Gloria Fisher, SBVC President, Chair  
 Jeremiah Gilbert, Academic Senate President, Co-Chair  
 Dave Bastedo (1:10)  
 Aaron Beavor **A**  
 Marco Cota  
 Rania Hamdy  
 Leticia Hector **A**  
 Gabriel Jaramillo  
 Rick Hrdlicka

Diane Hunter  
 Celia Huston  
 Haragewen Kinde  
 Sheri Lillard **A**  
 Sarah Miller **A**  
 Ricky Shabazz  
 James Smith  
 Scott Stark

**Guest(s):**

Glen Kuck, TESS/DE  
 Trelisa Glazatov, TESS/DE  
 Ron Hastings, Library

<b>TOPIC</b>	<b>DISCUSSION and ACTION</b>
Call to Order:	The meeting was called to order by President Fisher.
Bookstore – G. Fisher (Conference Call In By Phone)	<p>President Fisher explained she didn't plan to be here but decided to share the information here in person instead. I met with the ASG President, Thomas Robles and VP Gabriel Jaramillo, so they are briefed on the Bookstore decision. Several weeks ago, Larry Strong gave a presentation about the Bookstore and the possibility of it being outsourced due to operating in the red. It was determined the Bookstore should be given an opportunity to turn itself around and was given a two year plan and then be re-assessed. The 5% discount came up for the ASG sticker, an opt out system. The 5% discount is going away and will no longer be in place. This is not something we are voting on. I am telling you this is what is going to be done. It will be implemented for Fall 2015 semester. ASG has agreed to do some math to see how much this will affect students and the ASG body.</p> <p>Gabriel stated students buy the sticker for the discount and it will upset the student body and also take the revenue away from ASG and they work off this revenue. ASG gave \$50,000 to assist the Bookstore and perhaps it wasn't enough. We do not want to outsource the Bookstore.</p>

Continued - Bookstore – G. Fisher	<p>Gabriel suggested ASG might be willing to give a little more to help and then not take away the 5%. This will be discussed in the next few weeks and a proposal brought back.</p> <p>President Fisher is open to hear what ASG has to say and willing to carry that forward. We will come back in two weeks and you are welcome to speak here or we can meet again. You brought up some very valid points and this will come back for review.</p> <p>Rick suggested maybe continue the discount and ASG can cover the difference.</p> <p>Scott added \$80-100,000 would be needed for the Bookstore and the Point of Sale system will be replaced and updated. The plan was accepted. Scott, Gloriann and Mike Strong are accountable and we are launching it immediately. We are not going to wait two years and then monitor where we are. Online book partnerships are still being researched by Gloriann.</p>
Approval of the February 25, 2015 amended minutes	<p>President Fisher stated the minutes are again tabled as we are in the process of getting caught up. Sarah Miller has requested to listen to one of the tapes and we have not been able to connect so once this has been done they will be caught up.</p> <p>Tabled</p>
Approval of the March 11, 2015 minutes	Tabled
Approval of the March 25, 2015 minutes	Tabled
International Students Program Presentation – G. Kuck	<p>Jeremiah took over as chair for Dr. Fisher who left for another commitment.</p> <p>Glen gave a Powerpoint presentation on the International Student Program and explained this is a summary of where we are as a District. In May, an Advisory Committee will meet to discuss the next steps. Haragewen, Marco and Jeremiah are part of this committee. He explained each international student pays roughly \$6,000 in tuition to attend SBVC or CHC and considerably more at CSU's and UC's. All funds received from international students are going into the General Fund. Tracking needs to be done and data cleaned up since these are unrestricted funds.</p>

Continued - International Students Program Presentation – G. Kuck

An orientation program would need to be established along with a processing office that can handle processing, recruitment, applications and counseling.

Ricky is concerned about staffing in general and where would this program be located? We have outgrown our facilities here.

Jeremiah questioned if there is an interest. He stated we need to have this dialogue now in order to see how we want this to happen and if it is what we want.

Glen stated the purpose of this presentation is to encourage dialogue and provide a framework to work from as well as address legal compliance issues.

Faculty Vacancy Process – J. Gilbert

Jeremiah presented the faculty vacancy process Flowchart for review as approved by the Academic Senate on April 1, 2015 and reviewed by Program Review, Curriculum and non-instructional faculty. Program Review has been used for growth and has been looking into replacement positions but may not have the time as it is a slow process. If a faculty member were to retire or resign within the past two years, we would go to the Dean to review the Flowchart. Do we replace them? The Dean would justify the position per the rubric and the recommendation would go to the VPI. My plan is to get this to the Deans. The process will be reviewed again in two years.

Ricky asked to have an effective date added to the document when the two years begins.

Jeremiah will add this to the document.

Ricky asked to clarify the position of College Council. If Academic Senate approves this document is it coming to College Council as informational or to vote on or College Council doesn't weigh in on these matters?

Jeremiah stated this is a gray area. What we have been doing recently is it goes to Program Review and to the priorities list. It was then the President's purview to choose hirings and that's where it ended.

Continued - Faculty Vacancy Process – J. Gilbert

Jeremiah continued more recently the President has chosen to bring it to College Council for review. Nowhere does it say this has to happen but that has been the choice. My view is the Deans go through the Flowchart, they give it to the VPI and then let the President know this is who to hire. If the President wants to give it to College Council for approval, then that's when College Council gets their say. The role of College Council has varied by President and if that's what our President wants to do I have no problem with that. It gives College Council a chance to look into it but we haven't had a process previously. I always used the 50% rule. We're trying to be a little more precise now.

Ricky said his understanding of Collegial Consultation is such that if the Academic Senate already approved this document wouldn't it be of benefit if the document is then brought to College Council to either vote on or approve or is that not how it works?

Jeremiah said if College Council wants to vote to endorse this document, absolutely. If I didn't want that I wouldn't bring it. All the vested people have reviewed it.

Rick asked about funding.

Jeremiah stated if the job is in place, it is already funded. Two years was put in for a timeline for resigned or retired positions in order to keep from going back fifteen or twenty years. We hired the ones we could.

Scott clarified what changed this year is the tight budget situation and we lost some positions. If the position goes vacant now, the funds are still in place. If it was two years ago or earlier, and it wasn't refilled, the funds are lost. It goes back to the beginning of this fiscal year's budget so that's how far back it can go. That's when the decision is made to fund or not.

Jeremiah stated if there is no funding, you as a College Council can say there is no money. Program Review generates a list every year and every year there are some unfilled due to no funding available for the past 5 years.

Continued - Faculty Vacancy Process – J. Gilbert

Dave asked if this would then create a list that would supersede Program Review?

Jeremiah clarified this would supplement.

Scott said we did something unique this year and looked at the Program Review priority list first and went from there.

Haragewen stated there are 8 faculty positions being filled now from spring 2013-2014 vacancies. There wasn't a mechanism in place last year so now those that have come up we are holding on to them and will look at the process that is now in place.

Jeremiah stated there is some rationale for replacement now. I was bringing this to you as approved by the Academic Senate for feedback. I can bring any questions or concerns back for review and discussion.

Jeremiah entertained a motion to adopt the Flowchart process as approved and adopted by Academic Senate.

Celia moved, Rania second.

Ricky asked about General Fund versus Categorical Fund when the Flowchart was developed.

Jeremiah said no, most were General Fund positions. If other funding sources came up, they could be added.

Rania asked about faculty coordinators and if they would be addressed.

Haragewen said yes, they would be addressed.

No further discussion and the group voted as follows:

AYES: Gilbert, Bastedo, Cota, Hamdy, Hrdlicka, Hunter, Huston, Kinde, Shabazz, Smith, Stark

NOES: None

ABSTENTIONS: Jaramillo

ABSENT: Fisher, Beavor, Hector, Lillard, Miller  
Motion carried.

Upcoming/Filling Vacant Positions: – J. Gilbert for G. Fisher

- VPSS Office – R. Shabazz

**High Priority, General Fund Positions:**

Replacements/Retirements

- Director of Student Life (non-faculty position)
- Library Technical Support Assistant II (retirement) (non-faculty position)

New

- Financial Aid Coordinator (non-faculty position)
- Clerk II (Financial Aid) (non-faculty position)
- Library Media Clerk (non-faculty position)
- Financial Aid Specialist II (non-faculty position)
- Sec II (Financial Aid) (non-faculty position)
- Counselor (Faculty position)

**High Priority, Soft Funds Positions:**

Replacements/Retirements

- EOPS Counselor (Faculty position)
- LD Specialist (Faculty position)

Ricky shared there are a total of 30 vacancies with half in Student Services. This concerns me particularly in the Categorical areas. I believe you voted on all of them but the faculty and non-faculty positions needed to be identified with tenure and non-tenure track. He brought up the two General Fund positions to be replaced, Director of Student Life and Library Technical Support Assistant II. He also mentioned the Counselor position under New which is actually a replacement position for a counselor who left in June last year. I just want to bring these back and have a re-vote in general. The Director of Student Life is the only one in process at this time.

Jeremiah asked the group if they wanted to vote section by section and that was acceptable to all.

Jeremiah called for a motion to approve the High Priority, General Fund positions Replacements/Retirements for Director of Student Life (non-faculty) and Library Technical Support Assistant II (non-faculty) and the Counselor under New is actually a replacement position. Further discussion:

Scott wanted confirmation on all the new positions and are they funded?

Ricky said the Counselor position is the only one not funded.

Scott clarified the Counselor position is actually one we lost so the money has been re-routed to other priorities on the campus. There is no funding for it and we need to establish funds before approval.

Haragewen said the Counselor was not in the budget development which is why it was swept.

Jeremiah reminded everyone we now have a process in place to review the Counselor position.

Continued - Upcoming/Filling Vacant Positions: – J. Gilbert for G. Fisher

- VPSS Office – R. Shabazz

**High Priority, General Fund Positions:**

Replacements/Retirements

- Director of Student Life (non-faculty position)
- Library Technical Support Assistant II (retirement) (non-faculty position)

New

- Financial Aid Coordinator (non-faculty position)
- Clerk II (Financial Aid) (non-faculty position)
- Library Media Clerk (non-faculty position)
- Financial Aid Specialist II (non-faculty position)
- Sec II (Financial Aid) (non-faculty position)
- Counselor (Faculty position)

Celia asked if she could make a motion that we reaffirm for the third time the Director of Student Life and Library Technical Support Assistant II and then we can go ahead with the conversation about the Counselor. James second. No further discussion and the group voted as follows:

AYES: Gilbert, Bastedo, Cota, Hamdy, Hrdlicka, Hunter, Huston, Jaramillo, Kinde Shabazz, Smith, Stark

NOES: None

ABSTENTIONS: None

ABSENT: Fisher, Beavor, Hector, Lillard, Miller  
Motion passed.

Jeremiah stated the five new non-faculty positions had been previously discussed and approved with funding in place, and called for a motion. Celia moved, Rick second. No further discussion and the group voted as follows:

AYES: Gilbert, Bastedo, Cota, Hamdy, Hrdlicka, Hunter, Huston, Jaramillo, Kinde Shabazz, Smith, Stark

NOES: None

ABSTENTIONS: None

ABSENT: Fisher, Beavor, Hector, Lillard, Miller  
Motion passed.

Jeremiah said with the new process in place the rubric will be shared with the VP's and Deans, however, in this case, the funding needs to be identified for the Counselor position. I would ask for this position to come back.

Scott stated the budget is unsure so as we move through the development process we should have an idea of what funding is available for new positions this year.

Rick mentioned he felt this position needs to be brought back for discussion.

Celia recommended holding the Counselor position and looking at the other positions, with the group in agreement.

Continued - Upcoming/Filling Vacant Positions: – J. Gilbert for G. Fisher

- VPSS Office – R. Shabazz

**High Priority, Soft Funds Positions:**

Replacements/Retirements

- EOPS Counselor (Faculty position)
- LD Specialist (Faculty position)

- VPSS Office – R. Shabazz

**High Priority, Soft Funds Positions:**

New

- Director of First Year Experience (non-faculty position)
- EOPS Counselor (Faculty position)
- (2) SSSP Coordinator (Transfer and Counseling) (non-faculty positions)
- Matriculation Coordinator SSSP Funds (Faculty position)
- 2 Counselors SSSP Funds (Faculty positions)
- SEP Counselor SEP Funds-One year contract (Faculty position)

Jeremiah called for a motion to approve High Priority, Soft Funds Replacements/Retirements positions for EOPS Counselor and LD Specialist, both faculty positions. Celia moved, James second.

Discussion followed with Haragewen requesting clarification on whether they were retirement or replacement positions.

Ricky clarified they are replacement positions and the funding is there.

No further discussion and the group voted as follows:

AYES: Gilbert, Bastedo, Cota, Hamdy, Hrdlicka, Hunter, Huston, Jaramillo, Kinde Shabazz, Smith, Stark

NOES: None

ABSTENTIONS: None

ABSENT: Fisher, Beavor, Hector, Lillard, Miller  
Motion passed.

Jeremiah reminded everyone these new positions had been previously discussed as well.

Ricky clarified again the 2 Counselors on SSSP funds and Matriculation Coordinator on SSSP funds are tenured faculty positions. That is the main reason these are coming back for review.

Haragewen questioned the SSSP funds and will they always be there.

Ricky clarified these funds have always existed and it is not a gamble with putting these funds at risk.

Jeremiah shared this is pretty solid money right now at the state level.

Jeremiah called for a motion to approve the new positions. Celia moved, James second. No further discussion and the group voted as follows:

AYES: Gilbert, Bastedo, Cota, Hamdy, Hrdlicka, Hunter, Huston, Jaramillo, Kinde Shabazz, Smith, Stark

NOES: None

ABSTENTIONS: None

ABSENT: Fisher, Beavor, Hector, Lillard, Miller  
Motion passed.

<p>Strategic Planning (Goals 3 and 4) – J. Smith</p> <ul style="list-style-type: none"> <li>➤ District Strategic Plan</li> </ul>	<p>James stated one of our goals, 3.11, is to work with the District to streamline and expedite campus hiring procedures. How do we measure our success? One way is to provide the District with campus climate survey results and how satisfied people are with the hiring process.</p> <p>Rick said vacancies are filled in three months.</p> <p>James mentioned our goal is to work with them. We are also participating on the District Accreditation Committee. We know this is one of the recommendations. So, think about this for the next meeting and look at objective measures and how satisfied we are.</p> <p>Rania brought up the difficulty in finding a date to meet when on a hiring committee. She would recommend a workshop to explain the protocol and she would be happy to work with the District on this training.</p> <p>James said this is a way to work with the District and will be further discussed at the next meeting.</p>
<p>Educational Master Plan – J. Smith</p>	<p>Tabled for April 22, 2015 Meeting</p>
<p>Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - J. Gilbert</p>	<p>Tabled for April 22, 2015 Meeting</p>
<p>Governance Handbook – J. Gilbert for G. Fisher</p>	<p>Tabled for April 22, 2015 Meeting</p>
<p>AP 2510 Collegial Consultation – J. Gilbert for G. Fisher</p> <ul style="list-style-type: none"> <li>➤ Talking Points – Expectations of the manner in which shared governance committees are run on our campus</li> </ul>	<p>Tabled for April 22, 2015 Meeting</p>
<p>Accreditation and Student Learning Outcomes – C. Huston</p>	
<p>Campus Climate Survey – J. Smith</p>	
<p>Needs Request/Funding Cycle – S. Lillard</p>	
<p>Program Review – S. Lillard</p>	
<p>Committee Reports (start at 2:30 p.m.):</p>	
<p><b>OTHER:</b></p>	
<p>Adjournment:</p>	<p>Jeremiah adjourned the meeting.</p>
<p>Next College Council Meeting: April 22, 2015</p>	



San Bernardino  
Valley College

**STEPS FOR REQUESTING AND SUBMITTING YOUR  
ONE-TIME URGENT EMERGING NEEDS  
FUND REQUEST APPLICATION**

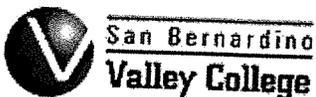
- STEP 1-APPLICATION:** Fill out the application completely and submit through the appropriate approval path for signatures (it is not necessary to obtain the president's approval before submission; her signature will be obtained upon the recommendation of College Council).
- STEP 2-SUBMISSION:** Submit the completed application with appropriate approval signatures to the staff in the Office of the President, located in ADSS 208. Upon receipt we will add your application to the following College Council agenda. Should you wish to make a **five-minute** presentation to College Council at the meeting to which your application will be reviewed and voted on, you may arrange to do so during this time with the Office of the President staff.
- STEP 3-NOTIFICATION:** Once College Council makes its recommendation it will be forwarded to the college president for a final decision. The final decision will be emailed to you by Scott Stark, Vice President of Administrative Services, who will take the necessary action (i.e. budgetary needs) based on final decision.

---

**From:** Stark, Scott R  
**Sent:** Wednesday, April 15, 2015 3:35 PM  
**To:** Gallagher, Debra Kaye  
**Subject:** College council agenda item

Gender Neutral Signage Change

Scott Stark  
Vice President, Administrative Services



San Bernardino  
Valley College

Administrative Services • [sstark@valleycollege.edu](mailto:sstark@valleycollege.edu) • Phone 909-384-8958  
701 S. Mount Vernon, San Bernardino CA 92410



San Bernardino  
Valley College

**STEPS FOR REQUESTING AND SUBMITTING YOUR  
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- STEP 3-NOTIFICATION:** Once College Council makes its recommendation it will be forwarded to the college president for a final decision. The final decision will be emailed to you by Scott Stark, Vice President of Administrative Services, who will take the necessary action (i.e. budgetary needs) based on final decision.



San Bernardino  
Valley College

## REQUEST FOR ONE-TIME URGENT EMERGING NEEDS

### FUNDING APPLICATION

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Dept. /Div.: \_\_\_\_\_ Position: \_\_\_\_\_

Total funds requested: \_\_\_\_\_ Date requested to receive funds: \_\_\_\_\_

Please provide a brief proposal of your request for funds and tell us how this request ties into the Strategic Planning goals (list the Strategic Planning goal number from the Strategic Planning document):

Has this item been submitted through the Needs Assessment process for Program Review? \_\_\_\_\_

If **not**, please provide a brief explanation:



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Valley College

Please provide an itemized budget and indicate funding accounts for which funds should be routed:

I understand that this request is for one-time funding only.

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Division Dean/Supervisor Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Appropriate Vice President's Approval: \_\_\_\_\_ Date: \_\_\_\_\_

***College Council use only: Recommendation***

Date received: \_\_\_\_\_ Date of Committee Action: \_\_\_\_\_

Approve     Deny    Amount \$ \_\_\_\_\_

Comments:



San Bernardino  
Valley College

President's Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**(3) Communication, Culture, & Climate (Objectives)**

**Strategic Initiative 3: SBVC will promote a collegial campus culture with open lines of communication between all stakeholder groups on and off campus**

<b>Goal 3: Communication, Culture, and Climate</b>	<b>Benchmark 12-13 year</b>	<b>ISS</b>	<b>Annual Target</b>	<b>5-year-Goal</b>	<b>Campus Plans and Responsibility Center</b>
<b>3.1 Promote a sense of community and solidarity within the campus (students, staff, faculty)</b>					(M&PR, MP, PDP,FD)
3.1.1 Sponsor regular alumni events.	No events		2 per year	4 per year	
3.1.1 Encourage campus organizations, alumni association, foundation, etc., to sponsor more faculty and staff type events (bowling with alumni, pizza night, happy hour)	No events		2 per year	4 per year	
3.1.2 Publicize campus events in local newspapers to improve the visibility of college sports, cultural events, and educational programs	2012-13 Count*		One news release a week	At least 52 news releases a year	(M&PR)
3.1.4 Provide Increased access to campus information	SBVC Website HP page-views: 2,364,121 Unique HP page-views (undup): 1,768,993		50% increase in website and social media traffic	Double the website and social media traffic	(M&PR, MP, PDP, MP, TP)
3.1.5 Increase the use of social networking tools, e.g., Facebook; Twitter ; LinkedIn, etc.	--Count for total weekly likes = 7,484, --Count for average weekly engaged users = 313.		50% increase in likes; 50% increase in engaged users;	Double the website and social media traffic	(M&PR, MP, PDP, MP, TP)
3.1.6 Provide a user-friendly website.	85% of students agree		1% increase per year	90% of students and employees will say	
<b>3.2 Promote budgetary transparency (regular updates)</b>					

3.2.1 Inform employees about the SBVC and District budget	<u>2012-13 CC Survey</u>			80% of employees will say that they are informed	
3.2.2 Provide regular campus communiques about budget and planning	Current count		Provide one budget summary a semester	Provide one budget summary a semester	(M&PR, BP)
3.2.3 Improve access to regular board of Trustees meeting updates	2012-13 count		Distribute board minutes after every meeting	Distribute board minutes after every meeting	(M&PR)
3.2.4 Hold campus-wide information forums	2012-13 count		Increase by 2 per semester	Minimum of 3 forums a semester	(M&PR, EMP, RP)
<b>3.3 Disseminate committee minutes and all plans online</b>	2012-13 count		<u>increase count of committee minutes by 25% a year</u>	100%	
<b>3.4 Build community recognition and networks by capitalizing on the deep roots and history of the campus</b>	Community survey 2013-14 (3.6)		Establish new benchmark w/t Fall 2014 community awareness survey		(M&PR, TP, RP)
<b>3.5 Expand and enhance local business and community awareness of the campus</b>	Community survey 2013-14 (3.6)		Increase community awareness by 5% with every survey	25% increase in awareness of campus and programs	(M&PR, MP)
<b>3.6 Establish a SBVC historical archive in the library—accessible online</b>					(M&PR, RP, librarian)
3.6.1 Conduct community surveys to measure awareness of campus and programs.	Golden & Golden 2005			Bi-annual community surveys	
<b>3.7 Increase partnerships with local businesses and community organizations (also see 2.8)</b>					(M&PR, MP, EP)
3.7.1 Partner with local vendors for services they can provide—encourage them to offer bids	Current partnership count		Increase count by 10% per year.	Increase count by 50% per year.	(BP)
3.7.2 Explore an Adopt-a-Business program			Present the idea to advisory group members		(M&PR, RP)
3.7.3 Explore an Adopt-a-Student Program for businesses			Present the idea to advisory group members		
3.7.4 Encourage all members of the campus community to participate in local community organizations	Distribute a survey to establish		Increase by 10% per year	Increase by 50%	(M&PR, SEP, PDP)
<b>3.8 Build stronger relationship with the SBVC foundation</b>			Increase the number of presentations to foundation board from campus; from foundation members to the campus		
<b>3.9 Ensure good customer service in all campus offices</b>	CC survey results				
			Improve branding responses by 20% a year	Increase by 100% the positive survey responses regarding branding	(M&PR)

	<b>3.11 Work with District to streamline and expedite campus hiring practices</b>					
	<b>3.12 Improve campus morale</b>	20% report high morale		Increase the number of employees who report high morale by 10% a year	Increase by 50%	
	<b>3.13 Promote and embrace diversity (students, staff, and faculty)</b>	83%		Increase satisfaction with diversity by 2% a year	Increase by 10%	(M&PR, TP, RP, SEP, EP)

**Strategic Initiative 4: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.**

<b>(4) Leadership &amp; Professional Development (Objectives)</b>	<b>Goal 4: Leadership and Professional Development</b>	<b>Benchmark 12-13 year</b>	<b>ISS</b>	<b>Annual Target</b>	<b>5-year-Goal</b>	<b>Campus Plans and Responsibility Center</b>	
	4.1 Reduce the manager turnover--fewer interims/more permanent managers						
	4.1.1 Complete a district salary study and implement recommendations			Review the study			
	4.1.2 Identify and achieve recommended ratio of managers to FTES/FTEF						
	4.1.3 Increase the average tenure of managers	2012-13 measures					
	4.1.4 Provide career ladder information						
	4.1.5 Institute a mentorship program						
	4.2 Improve access to a wide variety of professional development activities that keep pace with a changing educational and technology environment					(PDP)	
	4.2.1 Provide up-to-date training on campus policies and procedures			Provide ongoing workshops through professional development	Provide sessions each semester	(PDP)	
	4.2.2 Provide ongoing training to faculty who teach online courses that keeps pace with emerging technology	Blackboard		Provide ongoing workshops through professional development	Provide sessions each semester	(PDP)	
	4.2.3 Provide leadership training	Annual managers training and Classified Senate Leadership Conference (CCLC)		Provide annual training opportunities			
	4.2.4 Provide training in partnership with technology department	2012-13			10%	50%	
	4.3 Encourage faculty and staff to participate in professional organizations			Provide incentives for faculty and staff to attend conferences, workshops and other		(PDP, M&PR)	
	4.3.1 Improve professional development publicity						
4.3.2 Maintain an up to date easily accessible professional development calendar					(PDP, M&PR)		

	4.4 Maintain a personal achievement inventory for faculty and staff					
	4.5 Establish partnerships with other community colleges				Add one per year	Five new partnerships

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PLAN CODE	
-(EMP) Educational Master Plan	-(RP) Research Plan
-(EP) Enrollment Management Plan	-(SEP) Student Equity Plan
-(GP) Grants Plan	-(TP) Technology Plan
-(MP) Matriculation Plan	-(SP) Sustainability Plan
-(M&PR) Marketing and Public Relations	-(BSP) Basic Skills Plan
-(PDP) Professional Development Plan	-(SLO) SLO Plan

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**San Bernardino Valley College**

# **EDUCATIONAL MASTER PLAN**



**(909) 384-4400**  
**[www.valleycollege.edu](http://www.valleycollege.edu)**



**San Bernardino**  
**Valley College**

Your future starts here.

