

Yuba College COUNCIL HANDBOOK

2025-2026



GOVERNANCE HANDBOOK



Governance Handbook

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Introduction

Purpose of the Handbook

The **Yuba College Governance and Decision-Making Handbook** serves as a comprehensive guide for all members of the college community—faculty, classified professionals, students, administrators, and Board of Trustees members—on how to effectively engage in and contribute to the college’s governance processes. As Yuba College embraces participatory governance, this handbook aims to provide a clear framework for transparent, inclusive, and collaborative decision-making that aligns with the college’s mission, values, and regulatory obligations.

Why This Handbook Exists

The Governance and Decision-Making Handbook is designed to:

1. **Clarify Governance Roles and Responsibilities:** Establish clear roles for all constituents, committees, and decision-making bodies within the college. This clarity helps reduce overlap, prevent misunderstandings, and fosters accountability across all levels.
2. **Promote Transparent and Equitable Processes:** Outline transparent procedures that ensure every voice—whether from faculty, classified professionals, students, or administrators—is heard and valued in the decision-making process.
3. **Align with State Regulations and Accreditation Standards:** Ensure that Yuba College’s governance processes comply with California Education Code, Title 5, and ACCJC Accreditation Standards. This alignment demonstrates the college’s commitment to upholding high standards in educational governance.
4. **Foster Effective Communication and Collaboration:** Serve as a foundation for open communication and constructive feedback across different governance bodies. By establishing formal channels for communication and reporting, the handbook supports a culture of continuous improvement.
5. **Support Institutional Effectiveness and Continuous Improvement:** Define mechanisms for regularly assessing and improving governance structures, ensuring they remain effective and responsive to the needs of the college community.

Guiding Principles

The governance practices and structures outlined in this handbook are based on key principles that reflect Yuba College’s commitment to excellence and equity in education:

- **Inclusivity:** All members of the Yuba College community have the right and opportunity to participate in governance processes. This handbook prioritizes equitable representation, particularly of traditionally underrepresented groups, in all decision-making bodies.
- **Transparency:** Decisions are made openly, with clear documentation and accessible communication, allowing all stakeholders to understand how and why decisions are reached.
- **Accountability:** Each constituent group is responsible for contributing meaningfully and ethically within its defined role, ensuring accountability in the governance process.

- **Respectful Collaboration:** Governance thrives when diverse perspectives are valued. This handbook promotes a respectful and collaborative environment where differing viewpoints contribute to well-rounded and effective decision-making.
- **Adaptability and Responsiveness:** Recognizing the dynamic nature of higher education, this handbook includes processes for regular review and revision to adapt to changing needs and challenges within the college community.

Intended Use of the Handbook

This handbook is a living document and resource for all members of the Yuba College community. It is intended to be:

- **A Reference for New and Existing Members:** Providing guidance on governance roles, committee structures, and decision-making processes for new and returning members.
- **A Tool for Training and Orientation:** Supporting onboarding and ongoing training, particularly for committee chairs, committee members, and constituent representatives.
- **A Framework for Evaluating Governance Processes:** Outlining processes for the regular assessment of governance effectiveness and alignment with the college's mission and goals.
- **A Basis for Continuous Improvement:** Encouraging feedback and reflection from all governance participants, with updates and modifications made as needed to ensure ongoing relevance and effectiveness.

By following the structures and practices set forth in this handbook, Yuba College seeks to build a participatory governance system that promotes student success, supports the college mission, and respects the contributions of every member of the college community. The handbook will be reviewed periodically to ensure it remains aligned with the evolving needs of Yuba College and the external standards that guide the college's commitment to educational excellence.

This draft establishes the handbook as an essential resource for ensuring effective, compliant, and inclusive governance at Yuba College.

Mission, Vision, Outcomes, and Core Values

The Mission, Vision, and Core Values of Yuba College are the cornerstone of our institutional identity and purpose, guiding every aspect of our governance, decision-making, and community engagement. These guiding statements ensure that all members of the college community—including faculty, classified professionals, students, administrators, and Board of Trustees members—are unified in their commitment to fostering equitable access, supporting student success, and serving as a resource for the broader community.

Our Mission and Vision define what Yuba College strives to achieve, while our Core Values represent the enduring principles that shape how we pursue these goals. Together, these elements foster a culture of inclusivity, transparency, and accountability. This culture is reflected in our participatory governance practices, where each constituent group plays a vital role in supporting Yuba College's mission and vision, ensuring that our collective actions align with our shared values.

Mission

Yuba College is dedicated to fostering equitable student learning and success. Through a broad array of degree and certificate programs, we provide clear pathways to career readiness and transfer opportunities that meet the needs of our diverse communities. We are committed to removing barriers, supporting growth, and inspiring lifelong learning for every student we serve.

Vision

Yuba College strives to be a transformative educational institution, providing innovative, equitable, and student-centered learning opportunities. Our vision is to empower students to become dynamic, productive members of their communities, prepared to engage in and contribute to a rapidly changing world.

