



## PARTICIPATORY GOVERNANCE TASK FORCE 2024-2026

### Voting Members

#### *Chairs:*

Joanna Oxendine, Dean  
Tatiana Vasquez, Faculty

#### *Members:*

### Classified Professionals (3)

Ernie Guillen  
Marie Maghuyop  
Vinnie Wu

### Faculty (3)

Erica Begg  
Anthony Blacksher  
Jeremiah Gilbert

### Students (1)

Dyami Ruiz-Martinez

### Administration (3)

Ray Carlos  
Dan Mayo  
Sergio Zazueta

Note-taker/Resource member:

Shyla Cobbett

## TASK FORCE RECOMMENDATIONS

March 25, 2025

### BACKGROUND:

The structural recommendations presented here represent the first phase in strengthening participatory governance at SBVC. They aim to establish a clearer, more coherent foundation aligned with the College's mission, Title 5, Education Code, accreditation standards, and state initiatives. Some recommendations are intended as transitional steps to support governance continuity while more comprehensive refinements are developed in the coming academic year.

### RECOMMENDATIONS:

***Recommendation 1:*** *That the College adopt the proposed initial version of committee terminology (attached) as a working reference document to guide all future governance and committee-related discussions.*

Rationale: Establishing a shared understanding of committee terminology will enhance clarity, minimize miscommunication, and create a consistent foundation for future discussions and decision-making across the College. This initial version is intended as a living document that will evolve to reflect the College's needs and will ultimately appear in the Participatory Governance Handbook.

***Recommendation 2:*** *That the College deactivate the Campus Life and Commencement Committee and reassign its responsibilities to the appropriate administrative office(s), manager(s), or, as needed, through a task force under a relevant parent committee.*

Rationale: The functions of this committee are primarily operational and event-based, focusing on task management rather than participatory governance. Transitioning these responsibilities to designated managers will streamline coordination efforts while preserving the quality and continuity of campus life and commencement activities.



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***Recommendation 3:*** That the College deactivate the Basic Skills Committee and reassign its responsibilities to a relevant parent committee, such as the Curriculum Committee, where related work can continue through task forces or subcommittees as funding and faculty capacity allow.

**Rationale:** This realignment preserves essential basic skills support while ensuring appropriate governance through an established body with broader curricular impact. Using task forces within the Curriculum Committee structure allows the College to deploy resources efficiently as funding fluctuate, without the administrative overhead of a separate committee.

***Recommendation 4:*** That the College reorganize the responsibilities of the Honors Committee under the Academic Senate thus deactivating it as a campus-wide committee, and formally establish the Honors Program as an institutional initiative with appropriate resource allocation to support its coordination and growth.

**Rationale:** While the work of the Honors Committee is not participatory governance in nature, it plays a vital role in advancing the College's commitment to academic excellence, student success, and transfer preparation. Reorganizing it under the Academic Senate and formalizing it as a program with dedicated resources will ensure its continued impact and better integration with our institution.



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**Recommendation 5a:** *That the College establish a Student Success Advisory Committee as a participatory governance body under the purview of Research, Planning, and Institutional Effectiveness during the 2025–2026 academic year. This committee will serve in an advisory capacity without decision-making authority and, during the 2025–2026 academic year, will report to the Office of Research, Planning, and Institutional Effectiveness.*

**Recommendation 5b:** *That the College reorganize the Enrollment Management and Student Equity Committee by transferring the Student Equity responsibilities and functions to the newly established Student Success Advisory Committee. This shift reflects the growing need to centralize student success efforts within a governance structure that can support institution-wide planning and coordination.*

**Recommendation 5c:** *That the College merge the Guided Pathways Committee and Student Equity Plan committee into the newly established Student Success Advisory Committee.*

**Recommendation 5d:** *That the College deactivate the Student Success and Support Program (SSSP)/Matriculation Committee and reassign its responsibilities to the appropriate administrative office(s) or manager(s), as its functions are primarily operational and better suited to administrative oversight.*

**Rationale (5a-d):** Reorganizing all these committees [Enrollment Management and Student Equity Committee, Guided Pathways Committee, Student Equity Plan Advisory Committee, and SSSP/Matriculation Committee] will streamline planning, reduce duplication, and promote a coordinated approach to student success. Placing the committee under the purview of Research, Planning, and Institutional Effectiveness during the 2025–2026 academic year will ensure coordination, accountability, and a clear channel for informing institutional planning and governance—particularly important as broader improvements to participatory governance and college operations are underway.



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### CONSULTATION

These recommendations were developed through a comprehensive process that incorporated feedback from campus-wide surveys, internal committee research, external research on participatory governance structures, CCCO documents, Title 5, Education Code, and ACCJC Accreditation Standards.

Respectfully submitted,

Tatiana Vasquez and Joanna Oxendine, Chairs  
On Behalf of the Participatory Governance Task Force

Attachments: 1) Reference\_ParticipGov\_Terms&Definitions [last update 7 Mar 2025]

**San Bernardino Valley College, Participatory Governance Task Force**  
**DEFINITIONS ON PARTICIPATORY GOVERNANCE AND COMMITTEE TERMINOLOGY**  
**Last Updated 7 Mar 2025**  
**LIVING DOCUMENT**

**Governance constituent**

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

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

**Participatory governance**

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

**College Council**

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

integrated into institutional decisions, promoting transparency, participatory governance, and institutional effectiveness.

### **Standing Committee**

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

### **Sub-Committee**

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

### **Steering Committee**

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

### **Task Force**

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

### **Ad Hoc Committee**

An Ad Hoc and a Task Force are both temporary working groups created to address specific issues, but they differ in scope, authority, and purpose. An ad hoc committee

studies an issue, develops recommendations, or provides advice and does not implement. Temporary, disbands after completing recommendations or findings.

### **Advisory Committee**

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

### **Operational Committee**

A permanent group focused on implementing approved plans, policies, or operational tasks. These committees are action-oriented and ensure that governance decisions are executed effectively. Often has authority to implement operational decisions. Day-to-day institutional process management. Typically includes staff, administrators, and faculty members responsible for running college services.

An operational committee can also be advisory. While executing operational tasks, it advises higher governance bodies (senates, councils, boards) on improvements and policy needs. A well-structured operational-advisory committee helps bridge daily execution and long-term policy planning.