## President's Message



On behalf of the faculty, staff, and students of San Bernardino Valley College, I would like to invite you to read our Educational Master Plan. This document reflects the values, insight, and hard work of the entire campus community. We are very proud of this plan and are excited about the promise it holds for the future.

The Educational Master Plan is dynamic in nature. It will be reviewed and updated annually through a participatory process (along with the Strategic Plan) to incorporate emerging educational trends and the evolving needs of the students and communities we serve. It is a hallmark of SBVC to engage participants from every area of the college in the development and review processes of all projects. By coming together and effectively using data, we have been able to peel away the layers of complexity to discover what truly benefits our students.

I encourage you to draw from our Educational Master Plan as a guide as we continue in our efforts to improve instruction and services to our students and community.

Sincerely,

A handwritten signature in black ink that reads "Debra S. Daniels". The signature is written in a cursive, flowing style.

Debra S. Daniels, Ed.D.  
President  
San Bernardino Valley College

## Acknowledgements

The San Bernardino Valley College Educational Master Plan was developed by a team of faculty, classified staff, managers and a student representative. The work began in early 2009 when the president and a dean began to review possible models for the plan. In August 2009 a committee was formed and selected a planning model. The committee met two or more times per month until May 2010 to develop a plan, host a campus-wide planning event (January 8, 2010), suggest, review, evaluate, and edit its efforts. Three weeks before May graduation the first draft of the plan was sent to the campus for its review.

The Educational Master Plan is a result of the dedicated work of the following individuals:

Dr. Ailsa Aguilar-Kitibuhr, Counselor  
Dr. Susan Bangasser, Dean, Science  
Damon Bell, Vice President, Student Services  
Dr. Larry Buckley, Vice President, Instruction  
Dr. Debra Daniels, College President  
Dr. Diane Dusick, Professor, Radio/Television/Film Department  
Jim Hansen, Vice President, Administrative Services  
Barbara Nichols, Research Assistant to Director, Institutional Research  
Samuel Padilla, Student Representative  
Dena Peters, Administrative Secretary, Research, Planning, and Development  
Dr. Zelma Russ, Dean, CalWORKS, Career College  
Dr. Troy Sheffield, Dean, Research, Planning, and Development  
Dr. James Smith, Director, Institutional Research  
Dr. John Stankas, Associate Professor, Chemistry and Academic Senate President  
Dr. Kay Weiss, Dean, Humanities

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## **Guide to the Educational Master Plan**

The San Bernardino Valley College Educational Master Plan (EMP) is the official institutional document to provide information about the college for the next five years (2009-2014). The plan is neither static, nor a manifesto. The document will be updated each year, with the most current data, along with various phases of implementation plans and evaluations.

The nature of an Educational Master Plan is to provide an outline or direction for the college, but it is not designed to be a rigid script with little deviation. Rather, the reviews and updates each year will incorporate input from faculty and staff based on economic realities, preparedness of students, and assessment of academic progress. The nature of construction—whether or not it is a plan or a freeway—involves personnel, concepts, action plans, delays, modifications, detours, and maintenance.

In education, creation of an optimum learning environment does not mean that instructors abandon methods that are proven useful in favor of the latest techniques. Rather, a plan provides an impetus to faculty and staff to evaluate the goals, action plans, processes, and services necessary to teaching and learning and revise as necessary.

The plan is based on college and economic data and includes one-page summaries for each area (Administrative Services, Instruction and Student Services) organized by department, to support the mission and vision of the college. The summaries have been integrated into other planning efforts used for the spring 2010 program review, and to project needs for replacement of faculty and staff.

The themes (basic skills, innovation, online, partnerships, services, technology, talent and training) of the document emanated from the January 8, 2010 in-service event on planning. All college personnel attended the morning sessions, contributed recommendations, and participated in the summary of discussions held. The college will use the themes and actions (see Appendix), as clarified and expanded by the EMP Committee, in a practical way to support and articulate the mission and vision of the college.

### **THE PURPOSE OF THE PLAN**

- To envision a clear direction to the district for integrated planning, basic skills and transfer, internal and external trends, and to support the college's attention to student learning.
- To fulfill the college's own accreditation 2008 self-study evaluation, which acknowledged the intention of the college to embark on an education master plan.

- To integrate planning, not only with the district and the state chancellor's office, but also with other college planning efforts, the work of collegial consultation committees, and the SBVC Strategic Plan.
- To provide a reference and justification for modification and expansion of facilities as reflected in the continual updating of the SBVC Facilities Master Plan.
- To maximize value of a low cost, high quality education close to home as a resource for many residents in the area.
- To inform stakeholders of the college's current situation and future plans.
- To serve as a public relations instrument to promote the college and communicate its strengths, capabilities and possibilities as the foremost community college in the region.

## **WHY PLAN?**

Why is planning even necessary? Often planning may be viewed as onerous, tedious, and a waste of time. It requires additional work for personnel who are already busy. However, the result of a lack of planning can lead to:

- Reactive or crisis-driven decision-making
- Plans determined by budget constraints
- Inefficient use of resources: people, equipment, time, and projects
- Lack of direction or mission
- Conflict over resource allocation

## **INTENT OF THE SBVC EDUCATIONAL MASTER PLAN COMMITTEE**

The Educational Master Plan Committee spent more than eight months developing a plan that could: be easily updated, respond to current realities, reflect future trends, and reduce duplicative work of other planning efforts. The committee met twice a month and reviewed plans of other colleges, adopted a model, held a college-wide planning event to obtain additional input beyond the one-page summaries, and integrated all discussions and findings into one document. The plan embodies a basic one-stop shop approach that is bottom-up, beginning with data, division and/or departmental goals, challenges, and actions plans. It is user friendly, easy to evaluate and change as necessary.

## **Section I: College Background**

### **HISTORY OF SAN BERNARDINO VALLEY COLLEGE**

Established in 1926, San Bernardino Valley College primarily serves the communities in western San Bernardino County. The college has lived through 14 US Presidents—Coolidge, Hoover, Roosevelt, Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan, Bush I, Clinton, and Bush II. It has also lived through 14 California governors. There have been 40 board of trustee members, 7 chancellors and 12 Valley College presidents.

As the face of the college changes, so do the demographics. The student body is diverse: 45% Hispanic/Latino, 21% White Non-Hispanic, 19% African American, and 5% Asian/Pacific Islander. This ethnic makeup is very close to that of the surrounding communities, which suggests that SBVC is approaching equal access to the college's services. In addition, the Hispanic/Latino plurality also qualifies the college as a Hispanic Serving Institution. A number of specific challenges are presented by the service area. The population has a low college-going rate, and the per capita income is 76% of the national average. The average age of our students is 29, indicating that a significant portion of our students are returning to school after a number of years away from education.

San Bernardino Valley College has an average enrollment of 12,500 students for fall semesters and 13,500 for spring semesters. The college offers 57 AS/AA degree programs and 83 certificate programs. The college maintains one of the most diverse and comprehensive vocational programs in its region with 11 programs, from Aeronautics to Water Supply Technology. In addition, the college now has more than 170 distributed education courses (TV/hybrid/online) and offers an associate degree that enables students to obtain the degree solely through online and hybrid coursework. The college also transfers almost 500 students each year to 4-year institutions, three-quarters of whom transfer to California State University institutions. San Bernardino Valley College has actively cultivated partnerships with a wide variety of community and industry groups, including The Inland Empire Economic Partnership and companies such as Cisco.

To mitigate seismic issues impacting a large area of the campus, a major construction project was begun in 2002. Within the past eight years five new buildings have been constructed (Library, Administration/Student Services, Campus Center, Health & Life Sciences, Art) while at the same time six buildings have been demolished. In addition, three buildings have been retrofitted. Two new classroom buildings were dedicated in summer of 2010. The seismic mitigation plan, rebuilding the campus so that all buildings are located outside the earthquake fault zone, continues to occur. Now as visitors, staff and students traverse the college, from the administration building to the campus center, the area equals the size of the Pasadena Rose Bowl.

The major construction efforts have resulted in constant planning and communication in order to avoid any disruptions to class scheduling, parking, and campus pathways. Looking to the future, it is a testament to the spirit of the college—its employees and students—that the excitement of a new SBVC trumped inconvenience. The fall 2007 term welcomed students, not with construction barriers, but with new access points, sweeping walkways, vistas and an expansive greenbelt area. However, that phase was short-lived when construction began anew on the demolition of the college’s largest building, North Hall, and the foundation laid for its replacement.

In 2008 the college submitted its self-study to the Association of California Community and Junior Colleges (ACCJC) as part of the six-year accreditation reporting process. A few months later; the college welcomed an accreditation team to verify the accuracy of its report. As a result of the evidence, the college received a most successful evaluation by the team and the accrediting commission. The week following the letter from ACCJC, the college began to de-brief its processes and discuss (a) what it did right and (b) areas where it could improve. The college continues to embrace a culture of improvement as evidenced by refinement of its program review process (2009-2010) to be a stronger form of peer evaluation and efficacy. The SBVC Educational Master Plan is another example of the college’s determination to sustain a culture of accountability and integrated planning.

## **COLLEGE MISSION**

SAN BERNARDINO VALLEY COLLEGE PROVIDES QUALITY EDUCATION AND SERVICES THAT SUPPORT A DIVERSE COMMUNITY OF LEARNERS.

## **COLLEGE VISION**

SAN BERNARDINO VALLEY COLLEGE WILL BECOME THE COLLEGE OF CHOICE FOR STUDENTS IN THE INLAND EMPIRE AND WILL BE REGARDED AS THE ALMA MATER OF SUCCESSFUL, LIFELONG LEARNERS. WE WILL BUILD OUR REPUTATION ON THE QUALITY OF OUR PROGRAMS AND SERVICES AND ON THE SAFETY, COMFORT, AND BEAUTY OF OUR CAMPUS. WE WILL HOLD BOTH OUR STUDENTS AND OURSELVES TO HIGH STANDARDS OF ACHIEVEMENT AND WILL EXPECT ALL MEMBERS OF THE COLLEGE COMMUNITY TO FUNCTION AS INFORMED, RESPONSIBLE, AND ACTIVE MEMBERS OF SOCIETY.

## **VALUES (TENETS)**

THE COLLEGE TENETS DESCRIBE THE PHILOSOPHY AND VALUES OF SAN BERNARDINO VALLEY COLLEGE'S FACULTY, STAFF, AND ADMINISTRATION:

### **WE BELIEVE**

- THAT A WELL-EDUCATED POPULACE IS ESSENTIAL TO THE GENERAL WELFARE OF THE COMMUNITY.
- THAT A QUALITY EDUCATION EMPOWERS THE STUDENT TO THINK CRITICALLY, TO COMMUNICATE CLEARLY, AND TO GROW PERSONALLY AND PROFESSIONALLY.
- THAT AN ENRICHED LEARNING ENVIRONMENT PROMOTES CREATIVITY, SELF-EXPRESSION, AND THE DEVELOPMENT OF CRITICAL THINKING SKILLS.
- THAT OUR STRENGTH AS AN INSTITUTION IS ENHANCED BY THE CULTURAL DIVERSITY OF OUR STUDENT POPULATION AND STAFF.
- THAT WE MUST PROVIDE STUDENTS WITH ACCESS TO THE RESOURCES, SERVICES, AND TECHNOLOGICAL TOOLS THAT WILL ENABLE THEM TO ACHIEVE THEIR EDUCATIONAL GOALS.
- THAT WE CAN MEASURE OUR SUCCESS BY THE DEGREE TO WHICH OUR STUDENTS BECOME SELF-SUFFICIENT LEARNERS AND CONTRIBUTING MEMBERS OF SOCIETY.
- THAT PLANS AND DECISIONS MUST BE DATA DRIVEN, AND BASED ON AN INFORMED CONSIDERATION OF WHAT WILL BEST SERVE STUDENTS AND THE COMMUNITY.
- THAT WE MUST MODEL OUR COMMITMENT TO LIFELONG LEARNING BY MAINTAINING CURRENCY IN OUR PROFESSIONS AND SUBJECT DISCIPLINES.
- THAT, AS PART OF THE COLLEGIAL CONSULTATION PROCESS, ALL LEVELS OF THE COLLEGE ORGANIZATION MUST OPENLY ENGAGE IN SHARING IDEAS AND SUGGESTIONS TO DEVELOP INNOVATIVE WAYS TO IMPROVE OUR PROGRAMS AND SERVICES.
- THAT INTERACTIONS BETWEEN ALL MEMBERS OF THE COLLEGE COMMUNITY MUST BE MARKED BY PROFESSIONALISM, INTELLECTUAL OPENNESS, AND MUTUAL RESPECT.
- THAT WE MUST HOLD OURSELVES AND OUR STUDENTS TO THE HIGHEST ETHICAL AND INTELLECTUAL STANDARDS.
- THAT WE MUST MAINTAIN A CURRENT, MEANINGFUL AND CHALLENGING CURRICULUM.
- THAT STUDENTS SUCCEED BEST WHEN FOLLOWING AN EDUCATIONAL PLAN AND WHEN ENROLLED IN CLASSES THAT MEET THEIR INTERESTS AND GOALS, AND MATCH THEIR LEVEL OF ACADEMIC PREPAREDNESS.
- THAT ALL MEMBERS OF OUR CAMPUS COMMUNITY ARE ENTITLED TO LEARN AND WORK IN AN ENVIRONMENT THAT IS FREE FROM PHYSICAL, VERBAL, SEXUAL, AND/OR EMOTIONAL THREAT OR HARASSMENT.
- THAT STUDENTS LEARN BEST ON A CAMPUS THAT IS STUDENT-CENTERED AND AESTHETICALLY PLEASING.
- THAT WE MUST BE RESPONSIBLE STEWARDS OF CAMPUS RESOURCES.

## Section II: Profile of Students, Employees, and Service Area

This internal scan of San Bernardino Valley College is an opportunity to assess, over academic years, the demographics and characteristics of students and their educational goals. This data is used to discern patterns and trends and review institutional educational plans to best serve students.

### SAN BERNARDINO VALLEY COLLEGE OVERALL STUDENT DEMOGRAPHICS

During the 2008-2009 academic year, student enrollment at San Bernardino Valley College peaked at 26,704. Although there was a slight drop in student headcount in 2005-2006, the annual student population at San Bernardino Valley College is expected to average 23,632.

**Table 1.**

#### *Unduplicated Student Headcount*

Year	Count	% Change
2004-05	22,084	13%
2005-06	21,874	-1%
2006-07	22,599	3%
2007-08	24,899	9%
2008-09	26,704	6%

Source: SBCCD Datatel

**Table 2.**

#### *Ethnicity of San Bernardino Valley College Student Population*

Ethnicity	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
Asian	1,033	4.68	982	4.49	980	4.34	1,130	4.54	1,179	4.42
African American	5,112	23.15	4,730	21.62	4,771	21.11	5,214	20.94	5,474	20.50
Filipino	426	1.92	412	1.88	410	1.81	449	1.80	492	1.84
Hispanic	8,274	37.47	8,489	38.81	9,094	40.25	10,290	41.33	11,456	42.90
Native American	211	.96	221	1.01	220	.97	221	.89	249	.93
Other	263	1.19	255	1.17	259	1.15	268	1.08	255	.95
Pacific Islander	148	.67	163	.75	175	.77	201	.81	193	.72
White	5,716	25.88	5,610	25.65	5,639	24.95	6,055	24.32	6,003	22.48
Unknown/DTS	717	3.25	707	3.23	714	3.16	828	3.33	816	3.06
Blank	184	.83	305	1.39	337	1.49	423	.98	587	2.20
Total	22,084	100	21,874	100	22,599	100	25,079	100	26,704	100

Source: SBCCD Datatel

Note: The Hispanic student population has continued to increase over the last five years, comprising 43% of the student population at San Bernardino Valley College in 2008-2009, while White and African American student population percentages have continued to decrease.

**Table 3.**  
**San Bernardino Valley College Population by Gender**

Gender	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
Female	12,707	57.5	12,508	57.2	12,753	56.4	14,035	56.4	14,876	55.7
Male	9,208	41.7	9,147	41.8	9,623	42.6	10,690	42.9	11,658	43.7
Unknown/DTS	169	≤ 1	219	1	223	1	174	≤ 1	170	≤ 1
Total	22,084	100	21,874	100	22,599	100	24,899	100	26,704	100

Source: SBCCD Datatel

Note: The female student population is higher than the male student population, although the male student population has shown a slight increase in percentage of the overall population.

**Table 4.**  
**San Bernardino Valley College Population by Age**

Age	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
-19	3,552	16	3,675	17	4,123	18	4,420	18	4,920	18
20-24	6,231	28	6,172	28	6,292	28	7,138	29	7,824	29
25-29	3,443	15	3,423	16	3,614	16	4,029	16	4,398	17
30-49	7,392	34	7,226	33	7,093	31	7,707	31	7,904	30
50+	1,465	7	1,376	6	1,472	7	1,603	6	1,650	6
Total	22,083	100	21,872	100	22,594	100	24,897	100	26,696	100

Source: SBCCD Datatel

Note: Age groups varied slightly, with an increase in 20-24 year old students in 2007-2008 and 2008-2009. There has been an increase in 19-year-olds attending San Bernardino Valley College.

**Table 5.**  
**San Bernardino Valley College Service Area Cities**

City	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
Colton	1,885	6.32	2,018	6.36	2,023	6.49	2,229	6.28	2,373	6.31
Fontana	1,252	4.20	1,337	4.22	1,309	4.20	1,465	4.13	1,608	4.28
Highland	2,172	7.29	2,299	7.25	2,284	7.33	2,565	7.23	2,761	7.35
Redlands	3,332	11.18	3,446	10.87	3,390	10.87	3,728	10.51	4,094	10.89
Rialto	2,515	8.44	2,438	7.69	2,191	7.03	2,562	7.22	2,761	7.35
San Bernardino	8,070	27.07	8,694	27.42	8,338	26.74	8,816	24.84	9,652	25.68
Total	19,226	64.50	20,232	63.81	19,535	62.66	21,365	60.21	23,249	61.86

Source: Datatel

Note: More than 50% of San Bernardino Valley College’s student population comes from the immediate area surrounding the college campus.

**Table 6.**  
***San Bernardino Valley College Student Characteristics***

<b>Student Educational Goals</b>	<b>%</b>
BA after Associate	31%
Undecided	13%
Acquire job skills	10%
Associate degree without transfer	9%
Vocational Certificate	8%
Update job skills	6%
BA without Associate degree	6%
Personal Interest	5%
HS Diploma/GED	3%
Maintain Certificate/License	3%
Educational Development	2%
Vocational Associate Degree	2%
Basic Skills	1%
Uncollected/Unreported	1%
Total	100%

Source: Datatel

Note: The majority of the student population at San Bernardino Valley College has an educational goal to transfer with an associate degree.

**Table 7.**  
***San Bernardino Valley College Annual Online Duplicated Enrollment***

<b>Year</b>	<b>Online Enrollment</b>	<b>% Change</b>	<b>Enrolled in Online &amp; Face to Face</b>	<b>% Concurrently Enrolled</b>
2004-2005	3,289	37%	69,365	5%
2005-2006	3,951	17%	65,557	6%
2006-2007	4,986	21%	63,390	8%
2007-2008	7,055	29%	67,324	11%
2008-2009	8,868	20%	74,499	12%

Source: Datatel

**Table 8.****San Bernardino Valley College Feeder High Schools**

Feeder High School	04-05		05-06		06-07		07-08		08-09	
	n	%	n	%	n	%	n	%	n	%
Arroyo Valley	201	.009	288	.013	378	.017	455	.018	560	.021
Bloomington	300	.014	277	.013	312	.014	360	.014	381	.014
Cajon	1,033	.047	978	.045	961	.043	1,044	.042	1,199	.045
Colton	1,046	.047	1,062	.049	1,094	.048	1,249	.050	1,369	.051
Eisenhower	986	.045	867	.040	934	.041	972	.039	1,086	.041
Pacific	835	.038	812	.037	824	.036	822	.033	930	.035
Redlands	1,130	.051	1,188	.054	1,173	.052	1,350	.054	1,546	.058
Rialto	832	.038	835	.038	861	.038	920	.037	1,114	.042
San Bernardino	1,068	.048	999	.046	943	.042	1,057	.042	1,117	.042
San Geronio	1,022	.046	1,033	.047	1,035	.046	1,123	.045	1,244	.047
Total	8,454	.383	8,339	.381	8,515	.377	9,470	.380	10,537	.395

Source: Datatel

Note: The number of high school students is steadily increasing.

