SBVC COLLEGE COUNCIL
December 14, 2016 MINUTES
PRESIDENT'S CONFERENCE ROOM, ADSS-207
TIME: 1:00 PM – 3:00 PM

A= Absent

Diana Rodriguez, SBVC President, Chair **A** *(excused)*
Celia Huston, Academic Senate President, Co-Chair
Rocio Aguayo **A**
Dave Bastedo **A**
Aaron Beavor **A**
Stephanie Briggs **A**
Lorrie Burnham
Yancie Carter
Mary Copeland **A**
Marco Cota
Paula Ferri-Milligan **A**
Rania Hamdy **A**
Rick Hrdlicka
Henry Hua, Interim VPI
Diane Hunter **A** *(excused)*

Ricky Shabazz
James Smith **A** *(excused)*
Scott Stark
Cassandra Thomas
Kay Weiss **A**
(20 members)
Nicole Williams (MINUTES)

Guest(s):
Susan Bangasser
Johanna Silva (ASG Representative for Rocio Aguayo)

CALL TO ORDER:

1:05 p.m. Celia Huston called the meeting to order.

APPROVAL OF MINUTES:

October 12, 2016; October 26, 2016; and November 9, 2017

AYES: Huston, Silva, Burnham, Carter, Cota, Hrdlicka, Hua, Shabazz, Stark, and Thomas
NOES: None
ABSTENTIONS: None
ABSENT: Aguayo, Bastedo, Beavor, Briggs, Copeland, Ferri-Milligan, Hamdy, Hunter, Smith, and Weiss
Motion Carried

Our Mission: San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve quality of life in the Inland Empire and beyond.

UPCOMING/FILLING POSITIONS – D. RODRIGUEZ

Celia Huston entertained a **motion to approve** Administrative Services Request to Fill Vacancy for SBVC Food Services, Part-Time Food Service Worker. Rick Hrdlicka moved, Cassandra Thomas second. No discussion and the group voted as follows:

AYES: Huston, Silva, Burnham, Carter, Cota, Hrdlicka, Hua, Shabazz, Stark, and Thomas
NOES: None
ABSTENTIONS: None
ABSENT: Aguayo, Bastedo, Beavor, Briggs, Copeland, Ferri-Milligan, Hamdy, Hunter, Smith, and Weiss
Motion Carried

Celia Huston entertained a **motion to approve** Student Services Request to Fill Vacancies for Admissions & Records Technician (failed recruitment), Director of Financial Aid (resignation) and Director of First Year Experience (resignation). Rick Hrdlicka moved, Scott Stark second. A discussion occurred with regard to confidentiality of the Request until officially announced, and the group voted as follows:

AYES: Huston, Silva, Burnham, Carter, Cota, Hrdlicka, Hua, Shabazz, Stark, and Thomas
NOES: None
ABSTENTIONS: None
ABSENT: Aguayo, Bastedo, Beavor, Briggs, Copeland, Ferri-Milligan, Hamdy, Hunter, Smith, and Weiss
Motion Carried

Campus Technology Strategic Plan 2017-2020 – Rick Hrdlicka

Celia Huston entertained a **motion to approve** the Campus Technology Strategic Plan 2017-2020. No discussion and the group voted as follows:

AYES: Huston, Silva, Burnham, Carter, Cota, Hrdlicka, Hua, Shabazz, Stark, and Thomas
NOES: None
ABSTENTIONS: None
ABSENT: Aguayo, Bastedo, Beavor, Briggs, Copeland, Ferri-Milligan, Hamdy, Hunter, Smith, and Weiss
Motion Carried

New Nursing Simulation Lab Project – Scott Stark

Celia Huston entertained a **motion to approve** to approve the recommendation that the new Nursing Simulation Lab (HLS 139 and 140) funding shortfall of $200,000 (total for Lab Project is $450,000) be supplemented with Measure M Bond monies left over from the Gym/Athletic

2

Our Mission: San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve quality of life in the Inland Empire and beyond.

Project (approx. 1.5 million leftover.) The timeline is as follows: January/March 2017 Design; April/June Architect Approvals; June/July Construction Bids; August/September SBCCD Board Approval; September November Construction; with the Lab ready by SPRING 2018. Henry Hua and Susan Bangasser were reminded to plan future schedules taking the loss of the two classrooms into account. No further discussion and the group voted as follows:

AYES: Huston, Silva, Burnham, Carter, Cota, Hrdlicka, Hua, Shabazz, Stark, and Thomas
NOES: None
ABSTENTIONS: None
ABSENT: Aguayo, Bastedo, Beavor, Briggs, Copeland, Ferri-Milligan, Hamdy, Hunter, Smith, and Weiss
Motion Carried

Pending Draft-to-Final College Council Items

SBVC Planning and Decision Model – Celia Huston determined that one of the last College Council discussion on the model transpired in December 2015. After the December 14 meeting, a FINAL DRAFT incorporating changes was distributed. The FINAL DRAFT with changes was not voted on for approval afterwards. The College Council members agreed that the Model provided by Celia should be reviewed once more by all college constituents, with recommendations for changes received by the January 25, 2017 College Council Meeting, with a FINAL review for approval placed on the February 8, 2017 College Council AGENDA.