Core Outcomes We Are Committed To

1. **Access:** We meet students where they are to provide equitable access to all.
To achieve this, we intend to create a comprehensive outreach framework, implement a “one-stop” student support approach, and simplify onboarding through process improvements and redesigns, ensuring every student has an accessible entry point to Yuba College.
2. **Persistence and Retention:** We identify paths to educational goals that are simple for students to follow and help students stay on those paths until completion.
Our commitment includes the use of Student Success Teams, equitable placement practices, and expanded access to basic needs programs, such as transportation, health, and food support, helping students overcome barriers and remain engaged in their studies.
3. **Completion:** We break down systemic inequities that block students from attaining the career and life they want. This includes implementing student-centered scheduling, aligning programs with community needs, and supporting high-quality learning through improved facilities, ensuring students reach their academic goals without unnecessary barriers.
4. **Career Preparation:** We ensure that CTE programs are elevated to a higher, more relevant level so that students can attain the skills necessary to achieve their career goals.
Our approach includes developing a Career Center, fostering partnerships with employers, and equipping our CTE programs with 21st-century technologies to prepare students for sustainable, high-wage careers.
5. **Transfer:** We create curricular pathways that lead to seamless transfer and further education.
We support this by partnering with four-year institutions to streamline the transfer process, establishing a dedicated Transfer Center, and providing comprehensive resources to facilitate students’ continued educational success.

Core Values

The following core values shape Yuba College’s approach to education, governance, and community engagement, providing a foundation for every decision we make:

- **Equity and Inclusion:** We are committed to creating an equitable learning environment where all students, regardless of background, can thrive. We embrace diversity in all its forms and actively work to remove barriers to success, fostering a sense of belonging for every member of our community.
- **Innovation:** We foster a culture of creativity and adaptability, encouraging the development of new ideas, teaching methods, and support systems to enhance the learning experience and respond to the changing needs of our community.
- **Student-Centered Learning:** Our students are at the heart of everything we do. We prioritize student success by creating supportive, responsive, and engaging learning environments that empower each student to reach their full potential.
- **Integrity and Accountability:** We conduct ourselves with integrity, maintaining transparency and accountability in all actions and decisions. We are committed to responsible stewardship of resources and data-driven decisions that align with our mission.
- **Community Engagement:** We value our role as an active partner within the local and regional community. By fostering partnerships and collaborative initiatives, we support workforce development, community growth, and lifelong learning opportunities.

Commitment to Mission-Driven Governance

Yuba College’s participatory governance model is designed to reflect these Core Values in every aspect of decision-making and institutional operation. By fostering inclusivity, transparency, and accountability, we ensure that our governance processes are aligned with our Mission and Vision, and that every member of our college community has a voice in shaping the future of Yuba College.

This handbook builds on these foundational principles to support effective governance that promotes student success, meets the needs of our diverse community, and contributes to the development of a just and equitable society.

This revised section maintains consistency in ordering the **Mission** before the **Vision** and ensures that the handbook has a cohesive flow from purpose through foundational principles.

Governance Norms

In Yuba College’s participatory governance model, we commit to maintaining a high standard of collegiality, respect, and civility. These norms foster an inclusive environment where diverse perspectives are valued, and every participant is encouraged to contribute meaningfully. The following norms outline our shared expectations for behavior and engagement in all governance settings:

1. Equality and Respect in Participation

All participants are treated as equals within governance meetings. Titles, roles, and ranks are set aside at the committee table and in meeting minutes. This ensures that all voices, regardless of position, are considered with equal respect and attention, reinforcing our commitment to inclusivity.

2. **Listening and Speaking in Turn**

Only one person speaks at a time, and interruptions are minimized. To facilitate thoughtful discussion, participants are encouraged to allow moments of silence for reflection and to consider alternate viewpoints. Members should also be mindful of how frequently and for how long they speak, ensuring that everyone, including those participating via Zoom or other virtual means, has an opportunity to share their perspectives.
3. **Active Engagement and Constructive Critique**

Members are expected to engage actively, focusing on challenging ideas rather than individuals. Respectful and civil behavior is required in all comments, responses, and body language. This approach supports a constructive and inclusive environment where ideas can be evaluated on their merits.
4. **Good-Faith Effort to Understand and Clarify**

Participants should make a genuine effort to understand others' viewpoints, focusing on the substance of what is said. Clarifying questions are encouraged to ensure accurate understanding and to facilitate open, informed discussion.
5. **Responsible Disagreement and Proposals for Alternatives**

Members have the right to disagree with any proposal. However, they are encouraged to take responsibility for offering constructive alternatives that consider both their own interests and those of the group. This fosters a collaborative approach to problem-solving.
6. **Mindfulness in Language**

Participants should be mindful of language and tone, aiming to use inclusive and constructive language. "I" statements are encouraged when sharing personal experiences or anecdotal evidence to maintain a respectful tone and avoid attributing assumptions to others.
7. **Asset-Minded Approach**

Members are encouraged to adopt an asset-minded perspective, focusing on possibilities, strengths, and how initiatives can be accomplished. This contrasts with a deficit-minded approach, which emphasizes obstacles and reasons why something cannot be done. An asset-based mindset enhances creativity, collaboration, and optimism in governance.
8. **Awareness of Committee Purpose and Scope**

Members should remain aware of their committee's purpose and responsibilities. When issues arise that fall outside the committee's charge, the chair will guide the discussion toward identifying the appropriate council, committee, or constituency group for further review, ensuring issues are handled by the correct governance body.
9. **Support for Committee Recommendations**

Once a committee has reached a recommendation, all members are expected to respect the group's collective decision. While individual opinions may differ, mutual respect for the committee's consensus or decision upholds the integrity of the participatory governance process.