**Table 9.****San Bernardino Area Family Income Levels**

Zip code	City	Median household income	Percent with some college	Percent employed white collar	Percent below poverty line
92324	Colton	38,954	43.60%	22.00%	18.40%
92313	Grand Terrace	\$57,303	66.90%	39.50%	6.30%
92335	Fontana	\$53,406	27.20%	14.50%	20.60%
92336	Fontana	\$53,406	47.90%	25.10%	11.90%
92346	Highland	\$46,273	54.30%	32.60%	15.60%
92354	Loma Linda	\$40,467	74.70%	55.30%	16.20%
92373	Redlands	\$53,360	77.70%	54.00%	8.20%
92374	Redlands	\$53,360	59.50%	38.10%	12.70%
92376	Rialto	\$45,670	35.10%	18.30%	20.10%
92377	Rialto	\$45,670	51.70%	25.70%	7.20%
92399	Yucaipa	\$45,000	53.60%	29.80%	11.10%
92404	San Bernardino	\$33,692	44.00%	23.70%	28.80%
92406	San Bernardino	\$30,217	39.00%	19.00%	29.70%
92407	San Bernardino	\$40,018	48.50%	28.20%	19.90%
92408	San Bernardino	\$23,785	36.10%	22.60%	34.40%
<b>92410</b>	<b>San Bernardino</b>	<b>\$23,538</b>	<b>21.50%</b>	<b>13.20%</b>	<b>37.30%</b>
92411	San Bernardino	\$23,498	\$24.00%	14.50%	34.90%

**Note:** SBVC is located in the 92410 zip code and the student population surrounding the campus is substantially below the poverty level.

**Table 10.**

***San Bernardino Valley College Full-Time Employee Characteristics***

The following tables describe employee characteristics by job classification

**ACADEMIC MANAGEMENT (Fall 2008)**

Age	n	%	Ethnicity	n	%	Gender	n	%
25-34	0	0%	American Indian	0	0%	Female	10	59%
35-54	6	35%	Asian/Pacific Islander	1	6%	Male	7	41%
55-59	4	24%	Black	6	35%	Total	17	100%
60+	7	41%	Hispanic	2	12%			
Total	17	100%	White	8	47%			
			Total	17	100%			

**CLASSIFIED MANAGEMENT (Fall 2008)**

Age	n	%	Ethnicity	n	%	Gender	n	%
25-34	1	6%	American Indian	0	0%	Female	11	61%
35-54	6	33%	Asian/Pacific Islander	0	0%	Male	7	39%
55-59	5	28%	Black	5	28%	Total	18	100%
60+	6	33%	Hispanic	4	22%			
Total	18	100%	White	9	50%			
			Total	18	100%			

**FACULTY (Fall 2008)**

Age	N	%	Ethnicity	n	%	Gender	n	%
25-34	7	4%	American Indian	3	2%	Female	99	58%
35-54	87	51%	Asian/Pacific Islander	15	9%	Male	73	42%
55-59	43	25%	Black	29	16%	Total	172	100%
60+	35	20%	Hispanic	30	17%			
Total	172	100%	White	96	56%			
			Total	172	100%			

Source = CCCC MIS Database, California Community College Chancellor's Office

**CLASSIFIED (Fall 2008)**

Age	N	%	Ethnicity	n	%	Gender	n	%
20-24	5	2%	American Indian	3	1%	Female	145	67%
25-34	42	20%	Asian/Pacific Islander	14	7%	Male	70	33%
35-54	110	51%	Black	40	19%	Total	215	100%
55-59	31	14%	Hispanic	84	39%			
60+	27	13%	White	74	34%			
Total	215	100%	Total	215	100%			

Source: Datatel

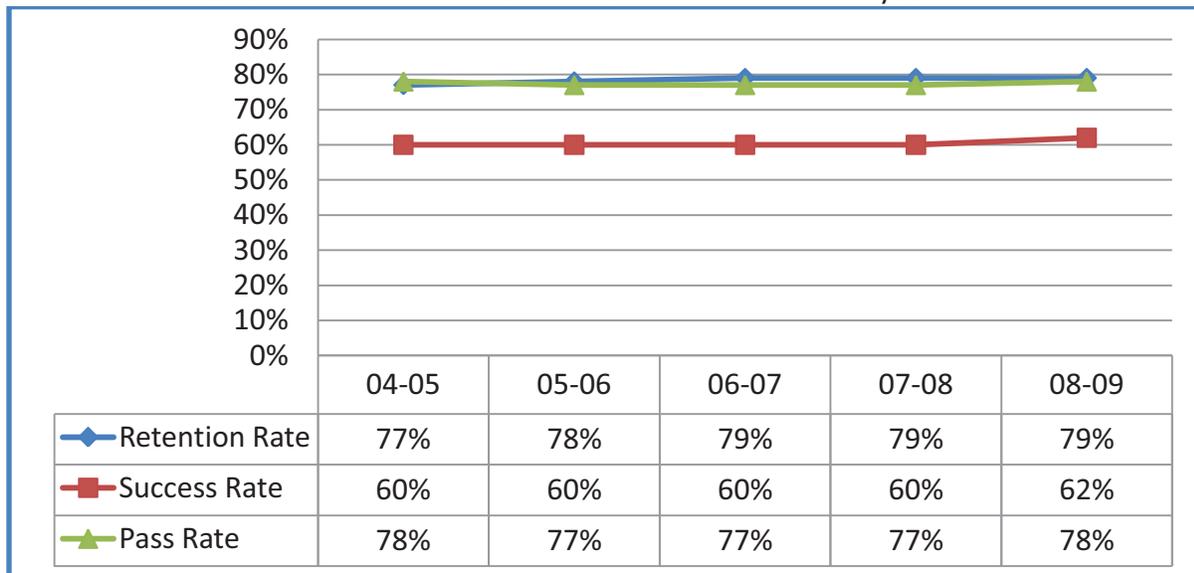
Note: Over 50% of the faculty at San Bernardino Valley College is between 34-54 years old, predominately white and female.

### Section III: Instructional Programs, Trends and Forecasts

**Figure 1.**

***San Bernardino Valley College Average Course Success, Course Retention, and Weekly Student Contact Hours (WSCH) per Full-Time Equivalent Faculty (FTEF)***

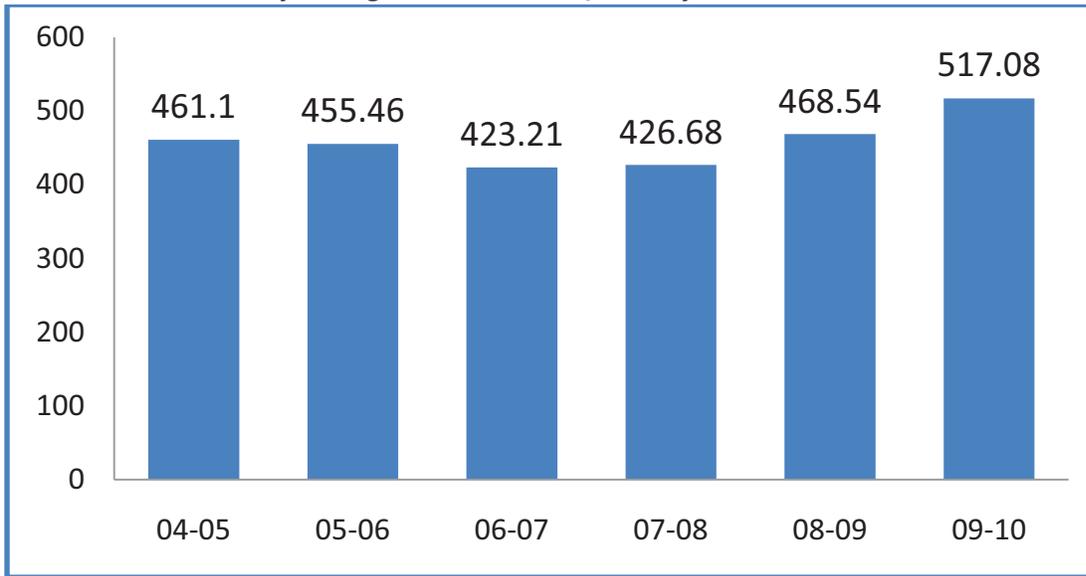
Retention rates have remained steady over the last five years, while success rates took a sharp decline in 2004-2005 and then remained constant for the next four years.



**Note:** Retention rates are calculated by dividing the number of students who complete a course by the number of students present at census. Students who are not retained typically receive “W” grades. Calculating the success rates and pass rates begin by counting the number of students who earn grades of A, B, C, D, or CR in a class. They have different dominators. Success rates are calculated by using the census count as the denominator. Pass rates are calculated by using the ending enrollment as the denominator. (See Glossary for complete definitions.)

SBVC retention rates have remained stable at around 79% after increasing two percentage points between 2004 and 2006. Retention rates refer to the percentage of students present at the end of the term, whether they pass the course or not. Pass rates refer to the number of student present at the end of the term who pass the course. Pass rates have also been stable at 77% to 78%. The success rate tends to be lower than the other two measures because it measures the percentage of students counted at census who pass the course. This measure went up 2% in 2008-09 after having been unchanged for four years.

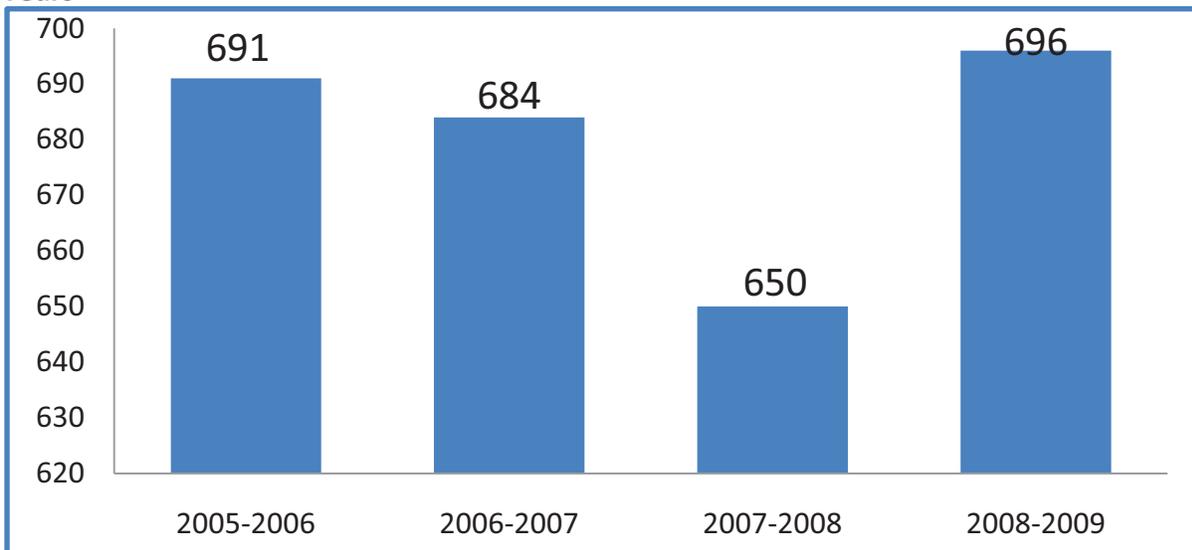
**Figure 2.**  
**San Bernardino Valley College Annual WSCH/Faculty Load**



**Note:** Data for summer courses are not included in these calculations

Figure 2 shows an upward trend in efficiency starting in 2007-2008. The campus has set a goal of 525 for this measure. This measure is correlated with increases in class size.

**Figure 3.**  
**San Bernardino Valley College Total Number of Associate Degrees Issued Over the Last Four Years**





San Bernardino  
Valley College

## Requirements and Process for College Council New Member Consideration (Revised 3/25/15)

The requirements to be considered for new membership for a campus employee/faculty organization/association seeking representation in College Council:

- Must meet requirements of College Council's three functions: planning, issue management, and communication
- Must represent an organization or association (with bylaws, charge, minutes, regular meetings)
- Minimum membership of at least 12
- President or consistent designee shall attend College Council meetings
- Community liaison component (desired but not required)

The process for new membership for campus employee/faculty organizations/associations:

1. Contact College Council to express interest and be added to an agenda
2. An elected official of the organization makes a presentation to College Council, including how the applicant organization's goal can align with College Council's three functions
3. Required documents are submitted as outlined above (bylaws, etc.)
4. Appointed to an advisory role for a year. Upon review, could become a voting member (if member has been active and is seeking a voting membership).

Note: Should this process be adopted, College Council's sign-in sheet should be revised to clearly indicate voting and advisory members.

### *Membership Suggestion:*

Upon review of the charge of College Council, specifically the area of "communication," it is suggested that the Director of Marketing & Public Relations and Director of Grant Development be added to the membership of College Council.



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San Bernardino

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**Valley College**

***San Bernardino Valley College  
Governance Handbook***

***2013-2014***

***Decision-Making and Participatory Governance***

Published Spring, 2014

# BACKGROUND & OVERVIEW

## Overview

The *San Bernardino Valley College Governance Handbook* provides a formal resource to faculty, staff, students, and managers on all matters related to governance processes of the College. This document will provide information about how decisions are made –i.e., the many structures and paths available to impact decision-making, with the intent of equipping each member of the campus community with the knowledge needed to participate in the myriad of opportunities available.

## Terminology and Legal Authority

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

The term “shared governance” does not itself appear in law or regulation. Rather, it is used in connection with those college processes involving faculty, staff, and students in decision-making. The term “governance” also refers to the role of a community college’s board of trustees. Board-adopted policies that protect the right of faculty, staff, and students to “participate effectively” in decision-making by making recommendations to the board do not replace the board’s governance role. Neither do these policies abrogate the College President’s responsibility for making decisions, given that s/he is solely accountable to the Board of Trustees for the outcomes of all decisions made.

In addition, the College President is responsible for establishing timelines and institutional priorities, developing structures and processes, providing information, and ensuring that certain policies are in place and that procedures are followed. District executives and the College President are the critical links between constituencies and the Board of Trustees, and usually serve as the designees of the board in governance matters and shared governance committees are advisory to the College President.

While the term “shared governance” is commonly used, the San Bernardino Community College District more often uses the term “collegial consultation” in policies and procedures. The Community College League of California (CCLC) and the State Academic and Classified Senates encourage use of the more precise term, “participatory governance.” For more information visit the CCLC website at <http://www.ccleague.org/i4a/pages/index.cfm?pageid=1> or read the position paper representing the view of the California Community Colleges Classified Senate (4CS) available at [http://www.cccs.org/documents/positionpapers/shared\\_govn.pdf](http://www.cccs.org/documents/positionpapers/shared_govn.pdf) . A copy of the text of the applicable Education Code and Title 5 sections can be accessed from the websites of the State of California’s Office of Administrative Law located at <http://www/oal.ca.gov>.

## Local Practice

The San Bernardino Community College District’s Board of Trustees had adopted a policy for collegial consultation (BP 2225) in which it embraces the concept, and requires the establishment of procedures “... to ensure faculty, management, classified staff, and students The right to participate effectively in collegial consultation in particular areas where they have their responsibility and expertise as specified in Title 5 regulations....”

## Faculty

In shared governance at SBVC, the Academic Senate represents faculty members. With respect to Academic and professional matters, the Board has adopted a standard in which it will rely primarily upon the Academic Senate’s recommendations. According to Title 5, section 53200, these academic and professional matters are as follows:

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

When Academic Senate recommendations in these academic and professional matters are not followed by the Board of Trustees, the Chancellor must formally provide the reasons in writing to the Academic Senate President upon request.

The College President will normally accept the recommendation of the Academic Senate regarding academic and professional matters. Only in exceptional circumstances or for compelling reasons will the recommendations not be accepted. In such instances, the College President will deliver the rationale for his or her decision in writing to the President of the Academic Senate.

## **Classified Staff and Managers**

Representatives of classified staff and managers (the two groups included under the term “staff” in Title 5 section 51023.5(a)(1) are appointed to serve on all shared-governance committees at SBVC. The regulations require that both groups:

- ✚ ...be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff. (Title 5 section 51023.5(a) (4))

In such matters, the Board will not take action until staff has had the opportunity to participate, except in “unforeseeable, emergency situations.” Moreover, the “recommendations and opinions of staff are [to be] given every reasonable consideration” by the Board, the President, and the shared-governance committees on which their representatives serve.

Through their knowledge of student needs, and position in operational, instructional, and technical areas, classified staff members serve on committees, councils and task forces as stakeholders. Representing their constituents’ perspective, classified staff members provide a unique insight to help guide the decisions made in the governance process.

Managers serve on committees, councils and task forces as initiators, facilitators, and resource persons as well as representatives of their constituency groups. At times their role is also to provide staff support. Manager members are also responsible to implement and enforce the policies and procedures approved through shared governance processes.

## Students

Students representatives also are appointed to serve on all shared-governance committees at SBVC, which adheres to the Title 5 requirement that:

- ✚ Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures. (Title 5 section 51023.7(a) (1))

In such matters, as with staff, the Board will not take action until students have had the opportunity to participate, except in “unforeseeable, emergency situations.” Moreover, the “recommendations and positions developed by students are [to be] given every reasonable consideration” by the Board, the President, and the shared-governance committees on which their representatives serve. Finally, in addition to providing the college with valuable student input on a broad range of institutional functions, student participation in governance provides SBVC students an important opportunity to become more engaged in the campus community, to learn about civic responsibility, and to understand how complex institutions function.

## ***PARTICIPANTS IN SHARED GOVERNANCE***

Participatory governance is characterized by inclusiveness, rigorous dialogue, and shared decision making involving all constituents. Recognized San Bernardino Valley College constituents include faculty, staff, students, and management.

### Faculty

All faculty appointments to college governance bodies are made by the Academic Senate. The Board or its designees will consult collegially with the Academic Senate with respect to academic and professional matters as defined by law. Faculty appointments to standing committees and councils are for two-year terms of service unless otherwise noted in the committee/council charge and membership; additional terms are subject to Senate approval. Whenever possible, the Senate will alternate new appointments to ensure continuity on committees and councils.

## Classified Staff

Each shared-governance committee with classified staff representation must have an appointee from both CSEA and the Classified Senate, though sometimes the two constituencies agree to appoint a single staff member. As described in the *Delineation of Rules and Responsibility Statement* (see Appendix A).

## Students

Student members are appointed by the SBVC Associated Student Government (ASG) to serve on shared district and campus committees, task forces, and advisory bodies. The SBVC Associated Student Government appoints members at the beginning of each academic year, though due to attrition or the lack of student volunteers, vacancies may occur. Student appointments are for one year.

## Management

While Title 5 includes managers in staff, it also requires that they be categorized separately from non-management staff for the purpose of participation in governance. Administrators may either be appointed to committees by the President or serve *ex officio*. Depending on the manager's committee load, a designee may be assigned. If this is the case, it is important that the committee members are informed that the designee is serving in lieu of the manager named in the membership list.

# ***INCLUSIVENESS IN EFFECTIVE GOVERNANCE***

## Introduction

Participatory governance can occur effectively only if there is shared responsibility by all the constituencies that are impacted by the decision made. To develop a campus climate that encourages and supports participation in governance, certain facilitative steps must be taken. These steps may be specific to each of the constituencies, or they may apply to the college community in general.

## Facilitating Effective Faculty Participation

The full participation of faculty is critical to shared governance and is mandated by faculty contract. The Academic Senate determines the process used for faculty selection of committees and the number of faculty from each Division that should serve on select collegial consultation committees. The Academic Senate can facilitate participation by closely communicating with faculty to determine their strengths, interest, preferences, and the amount of time they have available for committee participation. For certain committees, the Senate may wish to identify replacement members before the end of an incumbent's term to facilitate shadowing and mentoring before full participation is expected ([What is our AS process?-H. Kinde](#)). Faculty in particular disciplines or divisions may wish to discuss their strategic representation on particular committees, sharing the workload so that no one person is overburdened. In addition, managers must ensure that faculty members have the flexibility to engage in their vitally important role in shared governance.

Faculty vacancies on committees should be reported to the Academic Senate at the earliest opportunity to ensure a timely replacement.

## Facilitating Effective Classified Staff Participation

Classified staff members provide the logistical and technical help that is so crucial to facilitating both student success and smooth college operations. They often hold jobs that leave them little flexibility in their schedule. For this reason, manager support for their participation in governance is vital. Allowing staff members the time for committee service and preparation away from the workstations, desk, or duties facilitates their participation in governance, and helps committees by ensuring their access to the valuable experience and fresh perspective that classified employees bring. Some other steps managers might wish to consider include the following:

- Talk with staff members about their interests, and make suggestions for committee memberships
- Ask staff representatives to report committee activities at division or department meeting agendas. ([These recommendations may or may not facilitate participation and may have ramification if published and not followed.-H. Kinde](#))
- Encourage staff to read, review, and respond to drafts of important college-wide documents, such as the Educational Master Plan.

It is important to note that the President has conveyed in a written directive to all managers his/her expectations that they facilitate participation in college governance activities by classified staff members under their supervision, to the extent feasible.” (make some of this happen.-C. Thomas)

Classified staff vacancies on committees should be reported to the Classified Senate or CSEA as applicable at the earliest opportunity to ensure a timely replacement.

## Facilitating Effective Management Participation

Managers often serve on multiple committees, since they are operationally responsible for carrying out many of the tasks recommended by committees (we need to revive the Management Association that can help for this purpose. –H. Kinde). In addition, many committees list managers as *ex officio* members (to the best of my knowledge, we have no managers officially listed as *ex officio*. – H. Kinde). If a scheduling conflict arises for a given meeting, a management representative may send a designee, but must make it clear to the committee chair that s/he is doing so. However, if an appointed manager has to send a designee on more than an occasional basis, it may be appropriate to ask the President to designate another appointee.

Management vacancies on committees should be reported to the President at the earliest opportunity to ensure a timely replacement.

## Facilitating Effective Student Participation

Student involvement in participatory governance is vital, but it is sometimes difficult to accomplish. Students have class and work schedules to accommodate, limited knowledge of governance and their role, and may lack confidence. A student representative may stop attending committee meetings because of other demands, leaving the students without representative voice. For these reasons it is important that the committee chair either acts as or appoints a student mentor. (The responsibilities of the student mentor are listed in a section below.) (SBVC does not do this but should. – C. Thomas) Chairs can also facilitate students’ participation by asking directly for their input, providing reinforcement for their contributions, and ensuring that communication with committee members occurs in a student-friendly way. For instance, students may not have access to Outlook, so it is important that alternate methods are also used for meeting announcements and other communication. A guide sheet to help chairs facilitate student participation is provided in Appendix A of this handbook. (Student Life should edit this section.-H. Kinde)

Student vacancies on committees should be reported to the Director of Student Life at the earliest opportunity to ensure a timely replacement. (check that this is true.-C. Thomas)

## Facilitating Effective Participation by ALL Areas of the College

It is important for employees in all areas of the college—Instruction, Student Services, Administrative Services, and the President’s Area – to have adequate opportunities to participate in governance activities. Moreover, all other things being equal, each Area’s committee participation ought to be roughly at parity with the number of college employees in that area, although on some committees it makes sense for an area to have a disproportionate number of representatives (e.g., Instructional representatives on the Curriculum Committee). Assigning each new member a mentor will promote the effectiveness of the committee and support the effectiveness and retention of new members. (SBVC does not have a mentor program but should look into it.-C. Thomas)

## Monitoring Participation and Evaluating Effectiveness

An annual census of committee participation by constituency and area is conducted by the President’s Office. In addition, a committee self-evaluation instrument is completed annually by each major committee, and the results are compiled in a report by the Office of Institutional Effectiveness, Research, and Planning (OIERP) (Check for correct name. C. Thomas). Finally, questions related to governance are included in the annual climate survey, and the results are analyzed and broadly shared by the OIERP. The SBVC Council monitors participation and effectiveness of committees, and uses data to improve the governance processes and structure as needed. (Does the Office of Institutional Effectiveness, Research, and Planning (OIERP) follow this process?-H. Kinde)

# COMMITTEE RESPONSIBILITIES

## Members

1. Attendance and active engagement: Attend and participate actively in all meetings if it is at all possible. If a member must miss a meeting, he or she should let the convener know ahead of time and must ask another member to share his or her meeting notes and materials. (something like this should probably come from Academic Senate.)
2. Sharing: Share notes and materials with other members who request them.