Governance Handbook 2013-2015 – College Council Members agreed that recommendations for changes should be received by the January 25, 2017 College Council Meeting, with a FINAL review for approval placed on the February 8, 2017 College Council AGENDA.

ACCREDITATION AND STUDENT LEARNING OUTCOMES – C. HUSTON

Celia Huston indicated that Student Learning Outcomes are to be continually worked on by all departments. The ACCJC Mid-Term Report DRAFT is scheduled for Spring 2017.

EDUCATIONAL MASTER PLAN – J. SMITH

Scott Stark sent to Council Members the FINAL PLAN scheduled to be approved by the SBCCD Board in January 2017.

STRATEGIC PLANNING– J. SMITH

No report

Program Review – P. Ferri-Milligan

No report

COMMITTEE REPORTS:

Johanna Silva (ASG Representative for Rocio Aguayo): Johanna confirmed the success of the Winterfest and Movie Nights. ASG recently conducted a meeting with other Region 9 representatives; they learned valuable information from the other area community colleges.

Cassandra Thomas (CSEA): Elections recently held for the 2nd Vice President; Fermin Ramirez was elected for the positon. Cassandra is no longer the Vice President, and has accepted the position of Communications Secretary.

Rick Hrdlicka (Campus Technology): The Campus Technology Committee has finalized their priority list; the list will be provided to the campus via email.

Lorrie Burnham (Facilities & Safety): The Facility and Safety Committee is working on their priority list.

Yancie Carter (Matriculation & Counseling): Matriculation is currently conducting their program review. The early alert system will begin again in January 2018.

OTHER:

Henry Hua indicated that the last Curriculum Committee for the semester meeting has transpired.

Celia Huston confirmed that the Program Review Priority List has been send to the campus via email.

Meeting adjourned at 2:00 p.m.

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Next College Council Meeting: Wednesday, January 25, 2017, 1-2pm, AD/SS 207

Academic Year 16-17: Bi-Monthly, 2ⁿᵈ & 4ᵗʰ Wednesday, 1-3pm, AD/SS 207

August 24, 2016 √
Friday, September 2, 2016 *SPECIAL EMP/FMP 1-3pm* √
September 14, 2016 √
September 28, 2016 √
Friday, September 30, 2016 *SPECIAL EMP/FMP 11am-5pm* √
October 12, 2016 √
October 26, 2016 √
Friday, November 4, 2016 *SPECIAL EMP/FMP 8:30am-10:30am* **Cancelled**
November 9, 2016 √
November 23, 2016 **Cancelled**
December 14, 2016 √
January 25, 2017
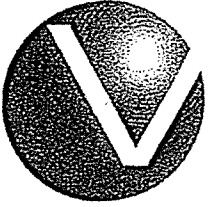February 8, 2017
February 22, 2017
March 8, 2017
March 22, 2017
April 12, 2017
April 26, 2017
May 10, 2017

San Bernardino Valley College
Governance Handbook

2013-2014

Decision-Making and Participatory Governance

Published Spring, 2014

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 rode. 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. 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 rational 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~~ Roles and ~~Responsibility~~ Responsibilities* Statement (see Appendix A), this document assigns the right to appoint representatives to shared governance committees solely to CSEA. (S. Miller)

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 is 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.
    The institution provides little to no tangible support for participation by classified staff. (S.Miller)

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) **Lip service is ample. Support is scant. (S. Miller)**

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. Contact CSEA. Classified Senate "appoints" only with the consent of CSEA. (S. Miller)

Facilitating Effective Management Participation

Managers often serve on multiple committees, ~~since~~ because (S. Miller) 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.)(There are repeated references to mentoring of student participants. It apparently is a fiction. Remove all reference to mentoring unless it actually happens. –S. Miller) (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—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) (Remove reference to non-existent mentoring program. - S. Miller)