These norms provide a foundation for productive, respectful engagement in Yuba College’s participatory governance. By adhering to these shared expectations, we create a positive and inclusive environment that encourages diverse perspectives, fosters meaningful collaboration, and advances the mission and values of Yuba College.

Organizational Structure and Governance at Yuba College

Yuba College’s organizational structure reflects our commitment to inclusive governance, operational effectiveness, and alignment with district-wide goals. This structure is designed to empower every member of our college community—faculty, classified professionals, students, and administrators—to participate meaningfully in governance and contribute to student success, equity, and innovation.

To provide a clear understanding of how Yuba College operates, we offer two primary views of the organization: the **Operational Organizational Chart** and the **Governance-Focused Organizational Chart**. These charts serve complementary purposes, each illustrating different aspects of the college’s structure and processes. Together, they demonstrate Yuba College’s commitment to transparent, collaborative decision-making and effective operational management.

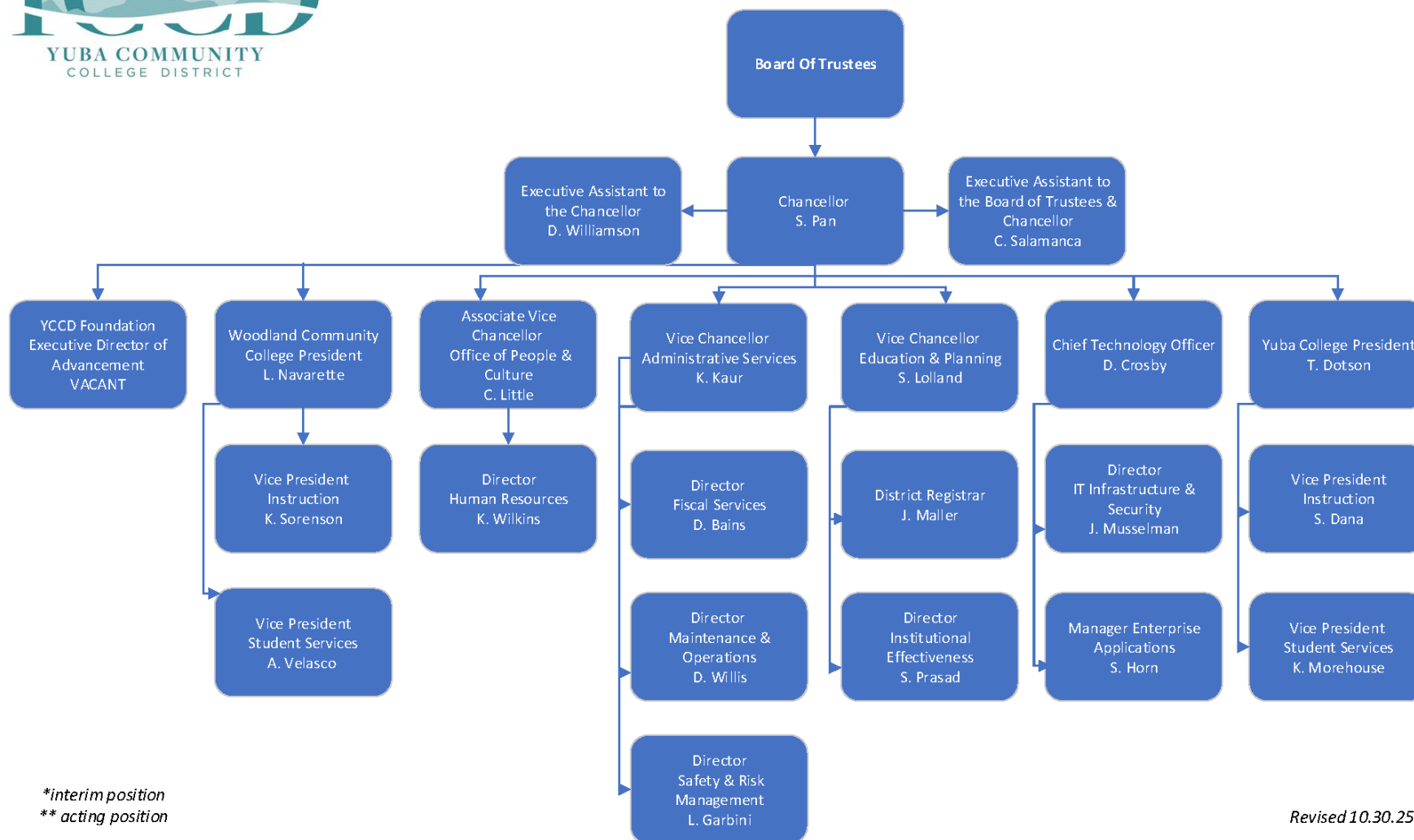
1. Operational Organizational Charts

The Operational Organizational Charts that follow provide an overview of the college and district administrative and departmental structures, outlining reporting relationships and the specific areas overseen by each leader. This chart illustrates the roles of the President, Vice Presidents, Deans, and Directors, showing which functions and departments report directly to each position. Key district-level resources and services (e.g., IT, HR) are indicated to clarify which essential services are managed directly by Yuba Community College District (YCCD) and report to the Chancellor.