3. Representation: Members should consider themselves fully empowered to act on behalf of their constituents; only rarely should they have to check with their constituents before acting, and then only if they feel inadequately informed regarding their constituents' interests related to the issue at hand.
4. Communication: Communicate frequently with constituents and colleagues, informing them of progress and soliciting their input at every stage, and then express their issues and concerns in meeting deliberations. This two-way continuing communication is crucial to the success of the work and of the implementation process that will follow. Nothing in the final product should surprise anyone who has taken the trouble to listen to committee members.
5. Institutional perspective: In deliberations, consider not just what would be good for a particular constituent group or office or set of associates, but what would be good for the institution and its students as a whole.
6. Subcommittees
  - a. Each member of a subcommittee should attend and participate fully in its meetings.
  - b. Each subcommittee should designate one member as convener/reporter, who schedules the meetings, keeps records of deliberations and actions, and reports back in writing to each committee meeting on subcommittee progress.
  - c. Each subcommittee should meet regularly and productively until its task is completed.
  - d. Each subcommittee should feel free to call on other resource people as needed.

## Convener/Chair

Typically, management co-chairs are appointed by the college President or responsible Vice President. Other co-chairs are elected by the Academic Senate or committee. The convener or chair is responsible for convening the initial meeting and for the following: (Should this section go in the back under a heading called "Guide to Effective Meetings." These are good practices not something that defines our committee structure. –H. Kinde)

1. Convene and chair meetings and keep members informed of the schedule.
2. With input from all committee members, decide on the committee's ground rules, e.g. what constitutes quorum, meeting times, conduct, attendance, absence notification protocol, etc., and ensure that these ground rules are adhered to in subsequent meetings.

3. If Brown Act rules apply, ensure that they are followed. (As of publication of this handbook, the only groups at SBVC that are required to abide by the Brown Act are the Academic Senate and Student Senate. In general, the Brown Act applies only to committees formed by action of the Board of Trustees.) (This needs to be checked for accuracy.-C. Thomas)
4. Review the charge, operational rules, processes and procedures, and logistics of the committee to ensure shared understanding.
5. Maintain a written record of the results of each committee meeting and make it available to all members, other planning committee conveners, the President, and the campus community.
6. Develop information and materials and distribute them to members as needed.
7. Facilitate progress by keeping the committee on task, and ensuring that everyone gets the chance to be heard.
8. Provide clerical and logistical support, including duplicating, mail, etc.
9. Present reports on committee progress to interested groups as appropriate.
10. Assign a faculty, staff, or management member to mentor any student member(s). (Probably a good idea. I don't believe we do this well.-H. Kinde) (If SBVC chooses to do this. C. Thomas)
11. Notify the appropriate constituency group when a vacancy occurs.

## Student Mentor

The Student Mentor is the committee chair or a member who is designated to work closely with each student member to ensure that s/he has the opportunity to learn about shared governance. Responsibilities of the mentor include the following: (SBVC doesn't do this, but should seriously consider doing to ensure full participation from students. -C. Thomas)

1. Explain the expectations of Committee membership.
2. Explain the committee's "charge" and role in decision-making.
3. Explain the committee structure.
4. Share mentor contact information and preferred method of communication.
5. Invite the student to subcommittee meetings (if applicable and feasible).
6. Review and discuss the committee's actions after each meeting.
7. Give the student responsibilities (e.g., to lead a breakout group, or to act as scribe in a discussion).
8. Model positive communication and social skills.
9. Check in with the student regularly, encouraging questions.
10. Establish goals for the student's participation.

11. Listen carefully, noticing the student's comfort level with participation.
12. Contact the student who stops attending. In the event that a student misses a meeting or scheduled appointment, the mentor should try sending them a quick "I'm concerned about you" email and copying the Director of Student Life.

A complete list of mentoring tips is provided in Appendix B of this handbook.

## *OPERATIONAL RULES*

### **Quorum**

The term "quorum" refers to the minimum percentage or number of members of a committee who must be present before the members can conduct valid business. While a quorum for legislative bodies is a majority of the members, for voluntary associations it can be less than a majority. Many committees set quorum as those present, to ensure that the work of the committee proceeds regardless of how many show up. Committees should decide what their quorum will be at the first meeting of the academic year, and should revisit the ground rule annually.

### **Open vs. Closed Meetings**

Any individual may attend and fully participate in meetings designated as open. The vast majority of committee meetings at SBVC are open. However, some committees review and discuss confidential information as part of their charge, and meetings of these groups may be designated as closed. An example is the Tenure Review Committee. Nonmembers of such a committee may not attend unless the committee invites them.

### **Committee Decision Models**

Committees may choose to use one of the common decision models described below. There are advantages and disadvantages to each model. Consensus is the preferred model at SBVC (*Need to look at SBVC. Most committees served on here have had a majority vote preference. H. Kinde*) for shared-governance committees, because it tends to produce results with the widest buy-in across constituency groups, but developing consensus often takes considerable time. Majority vote yields a clear-cut decision relatively quickly, but may obscure the opinions and viewpoints of dissenting members. A mixed model allows committees to adopt majority rule for some decisions and consensus for others, but the situations to which each model applies must be carefully defined and the rules must be applied consistently. Committees should choose which decision model they will use at the beginning of the year and should discuss it annually.

Committees may find it helpful to adopt ground rules that expedite dialogue, regardless of the model chosen. Examples of some typical ground rules are listed below:

- ✚ The group has a shared and mutually agreed-upon charge, mission, or purpose.
- ✚ The group values civil, respectful, and honest communication.
- ✚ Opinions are backed up whenever feasible by high-quality information and relevant evidence.
- ✚ Creativity is encouraged.
- ✚ Opposing viewpoints are equally valuable. Disagreements are framed as expressions of different perspectives or positions that must be considered.
- ✚ All viewpoints are carefully examined.
- ✚

**Majority Vote:** Majority vote is a decision rule that selects an alternative that has the support of a majority, that is, more than half the votes. If there are more than two choices on which to vote, a committee can elect instead to use plurality, a decision rule that selects the option with the most votes.

**Consensus:** Consensus is a way to use discourse to arrive at a shared understanding and a mutually agreeable path of action for the greater good. A formal process of achieving consensus ideally requires serious treatment of the considered opinions of all members. Attention should be given to dissenting opinions, so that issues can be fully examined. Consensus does not mean unanimity, however: Dissent on minor points, or even mild dissent on a major point, is to be expected. As long as all representatives have had a chance to speak their minds, a few dissenting opinions should not keep the group from finding a solution acceptable enough to all for the committee to move forward. (*Roberts Rules of Order?—C. Thomas*)

#### **Example of One Method for Generating Consensus**

1. Clarify the problem or question being addressed.
2. Determine the essential criteria for a good solution (e.g., organization, cost, scale, scope, and acceptance). Ensure that all members understand and buy into the essential criteria.
3. Brainstorm a range of alternative solutions.
  - a. Do not evaluate the alternatives during brainstorming.
  - b. Record all alternatives in a comprehensive list that can be seen by everyone.
4. Take a straw poll to check for the possibility of early agreement. If there is only a little disagreement, determine and if possible resolve the reasons for the disagreement.
5. Evaluate alternatives according to the essential criteria.

- a. If any alternatives require further research, carry out that research.
  - b. Rule out any alternatives that fail to meet the criteria or are rejected by the committee after reflection.
6. Make a decision, which might involve combining or modifying the remaining alternatives to elicit the support of as many committee members as possible.

**Mixed Model:** Committees may find that a mixed model for decision-making, in which consensus applies in certain prescribed situations and majority rule applies in others, works best for them. It is important that committees make a careful, proactive decision on which decision model is to be used for which situations, that those situations are mutually exclusive, and that the rule is thereafter applied consistently. For instance, the Scholastic Standards Committee (Do we have this committee? C. Thomas) may agree to consensus for most committee decisions, but majority vote for readmissions.

Note that using majority vote as a failsafe method to resolve a lack of consensus is not an appropriate application of the mixed model. Most of the time, such an approach merely serves to undermine members' confidence in the collaborative decision-making process.

## Meeting Notifications

Agendas for all meetings must be available to all members no later than the day prior to the meeting (unless the Brown Act, which requires earlier posting, applies to the committee) (most of our committees distribute agendas at the meeting, this will require buy in if we modify. H. Kinde). Meeting announcements can be posted on the committee website, and committee members may be notified via email, Outlook announcement, or other mutually agreed-upon method.

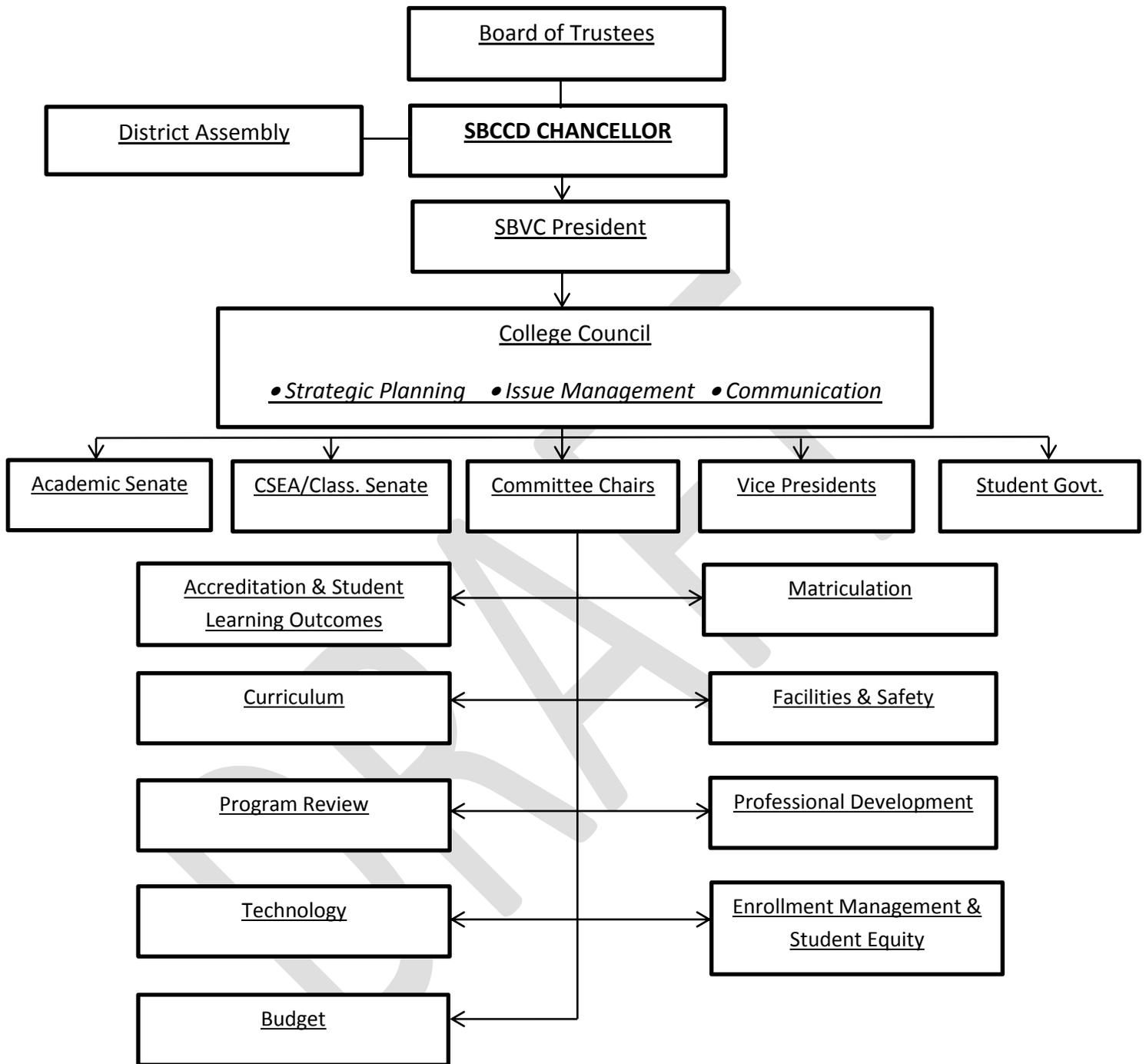
## Minutes or Summaries

Whether or not a specific group is governed by the Brown Act, college governance committee deliberations, votes, and decisions, as well as the method used to arrive at them, should be public. In the interests of transparency and shared understanding, all college governance councils and committees will record and post written committee minutes. Committees may post minutes on the "Committees" webpage of the college website under the appropriate committee name.

## ***GOVERNANCE STRUCTURE***

The charts on the follow pages describe the reporting structures for all committees and departments in the college. Constituency groups represented on the college’s various committees and councils provide input through clearly defined channels. As a result of broadly shared input, the implementation of our decisions is more effective, and the campus community develops a shared sense of mission and purpose. It is important to note that individuals and groups who are not committee members may also be heard in any committee by requesting permission to speak, thus broadening the opportunities for dialogue across the campus governance structure.

DRAFT



(Collegial Consultation Flow Chart revised 9/9/13)

# San Bernardino Valley College Collegial Governance

## MISSION STATEMENT

San Bernardino Valley College provides quality education and services that support a diverse community of learners.

## EDUCATIONAL PHILOSOPHY

We believe:

- ✚ That a well-educated populace is essential to the general welfare of the community.
- ✚ That quality education empowers the student to think critically, to communicate clearly, and to grow personally and professionally.
- ✚ That an enriched learning environment promotes creativity, self-expression, and the development of critical thinking skills.
- ✚ That our strength as an institution is enhanced by the cultural of our student population and staff.
- ✚ That we must provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals.
- ✚ That we can measure our success by the degree to which our students become self-sufficient learners and contributing members of society.
- ✚ That plans and decisions must be data driven, and based on an informed consideration of what will best serve students and the community.
- ✚ That we must model our commitment to lifelong learning by maintaining currency in our professions and subject disciplines.
- ✚ That as part of the collegial consultation process, all levels of the college organization must openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services.
- ✚ That interaction between all members of the college community must be marked by professionalism, intellectual openness, and mutual respect.
- ✚ That we must hold ourselves and our students to the highest ethical and intellectual standards.
- ✚ That we must maintain a current, meaningful and challenging curriculum.
- ✚ That students succeed best when following an educational plan and when enrolled in classes that meet their interest and goals, and match their level of academic preparedness.

- ✚ That all members of our campus community are entitled to learn and work in an environment that is free from physical, verbal, sexual, and/or emotional threat or harassment.
- ✚ That students learn best on a campus that is student-centered and aesthetically pleasing.
- ✚ That we must be responsible stewards of campus resources.

## **VISION STATEMENT**

San Bernardino Valley College will become the college of choice for students in the Inland Empire and will be regarded as the “alma mater” of successful, lifelong learners. We will build our reputation on the quality of our programs and services and on the safety, comfort, and beauty of our campus. We will hold both our students and ourselves to high standards of achievement and will expect all members of the college community to function as informed, responsible, and active members of society. (Revised 1-25-06)

## **GOVERNANCE PHILOSOPHY**

San Bernardino Valley College is committed to the idea of Collegial Consultation as assured in AB1725. We acknowledge the rights and responsibilities accorded to all parties within the District to participate effectively in District consultation and support the establishment of procedures whereby faculty, staff, and students are ensured of appropriate consultation on matters affecting them.

We believe that groups of individuals working together to pool their knowledge, experience, and perspectives are an integral part of the decision making process at Valley College, and that the development of policies and procedures for college governance benefits greatly by involving those with appropriate expertise and those who will be most affected by those policies and procedures.

## COUNCIL MEMBERSHIP AND CHARGE

### COLLEGE COUNCIL

#### *Charge*

The College Council has three primary functions: planning, issue management, and communication.

The college planning function includes the college Educational Master Plan (EMP), thereby developing the college's Education Strategic Plan, the EMP includes the Program Review annual needs prioritization, Technology Plan, Five Year Construction & Facilities Plan, Enrollment Management Plan, Basic Skills Plan, and Professional Development Plan. College Council reviews each of the plans and analyzes each for budget impact and provides recommendations to the President.

The issue management function takes place as campus issues are presented to the College Council and referred to the appropriate committee for review, consideration, and recommendation to the President.

The communication function is served by the College Council as the central communication venue for college governance issues including budget, in that all constituent groups are represented and are responsible for reporting and disseminating of information to their appointing body.

#### *Membership*

Membership is comprised of the President, College Vice Presidents, the President of the Academic Senate, the Classified Senate President, the President of the Associated Students or designee, the CSEA President of CSEA or designee, the Director of Research, and the chairs of the following committees: Enrollment Management & Student Equity, Accreditation, Curriculum, Facilities and Safety, Matriculation, Professional Development, Program Review, and Technology. The President serves as chair of the College Council unless otherwise agreed upon, at which point a faculty member and a manager will serve as co-chairs.

#### **College Council Standing Committees**

The standing committees of College Council are appointed annually and have representatives from each of the constituent groups: faculty, staff, students, and managers. Each committee will be co-chaired by one non-manager (faculty or staff) and one manager (that assists with clerical support, copying, and dissemination of materials as needed).

Should representation not occur in any group, the President will confer with the appropriate representative/President/designee to determine the best alternative to secure appropriate representation and participation from the absent group.

*Meetings: Unless otherwise noted, standing committees are not held during the summer.*

## COLLEGIAL CONSULTATION COMMITTEES

### [ACCREDITATION AND STUDENT LEARNING OUTCOMES COMMITTEE](#)

#### *Description*

The Accreditation and Student Learning Outcomes Committee serves two functions on campus; overseeing the research and creation of the accreditation self-study, develop, implement, and monitor learning outcomes processes.

The Accreditation Self-Study is a collegial process. Traditionally, a team comprised of staff, faculty, administrators and students (as available) is assigned to each substandard. The teams research appropriate information about the sub-standard and compose a draft. A single writer or, a team of writers, finalize and edit the self-study final draft. The campus at large is given many opportunities to participate in the self-study process including, but not limited to, presentations at committee meetings, study sessions, open forums, and all campus activities such as flex day and opening day. The first and second drafts are emailed to the entire campus for feedback. The final draft is also emailed to the campus.

Outcomes Processes overseen by the committee include Student Learning Outcome and Program Learning Outcomes for instructional programs, Student Area Outcomes for Student Services and Administrative Services, and Institutional Core Competencies. All courses are mapped to the Core Competencies, and courses are mapped to Program Learning Outcomes as appropriate. At this time (Spring 2014) assessment data for SLOs are gathered for every course, every section, every semester. SLOs, SAOs and PLOs are evaluated a minimum of once every three years. A Core Competency evaluation was conducted in Fall 2015. Further information about outcomes processes can be located at the Vice President of Instruction or the Accreditation and SLO Committee's websites.

### ***Charge***

The Accreditation and Student Learning Outcomes Committee prepares the self-study, prepares for the accreditation team site visit, follows up on implementation of accreditation recommendations, performs assessments as needed, and prepares any follow-up reports or documentation. The committee monitors the development and assessment process for student learning outcomes in courses, programs, and general education requirements. The committee generates and regularly reviews guidelines and best practices for all aspects of the student learning process.

### ***Membership***

Membership is comprised of the Accreditation Liaison Officer, at least one faculty member from each division and other interested faculty, administrators, staff and students.

### ***Integration with Campus***

The faculty co-chair participates in shared governance as a member of College Council. Additionally the faculty co-chair is a member of the Academic Senate Executive Committee and has a standing report to the Academic Senate. The co-chair works closely with the Office of Research, Planning, and Instructional Effectiveness, Program Review, Curriculum, and Budget Committees to ensure that SLO process are integrated with other campus processes.

### ***Evaluation, Communication and Dialogue***

The Accreditation and Student Learning Outcomes Committee communicates with the campus and facilitates dialogue in a wide variety of ways including reports to the Academic Senate and College Council, e-mail, study groups, forums, campus presentations, professional development workshops, and newsletters.

The Committee is evaluated by the committee member survey, campus climate survey, and feedback. The Committee plans to devote Spring 2015 to campus-wide conversations on Outcomes Processes in order to evaluate and rewrite Core Competencies, and to create a sustainable SLO process that benefits student learning.

## CURRICULUM COMMITTEE

### ***Charge***

Under AB1725 the Academic Senate has the responsibility to make recommendations with respect to academic and professional matters. Curriculum is an academic matter and, therefore, the Curriculum Committee is authorized by the Academic Senate to make recommendations about the curriculum of the college, including approval of new courses, deletion of existing courses, proposed changes in courses, periodic review of course outlines, approval of proposed programs, deletion of programs, review of degree and certificate requirements, approval of prerequisites and co-requisites, and assessment of curriculum as needed.

### ***Membership***

Membership is comprised of the Vice President of Instruction (or designee) and one other manager, a Curriculum Chair or Co-Chairs appointed by the Academic Senate, the Articulation Officer, faculty members from each division as recommended by the Academic Senate, two students, and two Instruction Office staff members (Administrative Curriculum Coordinator and Schedule/Catalog Data Specialist) appointed by the Vice President of Instruction (in collaboration with CSEA) to serve as a resource to the committee.

## ENROLLMENT MANAGEMENT AND STUDENT EQUITY COMMITTEE

### ***Charge***

The Enrollment Management and Student Equity Committee serves in an advisory capacity to the President's Cabinet regarding enrollment. The committee is responsible for reviewing internal and external assessment trend data as it applies to enrollment planning, researching and reviewing successful models of recruitment and retention programs, projecting enrollment growth/decline, projecting academic and student support service needs based on enrollment trends. The committee makes recommendations regarding recruitment and retention strategies, in the annual updating of the Enrollment Management Plan. The committee reviews and regularly updates the Student Equity Plan. Both plans are forwarded to College Council for review.

### ***Membership***

Membership is comprised of the Vice President of Student Services or designee, Dean of Counseling and Matriculation, two Deans from Instruction, Dean of Research, Planning and Institutional Effectiveness, Directors of Financial Aid, Director of Admissions & Records, and Director of Marketing and Public Relations, Student Success Services and Programs Coordinator, and other interested faculty, administrators, staff and students.

## [FACILITIES & SAFETY COMMITTEE](#)

### ***Charge***

The Facilities & Safety Committee serves as an advisory committee to college services and operations including: facilities, campus appearance, emergency preparedness, sustainability practices, and campus safety training. Additionally, the committee reviews and submits the Facilities & Capital Outlay Plan to College Council.

### ***Membership***

Membership is comprised of the Vice President of Administrative Services, Director of Maintenance and Operations, District Police Supervisor, Dean of Student Development, DSPS Coordinator, two students and other interested administrators, faculty, staff, and students.