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) (What does this include? Many faculty and managers do not participate in their committee assignment. – S. Miller) (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.(What is "SBVC Council? What data has been used to improve the governance processes and structures? S. Miller) (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. (Faculty and staff co-chairs generally chair the meeting. — S. Miller)
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: (We don't really have mentors. Delete all reference. - S. Miller) (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 (Is there a Scholastic Standards Committee? - S. Miller) (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) (This seems a minimal requirement if you want informed participation. If it is just a "meet and listen" committee, it doesn't matter. – S. Miller) ~~(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.
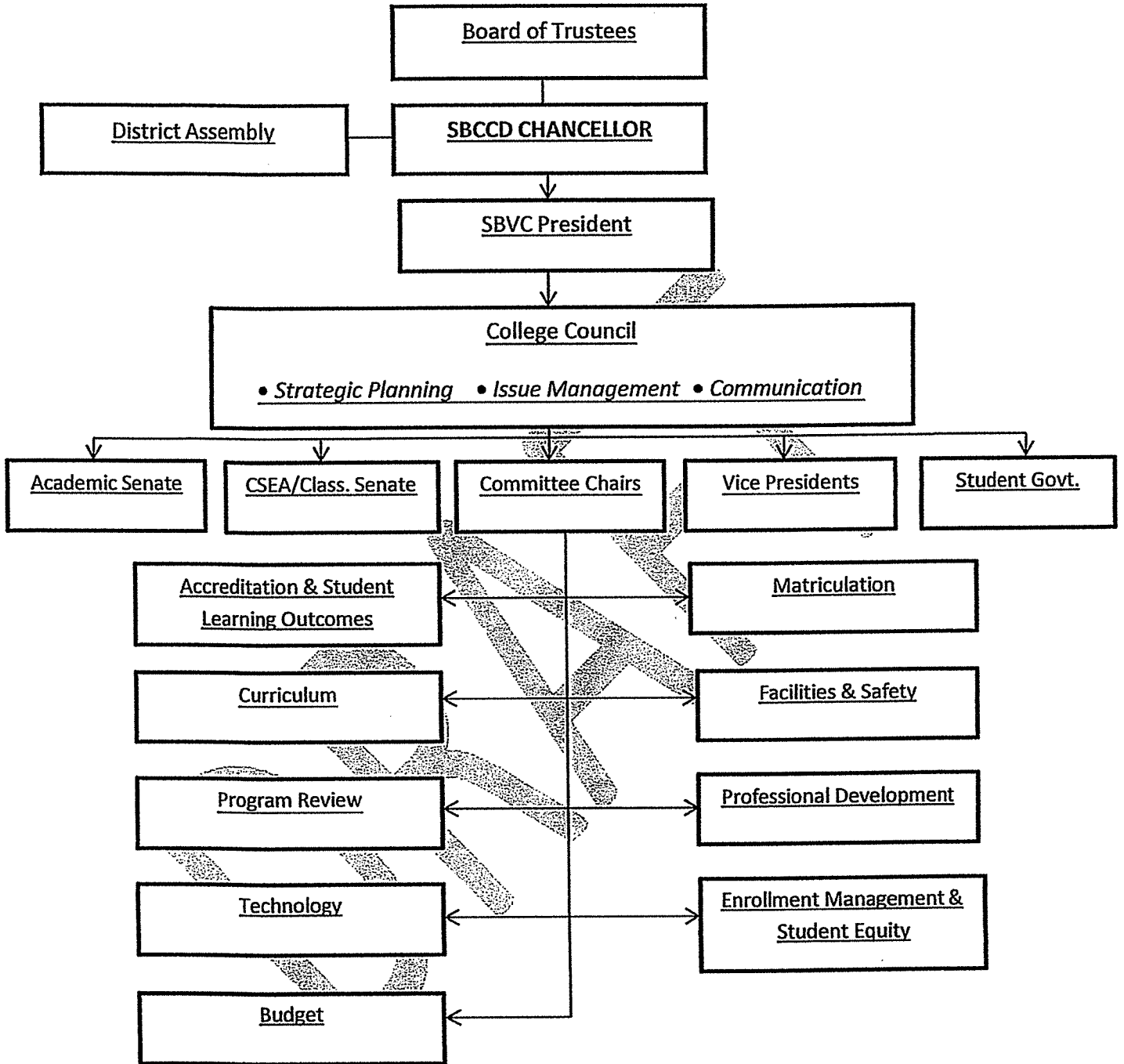
Minutes or Summaries

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.

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. (This is an unwarranted conclusion not borne out in any way. —S. Miller) 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.

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│  • Strategic Planning   • Issue Management   • Communication   │
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Academic Senate	CSEA/Class. Senate	Committee Chairs	Vice Presidents	Student Govt.

Accreditation & Student Learning Outcomes	Matriculation
Curriculum	Facilities & Safety
Program Review	Professional Development
Technology	Enrollment Management & Student Equity
Budget	

(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 and 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 on non-manager (faculty or staff) and one manager (that assists with clerical support, copying, and dissemination of materials as needed).

19

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. (What? – S. Miller)

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~~ 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.~~

The non-administrative co-chair participates in shared governance as a member of College Council. 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 (Administratice 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. (The committee does not do "sustainability". Voted down the inclusion of that topic. Committee prioritizes the facilities request from program review. — S. Miller)

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 (Hasn't done anything in years. Budget is completely opaque. Also, the "emerging needs" bit was explained by S. Stark as now a part of college council's activities. – S. Miller) 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 Spotlighting 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 instructions 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