The operational chart helps internal and external stakeholders understand the logistical flow of work and authority, demonstrating how operational responsibilities are distributed across the institution. It also highlights how the college’s strategic priorities are supported through its administrative structure, with each department contributing to our mission of fostering equitable student learning and success.



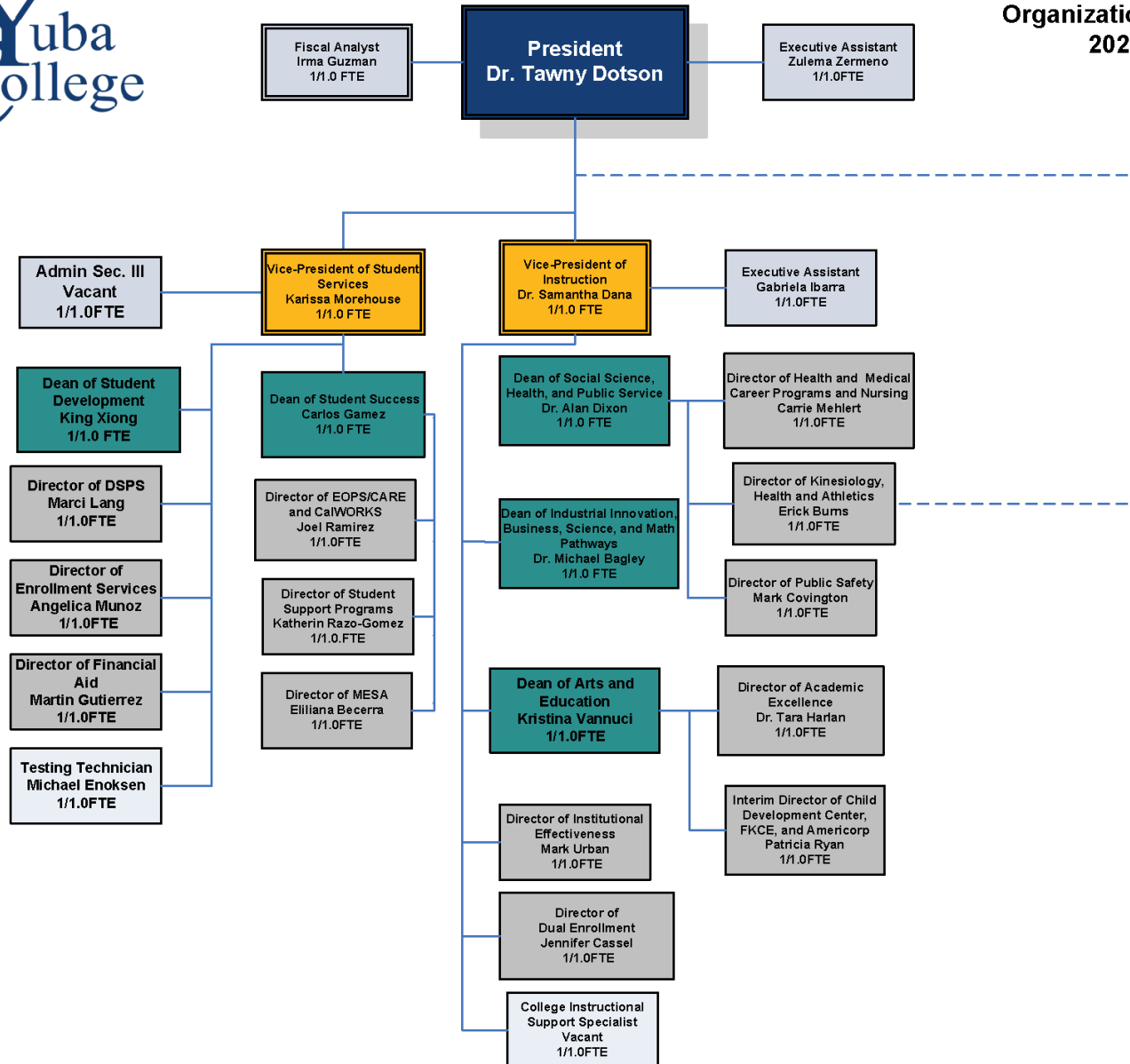
District Office



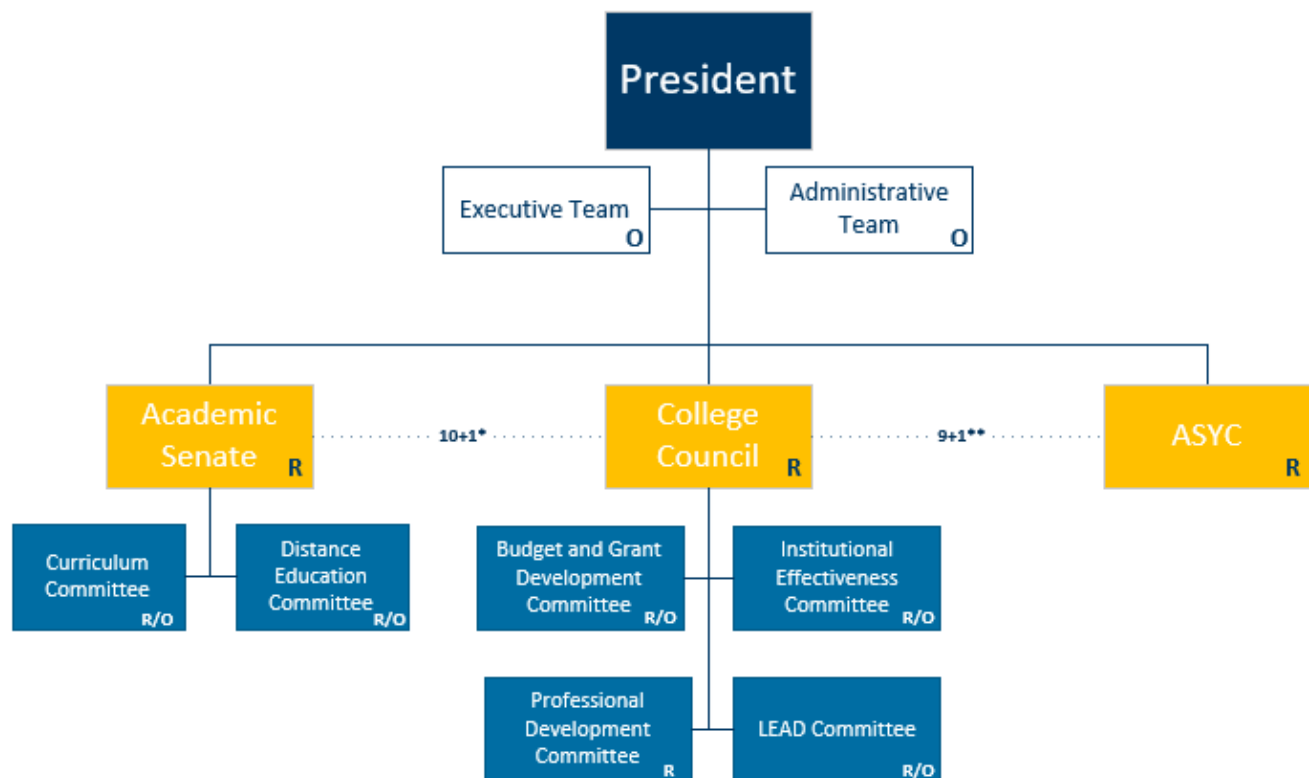
Revised 10.30.25



Yuba College Organizational Structure 2025-2026



2. Governance-Focused Organizational Chart



* In areas identified in the "10+1" the participatory governance process shall include substantive engagement of the Yuba College Academic Senate as outlined in AP 2510.

** In areas identified in the "9+1" the participatory governance process shall include substantive engagement of the Associated Students of Yuba College (ASYC) as outlined in AP 2510.

For more information, review AP 2510: <https://bit.ly/yccdap2510>

Yuba College's governance structure supports not only operational efficiency and constituent representation but also ensures that strategic planning and resource allocation are embedded in decision-making processes. To illustrate how this structure aligns with core functions and supports strategic goals, we provide multiple versions of our Governance-Focused Organizational Chart, each demonstrating a specific aspect of college operations. These focused views highlight the way Yuba College integrates planning, resource allocation, and constituent representation into a cohesive governance framework.

Glossary of Terms and Acronyms