## [STUDENT SUCCESS COMMITTEE](#) (website needs to updated)

### ***Charge***

The Student Success Committee is authorized by the Academic Senate to annually review and update the College's Student Success Plan, propose the budget for categorical matriculation funds, provide advice on policies, procedures, and implementation of matriculation components including admission, orientation assessment, counseling, prerequisites, follow-up, training, and research.

### ***Membership***

Membership is comprised of the Vice President of Student Services, Dean of Counseling and Matriculation, Dean of Research, Planning and Institutional Effectiveness, Director of Admissions and Records, Director of Financial Aid, Student Success Services and Programs Coordinator, one representative from English, Reading, and Math, and other interested administrators, faculty, staff and students.

## PROGRAM REVIEW COMMITTEE

### ***Description***

The Program Review Committee operates under the authority of and reports to the Academic Senate in accordance with Academic Senate By-laws (333) and District Administrative Procedure 2225.

### ***Charge***

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four- year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate. The purpose of Program Review is to:

- ✚ Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- ✚ Aid in short-range planning and decision-making
- ✚ Improve performance, services, and programs
- ✚ Contribute to long-range planning
- ✚ Contribute information and recommendations to other college processes, as appropriate
- ✚ Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

### ***Membership***

Membership is comprised of at least 3 Vice Presidents or their designees, as appointed by the President, 10% faculty representation by Division, at least 3 classified staff members as appointed by Classified Senate/CSEA, and one student.

### ***Integration with Campus***

The faculty co-chair of Program Review is a voting member of College Council and a member of the executive committee of the Academic Senate.

Program Review integrates many campus planning documents and essential campus processes by including self-evaluation of how program meet the campus mission, strategic initiatives, curriculum and SLO processes into the program efficacy and needs assessment processes.

Program review enhances student learning by ensuring that resource requests are aligned with program quality.

### ***Evaluation, Communication and Dialogue***

Program Review assigns committee members to work directly with programs under going program efficacy and conducts workshops for program efficacy and needs assessment. Once efficacy and needs assessment documents are submitted the committee engages in evaluative dialogue based on the reports submitted and the rubrics created by the committee. The committee provides a written response to all program efficacy documents.

Program Review forms and rubrics are distributed via e-mail and announced in College Council and Academic Senate. Needs Assessment results and Program Efficacy documents are available on the Program Review committee website. Committee members are expected to report committee activity to their constituent groups.

At the end of the academic year the committee evaluates itself by surveying all programs who participated in the efficacy process. The committee will use the results of the committee member survey to further evaluate committee processes.

### **PROFESSIONAL DEVELOPMENT COMMITTEE**

#### ***Description***

The Professional Development Committee operates under the authority of and reports to the Academic Senate in accordance with Academic Senate By-laws (333) and District Administrative Procedure 2225.

#### ***Charge***

The Professional Development Committee serves as an advisory committee for the college professional development programs, and as a resource for training needs across campus. The committee prepares and implements the state required three-year Professional Development Plan, and reviews it annually to assure that campus goals and objectives are being met. The committee allocates staff development funds based on criteria in the plan. Additionally the committee is responsible for planning, programming and communication of campus professional development programs. The faculty member on the committee serve as the campus sabbatical leave committee and make recommendations to the college president for proposed leave recipients. The faculty members also serve as the campus flex committee.

### ***Membership***

Membership is comprised of one manager (designated by the President), Professional Development Coordinator, a representative of the technology committee, and interested faculty, administrators, and staff.

### ***Integration with Campus***

The faculty chair of Professional Development is a voting member of College Council, and serves on several other committees on campus. The Professional Development committee sets aside time at the end of each academic year to plan for the following spring and fall semesters based on feedback from the annual professional development survey, and event / workshop feedback received throughout the year. Professional Development is committed to providing faculty and staff with the resources they need to deliver quality education to San Bernardino Valley College's diverse student population.

### ***Evaluation, Communication and Dialogue***

Professional Development conducts an annual campus-wide survey at the end of each academic year to evaluate the workshops, events and other resources throughout the year. The survey also aims to gather suggestions for future events and gauge campus interest and engagement in professional development activities. The survey results are evaluated by committee members during an annual planning retreat. The committee members also report results to other campus constituency groups they are involved in. The Professional Development Department communicates new workshops and resources to the campus, and integrates campus feedback and suggestions into the planning and execution of new activities.

## **[TECHNOLOGY COMMITTEE](#)**

### ***Charge***

The Technology Committee develops the Technology Plan for SBVC and submits it to the SBVC College Council. The Plan recommends methods to assess, purchase, install, and encourage use of new technology; technology funding priorities; and strategies for redistributing current resources. It sets standards and guidelines for the minimum specifications for new technology, for maintaining the current technology in new construction, and to maximize use of District network resources and instructional learning resources. Accessibility to technology will be considered when developing goals, methods, recommendations, guidelines, and standards. In addition, members serve as campus representatives on District Technology Committees.

### ***Membership***

Membership is comprised of the Vice Presidents of Instruction, Administrative Services, and Student Services or their designees; a representative from the Audio Department; a representative from District Computing Services, representative(s) from the college Network Specialist and all other interested faculty and staff in the campus community.

BUDGET COMMITTEE (Need to add webpage to website)

### ***Charge***

The Budget Committee serves in an advisory capacity to College Council in all aspects of budget development and management to protect the financial wellbeing of the college and to operate successfully within our budget. The Budget Committee makes data-driven recommendations that align resource allocations with resource planning, utilizing the college mission, institutional planning documents, and program review recommendations.

The Budget Committee serves in all three areas of the College Council's primary functions including: planning, issue management, and communication. Specifically, the Budget Committee develops annual budget assumptions, recommends reserve and contingency funds, identifies discretionary monies, and reviews and develops strategies for funding campus priorities. The Budget Committee reviews and makes recommendations for resolution of emerging budget issues and creates processes for better budget development and management. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency of budget decisions.

### ***Membership***

The Budget Committee membership totals eight, including the Vice President of Administrative Services (chair) representing management, and seven appointed members representing faculty, classified staff, Associated Student Government, and four members outside of College Council as appointed by and representing each of the constituencies

### **ADDITIONAL COMMITTEES**

A number of committees exist that have a specific purpose or function, but are not part of the formal collegial consultation process within College Council. These include:

### **OFFICE OF THE PRESIDENT**

### PROGRAM FOR THE ADVANCEMENT OF LEADERSHIP OF MANAGERS (PALM)

Reporting to the President, Valley College managers (directors, deans, vice presidents) meet as needed with the President to review and discuss items as submitted to the College Council and to study leadership theory and practices.

### PRESIDENT'S CABINET

The President meets weekly in a staff meeting with the Vice Presidents to discuss operations and logistics.

### SCHOLARSHIPS

#### *Charge*

The Scholarships Committee reviews applications for scholarships and makes awards according to guidelines.

#### *Membership*

Membership is comprised of the Foundation Director, and interested administrators, faculty, and classified staff.

### ANNUAL AWARDS COMMITTEE

#### *Charge*

The Annual Awards Committee plans and implements the Annual Spotighting Our Success Faculty & Staff Awards Celebration event each spring. This event recognizes outstanding employees and retirees from all areas of the campus. The committee organizes a campus-wide nomination and voting process that leads to organizing and coordinating all logistics related to the awards ceremony event. The committee chair is the Director of Marketing & Public Relations with guidance from the Office of the President.

#### *Membership*

Membership is comprised of at least one member from classified, faculty, management, Faculty Association and other interested individuals.

### ARTS, LECTURES, AND DIVERSITY

### *Charge*

The Arts, Lectures, and Diversity Committee plans and promotes a series of lectures and cultural events designed to celebrate our diversity and enrich the instructional environment of the college.

### *Membership*

Membership includes the Vice Presidents of Instruction and Student Services or designees, Dean of Humanities, and interested administrators, faculty, classified staff and students.

## **INSTRUCTIONAL SERVICES**

### INSTRUCTIONAL CABINET

#### *Charge*

The Instructional Cabinet reviews instructional related issues and concerns and advises the Vice President of Instruction.

#### *Membership*

Membership is comprised of the Vice President of Instruction and the deans reporting to the Vice President of Instruction.

### TENURE REVIEW COMMITTEE

#### *Charge*

The Tenure Review Committee meets in January to review the four evaluations of each faculty member being considered for tenure. If all four evaluations of a faculty member are fully satisfactory, the Tenure Review Committee shall recommend that individual to the President for tenure. If the Tenure Review Committee has any doubts about a faculty member's overall performance, the committee shall, in consultation with the faculty member's supervisor, set up a new evaluation of him/her, to be conducted according to the evaluation procedure already in place in the District.

If the committee wants to use tenure procedures or materials as part of this evaluation, it can do so only with the consent of the affected faculty member. The two faculty members on the Tenure Review Committee who were appointed by the Senate and the bargaining unit shall serve as the peer evaluators for this evaluation. At the conclusion of this evaluation, the Tenure Review Committee shall meet and decide on a recommendation to the President of tenure or dismissal for the faculty member in question. All recommendations regarding fourth-year faculty

members shall be submitted to the President by February 15. If the President and the committee disagree, they shall meet with the District Chancellor to present their differing points of view. The Chancellor shall have final authority to make a recommendation to the Board of Trustees (this charge and membership quoted directly from the current AGREEMENT between the SBCCD and the SBCCD Chapter CTA/NEA).

Per the provisions of the CTA contract, the Tenure Review committee is also involved in providing remediation assistance to those faculty whose evaluations are less than satisfactory.

#### ***Membership***

The College President appoints a tenured faculty member as the Tenure Review Coordinator who chairs the committee and the appropriate Vice Presidents or designees. The President of the Academic Senate and the college representative of the collective bargaining unit each appoint one tenured faculty member to serve on the Tenure Review Committee.

#### **ONLINE COMMITTEE**

#### ***Charge***

The Online Committee advises the Vice President of Instruction regarding issues related to online learning at the college. In addition, the committee assists discipline faculty in the preparation of distance education requests to the Curriculum Committee. The committee serves as a conduit of Information among faculty, administration, and students by providing technological vision for issues related to online learning.

#### ***Memberships***

Membership is comprised of interested faculty, administrators, staff, and students.

#### **HONORS**

#### ***Charge***

The Honors Committee serves as an advisory committee to the Vice President of Instruction relative to the college's Honors Program including the admission of students into the program, assessment of program effectiveness, the schedule rotation of honors courses, proposals for new honors courses , and the evaluation of existing honors courses.

### ***Membership***

Membership is comprised of the Vice President of Instruction or designee, the Honors Coordinator, Honors Counselor, and interested administrators and faculty.

## WORKFORCE DEVELOPMENT COMMITTEE

### ***Charge***

This Workforce Development Committee reviews recommendations from the Career and Technical Education (CTE) advisory committees. The committee participates in the Perkins Grant allocation process and makes recommendations to the Perkins Grant administrator.

### ***Membership***

Membership is comprised of the Perkins Grant Administrator and includes representation from vocational certificates and degree areas as well as other interested administrators, faculty, classified staff, and students.

## BASIC SKILLS COMMITTEE

### ***Charge***

The Basic Skills Committee creates the planning documents, oversees the implementation of the campus basic skills plan, and prepares the college's basic skills report.

### ***Membership***

Membership is comprised of the Vice President of Instruction, at least one faculty member from counseling, english, mathematics, and reading, and other interested faculty, administrators, staff, and students.

## **STUDENT SERVICES**

## CAMPUS LIFE AND COMMENCEMENT

### ***Charge***

This Campus Life and Commencement Committee monitors and serves as the primary clearing house for student activities on the campus, including commencement. The committee develops a campus-wide master calendar in coordination with the Director of Marketing.

***Membership***

Membership is comprised of the Vice President of Student Services, Director of Student Life, Student Activities Coordinator, ASG President, Student Success Services and Programs Coordinator, Director of Marketing and Public Relations, and interested administrators, faculty, classified staff, and students.

DISABLED STUDENT PROGRAMS AND SERVICES (DSPS) ADVISORY COMMITTEE

***Charge***

This Disabled Student Programs and Services (DSPS) Advisory Committee serves as an advisory committee to the Director of DSPS relative to the needs of students with disabilities.

***Membership***

Membership is comprised of the Coordinator of Student Success Services and Programs, Coordinator of Disabled Student Services, Coordinator of Health Services, and interested faculty, staff, and students.

STUDENT POLICIES & SCHOLASTIC STANDARDS

***Charge***

The Student Policies and Scholastic Standards Committee serves as an advisory committee for the development and implementation of academic policies such as but not limited to petitions related to admissions, probation, disqualification, and graduation requirements.

***Membership***

The membership is comprised of the Director of Admissions & Records, interested faculty, a classified staff member from the Admissions and Records office, and one student.

STUDENT SERVICES CABINET

***Charge***

The Student Services Cabinet reviews Student Service related issues and concerns in an advisory capacity to the Vice President of Student Services.

***Membership***

Membership is comprised of the Vice President of Student Services, Dean of Counseling and Matriculation, Veteran’s Administrator, Director of Financial Aid, Director of Library and Learning Services, Director of Student Life, Director of Admissions and Records, Director of EOP&S, Occupational Advancement Supervisor, Coordinator of Student Health Center, and Coordinator of DSP&S.

STUDENT SERVICES COUNCIL

***Charge***

The Student Services Council meets monthly to discuss and review campus issues particularly applicable to student success.

***Membership***

Membership is comprised of the Vice President of Student Services and the Student Services leadership team.

**ADMINISTRATIVE SERVICES**

ADMINISTRATIVE SERVICES CABINET

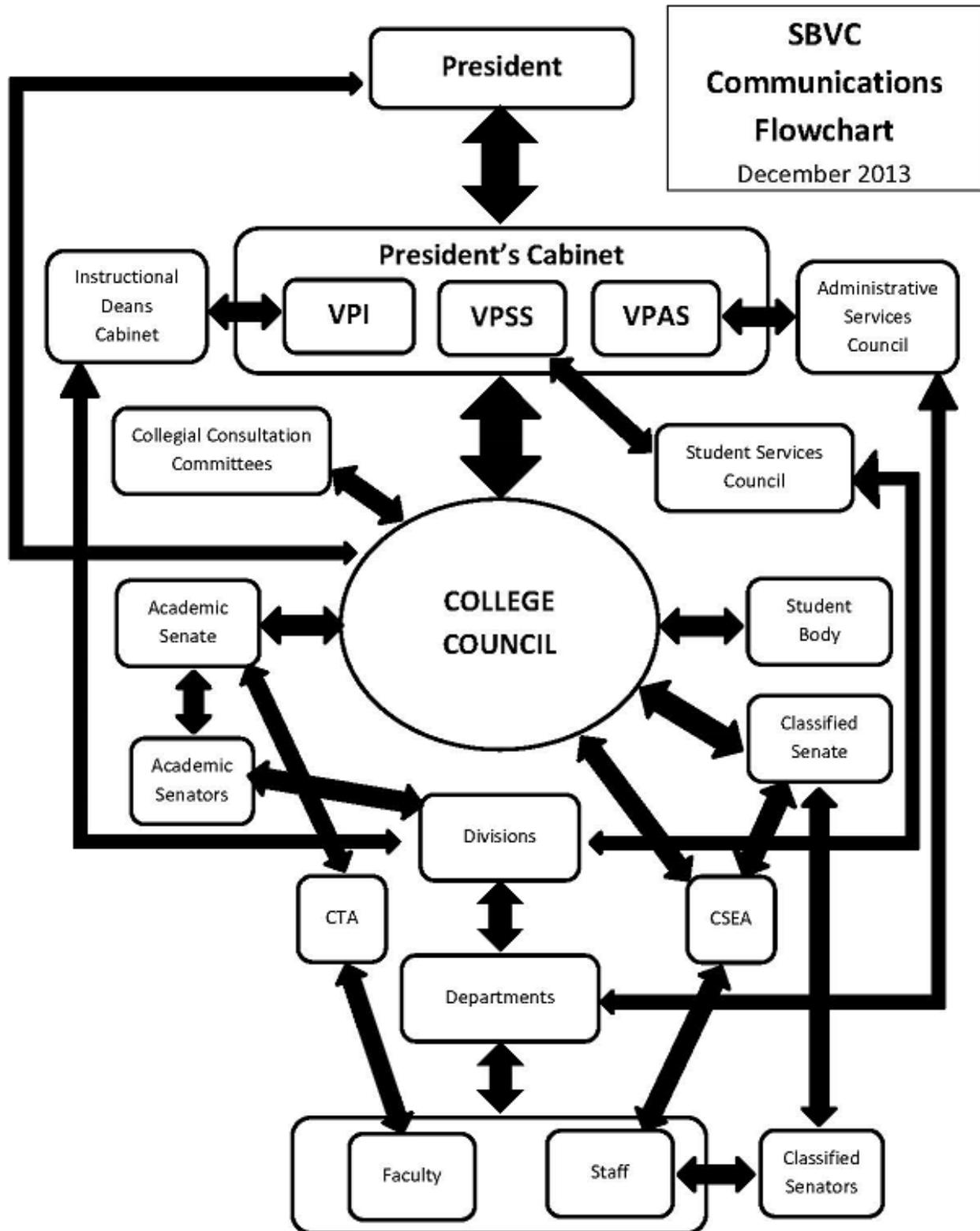
***Charge***

Reporting to the Vice President of Administrative Services, the Administrative Services Cabinet meets on a periodic basis to discuss and review campus related issues and advise the Vice President of Administrative Services.

***Membership***

Membership is comprised of the Vice President of Administrative Services and the Administrative Services Supervisors.

# Governance Communication



## AD HOC Committees/Task Forces

An ad hoc committee or task force is a temporary group representative of all campus constituencies. Ad hoc committees or task forces are created for a one-time purpose (e.g., to correct an issue of non-compliance with regulation, as in the General Education Task Force established in 2003) or to focus on specific subject or emerging trend impacting community colleges. These groups are created with a deadline by which they must complete their work, after which they dissolve. Ad hoc committees or task forces are charged at the discretion of the College President. Recommendations to establish an ad hoc committee or task force can be made to the College President by any shared governance structure or concerned member of the SBVC community. According to board policy, “ad hoc committees will be used rarely and only for specific tasks of short duration which do not overlap with other committees.” For a list of current ad hoc committee or task forces, [please contact the President’s Office](#).

## *Bargaining Units*

### SAN BERNARDINO COMMUNITY COLLEGE TEACHERS ASSOCIATION (SBCCTA)

#### *Charge*

The San Bernardino Community College District Teachers Association (SBCCTA) is the exclusive bargaining unit for full and part-time faculty employees at the San Bernardino Community College District. SBCCTA represents members of the District faculty in their relations with their employer, and is the exclusive representative of the faculty in all matters relating to employment conditions and employer-employee relations including, but not limited to, wages, hours, and other terms and conditions of employment.

#### *Membership*

All faculty are eligible for membership in SBCCTA. Members who pay association dues are active members eligible to vote in all elections, hold elective office or appoint positions, receive special services, obtain assistance in the protection of professional and civil rights, and receive reports and publications of the Association. Non-members are assessed an agency fee and are not entitled to active member benefits.

CALIFORNIA STATE EMPLOYEES ASSOCIATION (CSEA)

***Charge***

The California State Employees Association (CSEA), local 291 is the exclusive bargaining unit for classified staff employed at the San Bernardino Community College District. CSEA represents members of the District classified staff in their relations with their employer, and is the exclusive representative of the classified staff in all matters relating to employment conditions and employer-employee relations including, but not limited to, wages, hours, and other terms and conditions of employment. In accordance with California Education Code, Section 70901.2, CSEA has the right to appoint classified staff to any college or district task force, committee, or other governance groups.

***Membership***

All classified staff members are members of CSEA.

# Appendices

## Appendix A:

### Delineation of Roles and Responsibility Statement

**San Bernardino Community College District**

**California School Employees Association Chapter #291**

**and**

**San Bernardino Community College District**

**Classified Senates**

#### **Statement of Purpose**

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*The purpose of this document is to clarify the different roles that CSEA, Chapter #291 and the San Bernardino Community College District Classified Senates fulfill in representing all San Bernardino Community College District classified employees, each has a distinct purpose with differing objectives. Pursuing the objectives of one organization within the framework of the other can be redundant or even counterproductive, diluting the overall effectiveness of the organization in serving classified employee interests. By clearly understanding each organization's purpose, we ensure that classified employees have opportunities for input into the collegial consultation process while at the same time are assured that classified bargaining rights are protected.*

*This document is an agreement between the San Bernardino Community College District Classified Senates and CSEA, Chapter #291 of the roles and responsibilities herein.*

#### **Statement of Purpose**

##### **San Bernardino Community College District Classified Senates**

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*The San Bernardino Community College District Classified Senates promote the interests of all district-wide classified employees in accordance with AB 1725 mandates.*

*The purpose of this organization is to provide a vehicle by which the classified employee is able to fully participate in the process of achieving the goals and mission of the colleges and promoting a successful learning environment for students. It shall be the function of the Classified Senates to participate in the governance of San Bernardino Community College District on a consultative level: to actively collect, evaluate and disseminate information for the classified employee; and to represent those interests in non-bargaining unit (CSEA) issues on any collegial consultation committee. The classified senate shall also promote professional and personal development for all classified employees through Professional Development workshops and activities, webinars and conferences.*

## Statement of Purpose

### Exclusive Bargaining Representative – San Bernardino Community College CSEA Chapter #291

The California School Employees Association, San Bernardino Community College Chapter #291, hereafter referred to as “The Association”, shall be recognized as the “exclusive” representative for the classified employees within its bargaining unit. The Association expresses the viewpoint of the classified bargaining unit to the college administration and Governing Board in matters regarding Collective Bargaining.

The rights and responsibilities of the Association derive from the Public Employees Relations Act (SB 160, Rodda), and the interpretations of this Act by the Public Employees Relations Board, by the collective Bargaining Agreement, Past Practice, and other applicable laws. The association’s scope of representation shall include all matters dealing with the collective bargaining process, wages, hours of employment, workload, terms and conditions of employment, classified service on all hiring committees and all areas covered in San Bernardino Community College Chapter #291 Collective Bargaining Agreement for Classified Employees.