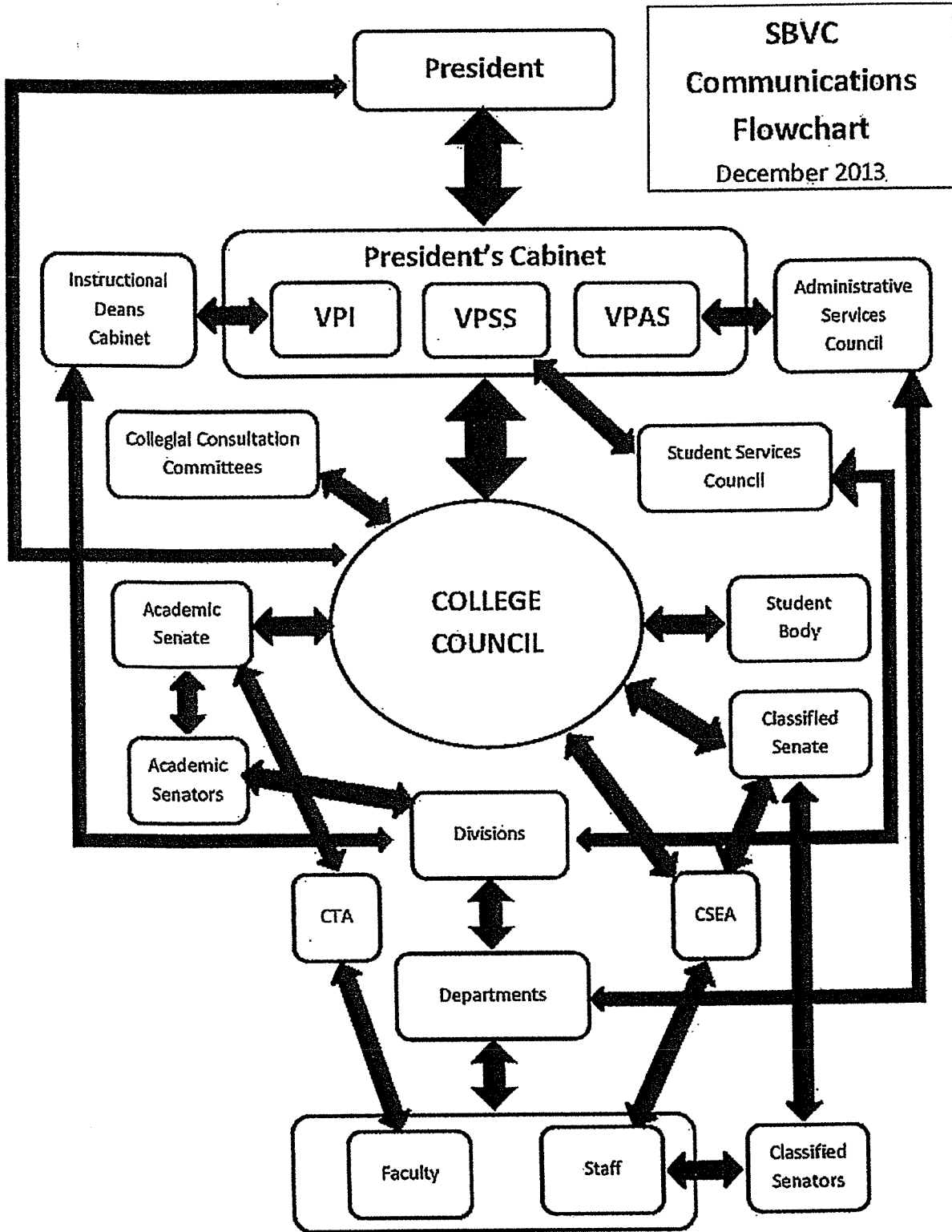## ADMINISTRATIVE SERVICES CABINET

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

SBVC Communications Flowchart December 2013

President

President's Cabinet
VPI · VPSS · VPAS

Instructional Deans Cabinet

Administrative Services Council

Collegial Consultation Committees

Student Services Council

Academic Senate

COLLEGE COUNCIL

Student Body

Academic Senators

Classified Senate

Divisions

CTA

CSEA

Departments

Faculty · Staff

Classified Senators

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.

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

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

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

	Classified Senate	CSEA Chapter #291
Membership	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.
Dues	None.	Mandatory monthly dues.
Participation	Voluntary. Open to ALL permanent classified and confidential employees.	Open to bargaining unit classified members only.
Voting	All permanent classified and confidential employees.	Chapter dues paying members only.
Role	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.
Purpose	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.
Examples of Items to Fall Under Each Organization (not all responsibilities are listed)	• Participation in the collegial consultation process on campus and the district. • Providing a body representing the needs, concerns, and viewpoints of all the classified employees on issues other	• Wages, including salary schedule and placement, promotions, seniority, layoff and reemployment rights, initial classification and reclassification. • Hours of employment. • Health and welfare benefits, including

	than working conditions.
	 • Providing a centralized means of communication between ALL classified employees and the rest of the college community.
	 • Appointment of classified employees to college and district collegial consultation committees.
	 • Providing an opportunity for classified employees to enhance the democratic process of collegial consultation.
	 • Promoting the interests of the classified employees in the development and formulation of policy and practice related but not limited to the following:
	   • Providing personal and professional development opportunities
	   • Developing leadership within the classified community
	   • Preserving and advancing intercollegiate relationships and involvement, creating a sense of unity
	   • Providing a professional classified presence and visibility on campus and in the district.
	   • Advocating the value and contributions Classified Employees provide to student success and learning
	   • Providing recommendations and views on matters affecting classified employees and the conduct, welfare, and growth of the college.
		holidays and vacations.
		 • Leaves, transfers, and reassignment policies.
		 • Safety conditions of employment, including district-initiated disability leaves.
		 • Procedures to be used for the evaluation of classified employees.
		 • Procedures for processing grievances and disciplinary actions.
		 • Promotes the well-being and rights of member classified employees by:
		   • Participating on collective bargaining related standing committees
		   • Represents classified employee unit members on all working conditions
		   • Serving as a communication link within its membership and to the district on bargaining issues
		   • Selecting representatives from its membership to serve on collegial consultation and district committees as appropriate.
		   • Communicating union rights and responsibilities with its members.

Joint Responsibilities	• 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. • The presidents of each organization will meet regularly to discuss issues and maintain a relationship in order to best serve the classified employees.	