This section provides a glossary of key terms, definitions, and acronyms used within Yuba College's governance and operations. Understanding these terms is essential for effective communication, informed decision-making, and active participation in college governance.

Below, you will find definitions of commonly referenced terms and a list of acronyms that appear throughout this handbook and in other Yuba College documents. This glossary provides both high-level descriptions and specific details to help users interpret Yuba College's policies, reports, and communications accurately.

Glossary of Key Terms

- **Collegial/Collegiality:** A system of governance that depends upon the active participation of colleagues in decision-making. In Yuba College's context, collegiality reflects the value placed on shared input and collaboration across constituent groups.
- **Constituencies:** Distinct groups within the college community, such as faculty, classified staff, students, and administrators, who are represented in participatory governance. Each constituency has representatives who contribute to college decisions on behalf of their group's perspectives and needs.
- **Collegial Consultation:** The formal process by which the college or district develops policies on and implements academic and professional matters with the Academic Senate by either relying primarily on the advice and judgment of the Academic Senate or Reaching mutual agreement with the Academic Senate on written resolutions, regulations, or policies, as outlined in Title 5, Section 53203.
- **Rely Primarily:** A decision-making standard where the Board of Trustees (or its designee) will rely primarily on the advice and judgment of the Academic Senate on specific academic and professional matters defined within the 10+1. In these areas, the recommendations of the Senate(s) will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted.