### Delineation of Roles and Responsibilities

	<b>Classified Senate</b>	<b>CSEA Chapter #291</b>
<b>Membership</b>	Automatic for all permanent classified and confidential employees– Title V/AB1725	Bargaining unit members only. This is all regular classified employee unit members whether full or part-time employees.
<b>Dues</b>	None.	Mandatory monthly dues.
<b>Participation</b>	Voluntary. Open to ALL permanent classified and confidential employees.	Open to bargaining unit classified members only.
<b>Voting</b>	All permanent classified and confidential employees.	Chapter dues paying members only.
<b>Role</b>	The Classified Senate is a professional organization promoting the interests of all categories of classified employees. The Senate supports, facilitates implementation and promotes awareness of the collegial consultation process.	CSEA Chapter#291 is the exclusive bargaining representative for the San Bernardino Community College District’s classified employees.
<b>Purpose</b>	To focus on issues related to the Collegial Consultation process and to ensure representation on Collegial Consultation committees, projects and issues.	To focus on collective bargaining issues such as wages, benefits, hours of employment, workload, terms and conditions of employment.
<b>Examples of Items to Fall Under Each Organization</b> (not all responsibilities are listed)	<ul style="list-style-type: none"> <li>• Participation in the collegial consultation process on campus and the district.</li> <li>• Providing a body representing the needs, concerns, and viewpoints of all the classified employees on issues <u>other</u></li> </ul>	<ul style="list-style-type: none"> <li>• Wages, including salary schedule and placement, promotions, seniority, layoff and reemployment rights, initial classification and reclassification.</li> <li>• Hours of employment.</li> <li>• Health and welfare benefits, including</li> </ul>

	<p><u>than working conditions.</u></p> <ul style="list-style-type: none"> <li>• Providing a centralized means of communication between ALL classified employees and the rest of the college community.</li> <li>• Appointment of classified employees to college and district collegial consultation committees.</li> <li>• Providing an opportunity for classified employees to enhance the democratic process of collegial consultation.</li> <li>• Promoting the interests of the classified employees in the development and formulation of policy and practice related but not limited to the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Providing personal and professional development opportunities</li> <li><input type="checkbox"/> Developing leadership within the classified community</li> <li><input type="checkbox"/> Preserving and advancing intercollegiate relationships and involvement, creating a sense of unity</li> <li><input type="checkbox"/> Providing a professional classified presence and visibility on campus and in the district.</li> <li><input type="checkbox"/> Advocating the value and contributions Classified Employees provide to student success and learning</li> <li><input type="checkbox"/> Providing recommendations and views on matters affecting classified employees and the conduct, welfare, and growth of the college.</li> </ul> </li> </ul>	<p>holidays and vacations.</p> <ul style="list-style-type: none"> <li>• Leaves, transfers, and reassignment policies.</li> <li>• Safety conditions of employment, including district-initiated disability leaves.</li> <li>• Procedures to be used for the evaluation of classified employees.</li> <li>• Procedures for processing grievances and disciplinary actions.</li> <li>• Promotes the well-being and rights of member classified employees by: <ul style="list-style-type: none"> <li><input type="checkbox"/> Participating on collective bargaining related standing committees</li> <li><input type="checkbox"/> Represents classified employee unit members on all working conditions</li> <li><input type="checkbox"/> Serving as a communication link within its membership and to the district on bargaining issues</li> <li><input type="checkbox"/> Selecting representatives from its membership to serve on collegial consultation and district committees as appropriate.</li> <li><input type="checkbox"/> Communicating union rights and responsibilities with its members.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Joint Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Each collegial consultation committee with classified employee representation must have an appointee from both CSEA and the Classified Senate, though sometimes the two constituencies agree to appoint a single classified member.</li> <li>• The presidents of each organization will meet regularly to discuss issues and maintain a relationship in order to best serve the classified employees.</li> </ul>	

*This document is for informational purposes and is intended to clarify the roles and responsibilities of the Classified Senates and CSEA within the San Bernardino Community College District.*

**San Bernardino Valley College  
Classified Senate**

**CSEA, CHAPTER #291**

\_\_\_\_\_  
**Cassandra Thomas, President**

**Date** \_\_\_\_\_

\_\_\_\_\_  
**Colleen Gamboa, President**

**Date** \_\_\_\_\_

**Crafton Hills College  
Classified Senate**

\_\_\_\_\_  
**Michelle Tinoco, President**

**Date** \_\_\_\_\_

**DRAFT**

## Appendix B: Mentoring Guidelines for Maintaining Student Leader Participation on College Committees

### 1. Assign a Faculty/Staff/Administrator to mentor the student.

Being the only student on a committee full of faculty, classified staff and/or college administrators can be pretty intimidating. By assigning mentors to all students for their committee experience, you'll not only provide a trusted guide for them to go to throughout their time on the committee and increase their chances of building positive relationships with the group, you'll also ensure that the students will have a clear understanding of the decisions in which they are participating.

### 2. Explain expectations of Committee membership.

Student schedules can be very busy, so if there's a way for them to know what's expected of them as committee members ahead of time, they are more likely to make realistic assessments about whether or not they can meet those expectations. Things like dates, times, locations, duration of the commitment (i.e. one semester, one year, etc.), and group norms are all key items students will take into consideration before deciding to make a long-term time commitment.

### 3. Explain the committee's "charge" and role in decision-making.

There's nothing worse than sitting in a meeting without knowing what its purpose is and how what is being discussed impacts "the bigger picture." Make sure that the mentor tells the student the committee's reason for existence and how the group's input will be used.

### 4. Explain committee structure.

- a. Who is the Committee Chair? Who is the Vice Chair? What do they do on campus? Explaining who the committee members are and why their opinions are important to the issue at hand will help the student make the transition from "student" to "group member" much faster and easier.
- b. Explain and discuss agenda items, and typical topics the committee considers, and share a brief history of the committee, if it is available, and the committee's importance in the governance structure.

### 5. Share your contact information and preferred method of communication.

If you are the assigned mentor, make it a point to share your email address, phone number, and/or any other information the student might need to reach you in case he or she has questions. Also, tell the student the best times to contact you and which times to avoid. Ask the student or his or her Advisor for the Advisor's contact information and preferred method of communication as well.

**6. Invite them to subcommittee meetings (if possible).**

Student committee members will be more effective and provide better input if they are given the opportunity to explore all facets of the committee on which they are serving. If time and resources permit, asking a student to sit in on at least one subcommittee meeting will help her or him gain a broader perspective on the issue at hand

**7. Explain your actions after each meeting.**

If you are the mentor, talk to the student about why you did particular things, the options you weighed, and the items you had to consider before taking action.

**8. Give them responsibilities.**

Students are more likely to feel vested in the committee process if they are able to contribute to and share in the workload. If you are the mentor, assign them a variety of tasks, including some that you know they can handle and some that might challenge them. Walk them through the assignments, help them figure out their approach, and talk about the results after the tasks are completed.

**9. Model positive communication and social skills.**

Even though they may not act like it, students ARE watching our every move. They are observing what mentors say and do to create their own ideas of what professional behavior is and should be. If you are the mentor, do your best to speak and act in ways that will make you appear intelligent, agreeable, and sane.

**10. Ask questions and check in regularly.**

Some students may be too shy to speak up in the midst of a committee discussion. In the event that you as a mentor hear a term, acronym, or phrase with which the students may not be familiar, don't be afraid to lean over and ask them if they understood the item or write them a quick note to see if they have any questions on what they just heard. Additionally, make it a point to check in with them regularly after the meetings to make sure they don't have any questions or concerns.

### 11. Establish goals for the student's participation.

How much do the students know about the subject in question at the start of their committee involvement? How much would they like to learn about it? When or how often should you monitor their progress to meet those goals? How can you as a mentor help them get there? Ask students to create benchmarks of understanding in a formalized structure that they can also use in other areas of their lives to assess their personal development.

### 12. Listen.

Students may have ideas or concerns from their perspective that committee members may not have considered. Additionally, the student's involvement on the committee may spark an interest in the subject matter that a mentor may be able to help develop.

## Dealing with Disappearing Student

To help maintain student accountability, please copy the Director of Student Life (insert director email) on as much written communication as possible. In the event that a student misses a meeting or scheduled appointment, try sending him or her quick "I'm concerned about you" email and copying the Director. The Director will follow up with the student and try to resolve any issues. If the student cannot meet the commitment, the Director and Student Senate President will assign another student to replace the one in question.

# **“TALKING POINTS” - COLLEGIAL CONSULTATION AP 2510**

## **(FOR DISCUSSION OF EXPECTATIONS OF THE MANNER IN WHICH SHARED GOVERNANCE COMMITTEES ARE RUN ON THE SBVC CAMPUS)**

### **Committees Charge and Membership:**

#### Make up

- AP 2510 (Formerly: AP 2225)
- SBVC Collegial Consultation Committees list which is posted on the website.
- Committee Membership Senate lists.
- Enrollment Management Committee needs to be strengthened. Vast majority of members are management. There are four faculty members on this committee but they should be coming and it should have a lot of faculty involvement.

#### Membership Appointments by Whom:

- Academic Senate recommend the appointments to the committee – 2 year cycle
  - They review the committee dates, times, charges, the compositions and we make our assignments.
  - He sends out master list of faculty on committees to Debby, but he does not know who chairs these committees.
  - If you need to know who the faculty is on a committee you can ask Jeremiah.
  - Jeremiah sends out list to faculty and cc's the Deans.
    - List sent out is three versions: By name; By Division; and By Committee
- Classified Senate-
- AGS-
- Management-

### **Committee Members Not Attending Meetings:**

- Not the responsibility of Academic Senate to monitor faculty attendance, it's contractually.
- How do we encourage attendance and who does oversee attendance?
- Representative on a very important committee and not doing their job and delaying work for that division.
- What do you do if a faculty states that they are not attending because they have other things they want to do?
- New Dean has been trying: If you do not go to the meeting, which is contractual, you need to take an absence.
  - This does not fly
  - Even taking attendance does not fly
  - Proactive and communication with the Deans hopefully will help get things improved. We have some people that make 40% of the department meetings, so I do not want to think about what they are doing with their time for committees.
- If contractual, then it would be the responsibility of the manager. But the manager has to work with the cooperation of the Senate to see who is appointed to the committee and get that information.
- By Fall, come up with structure plan that is clear and the expectations are laid out, in such a way, that faculty are not surprised when someone says you are assigned to this particular committee and can we talk about why you are not attending, and be aware of the fact that this is technically a violation of your contract. We share with Senate, so faculty has this realization.
- Draft of something that is more deliberate in sharing of what the responsibility is and what the expectations are and what the consequences of violations could be, not a threat, just a statement of fact.
- Members of College Council stated they have noticed on several committees that faculty do not attend meetings:

- Low turnout in the ASL Committee.
- Enrollment Management – Maybe have one or two faculty members show up.
- Facilities & Safety - About 40% to 60% faculty do not show up.
- Professional Development – There are members that have not been to a meeting in two years, but it is better than that now.
- Process
  - Faculty member does not show up two or three times to committee meeting.
  - Their needs to be some proactivity from the chairs by letting the Dean and Co-Chair know and see if it has something to do with their schedule. We want to make sure as co-chairs we have done our part to reach out and then you let the Deans know too. As a Co-Chair, I believe they have a certain level of responsibility that goes with the position on the committee.
    - Non-faculty Co-Chair who feel a little uncomfortable doing this; with whom would they indicate faculty not attending meetings?
  - Contact faculty member to see why not attending meetings. We need to be also a little bit reaching out because we do not know the situation of why the faculty member is not attending the meetings. Check to see if they are getting the invite to the meetings and, if not receiving invites to the meetings, find out why and take steps to remedy the situation.
  - At the same time, you might want to be a little proactive and let the Dean know that they will help you until we come up with some kind of process.
  - The manager would have to take any action if necessary.
  - If there is enough documentation for the Dean, we intervene and it falls on their evaluation.

#### **Committee Co-Chair(s) Appointment on Each Committee:**

- No faculty Co-Chair appointed to the Budget Committee.
- Co-Chair appointed without a vote. They just determined it.
- The relationship of the management, faculty, and co-chair was to be that we needed the management co-chair because that person has access to the support person who does stuff like take minutes and post them.
- What is the process of appointing a co-chair for a committee?

#### **Committee Note Takers Appointment on Each Committee:**

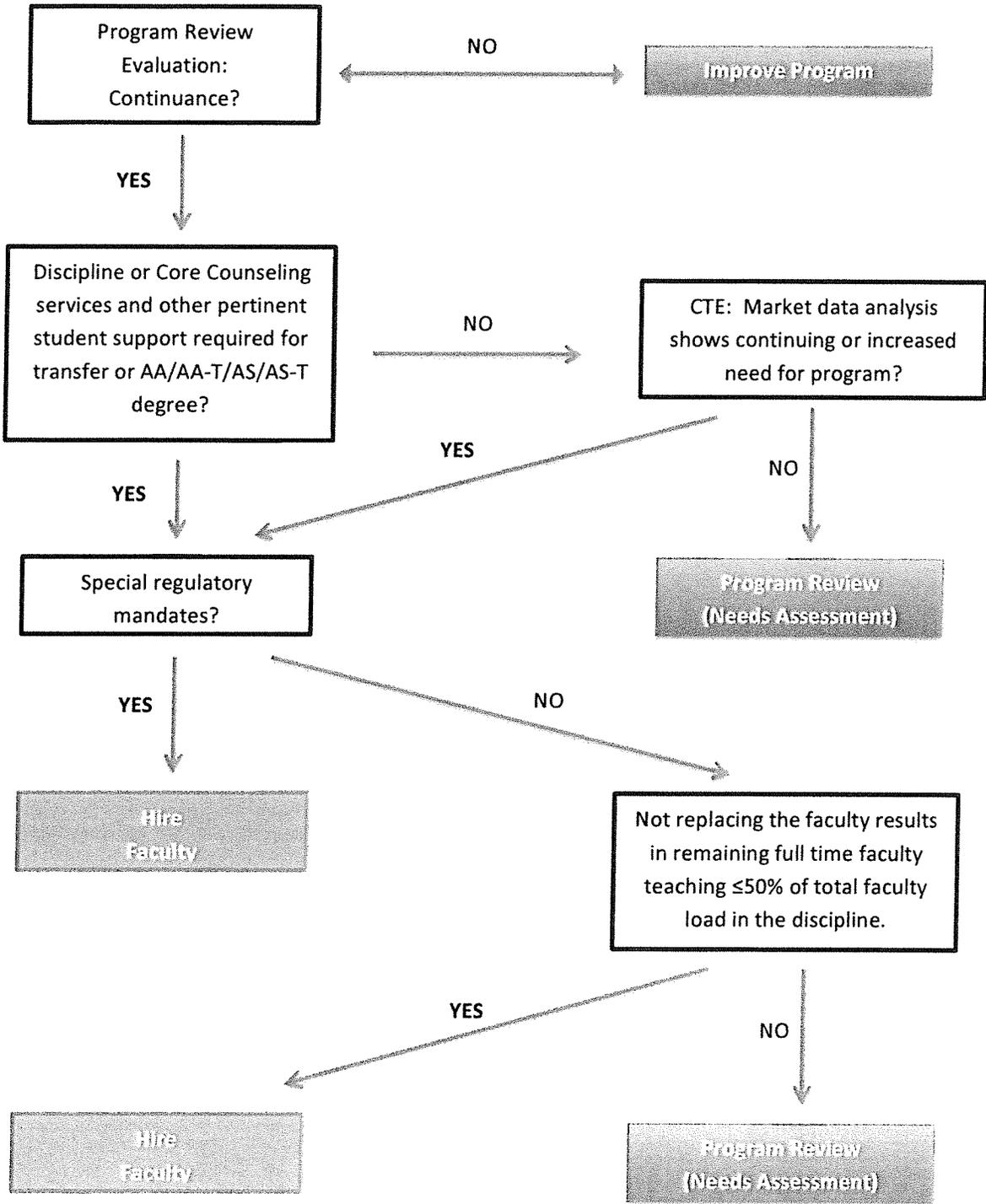
- Articulation Committee – Who is responsible for the notes and that the notes get up on the website.
- SBVC Committee list needs to clearly identify who the note taker is on each committee.
- What is the process of appointing a note taker for each committee:
  - Who is to be appointed as a note taker:
    - Classified Staff, Administrative Assistant of Administrator of the Committee, Co-Chair or who?
    - Per AP 2225, on some of the memberships it states that a staff member will be assigned to the committee.

#### **Committees Meeting Dates and Time:**

- Meeting times and dates being changed
  - The meeting dates and times are set, but faculty in areas say that the meeting dates/times have changed on committees.
    - Schedules is built around set dates/times by department chairs
  - We have been short on faculty and it's hard; if someone needs to cover a class, then that's the priority over that committee meeting. Teaching a class is the priority.
  - Faculty who do not attend meetings but do actively participate by email and by communication.

- Someone being called away for another assignment, something comes up and they have to change their teaching schedule. But if we have not told them that and no one has been talking about this until now, then that is a matter of communication.
- Colleagues mention to other faculty that committee is changing their time block and the whole point of this was to allow people to get assigned classes that allow you to meet regularly. If it did change, you better make sure that the entire committee is capable of shifting to that time block.
- Some members of College Council stated they have noticed on several committees that faculty do not attend meetings.
- Committees not meeting
  - Not going unnoticed because at the Strategic Planning meeting we're asking about the role of the SBVC Budget Committee. People are aware of the value of it.
  - Members not participating or showing up and meetings being cancelled or moving set dates of committee meetings.
  - Quorum to do business
    - Not enough members attending meetings which prevents being able to vote to do business.
- Dates and times are set and should not be changed except when they come up on the new cycle:
  - Academic Senate recommends the appointments to the committee for 2 year cycle
    - Faculty chooses which committee they will sit on based on set committee blocked dates/times and their teaching schedules.
      - Emergency cases in which faculty schedule changes, then they go back to Jeremiah and they find another faculty that can and switch them from a particular committee. It can be done but we do not want to do it every semester, obviously, but for urgent changes it can be adjusted.
    - Deans work on their faculty schedules, they give assignments and work with the faculty so it won't interfere with the committee assignments; 90% work that way.
    - Dates/times should only be change at new cycle.
    - Times must be adhered to unless there is an emergency to the set schedule.

**Flowchart for replacing a faculty member who resigned or retired within the past 2 years (to be reviewed in 2 years)**



Effective April 2015

## Appointments of Classified Staff

# **CAL. EDC. CODE § 70901.2 : California Code - Section 70901.2**

(a) Notwithstanding any other provision of law, when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members. The exclusive representative of the classified employees and the local governing board may mutually agree to an alternative appointment process through a memorandum of understanding. A local governing board may consult with other organizations of classified employees on shared governance issues that are outside the scope of bargaining. These organizations shall not receive release time, rights, or representation on shared governance task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.

(b) A local governing board shall determine a process for the selection of a classified staff representative to serve on those task forces, committees, or other governance groups in a situation where no exclusive representative exists.

– See more at:

<http://codes.lp.findlaw.com/cacode/EDC/3/d7/43/s70901.2#sthash.QEYekSuj.dpuf>

# Federal Labor Laws

Paul K. Rainsberger, Director University  
of Missouri – Labor Education Program  
Revised, June 2011

## XII. Employer Interference with a Labor Organization

### A. General Considerations

1. There are several sections of the law which are designed to assure that companies and unions deal with each other from a base of independence.
  - a. Section 8(a)(2) outlaws employer domination of a labor organization, prohibits employer interference in the internal affairs of unions and prohibits employer contributions of financial or other support to a labor organization.<sup>1</sup>
  - b. Section 302<sup>2</sup> adds criminal sanctions against unlawful bribes, kickbacks and extortion. Under this section it is unlawful for an employer to pay, and a union representative to receive, payments of money for improper purposes.
  - c. Section 8(b)(1)(B) makes it an unfair labor practice for a union to restrain or coerce an employer in the selection of its representatives for purposes of collective bargaining.
2. There are differing degrees of violations of § 8(a)(2), depending on level of involvement of the employer in the internal affairs of the union.
  - a. The most serious violations of § 8(a)(2) involve employer domination of a labor organization. Domination would indicate the existence of a "company union" in the historically significant manner. Modern allegations of company unionism are relatively rare, but not absent.
  - b. Degrees of employer involvement which fall short of domination constitute interference or unlawful assistance. A union may be independent of the company's control, but still susceptible to unwarranted involvement of the company in the internal affairs of the union. For example, company designation of stewards under a "sweetheart" agreement would indicate interference.

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<sup>1</sup> 29 U.S.C. § 158(a)(2). Application of § 8(a)(2) depend in part on whether the group supported by the company is a "labor organization" as defined by § 2(5). For example, company sponsored athletic teams or a company operated credit union would not be subject to a § 8 violation.

<sup>2</sup> 29 U.S.C. § 302.

1 Denise Williams Evans, Labor Relations Representative  
 2 California School Employees Association  
 3 10211 Trademark Street, Unit A  
 4 Rancho Cucamonga, California 91730  
 5 Telephone (909) 466-2986  
 6 FAX (909) 466-1105

7 **BEFORE THE BOARD OF TRUSTEES**  
 8 **SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**

10 CALIFORNIA SCHOOL EMPLOYEES	)	
11 ASSOCIATION AND ITS SAN BERNARDINO	)	
12 COMMUNITY COLLEGE CHAPTER No. 291	)	CLAIM AGAINST
	)	PUBLIC ENTITY
13 Claimants	)	[Gov. Code Section
	)	905, 910]
14 Vs.	)	
	)	
15 BOARD OF TRUSTEES OF THE SAN	)	
16 BERNARDINO COMMUNITY COLLEGE	)	
DISTRICT	)	
	)	
17 Respondent	/	

18  
 19 **TO: BOARD OF TRUSTEES OF THE SAN BERNARDINO COMMUNITY COLLEGE**  
 20 **DISTRICT**

21 California School Employees Association (hereafter "CSEA."), and its Chapter No.  
 22 291 make this claim against the Board of Trustees of the San Bernardino Community College  
 23 District (hereafter the Board, or the District) and make the following statements in support of  
 24 this claim.

25 1. The District has implemented a new document entitled "Classified Hiring  
 26 Process." That process calls for a screening committee. That screening committee is made up  
 27 of three members, one of which is a classified employee representative. The District procedure  
 28 calls for the Classified Senate to appoint the classified employee representative. Under  
 Education Code section 70901.2, CSEA, as the exclusive representative of the District's

1 classified employees, has the right to appoint the classified representative to District committees  
 2 that call for a classified representative. CSEA brought this issue to the attention of the District  
 3 on several occasions that most recent was in a letter dated May 27, 2009. Since May 27, 2009,  
 4 the District has continued to utilize the new Classified Hiring Process calling for the classified  
 5 employee representative to be appointed by the Classified Senate and has denied CSEA the right  
 6 to appoint representatives to at least six different screening committees in violation of Education  
 7 Code section 70901.2. CSEA is an employee organization, which represents employees in their  
 8 labor relations with school districts. CSEA represents classified employees of the Board; CSEA  
 9 Chapter No. 291 is the local chapter of CSEA.

10 2. Claimants' post office addresses are:

11 CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION  
 12 Denise Williams Evans, Labor Relations Representative  
 13 10211 Trademark Street, Unit A  
 14 Rancho Cucamonga, California 91730  
 Telephone (909) 466-2986  
 FAX (909) 466-1105

15 3. Notices concerning this claim should be sent to:

16 CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION  
 17 Sonja J. Woodward, Staff Attorney  
 2045 Lundy Avenue  
 18 San Jose, California 95127  
 Telephone (408) 433-1259  
 19 FAX (408) 954-0948

20 4. The date and place of the event giving rise to this claim are:

21 At the workplaces of the District, including the schools and the district office. The date  
 22 of this claim arose is May 14, 2009 at the time the District implemented the new Classified  
 23 Hiring Procedures, and is ongoing.

24 The circumstances giving rise to this claim are as follows:

25 The District implemented a new Classified Hiring Process which calls for a screening  
 26 committee. That screening committee is made up of three members, one of which is a classified  
 27 employee representative. The District procedure calls for the Classified Senate to appoint the  
 28 classified employee representative. Under Education Code section 70901.2, CSEA, as the

1 exclusive representative of the District's classified employees, has the right to appoint the  
 2 classified representative to District committees that call for a classified representative. The  
 3 District continues to utilize the new Classified Hiring Process calling for the classified employee  
 4 representative to be appointed by the Classified Senate and has denied CSEA the right to make  
 5 appointments on at least six screening committees in violation of Education Code section  
 6 70901.2.