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 _____

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.
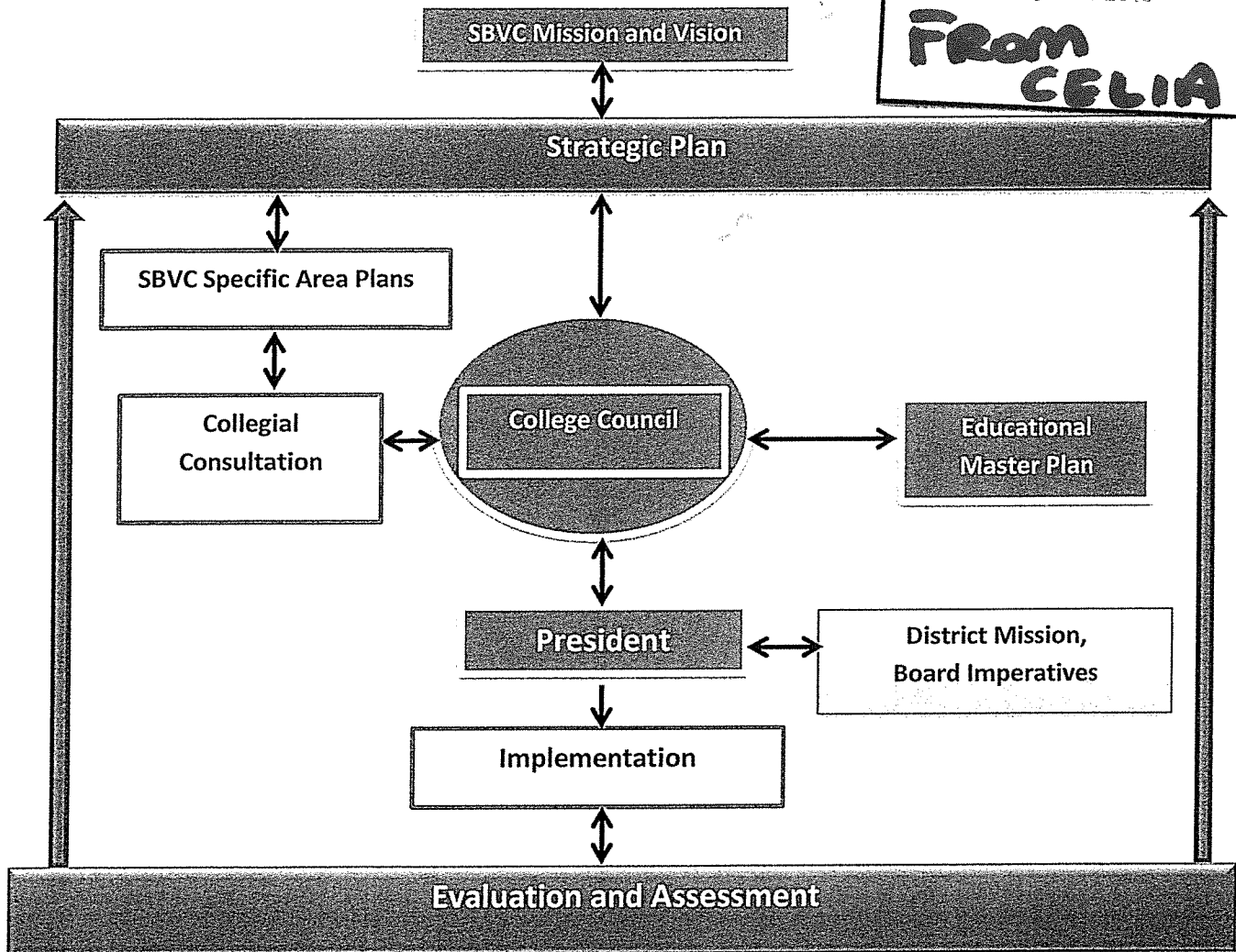
Dealing with Disappearing Student

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.

SBVC PLANNING AND DECISION MODEL

SBVC Mission and Vision

Strategic Plan

SBVC Specific Area Plans

Collegial Consultation

College Council

Educational Master Plan

President

District Mission, Board Imperatives

Implementation

Evaluation and Assessment

LEGEND	
Specific Area Plans	**Evaluation and Assessment**
Educational Master Plan	Accreditation Self-study
Enrollment Management Plan	Campus Climate Surveys
SSSP Plan	Committee Survey
Technology Plan	Strategic Objectives Assessment
Facilities Plan	Accreditation recommendations
Student Equity	Program Review
Grants	Prioritization
Professional Development	Learning Outcomes
Research and Evaluation	Needs Analysis
Curriculum	

SBVC PLANNING AND DECISION MODEL

College Council Drafts 10/14/15

SBVC Mission and Vision

Strategic Plan

- SBVC Specific Area Plans
- Collegial Consultation
- College Council
- Educational Master Plan
- President
- District Mission, Board Imperatives
- Implementation