If the Board or administration declines to follow an Academic Senate recommendation, they must promptly communicate the rationale in writing to the Academic Senate(s) upon request.

Matters subject to Rely Primarily include:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies

Likewise, Associated Students shall be consulted and provided the opportunity to participate in discussions affecting student policies and programs as defined in Title 5, §51023.7.

- **Mutually Agree:** A decision-making standard applied to specific academic and professional matters outlined in the 10+1, where the Board of Trustees (or its designee) and the Academic Senate must reach written agreement before implementing policies. In these areas, both parties are required to engage collaboration that involves consultation, discussions, and accommodations based on the other's perspective in order to reach institutional goals and outcomes.

If mutual agreement cannot be reached, existing policies remain in effect unless legal liability or fiscal hardship necessitate a change. In such cases, after a good-faith effort to reach agreement, the Board may act only for compelling legal, fiscal, or organizational reasons. The final determination and rationale will be communicated to the Academic Senate(s) in writing.

Matters subject to Mutually Agree include:

4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes
8. Policies for faculty professional development
9. Processes for program review
10. Processes for institutional planning and budget development
- +1 Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate

Similarly, the Associated Students shall be given the opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined in Title 5, §51023.7.

- **Accreditation:** A quality assurance process through which educational institutions are evaluated by an external body to ensure they meet established standards. Yuba College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC).
- **Educational Master Plan (EMP):** A strategic planning document that outlines Yuba College's long-term educational priorities, guiding resource allocation, curriculum development, and student success initiatives to align with the college's mission and goals.
- **Participatory Governance:** A governance model in which faculty, staff, students, and administrators contribute to the college's decision-making process, particularly in areas related to curriculum, policies, and resource allocation. Yuba College's participatory governance structure ensures representation from all key constituent groups.
- **Student Learning Outcomes (SLOs):** Statements describing the specific knowledge, skills, and abilities that students are expected to gain from a course, program, or learning experience. SLOs are assessed to ensure that educational objectives are met.

Acronyms List

Below is a list of commonly used acronyms, along with a few additions and modifications for clarity.

Acronym	Description
AA	Associate in Arts
AAT	Associate in Arts for Transfer
AB	Assembly Bill (California state legislation)
ACCJC	Accrediting Commission for Community and Junior Colleges
ADT	Associate Degree for Transfer
AEP	Abbreviated Educational Plan
ALO	Accreditation Liaison Officer
AP	Administrative Procedure
AS	Associate in Science
ASCCC	Academic Senate for California Community Colleges
AST	Associate in Science for Transfer
ASR	Administrative Services Review
ASYC	Associated Students of Yuba College
ATB	Ability to Benefit
AVCHR	Associate Vice Chancellor of Human Resources
BP	Board Policy
BRR	Budgetary Resource Requests
CAGP	California Guided Pathways Initiative
CAL OSHA	California Occupational Safety and Health Act
CalWORKs	California Work Opportunity and Responsibility to Kids
CARE	Cooperative Agencies Resources for Education
CBA	Collective Bargaining Agreement
CBO	Chief Business Officer
CC	Curriculum Committee
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office
CCLC	Community College League of California
CCSSE	Community College Survey of Student Engagement
CENIC	Corporation for Education Network Initiatives in California
CEO	Chief Executive Officer
CEP	Comprehensive Educational Plan
CERBT	California Employers' Retirement Benefits Trust
CHRO	Chief Human Resources Officer
CIO	Chief Instructional Officer
CISO	Chief Information Systems Officer
CNC	Computer Numerical Control
COR	Course Outline of Record (used in curriculum development)
CPC	College Planning Council
CSC	College Success Center
CSEA	California School Employees Association
CSLO	Course Student Learning Outcome

CSSO	Chief Student Services Officer
CSU	California State University
CTE	Career and Technical Education
CTO	Chief Technology Officer
DC3	District Consultation and Coordination Council
DCAS	District, Colleges, and Academic Senate
DEC	Distance Education Committee
DOE	Department of Education
DSET	District Services Executive Team
DSPS	Disabled Students Programs & Services
EEO	Equal Employment Opportunity
EMP	Educational Master Plan
EOPS	Extended Opportunity Programs and Services
ERP	Enterprise Resource Planning
ESL	English as a Second Language
FAYCCD	Faculty Association Yuba Community College District
FMP	Facilities Master Plan
FON	Faculty Obligation Number
GE	General Education
GP	Guided Pathways
HR	Human Resources
IE	Institutional Effectiveness
IEPI	Institutional Effectiveness Partnership Initiative
IGETC	Intersegmental General Education Transfer Curriculum
IP	Integrated Planning
ISER	Institutional Self-Evaluation Report
IT	Information Technology
LRC	Learning Resource Center
MOU	Memorandum of Understanding
NAS	Needs Assessment Survey
OER	Open Educational Resources
OPEB	Other Post-Employment Benefits
PCAH	Program and Course Approval Handbook
POCR	Peer Online Course Review
PR	Program Review
PSLO	Program Student Learning Outcome
QFE	Quality Focus Essay (ACCJC requirement)
SAO	Service Area Outcomes
SEP	Student Equity Plan
SLA	Service Level Agreement
SLO	Student Learning Outcome
SWP	Strong Workforce Program
TMP	Technology Master Plan
UC	University of California
VPI	Vice President of Instruction
VPSS	Vice President of Student Services