7 5. The losses incurred by CSEA are:  
 8 CSEA's ability to represent its members, and the perception of CSEA's ability to  
 9 represent its members, has been diminished by the District's continued violation of Education  
 10 Code section 70901.2.

11 6. The names of the public employees causing the injuries to CSEA are the District,  
 12 the Board, Noelia Vela, Chancellor, Renee Brunelle, Vice Chancellor of Human Resources, and  
 13 other public employees with authority to hire, fire, supervise, or assign work to classified  
 14 employees and who are unknown to claimants.

15 7. The amount claimed exceeds ten thousand dollars (\$10,000). The claim would  
 16 not be considered a limited civil case.

17  
 18  
 19 Dated: \_\_\_\_\_

20  
 21 DENISE WILLIAMS EVANS  
 Labor Relations Representative  
 22  
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**PROOF OF SERVICE BY MAIL**

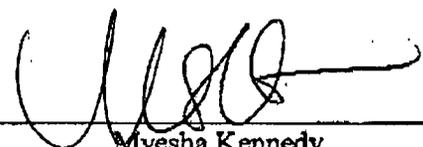
STATE OF CALIFORNIA )  
 ) ss  
COUNTY OF SAN BERNARDINO )

I am a resident of the County aforesaid; I am over the age of eighteen years and not a party to the within entitled action; my business address is:  
10211 Trademark St., Unit A, Rancho Cucamonga, CA 91730

On July 23, 2009, I served the within Claim Against Public Entity (Government Code Sections 905, 910, 910.2) on the interested parties in said action, by placing a true copy thereof enclosed in a sealed envelope with postage thereon fully prepaid, in the United States mail at Rancho Cucamonga, California, address as follows:

Dr. Noelia Vela, Chancellor  
San Bernardino Community College District  
114 S. Del Rosa Drive  
San Bernardino, CA 92408

I declare under penalty of perjury that the foregoing is true and correct.  
Executed on July 23, 2009, at Rancho Cucamonga, California.

  
Myesha Kennedy



AFL-CIO

# CSEA Guide

## **SB 235 & Participatory/Shared Governance in California's Community Colleges**

A Position Paper of the  
California School Employees Association  
and its  
Community College Committee

*Approved by CSEA's Board of Directors, June 15, 2002*

### **APPENDICES**

**Frequently Asked Questions about SB 235  
CSEA Legal Analysis**

# **CSEA GUIDE TO SB 235 AND PARTICIPATORY/SHARED GOVERNANCE IN CALIFORNIA'S COMMUNITY COLLEGES**

## **A Position Paper of the California School Employees Association**

**May 2002**

### **Introduction**

This guide contains several distinct documents which, taken as a whole, provides a comprehensive review of the effects of SB235 and the expanded role of community college classified employee unions in participatory (shared) governance processes. It includes a discussion of the rationale leading to the positions taken, a discussion of issues raised by other organizations and agencies, a summary of the effects of SB235, strategies for implementation at the local level, answers to frequently asked questions, and a legal opinion/analysis by CSEA's Legal Department.

### **Position Rationale**

Effective January 1, 2002, SB235 (*Education Code Section 70901.2*) provides unions of classified employees in California's community colleges the right to appoint representatives to district consultative bodies such as task forces, committees or other governance groups. This new law not only clarifies the role of classified professionals in participatory governance, but also gives new life to the traditional union role of addressing a wide range of issues affecting the lives of their members.

The California School Employees Association (CSEA), along with other unions representing community college classified professionals, has a long history of engaging in activities related to the governance policies of local educational agencies. These activities go far beyond the narrow view that union interests are limited to collective bargaining issues described in the Education Employment Relations Act (EERA), and reflect the interest classified union members have in public education — not only as employees, but also as community members, as parents and, often, as students in California's community colleges.

Long before AB1725 (1988) required classified staff participation in community college governance groups, unions of classified employees often appointed representatives to district committees and task forces dealing with governance issues not falling within the EERA's scope of bargaining. Other classified staff organizations sometimes had members on these governance groups, frequently representing the interests of specific job families, classified confidential and management personnel, and, at some colleges, classified employees as a whole.

AB1725 institutionalized the participation of classified staff in governance decisions (*Education Code Section 70901(b)(1)(E)*). The requirements of AB1725 did not specifically require any organization to represent classified employees in the consultation process, but subsequent regulations of the Board of

Governors of the California Community Colleges (*California Code of Regulations, Title 5, Section 51023.5*) did require or authorize local governing boards to recognize staff groups for the purposes of staff participation in governance matters. Some colleges formally recognized “classified senates” — organizations generally separate from the union — as having the sole authority to select classified staff to serve on district governance committees.

Not surprisingly, conflicts arose. The leading issue in conflict was the requirement that “procedures for staff participation shall not intrude on matters within the scope of representation under Section 3543.2” of the EERA (*California Code of Regulations, Title 5, Section 51023.5(b)*). The line between negotiable subjects and governance subjects is often thin — as well as blurred — and disagreements over what was rightfully within the sole purview of either the classified union or the governance groups became commonplace. Disputes over this issue made participatory governance less effective, created unnecessary tension among the various parties involved, and threatened the existence of the process itself.

In fact, this division of classified professionals’ broad interests regarding issues affecting them, the college and students is artificial at best. The views of classified staff, whether a specific governance issue is a mandatory subject of bargaining or not, are inextricably tied together, and cannot be separated into easily definable areas. And the interests and opinions of classified staff are best served through the union they democratically elected to represent them.

AB1725 was designed, in part, to ensure that classified staff have meaningful input regarding college governance matters, but did not create clear rules to guide how the process was to work. The Board of Governors of the California Community Colleges did little to clarify the rules to be followed, and local community college governing boards adopted policies that often bypassed the local union(s) representing classified staff. SB235 clearly defines the role of unions in the process, and can dramatically change the rules established by local colleges.

## **The Effects of SB235**

SB235 added Section 70901.2 to the California Education Code and, at first glance, the provisions of the new law appear to be quite clear:

*70901.2. (a) Notwithstanding any other provision of law, when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members. The exclusive representative of the classified employees and the local governing board may mutually agree to an alternative appointment process through a memorandum of understanding. A local governing board may consult with other organizations of classified employees on shared governance issues that are outside the scope of bargaining. These organizations shall not receive release time, rights, or representation on shared governance task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.*

As clear as the law may seem, its application at the local level may have some dramatic and unexpected effects, especially when viewed in conjunction with other rules, regulations and laws.

There are four major points in the legislation:

1. **If a local college or district has classified representation on a “task force, committee or other governance group,” the exclusive representative (union) of the classified employees shall appoint the representative for its bargaining unit members.**
  - a) Other organizations, such as classified senates or organizations of classified confidential or supervisory staff, may also be permitted to appoint representatives on the task force, committee or group, but the representatives of any other organization of classified employees cannot outnumber classified union representatives.
2. **The union and the employer may agree to an alternative appointment procedure through a Memorandum of Understanding (MOU).**
  - a) The MOU may include provisions describing the procedure to be followed when there are more than one bargaining unit, each represented by a different union. This is likely to occur when there are governance issues affecting multiple bargaining units.
  - b) Because the appointments are to groups addressing governance issues that are not subject to bargaining under the EERA, the process for reaching agreement on an MOU is not a mandatory subject of bargaining under the Act.
    - 1) The process is not generally subject to unfair practice charges for “refusal to bargain in good faith.”
    - 2) Neither the employer nor the union may insist to the point of impasse on its proposal regarding alternatives to the union’s right to appoint representatives to governance committees under the provisions of SB235. Absent an agreement, the provisions of the Education Code stand.
    - 3) If either the employer or the union attempts to tie agreement (to the point of impasse) to a mandatory subject of bargaining, it would be “unlawful conditional bargaining” under the EERA.
    - 4) If no agreement is reached regarding an alternative appointment procedure, the union retains its unbridled right under the Education Code to appoint a representative to the “task force, committee or other governance group,” as described in 1, above.
  - c) **Though clearly not in the best interests of the union and the members it represents,** the union could agree to a simple waiver of its right to appoint representatives, leaving this authority with, for example, the classified senate. In addition to this course of action being strongly discouraged, at least within CSEA, agreement on any such blanket waiver is subject to member ratification.

3. **The district or college may still consult with other classified employee organizations, such as “classified senates,” or confidential/supervisory groups, regarding governance issues that are outside the scope of bargaining.**
  - a) This provision *permits* the employer to consult with “other organizations of classified employees.” It in no way limits the union’s right to have at least equal representation on task forces, committees or other governance groups, or to have at least equal access to any consultative process.
4. **In addition to providing the union with at least equal representation on governance groups, other organizations of classified employees cannot receive release time or other rights that exceed the release time or rights offered the union.**
  - a) For the union, release time related to addressing matters related to collective bargaining is a mandatory subject of bargaining under the EERA. If release time is granted to another classified employee organization for addressing governance issues, the time cannot exceed that offered to the union for the same purposes.
  - b) Other rights (such as the opportunity to consult informally with the employer regarding governance matters outside the scope of bargaining, the right to have a portion of the district’s budget allocated for organizational activities, the right to office space, or the right to use college facilities or equipment), must be no more than equal to the right of the union to engage in the same activities, and to have access to the same property or funds in pursuing participatory governance activities.

As directed by AB1725 (*Education Code Section 70901(b)(1)(E)*), the Board of Governors of the California Community Colleges set “minimum standards” for local governing boards to follow in establishing procedures for classified staff participation in governance (*California Code of Regulations, Title 5, Section 51023.5*). Questions have arisen as to whether or not these regulations have to be modified to conform to the appointment provisions of SB235.

Addressing the issue of the ability of classified employee organizations to appoint representatives to governance groups, Section 51023.5(a)(7) of the regulations reads:

*The selection of staff representatives to serve on college and district task forces, committees, or other governance groups shall, when required by law, be made by those councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation. In all other instances, the selection shall either be made by, or in consultation with, such staff groups. In all cases, representatives shall be selected from the category that they represent.*

In light of SB235’s requirement that unions holding the status of “exclusive representatives” have a specific right to appoint representatives to these governance groups, it would make sense to clarify this issue in the regulations by making direct reference to this “minimum standard.” However, the current

regulation — while not a model of clarity — does not appear to be inconsistent with the requirements of the new law.

**Perhaps a more important consideration is the content of the policies and procedures adopted by local college and district governing boards pursuant to this regulation.** Many governing board policies recognize only classified organizations that are not the exclusive representative for making appointments to governance groups. These policies, to the extent they are not in compliance with SB235, are void. To comply with current law, the policies must be changed to allow exclusive representative unions of classified employees to appoint representatives to “serve on college and district task forces, committees, or other governance groups.”

## Opinions and Positions of Others

In February, 2002, the California Community Colleges Classified Senate (4CS), a statewide organization representing local classified senates, published a resource packet entitled “Professional Organizational Rights and SB 235.”

This resource packet is a lengthy and sometimes passionate defense of classified senates that also presents a narrow — and quite inaccurate — portrayal of the missions, rights, and obligations of unions in American society.

The author of the packet suggests that unions are limited by law to engaging only in activities related to collective bargaining, and presents a long list of legal citations and regulatory decisions seemingly in support of this premise. By and large, the citations are either misinterpreted or irrelevant, and the conclusion is simply wrong.

Unions existed and functioned long before collective bargaining laws were enacted in both the private and public sectors, and long before there were formalized employee participation schemes such as “participatory governance,” “labor-management cooperation committees,” or “shared decision making.” Their relationships with specific employers were often adversarial, but just as often, collegial, collaborative, or cooperative — workers and their unions recognized that their continued employment depended on the success of the employer, and in many cases workers identified with the goals, missions or products of the organizations employing them.

Collective bargaining laws (the Railway Labor Act, the National Labor Relations Act and, later in California’s public sector, the Educational Employment Relations Act) gave employees and their unions the *additional* right to “negotiate” and “process grievances” regarding issues related to “wages, hours of employment and other terms and conditions of employment.” The granting of these additional rights in no way limited the union’s right to continue to represent them, either formally or informally, regarding other issues and concerns of importance to them, whether or not these issues fell within the so-called scope of bargaining.

All unions in general, and CSEA in particular, have a longstanding record of representing members in areas of their personal and professional life including, but not limited to, matters covered by collective bargaining laws. And that record continues to be written, with the union being heavily involved in local, state and federal activities addressing education reform, school finance, political action, legislative advocacy, student achievement, parental involvement, the management and delivery of education services, school-to-career transition, technological improvements in education, legal representation,

lead-free schools, and health/unemployment/workers compensation insurance programs — to name but a few. At the K-12 level, many local unions are involved in participatory governance arrangements with school districts, though these arrangements are not codified in state law.

The 4CS resource packet cites Section 3540.1 of the EERA in support of their argument that the rights of unions are limited in scope and jurisdiction. This section defines “Employee Organization” (for purposes of collective bargaining) as “...any organization which includes employees of a public school employer and which as one of its primary purposes representing those employees in their relations with that public school employer.” It should be clearly understood that, for any union, this is just *one of its primary purposes*, and that continuance or expansion of other rights is neither unlawful nor improper.

SB235 simply gives unions the right under the Education Code — *not under the collective bargaining law* — to represent their bargaining unit members in participatory governance processes in California’s community colleges, a right consistent with other “primary purposes” of any union.

We agree with the 4CS’ claim that “Classified senates have the right to exist as classified participatory organizations,” so long as their activities do not infringe on the collective bargaining rights of community college classified professionals, the rights of their union as the exclusive bargaining representative for collective bargaining purposes, and the right of their union to represent the interests of bargaining unit employees on governance groups. Whether or not a particular community college decides to *otherwise* consult with classified senates or other classified organizations on shared governance issues is a decision to be made by its governing board, so long as an equal right to consult is granted to the union(s) representing recognized bargaining units.

## **Strategies for the Implementation of SB235**

**Notification:** The local union/chapter should immediately notify the administration and governing board of the requirements of SB235, insist that they comply with the law immediately, and request they change any district policies or procedures to be consistent with the provisions of Education Code Section 70901.2.

**Scope of Bargaining Issues:** Most disputes arising out of the operation of participatory governance processes under AB1725 have centered on issues where the governance committees discussed and/or made recommendations concerning subjects within the scope of bargaining, and which were properly subject to negotiations with the exclusive representative(s) of classified staff. Some of these prohibited activities were probably unintentional, growing out of governance committee members’ unfamiliarity with the technicalities of collective bargaining, or the natural tendency of committee members to stray into areas beyond their purview while engaged in consensus-building conversation. All stakeholders should welcome the participation of union appointed representatives who will likely be more aware of scope of bargaining issues, and will be able to guide the other participants away from inappropriate areas of discussion.

The Board of Governors regulations implementing AB1725 apply certain “minimum standards” on local governing boards, and require that local participatory governance procedures “. . . shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code. . .” and shall

not “impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. . .” (*California Code of Regulations, Title 5, Section 51023.5(b)*)

The presence on the governance group of a representative appointed by the exclusive representative does not alter the responsibility of the participants to avoid dealing with matters falling within the scope of bargaining and/or covered by provisions of an existing collective bargaining agreement.

The local chapter/union should make it clear to college/district representatives that their appointee to governance groups does not have the authority to make binding agreements regarding mandatory subjects of bargaining, does not have the authority to waive any collective bargaining rights or contractual provisions, and that all recommendations of governance groups may still be subject to a “demand to bargain” should it be determined later that the issues are negotiable. The local chapter/union should similarly make these boundaries clear to the representative it appoints, while assuring them they have the freedom to openly exchange opinions regarding governance issues.

As mentioned in the introduction to this paper, “the line between negotiable subjects and governance subjects is often thin — as well as blurred.” Because of this, informal governance group discussions may inadvertently venture into areas within the scope of bargaining. Before agreeing to sign off on any recommendation of a governance group, the union’s appointee should tell the other participants that “if any part of the recommendation is within the scope of bargaining, the union reserves the right to demand to bargain over either the decision or the effects of the recommendation.”

**Appointment of Union Representatives:** Clearly, union appointees to governance groups are best suited to express the views and concerns of the classified bargaining unit members they represent. Accountability to members is an integral part of union democracy, and local union leaders must ensure that their appointees to governance groups are fully aware of their responsibilities to accurately reflect the collective opinion of the members. There is simply no place in this process for personal agendas.

There are certain procedures that every local union follows in making committee appointments. These may vary in the details, but there are also some general standards to be met:

1. The person appointed is a person who is familiar with the issues to be discussed by the committee.
  - a) He/she need not be a union activist, but should be aware of the positions of the members and their union, and should be willing and able to set aside personal opinions not consistent with the feelings of the members.
2. Elected union leaders let the appointee know his/her responsibilities, as well as their understanding of the opinions of the members regarding the issues to be considered.
3. Appointees are required to make regular progress reports (preferably in writing) to the elected union officials and/or to internal union committees dealing with related issues.
  - a) The union’s executive board makes sure that these reports are shared with the members either at meetings, though the distribution or posting of bulletins, or in the union newsletter.

4. Appointees submit any final recommendations of district governance groups to the local union, and the appropriate union official(s) determine whether or not the final recommendations contain elements within the scope of bargaining. If so, a “demand to negotiate” is considered.

The governance of unions has always been a model of “shared governance” — shared with members at regular meetings, at contract ratification meetings, by the establishment of local union committees, and through the democratic election of officers. Elected leaders don’t run the union alone, and identifying rank-and-file members to serve on a large number of district governance groups will be, in some cases, a new responsibility that may be difficult to accomplish.

One alternative to having elected officers continuously searching for union appointees to district governance groups is to establish an internal union committee to perform this function — a “*CSEA Chapter Shared Governance Committee*,” for example, composed of members from the various classified job families. (This also creates an opportunity to involve more people, of different interests, in the activities of the union and the college.) As a last resort, and if no member can be found to serve on a particular governance group, rather than having the small number of elected officers overextend themselves and detract from their other important responsibilities, it would be best to leave some appointments unfilled.

# FREQUENTLY ASKED QUESTIONS ABOUT SB235

This document is designed to provide quick answers to some commonly asked questions about SB235. For an in depth investigation of particular issues refer to CSEA’s position paper or the legal opinion issued by CSEA’s Legal Department. Further information can also be obtained by contacting a CSEA labor representative or a member of CSEA’s Community College Committee.

The term “senate” is used in this document to describe classified organizations, other than unions, formed for participatory/shared governance purposes, but the answers apply to any such organization, by whatever name, formed for these purposes.

## **Does SB 235 apply to faculty of community colleges?**

*A: No. It applies only to classified employees who are represented by a union recognized as the exclusive representative of classified employees.*

## **Why did CSEA sponsor SB 235?**

*A: To make clear that the exclusive representative has the right to make bargaining unit appointments to district or college task forces, committees or other governance groups when a classified employee representative is to serve on any such group.*

## **What is SB 235 intended to do?**

*A: SB235 is intended to reduce or eliminate the conflicts between classified unions, college districts and classified senates regarding who makes classified bargaining unit appointments to participatory/shared governance groups.*

## **Exactly what does SB 235 say about appointments?**

*A: SB 235 adds section 70901.2 to the education code, which provides: “... when a classified staff representative is to serve on a college or district task force, committee or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members.”*

*SB 235 allows governing boards to “consult” with other organizations of classified employees on “governance issues that are outside the scope of bargaining.”*

## **What issues are outside the scope of bargaining?**

*A: Section 3543.2 of the Government Code (EERA) defines the scope of bargaining as “matters related to wages, hours of employment, and other terms and conditions of employment.” Curriculum and academic issues, most aspects of services offered to students and the community are examples of the type of issues that would fall outside the scope of bargaining. Over the years, the Public Employment Relations Board has clarified union bargaining rights through the issuance of unfair practice decisions.*

## **What is meant by “consult”?**

*A: To consult is to seek advice or information — to discuss. Governance groups are, by definition, consultative bodies, and they “shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code” (California Code of Regulations, Title 5, Section 51023.5(b)). The ability to “meet and confer” (negotiate) on issues related to matters within the scope of representation are reserved to collective bargaining between the exclusive representative and the employer. Further, classified senate representatives do not represent bargaining unit employees on governance groups, even for consultation purposes. They can only represent non-bargaining unit*

employees. And the total number of senate representatives can never exceed the number of union appointed representatives on any given task force, committee or governance group.

**What is AB 1725 and has it been changed with the passage of SB 235?**

*A: AB1725 was the landmark legislation passed in 1988 that established a master plan for community colleges. It also created participatory/shared governing rights for classified employees (California Education Code Section 70901 et. seq.). The Board of Governors of the California Community Colleges then adopted regulations to implement these provisions. The regulations on appointments to task forces, committees and other governance groups was the catalyst for the creation of classified senates and their recognition by local districts and colleges of classified senates in governing board policies. This led to conflicts over appointment of classified representatives.*

*SB235, added Subsection 70901.2 to the Education Code. Whether the regulations (California Code of Regulations, Title 5, Section 51023.5) are amended or not, SB 235’s requirement for classified unions to appoint representatives to governance groups is now the law. And any local governing board policies or procedures effectively denying SB235 rights to unions recognized as exclusive representatives are void.*

**Can a union relinquish its right as the exclusive representative to make appointments to a classified senate?**

*A: Yes, through a memorandum of understanding (MOU) with the college or district. SB235 permits the employer and the exclusive representative to “mutually agree to an alternative appointment process,” but a blanket waiver of the union’s right to appoint representatives is not in the best interest of the union or the members it represents — and it should not be done. The terms of this MOU are not a mandatory subject of bargaining — absent an agreement, the union’s appointment rights under the Education Code are retained.*

**Do supervisors and confidential employees retain the right to participate in shared governance?**

*A: Yes.*

**Who makes the appointment of supervisory and confidential employees?**

*A: It depends upon the policies of the district or college.*

**Does SB 235 mandate the disbanding of classified senates?**

*A: No, but their power and influence may be drastically reduced.*

**What is the employer’s obligation or role under SB 235?**

*A: The employer must seek appointment of a representative of the union(s) recognized as the exclusive representative(s) of classified staff to serve on shared governance committees. The employer cannot grant a senate release time for any reason, representation on governance groups, allocation of a portion of the district’s budget for the organization’s participation, or any other rights that exceed what is offered to the union. If a senate receives benefits, such as an office or release time, and the union does not, the union can demand, and must be granted, at least equal treatment.*

**If the senate has established award programs and scholarships and the senate is disbanded, what happens to the programs?**

*A: Neither the district nor the local union/chapter have any obligation to continue the programs.*

**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION**  
**Legal Department**

**Date:** June 19, 2002

**Memorandum**

**To:** Michael Clancy, Chief Counsel

**From:** Madalyn Frazzini, Deputy Chief Counsel

**Subject:** Analysis of SB 235

SB 235 gives the exclusive representative the right to select the classified bargaining unit representative to shared governance groups in community college districts. This memorandum interprets SB 235 in light of its legislative history and analyzes the effect of SB 235 on the existing statutory framework of shared governance. Finally, it discusses the effect of SB 235's provision allowing for a voluntary memorandum of understanding creating an alternative selection process.

The principle of shared governance arose from Education Code section 70900 et seq. enacted in 1988. Specifically, Education Code section 70902 (b)(7) requires every community college district governing board to "[e]stablish procedures not inconsistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance...."