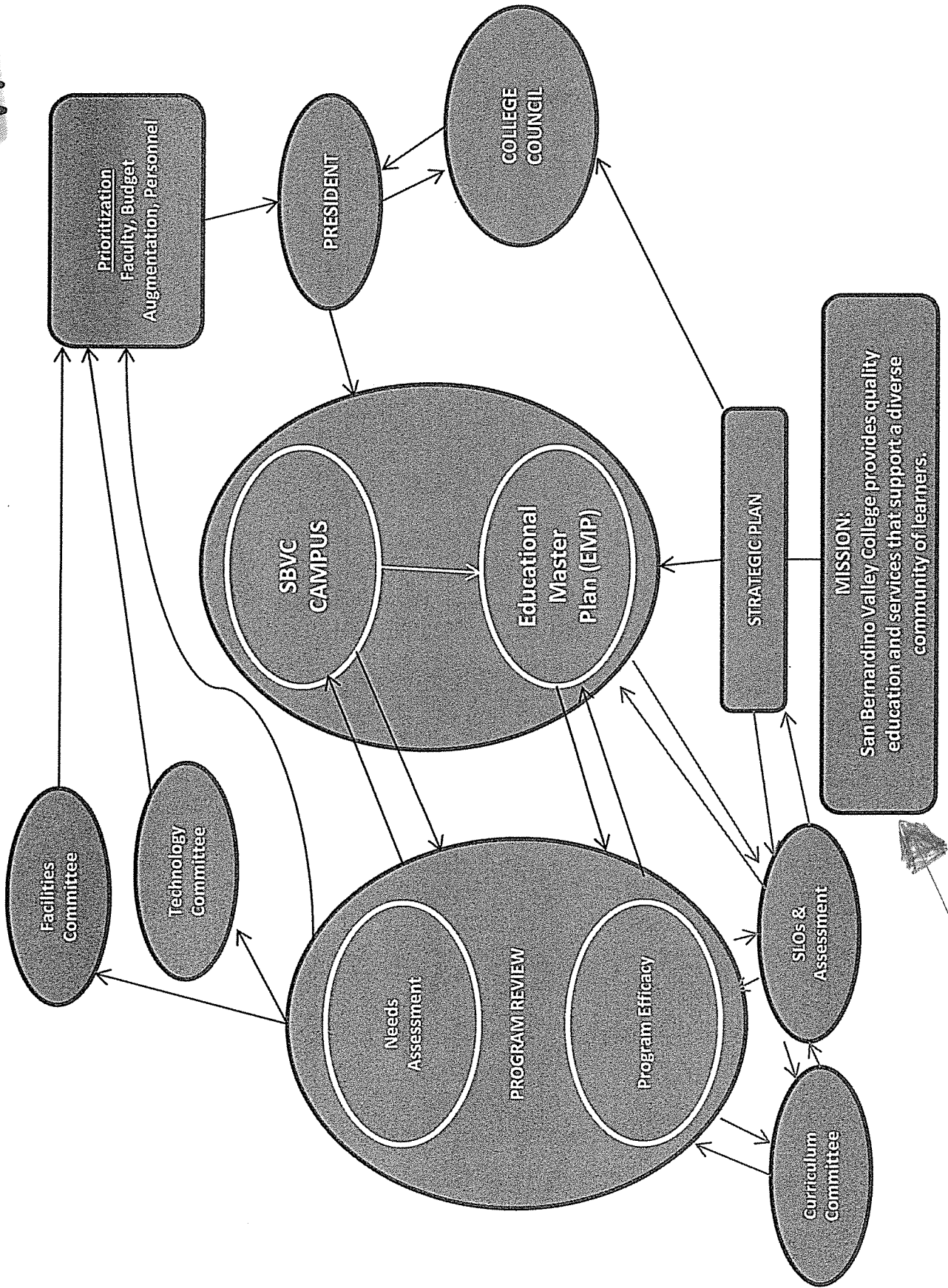## Evaluation and Assessment

LEGEND	
Specific Area Plans	**Evaluation and Assessment**
Educational Master Plan	Accreditation Self-study
Enrollment Management Plan	Campus Climate Surveys
SSSP Plan	Committee Survey
Technology Plan	Strategic Objectives Assessment
Facilities Plan	Accreditation recommendations
Student Equity	Program Review
Grants	Prioritization
Professional Development	Learning Outcomes
Research and Evaluation	Needs Analysis
Curriculum	

San Bernardino Valley College Planning Model

Currently approved

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

STRATEGIC PLAN

SBVC CAMPUS

Educational Master Plan (EMP)

Prioritization
Faculty, Budget Augmentation, Personnel

PRESIDENT

COLLEGE COUNCIL

Facilities Committee

Technology Committee

PROGRAM REVIEW

Needs Assessment

Program Efficacy

SLOs & Assessment

Curriculum Committee

San Bernardino
Valley College

Scott Stark
Vice President Administrative Services
San Bernardino Valley College
701 S. Mt Vernon Avenue
San Bernardino, CA 92410
(909) 384-8958

MEMORANDUM

TO: Diana Rodriguez, President SBVC

FROM: Scott Stark, Vice President, Administrative Services

DATE: January 23, 2017

SUBJECT: Request to fill a vacancy – Custodian Supervisor

The Custodial Supervisor position at San Bernardino Valley College is now vacant. The supervisor has moved back to a custodian 1 position.