VRC	Veteran Resource Center
WCC	Woodland Community College
WLDC	Writing and Language Development Center
YC	Yuba College
YCCD	Yuba Community College District
ZTC	Zero Textbook Cost

Additional Notes

This list is not exhaustive; it will be updated as needed to reflect new terminology, policies, and initiatives introduced in governance or operational documents. If you encounter an unfamiliar term, refer to this section or consult additional college resources for clarification.

Overview of Governance and Decision-Making Process

At Yuba College, student success is our primary focus. The college's participatory governance model invites diverse groups within the college community—including faculty, classified professionals, students, and administrators—to collaborate and contribute meaningfully to the decision-making process. The unique perspectives of each constituency strengthen the college's ability to fulfill its mission and vision.

Governance Structure and Constituency Groups

Yuba College's governance structure relies on active involvement from various constituent groups, including students, faculty, staff, administrators, and community members. This structure supports the college's mission by fostering transparency, inclusivity, and accountability in decision-making. Each group contributes unique perspectives to college planning, policy development, and implementation, ensuring decisions reflect the needs of the entire Yuba College community.

Participatory governance at Yuba College involves collaboration among all constituencies in the decision-making process. This approach promotes open communication and mutual respect among all governance groups, enhancing the effectiveness of policies and practices. By working together, these groups ensure that decisions consider the diverse interests and viewpoints presented within the college community.

Board of Trustees and Chancellor

The **Board of Trustees** is the ultimate decision-making authority within Yuba Community College District, responsible for setting policies, strategic priorities, and master plans that guide the college's direction. Elected by the community, the Board ensures that district operations align with California state laws and the regulations of the California Community College Chancellor's Office. A student trustee, elected by the Associated Students of Yuba College (ASYC), represents student interests on the Board, providing a vital student perspective in district governance.

The **Chancellor** serves as the chief administrative officer of Yuba Community College District and acts as the primary link between the Board of Trustees and the colleges within the district, including Yuba College. Delegated with authority by the Board, the Chancellor oversees the implementation of Board policies, manages district-wide operations, and provides leadership in aligning college initiatives with district goals. The Chancellor collaborates closely with the College Presidents to ensure district-wide priorities and standards are maintained, while also facilitating communication from the Board to college governance bodies.

If the Board of Trustees modifies or rejects a recommendation from participatory governance, it will communicate its rationale back to the relevant group(s) through the College President, thereby fostering transparency and maintaining a collaborative environment between the Board and Yuba College.

College President

The **College President** serves as the chief executive officer of Yuba College, accountable to both the Chancellor and the Board of Trustees. The President oversees all aspects of college operations, ensuring compliance with district policies, state regulations, and accreditation standards, while also promoting student success and institutional effectiveness. The President is responsible for implementing college-level policies, leading strategic planning efforts, and making final decisions on budget allocations and resource priorities, aligning these with the college's mission and district goals.

While the College President holds the authority to modify or reject recommendations from participatory governance groups, they do so with a commitment to professionalism and transparency. In such cases, the President informs the respective governance group(s) of the rationale behind any decision that differs from the group's recommendation, fostering a collaborative and respectful governance environment. This open approach supports constructive dialogue and ensures that the voices of all constituencies are heard and considered.

Faculty

Faculty members, including instructors, librarians, and counselors, play an essential role in academic governance. Through active participation in committees, councils, and task forces, faculty contribute to curriculum development, program planning, and academic standards. Represented by the Academic Senate, faculty provide insights on academic and professional matters within the "10+1" areas specified by Title 5. The Academic Senate collaborates with other governance bodies, ensuring faculty expertise informs decisions while respecting the boundaries set within participatory governance.

Classified Professionals

Classified professionals include employees in a variety of non-instructional roles, such as administrative assistants, instructional support staff, and student services specialists. Represented by **CSEA Chapter #283**, classified staff contribute to governance through advisory roles in committees, providing input on areas impacting college operations and staff welfare. Classified professionals ensure that non-instructional perspectives are incorporated into college policies and practices, particularly in areas outside of collective bargaining.

Students

Students are represented by the **Associated Students of Yuba College (ASYC)**, which advocates for student needs and perspectives within college governance. ASYC representatives contribute to policy discussions on issues impacting student life, services, and academic programs. Under Title 5 § 51023.7, students have the right to participate in governance, offering feedback on policies that significantly affect students, such as academic standards, student conduct, and institutional planning. The ASYC also provides input to the Board of Trustees, ensuring that student voices are considered in district-level decisions.