Subsequently, the board of governors of California's community colleges adopted regulations implementing shared governance. The regulations mandate that community colleges "adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance." 5 Cal. Code Regs. § 51023.5(a). In doing so, community colleges "shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies." 5 Cal. Code Regs. § 51023.5(a)(3). College staff must be able to "participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff." 5 Cal. Code Regs. § 51023.5(a)(4). The governing board may not act on any matter "significantly affecting staff" in the absence of staff input, except in "unforeseeable, emergency situations." 5 Cal. Code Regs. § 51023.5(a)(5).

The regulations address participation of staff on share governance committees at 5 Cal.Code Regs. § 51023.5(a)(7) as follows:

The selection of staff representatives to serve on college and district task forces, committees, or other governance groups shall, when required by law, be made by those councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation. In all other instances, the selection shall either be made by, or in consultation with, such staff groups. In all cases, representatives shall be selected from the category that they represent.

SB 235 added Section 70901.2 to the Education Code effective January 1, 2002. It provides, in relevant part, as follows:

(a) Notwithstanding any other provision of law, when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members. The exclusive representative of the classified employees and the local governing board may mutually agree to an alternative appointment process through a memorandum of understanding. A local governing board may consult with other organizations of classified employees on shared governance issues that are outside the scope of bargaining. These organizations shall not receive release time, rights, or representation on shared governance task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.

The union that is the exclusive representative of a bargaining unit of classified employees in a community college district gains two primary rights under this legislation. First, Section 70901.2, gives the exclusive representative the statutory right to choose those who will represent its bargaining unit on any shared governance group. Negotiations are not required before this right is triggered. The right exists by operation of law under the terms of the statute.

The enactment of SB 235 supersedes the regulations quoted above. To the extent the regulations could be interpreted to provide a selection process contrary to the statute the regulations are void. Alternatively, the regulations can properly be interpreted as incorporating the new statutory requirement by means of the phrase “when required by law” in 5 Cal. Code Regs. § 51023.5(a)(7).

Moreover, the union's right of appointment under SB 235 is not limited to matters within the scope of bargaining. Instead, the statute gives the exclusive representative the sole right to appoint the representative of its bargaining unit members whenever "a classified staff representative is to serve on a college or district task force, committee, or other governance group."

The legislative history highlights the expansive nature of the exclusive representative's right of appointment under the new law. The analysis of the bill provided to the Senate Rules Committee, dated August 20, 2001, states in relevant part: "Existing law provides for extensive procedures to be used in ensuring representation from certain interested parties during the consultative process, relative to all aspects of the operation of a campus of the California Community Colleges (CCC)... This bill provides that when local community colleges' consultative bodies, such as task forces, committees or other governance group [sic], include representation from the classified employees of the college, the exclusive representative of the classified employees shall appoint the representative for the respective bargaining unit members."

The second right afforded the exclusive representative of classified employees under SB 235 is the right of equal treatment with other organizations of classified employees. This entitlement is contained in the provision stating that no other organization of classified employees shall "receive time, rights, or representation on shared governance task forces, committees, or other governance groups exceeding that offered to the exclusive representative." Thus, the exclusive representative has the right of equal treatment with other classified groups in three distinct areas: 1.) "time;" 2.) "rights;" and, 3.) "representation on shared governance task forces, committees, or other governance groups."

Application of SB 235's right of equal treatment means that if the employer consults with other organizations of classified employees on matters outside the scope of bargaining, as the statute allows it to do, the employer must extend the same offer of consultation to the exclusive representative. Again, the new legislation's mandate of equal treatment of the union with other classified groups supercedes any regulation in conflict with it.

Finally, SB 235 allows the employer and union to voluntarily discuss an alternative appointment process and memorialize any agreement reached in a memorandum of understanding (MOU). The union has no obligation to agree. Therefore, the employer may not insist on its proposal if the union indicates that it will not accept the employer's offer. Where an MOU exists, the ability to alter it or no longer be bound by it will depend upon the particular facts and circumstances, including the terms of the agreement itself.



INSTITUTE for EVIDENCE-BASED CHANGE  
Informing Decisions · Improving Practice · Increasing Student Success

MOU Attachment G: Special Project- Linked Learning District Data Initiative  
Community College District Data Use Agreement

The Institute for Evidence Based Change (IEBC), in coordination with the James Irvine Foundation and ConnectEd, is providing data support for continuous program improvement to Linked Learning K-12 districts in your region. This MOU Attachment G provides detailed data sharing information about the Linked Learning project for community college district partners—it supplements (it does not supplant) the full IEBC MOU. Below is summary information about the project.

Project Name:	Linked Learning
Funder:	James Irvine Foundation
Project Scope:	IEBC is providing data to K-12 Linked Learning districts across the state of California for continuous program improvement.
	In support of this effort, IEBC is collecting data from community colleges local to K-12 Linked Learning districts to populate the online Linked Learning data tools to track student cohorts from high school to college for the purposes of better understanding this transition including, but not limited to, issues related to remediation and dual enrollment.
	IEBC will only share your college district’s data with K-12 districts that have students in common with your college district. IEBC will share your aggregate data through the online analytic tools or other reporting means with Irvine-supported regional partner school districts and other key stakeholders, such as Foundation or ConnectEd staff.
	In addition, SRI is conducting the summative evaluation of Linked Learning. IEBC will share anonymous student-level data with SRI for the purpose of the evaluation.
Data Submission Requirements:	IEBC may use your data in the Linked Learning Data tools for demonstration purposes to various audiences, but your district will not be identified. Student demographics, course records, completion records. <b><i>These records are all easily submitted to IEBC through your referential files that were submitted to the California Community College Chancellor’s Office. You do not need to prepare additional files.</i></b>
Timeline:	January 2012-August 31, 2017
Data Sharing Affiliates:	ConnectEd Irvine Foundation

IEBC Project Contact:  District Linked Learning MOU Contact:	Lauren Sosenko Isosenko@iebcnow.org Ph: 562-743-9304  Name: <u>Keith Wurtz, Ph.D</u> Title: <u>Dean, Institutional Effectiveness, Research, and Planning</u> Email: <u>kwurtz@craftonhills.edu</u> Phone: <u>909-389-3206</u>
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***Please sign to acknowledge that you agree to share your data with IEBC and other participants, as described above, and submit the required data to support your regional partner needs.***

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Superintendent or designee's signature Date

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IEBC CEO or Designee Date



## CALIFORNIA PARTNERSHIP FOR ACHIEVING STUDENT SUCCESS

### MEMBER INSTITUTION MEMORANDUM OF UNDERSTANDING

In signing this Memorandum of Understanding ("MOU"), **San Bernardino Community College District: SB Valley College & Crafton Hills College** ("Institution") agrees become a member institution of the California Partnership for Achieving Student Success ("**Cal-PASS Plus**") and to be bound by all terms and conditions of this MOU.

#### RECITAL

A. Cal-PASS Plus is a program conducted by Education Results Partnership, Inc., a California nonprofit public benefit corporation ("**ERP**") together with San Joaquin Delta College ("**SJDC**") and the California Community Colleges Chancellor's Office ("**CCCCO**"). Cal-PASS Plus collects, analyzes, and shares student data with educational institutions who have agreed to become part of Cal-PASS Plus by entering into a memorandum of understanding ("**Cal-PASS Plus Members**"). Cal-PASS Plus collects, analyzes and shares student data among Cal-PASS Plus Members in order to track performance and improve student outcomes from pre-K through 12<sup>th</sup> grade, and through college and the workplace. Cal-PASS Plus services are provided without fees or cost to Cal-PASS Plus Members. Data sharing also assist educational institutions to meet compliance reporting requirements and to assist organizations with the research necessary to increase knowledge and collaboration among educational institutions. To that end, Cal-PASS Plus will coordinate the process of Cal-PASS Plus Members sharing academic performance data concerning students who have attended or who are attending their institutions by facilitating the transfer of data between Cal-PASS Plus Members in a manner consistent with FERPA, other applicable federal and California state laws and regulations, local regulations, and best practices and guidelines.

B. Cal-PASS Plus is designed to improve transitions and success across educational segments. Cal-PASS Plus Members may use data provided by Cal-PASS Plus to develop, implement, and assess interventions to improve instruction, and also to identify higher performing institutions and programs to support collaboration and peer-to-peer sharing of best practices. Institution-based, multi-segmental work groups (also known as Regional Learning Councils, or RLC's) are the preferred venues for Cal-PASS Plus participation.

C. In entering into this MOU, Institution accepts and agrees to abide by all MOU terms and conditions, elects to become a Cal-PASS Plus Member, and to actively engage in data sharing with Cal-PASS Plus and the other Cal-PASS Plus Members.

THEREFORE, the Institution agrees to the following terms of this MOU:

#### **ARTICLE 1. DEFINITIONS**

As used in this Agreement, the following terms have the meanings as specified below:

"**Cal-PASS Plus Parties**" shall have the meaning assigned to such term in Section 2.

"**Cal-PASS Plus**" shall have the meaning assigned to such term in the first paragraph of this MOU.

"**Cal-PASS Plus Data**" means the data elements that are defined in the Data Element Dictionary as may be amended by Cal-PASS Plus from time to time and which data elements have been provided to Cal-PASS Plus.

"**Cal-PASS Plus Members**" shall have the meaning assigned to such term in Recital A.

"**CCCCO**" shall have the meaning assigned to such term in Recital A.

"**ERP**" shall have the meaning assigned to such term in Recital A.

"**FERPA**" shall mean the Family Education Rights and Privacy Act of 1974.

"**Institution**" shall have the meaning assigned to such term in the first paragraph of this MOU.

"**MOU**" shall have the meaning assigned to such term in the first paragraph of this MOU.

"**MOU Addenda**" shall have the meaning assigned to such term in Section 2.

"**Partner Organizations**" shall mean ERP, SJDC and CCCCCO.

"**SJDC**" shall have the meaning assigned to such term in Recital A.

"**Termination Event**" shall mean (a) a material breach of this MOU by Institution; (b) any act by Institution exposing the Cal-PASS Plus, any Partner Organization or any other Cal-PASS Plus Party to liability for personal injury or property damage; or (c) Institution confirms its insolvency or is adjudged a bankrupt, or assumes negative fiscal status; Institution makes a general assignment for the benefit of creditors, or a receiver is appointed on account of Institution's insolvency.

## ARTICLE 2. PURPOSE OF CAL-PASS PLUS AND MOU

It is the role of Cal-PASS Plus to create the mechanisms and procedures by which CAL-PASS Plus Members, ERP, SJDC and CCCCCO (collectively, "**Cal-PASS Plus**") share, store, compare, analyse and disseminate academic performance data and research obtained through the analysis of such data, concerning students who have attended or who are attending Cal-PASS Plus Member institutions by facilitating the transfer of data between Cal-PASS Plus Parties in a manner consistent with all federal, state and local laws and regulations including, without limitation, FERPA, and best practices and guidelines within this industry.

The purpose of this MOU is to provide the terms and conditions by which Cal-PASS Plus Parties agree to share and use such data. The Cal-PASS Plus Parties may enter into one or more addenda or amendment outlining additional terms, conditions, roles or obligations with respect to the operation of Cal-PASS Plus ("**MOU Addenda**"). Each MOU Addenda shall be binding on the Cal-PASS Plus Member upon its execution of the MOU Addenda and shall, upon such execution, form a part of this Agreement and its terms shall be fully incorporated herein as though fully set forth in this Agreement.

Institution acknowledges that performance of its obligations under this MOU may require frequent and timely exchanges of information between one or more of the Cal-PASS Plus Parties. Cal-PASS Plus' ability to execute the Cal-PASS Plus program is conditioned upon timely receipt of necessary information from Institution, provided that Cal-PASS Plus provides Institution with reasonable advance notice of the need for such information and the date by which such information is required.

## ARTICLE 3. DATA SHARING

Institution shall provide to Cal-PASS Plus the Cal-PASS Plus Data as required of Institution by the Cal-PASS Plus administrator. Said Cal-PASS Plus Data shall be provided in the manner and form as specified by the administrators of Cal-PASS Plus. Cal-PASS Plus Data shall be used by Cal-PASS Plus Parties consistent with the terms and conditions of this MOU.

Occasionally, requests may be made from researchers or research institutions for data aggregated in a particular manner. Cal-PASS Plus may, from time to time at its discretion, provide aggregated and anonymous data based on the data received from Cal-PASS Plus Parties to researchers or research institutions for analysis and research concerning the improvement of academic instruction and student outcomes. Cal-PASS Plus agrees to share the data in a manner consistent with the FERPA guidelines, ensuring the confidentiality of records.

Institution understands that, in order to conduct the Cal-PASS Plus Program, it may be necessary for Cal-PASS Plus and/or its Partner Organizations to share Cal-PASS Plus Data with such third parties as it deems necessary or appropriate to conduct Cal-PASS Plus provided, however, that the third party has agreed in writing to maintain the confidentiality obligations, including compliance with FERPA, as each of the Cal-PASS Plus Parties are required to do under this MOU.

In addition, Cal-PASS Plus shall have the ability to display summary-level reports of Cal-PASS Plus Data on the publicly accessible Cal-PASS website.

### A. Confidentiality and Security of Data

All Cal-PASS Plus Parties shall maintain the confidentiality of any and all student data exchanged by each as a part of this MOU and Cal-PASS Plus. In accepting, maintaining and sharing Cal-PASS Plus Data, all Cal-PASS Plus Parties shall comply with all federal, state and local laws and regulations including, without limitation, FERPA. The requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU.

To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, each Cal-PASS Plus Party shall establish a system of safeguards that will, in all respects, comply with federal, state and local laws and regulations including, without limitation, FERPA and other privacy protection laws and regulations. Specifically:

1. Institution, to the extent it is an education institution collecting educational records of its students, understands that it may not disclose educational records without written consent from the parent or eligible student, except to the following parties under the following conditions: school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting research or studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific State law.
2. For the purposes of this MOU, Institution acknowledges and agrees that Cal-PASS Plus is considered an organization conducting research and other services on behalf of Institution.
3. Institution will not use Cal-PASS Plus Data received through Cal-PASS Plus for any purpose other than that specifically allowed under the terms of this MOU.

4. This MOU does not allow Institution (or its subcontractors) to disclose Cal-PASS Plus Data to any other third parties except as set forth under this MOU or in limited circumstances permitted under FERPA.
5. To ensure the continued confidentiality and security of the Cal-PASS Plus Data, stored, or transmitted under this MOU, Institution shall assume responsibility of data received and will employ industry best practices, both technically and procedurally, to protect data from unauthorized physical and electronic access.
6. To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, Institution shall establish, implement, and maintain policies, procedures, and systems that ensure all Cal-PASS Plus Data is kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data.
7. All staff of Institution involved in the handling, transmittal, and/or processing of Cal-PASS Plus Data provided under this MOU will be required to execute a confidentiality agreement requiring said personnel to maintain the confidentiality of all student related personally identifiable information.
8. To ensure the continued confidentiality and security of Cal-PASS Plus Data, stored, or transmitted under this MOU, Institution shall establish, implement, and maintain policies, procedures, and systems shall require the use of appropriate safeguards, including secure passwords to access databases used to process, store, or transmit provided under this MOU.
9. Institution will establish, implement, and maintain internal procedures, systems, and safeguards: to maintain the integrity of their systems and secure databases used to process, store, or transmit Cal-PASS Plus Data provided under this MOU, and to maintain the Cal-PASS Plus Data in a secure manner that prevents the interception, diversion, or other unauthorized access to said data
10. Institution shall ensure that any and all disclosures of comply with all provisions of FERPA and other applicable federal and California state laws and regulations relating to the privacy rights of students, such as but not limited to, the Information Practices Act and the California Public Records Act.
11. Institution shall immediately notify Cal-PASS Plus in the event the security, confidentiality, or integrity of the Cal-PASS Plus Data >exchanged is, or is reasonably believed to have been, compromised. Notification will take place within 24 hours of discovery.
12. Exchange of data between Cal-PASS Plus Parties and/or third party contractors is subject to the requirements outlined in this MOU. Cal-PASS Plus Parties may subcontract to assist in performing the Roles and Responsibilities hereunder.

## **B. Method of Transfer**

Cal-PASS Plus will employ industry best practices, both technically and procedurally to protect the data from unauthorized physical and electronic access during transfer. Typical secure methods of transfer include Secure File Transfer Protocol (SFTP), Secure HTTPS transfer or via encrypted physical media. Any other transfer methods employed and the procedures utilized by Institution to protect the data provided under this agreement are the responsibility of the Institution but are subject to review and approval by the administrators of Cal-PASS Plus.

### **C. Disposition of Data**

Any Cal-PASS Plus Data received pursuant to this Agreement shall be one way encrypted, stripped of personally identifiable information and the primary source data will be archived securely, detached from all Internet connected devices, and only accessible to the administrators of Cal-PASS Plus authorized staff.

### **ARTICLE 4. INDEMNIFICATION**

Institution shall defend, indemnify, and hold harmless each of the other Cal-PASS Plus Parties and their affiliates, respective officers, directors, shareholders, members, employees, agents, attorneys, representatives and their respective successors and permitted assigns from and against all losses, damages, liabilities, deficiencies, actions, judgments, interest, awards, penalties, fines, costs or expenses of whatever kind (including reasonable attorneys' fees and costs) arising out of or resulting from: (a) any misrepresentations made or factually incorrect information provided willfully or negligently by Institution to another Cal-PASS Plus Party; (b) Institutions' noncompliance with any federal, state or local law, statute, rule, or regulation; (c) Institution's breach of any term or condition of this MOU; or (d) the negligent or intentional acts or omissions of Institution.

### **ARTICLE 5. ENTIRE AGREEMENT**

This MOU states the entire agreement between the Cal-PASS Plus Parties with respect to its subject matter and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

### **ARTICLE 6. REPRESENTATIONS AND WARRANTIES**

Institution represents and warrants that:

- 1) The person signing this MOU on behalf of Institution represents and warrants that he or she has authority to sign on behalf and to bind such party.
- 2) Institution represents that it has the right and power to authorize participation in Cal-PASS Plus and to undertake its obligations as set forth in this Agreement.
- 3) The execution of this MOU by its representative whose signature is set forth at the end hereof has been duly authorized by all necessary actions.
- 4) In performing its obligations under this MOU, Institution will comply with all applicable federal, state and local, laws, rules and regulations.
- 5) Institution shall not knowingly provide to Cal-PASS Plus, Cal-PASS Plus Data that is false or inaccurate.

### **ARTICLE 7. ASSIGNMENT**

Institution may not assign their rights, duties, or obligations under this MOU, either in whole or in part, without the prior written consent of Cal-PASS Plus.

### **ARTICLE 8. SEVERABILITY**

Each term or provision of this MOU shall be valid and enforced as written to the full extent permitted by

law. If any provision of this MOU is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of this MOU, such provision shall be fully severable. This MOU shall remain in full force and effect, unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

## **ARTICLE 9. WAIVER**

Waiver by any signatory to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such right. All rights and remedies provided for in this MOU are cumulative.

## **ARTICLE 10. MODIFICATION AND AMENDMENTS**

Except for the Data Element Dictionary, this MOU may only be amended, modified or supplemented by an agreement in writing signed by authorized representatives of the Institution. The Data Element Dictionary may be amended by Cal-PASS Program from time to time by providing Institution with thirty (30) days prior written notice of any such amendment.

## **ARTICLE 11. TERM**

This MOU shall be in effect with respect to Institution upon its execution of this MOU and will remain in effect until terminated in accordance with Article 12.

## **ARTICLE 12. TERMINATION**

Institution, may terminate this MOU and, as a result, its participation in Cal-PASS Plus, by providing Cal-PASS Plus thirty (30) days' written notice. Notice shall be deemed given upon Cal-PASS Plus' actual receipt of the written notice. However, termination of Institution will have no force or effect on the rights and responsibilities as to the remaining Cal-PASS Plus Parties.

A Partner Organization will notify in writing each Cal-PASS Plus Party in the event it decides to terminate its participation in Cal-PASS Plus. This MOU shall also immediately terminate in the event of the termination or cancellation of Cal-PASS Plus as a program.

The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to Cal-PASS Plus at law or equity. Written notice by Cal-PASS Plus shall be deemed given when received by Institution.

## **ARTICLE 13. JOINDER OF OTHER CAL-PASS PLUS PARTIES**

Cal-PASS Plus Parties agree that any school district, county office of education, community college district, WASC accredited public or private four-year college or university located in California or other educational organization whose purpose is to improve student success, may become a party to this MOU by executing a counterpart of this MOU in form substantially similar hereto.

## **ARTICLE 14. EXECUTION AND DELIVERY OF MOU**

A signed copy of this MOU delivered by facsimile, e-mail or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this MOU. In executing and returning a signed copy of this MOU, the "Authorized Officer" represents and warrants that he or she has all requisite power and authority to execute and deliver this MOU, all necessary approvals for the

execution and delivery of this MOU on behalf of the Institution has been obtained.

**Authorized Officer Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Institution Name:** San Bernardino Community College District: SB Valley College & Crafton Hills College

**Print Name:** Steve Sutorus

**Title:** Business Manager

**Phone:** (909) 382-4031 **Email:** ssutorus@sbccd.cc.ca.us

**MOU Submission**

This MOU may be signed and returned through Cal-PASS Plus' secure web portal [<https://www.calpassplus.org/CalPASS/Join/NewMou.aspx>], by e-mail to [[ken@edresults.org](mailto:ken@edresults.org)] or by US Mail addressed as follows:

Ken Sorey  
Educational Results Partnership  
Cal-PASS Plus Project Director  
2300 N Street, Suite 3  
Sacramento, CA 95816

*If you choose to limit the institutions with which you share data, contact Cal-PASS Plus for assistance.*

## Designation of Contacts for Cal-PASS Plus

**Name of Institution/District:** \_\_\_\_\_ **San Bernardino Community College District: SB Valley College & Crafton Hills College** \_\_\_\_\_

**Primary Contact:** This person is responsible for coordinating the Cal-PASS Plus process at your institution. This is also the person who will receive a primary User ID and Password, which are required to access data and performance reports on the web site. The primary contact will be notified when a new user from your institution has been given login credentials. If login credentials are to be revoked, it is the responsibility of the primary Contact to notify Cal-PASS Plus in writing. It is the responsibility of the Institution to notify Cal-PASS Plus, in writing, when the Primary Contact role moves to another employee.

**Name:** \_\_\_\_\_ **Keith Wurtz** \_\_\_\_\_

**Title:** \_\_\_\_\_ **Dean, Institutional Effectiveness, Research and Planning** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_ **909-389-3206** \_\_\_\_\_

**Email Address:** \_\_\_\_\_ **kwurtz@craftonhills.edu** \_\_\_\_\_

**Data Submission Contact:** This person is responsible for generating and submitting the data files. It is the responsibility of the Institution to notify Cal-PASS Plus, in writing, when the Data Submission Contact role moves to another employee.

**Name:** \_\_\_\_\_ **Dianna Jones** \_\_\_\_\_

**Title:** \_\_\_\_\_ **Senior Programmer/Analyst** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_ **909-384-4364** \_\_\_\_\_

**Email Address:** \_\_\_\_\_ **dijones@sbccd.cc.ca.us** \_\_\_\_\_