The supervisor position is critical to campus operations and the work is now being performed by an out-of-class assignment. The position is budgeted and funded from the general fund. I am requesting approval to fill this position.
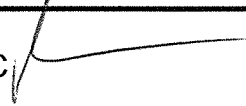
San Bernardino
Valley College

MEMORANDUM

TO: Diana Rodriguez, President SBVC

FROM: Scott Stark, Vice President, Administrative Services

DATE: January 23, 2017

SUBJECT: Request to fill a vacancy – Account Clerk I

A full time Campus Business Office Account Clerk I position at San Bernardino Valley College is vacant due to Robyn Bender's promotion.

The position is critical to the Campus Business Office operations and is now being accomplished by a substitute worker. This position is budgeted and funded by general funds.

I am requesting approval to fill this position.

Susan Bangasser, Ph.D.
Dean, Science Division
San Bernardino Valley College
701 S. Mt Vernon Avenue
San Bernardino, CA 92410
(909) 384-8650

San Bernardino
Valley College

MEMORANDUM

TO: Ms. Diana Rodriguez, President

Cc: Dr. James Smith, Interim Vice President of Instruction

Mr. Scott Stark, Vice President of Administrative Services

FROM: Susan Bangasser, Ph.D., Dean Science Division

Date: January 20, 2017

Re: College Council Request Pharmacy Technology Faculty

The Pharmacy Technology (Pharm Tech) Program has been viable on our campus for around 18 years and has been staffed with adjunct. In the past several years, the Pharmacy Technology industry has come under review because the technicians will assume more responsibility in the pharmacy industry. As a result, individuals cannot take the licensing exam unless they graduate from an American Society of Health Systems Pharmacist (ASHP) accredited program. The ASHP has rigorous standards and the Pharmacy Technology program has made changes in curriculum, facilities, and lab experiences and taken strides to meet the standards. Because of these rigorous standards five for-profit schools who were promoting this career have closed their programs. Our faculty decided that we would improve our Pharmacy Technology program to align with the accreditation standards and apply for accreditation. We are the only community college providing a certificate or degree in pharmacy technology in San Bernardino County east of Ontario. (See attached document.)

On December 15, 2016, our Pharmacy Technology program had its accreditation site visit by a team from ASHP We received the preliminary report and we are required to submit our response no later than February 15 on the areas addressed in the report. The good news is that we have no "non-compliance" on the standards. However, we have several "partial compliance" and we need to move them to full compliance.

The standards in the ASHP accreditation that I am addressing in which we received partial compliance are the following:

1.1.c   **The program is subject to similar general administrative control and guidance   PC
employed by the organization for other allied health care training programs.**

1.1.d.   **The organization conducting the program provides financial support to the   PC
program sufficient to enable the program to achieve its stated goals.**

1.3.a.   **The program director has authority and responsibilities that are commensurate**   **PC**
with those of other allied health, technical, or vocational training programs offered
by the organization.

The report provides narrative explaining the partial compliance on these standards:
1. There is insufficient evidence that the program is subject to similar general administrative control and guidance employed by the organization for other allied health care training programs. **[Item 1.1.c]**

2. The organization conducting the program provides limited financial support to the program to enable the program to achieve its stated goals. **[Item 1.1.d]**

3. The program director has limited authority and responsibilities. Authority and responsibilities are not commensurate with those of other allied health, technical, and vocational training programs offered by the organization. **[Item 1.3.a]**

The explanation for items #1 and #3
The Nursing Program, in addition to requiring a full time Nursing Director, also requires an Assistant Director with reassign time. The Assistant Director is also the Faculty Chair and has 40% reassign time. The Psychiatric Technology program has a Faculty Chair-Director with 50% reassign time to serve as the director. Health certifying agencies use the term "director" even if the position is a faculty position. There are requirements defined by ASHP for faculty and for a program director, such as the director must be a licensed pharmacist or a certified pharmacy technician (see attached document for criteria.) The director of the program, like any other health care program, monitors documentation of students' health records, training skills, experiential sites and externship hours. Therefore, even though the Faculty Chair of Biology is also the chair for Pharmacy Tech, neither she nor the Dean of Science can serve as the Program Director.

The explanation for item #2
The college funds the full time faculty who serve as Program Directors (PD) in the other programs, but not for Pharmacy Technology. Currently we use Perkins funds to pay one of the adjunct to work extra hours a week to help with accreditation. To clarify this accreditation #2 statement, we asked the chair of the site team to clarify and he replied:
"This would be to address funding for a full time PD and/or facility and resources for simulation laboratory. The primary need is the full time PD situation and more immediate." (See attached email.)

Program Review status
The program has a continuation rating in Program Review Efficacy and is current in curriculum. In the Needs Assessment, Pharm Tech was ranked #12 for a faculty position. The Science Division ranked Biology ahead of Pharm Tech since we need to replace the position vacated by Mark Ikeda's retirement and we had not yet had the Pharm Tech accreditation review which expressed urgency at funding a full time director/faculty. The chair of the accreditation site team stated that if a program has 10 students, the program needs a full time faculty. We have 8-12 students complete the program each semester and currently have 77 students in classes.

Request
In order to meet the standards, I am requesting a full time faculty member for the Pharmacy Technology program. This faculty member will receive 40 to 50% reassign time, comparable to our other health care programs, Nursing and Psychiatric Technology, to serve as the Program Director. Approval of this position will allow us to report back to ASHP that we are making progress on this standard. We anticipate a start date of fall, 2017 for the position.

Thank you for your consideration.

please see below

Schools that have closed their Pharmacy Programs in the Inland Empire:

1. San Bernardino Adult School   (non Profit)
2. Career Colleges of America (Profit)
3. UEI San Bernardino Campus (Profit)
4. Four D   (Profit)
5. Summit College (Profit)

please follow link to the RCC-Corona Campus:
https://rccd.revtrak.net/tek9.asp?pg=pharmacy_tech

SAN BERNARDINO COUNTY				
1.San Bernardino Valley College	**Yes** Accreditation **in progress**	**Community College**	**Non**	**San Bernardino**
2. American Career College	Yes Accredited	Voc/Technical College	Profit	Ontario
3. Chaffey College	Not Accredited	Community College	Non Profit	Rancho Cucamonga
4. Fontana Adult School	Not Accredited	Adult School	Non Profit	Fontana
5. Rop Rialto	Not Accredited	Occupational Program	Non Profit	Rialto
RIVERSIDE COUNTY				
6. UEI	Not Accredited	Voc/Technical College	Profit	Riverside
7. Riverside Community College	Not Accredited	Community College	Non Profit	Corona Campus
8. San Jacinto Community College	Not Accredited	Community College	Non Profit	San Jacinto
LOS ANGELES COUNTY				
9. North West College	Yes	Voc/Technical College	Profit	Pomona

2. Program Faculty (Director, Instructors, Experiential Site Coordinators)

2.1.   Program Director

2.1.a.   **The program director:**

(1)	**is a licensed pharmacist or a nationally certified pharmacy technician;**	**FC**
(2)	**has considerable latitude in delegating instructors' and experiential site coordinators' responsibilities.**	**FC**

2.1.b.   **The program director:**

(1)	**is a licensed pharmacist or a nationally certified pharmacy technician;**	**FC**
(2)	**has at least five years of experience in pharmacy practice prior to entering the position;**	**FC**
(3)	adheres to the state's regulations for licensure or registration in the practice of pharmacy; and,	**FC**
(4)	demonstrates on-going continuing education in the field of pharmacy and/or education.	**FC**

2.1.c.   If the program director is a pharmacy technician, he/she:

(1)	should have graduated from an ASHP-accredited pharmacy technician training program; and,	**FC**
(2)	**possesses or is pursuing actively, with a written plan for achieving, an associate's degree or an appropriate state teaching credential at a minimum.**	**FC**

2.1.d.   The program director:

(1)	is a member of a national pharmacy or education association and a state pharmacy association; and,	**FC**
(2)	ensures that memberships in pharmacy and education associations are represented among the program faculty members.	**FC**

2.1.e.	**The program director ensures that there is a sufficient complement of appropriate program faculty and staff to meet the needs of the program and to enable compliance with the accreditation standards.**	**FC**
2.1.f.	In the simulated portion of the program, the program director has taken necessary precautions to ensure an effective and safe level of direct supervision of students.	**FC**

2.2   Faculty/Instructors

2.2.a.   **Faculty/Instructors:**

(1)	**have demonstrated expertise in the areas in which they are instructing;**	**FC**
(2)	**adhere to state regulations for licensure or registration to practice as a pharmacist or pharmacy technician; and,**	**FC**
(3)	have a minimum of three years of experience in the practice setting or area of expertise in which they are teaching.	**FC**

2.3   Experiential Site Coordinator

2.3.a.	An experiential site coordinator works at each experiential sites and coordinates or oversees students' activities at the practice site.	**FC**

2.3.b.   Experiential site coordinators have:

(1)	demonstrated contribution and commitment to pharmacy practice and patient care.	**PC**
(2)	at least three years experience in the type of pharmacy setting for which they are training students.	**PC**

2.3.c.	If experiential site coordinators have delegated training responsibilities, it is to experienced staff members.	**PC**
2.3.d.	Experiential site coordinators act as a liaisons between sites and the program director to ensure that students receive the intended educational experience and are evaluated effectively.	**FC**

please see Harold's notes below.

Thank you,

Robyn M. Seraj, M.Ed, CPHT
San Bernardino Valley College
Pharmacy Technology Department
701 South Mt Vernon Ave
San Bernardino, CA   92410
www.valleycollege.edu/pharmtech
www.facebook.com/SBVCPharmTechDepartment
www.valleycollege.edu

701 S. Mount Vernon Avenue, San Bernardino, CA 92410

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Sent: Friday, January 20, 2017 10:33 AM
To: Seraj, Robyn M
Subject: Re: Question

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2. PROGRAM FACULTY (DIRECTOR, INSTRUCTORS, EXPERIENTIAL SITE COORDINATORS)

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The primary need is the full time PD situation and more immediate.

Harold

Sent from my iPhone

On Jan 20, 2017, at 12:39 PM, Seraj, Robyn M <rseraj@sbccd.cc.ca.us> wrote:

Hello Harold,

I hope this email finds you well.
We are working on the Areas of Partial Compliance.

We have a question in regards to 1.1.d
It states: The organization conducting the program provides limited financial
 support to the program to enable the program achieve its stated goals.

Our Interpretation is, we need the funds for a full time person/director?

I look forward to your reply.

Thank you,

Robyn M. Seraj, M.Ed, CPHT
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www.valleycollege.edu/pharmtech
www.facebook.com/SBVCPharmTechDepartment
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San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.