Administrators and Confidentials

Administrators and confidential employees at Yuba College, including Vice Presidents, Deans, Directors, and other key leaders, oversee operations, support planning, and ensure regulatory compliance. These individuals bring strategic insights to participatory governance, offering recommendations on policies, procedures, and priorities. Administrators and confidentials work closely with faculty, staff, and students to support college goals, foster innovation, and maintain an environment of accountability.

Community Members

Community members from Yuba College's service area play a valuable role in governance by contributing insights that help the college remain attuned to regional needs. As advisory participants on committees or open forums, community members offer perspectives on community engagement, outreach, and partnerships. Although they do not vote, their input enriches discussions and supports initiatives that resonate with community priorities. Community members help foster collaborative partnerships, enhancing the college's impact within the region.

By engaging these groups in collaborative decision-making, Yuba College's governance structure promotes balanced and inclusive policies that align with the college's mission and reflect the priorities of all stakeholders. Through meaningful participation, each constituency plays a vital role in shaping policies and practices that support student success, equity, and community impact.

Types of Governance Groups

The foundational principles guiding governance and decision-making at Yuba College are: (1) a primary focus on students and their academic success; and (2) respect for the role and scope of authority of each constituent group. Committees include representation from various constituent groups, with representatives responsible for sharing input from their constituency and communicating decisions or updates back to their constituents. Together, these groups ensure that diverse perspectives contribute to college planning, policies, and decision-making processes.

Governance groups at Yuba College are organized into several distinct categories based on each group's responsibilities and authority. Membership in these groups is determined by their purpose and role within the governance structure, supporting a collaborative environment for the college community.

Participatory Governance Committees

Participatory governance committees derive their authority from legislation and regulation, such as AB 1725 and Title 5 § 70902(b)(7). Representatives on these committees serve as liaisons for specific constituent groups, bringing insights and feedback from their group into discussions and communicating relevant information back to their constituency. Participatory governance groups include the Associated Students of Yuba College (ASYC), Yuba College Academic Senate, California School Employees Association (CSEA) Chapter 283, and the Administrative Team.

These committees meet regularly to discuss issues impacting college planning and goal setting. They are integral to the communication and recommendation flow across the college and contribute to strategic initiatives.

Operational Workgroups or Taskforces

Operational workgroups and taskforces assist the President in implementing college and district plans, policies, and day-to-day operations. These groups are not constituency-based; instead, they are composed of individuals selected based on their role or expertise to carry out specific operational tasks. Membership is typically determined by the position held within the college, focusing on logistical and procedural functions rather than governance.

Types of Operational Groups:

- **Workgroup:** A standing workgroup reporting to a committee, formed to address procedural or operational needs within a defined area. Workgroups are established by the committee to which they report, with clear purpose and membership expectations.
- **Task Force:** A temporary group formed by a committee or by the President (or their designee) to address a specific college-wide issue. Task forces disband once their objective is accomplished.
- **Advisory Group:** A group of individuals with specialized expertise who provide input and guidance to an operational unit or units. Advisory groups do not make binding decisions but contribute insights on topics like Career and Technical Education (CTE) or Extended Opportunity Programs and Services (EOPS).
- **Steering Committee:** A committee established to oversee large-scale initiatives, such as accreditation. Steering committees may oversee additional workgroups as necessary to support the initiative.

Academic Senate Committees

The Academic Senate is the official representative body for faculty in academic and professional matters as outlined in the “10+1” areas specified in Title 5. Academic Senate committees are responsible for issues related to curriculum and academic standards, ensuring that faculty leadership is maintained in relevant college policies and processes. While the Academic Senate provides recommendations on these matters, it collaborates with other governance groups to ensure alignment with college-wide goals and regulations.

Associated Students of Yuba College (ASYC) Groups

ASYC represents the interests of the student body and ensures that student voices are heard in college governance. ASYC groups focus on student welfare, campus life, and policies that impact the student experience. As part of participatory governance, ASYC representatives bring student perspectives to decision-making bodies and provide feedback on policies and initiatives affecting student life and learning.

Collective Bargaining Groups

Collective bargaining groups represent specific employee groups in labor relations with the district under the Rodda Act. Their scope includes negotiations on wages, benefits, working conditions, and other employment terms. Yuba College has three collective bargaining groups:

- **Faculty Association of Yuba Community College District (FAYCCD)**, representing full-time faculty.
- **Yuba College American Federation of Teachers (YC-AFT)**, representing part-time faculty.
- **California School Employees Association (CSEA) Chapter 283**, representing classified professionals.

Collective bargaining groups focus on issues within their scope of representation, supporting fair labor practices and advocating for their members' employment rights.

Brown Act Groups

The Brown Act (California Government Code § 54952) mandates that public agencies conduct meetings openly. The Act applies to what it terms "legislative bodies," which include committees created by formal action of the Board of Trustees. Such committees must operate transparently, ensuring that their meetings are accessible to the public.

For a college committee to be subject to the Brown Act, it must have been created by the district's Board of Trustees, making it a "legislative body." Committees established directly by administrators, however, do not fall under the Brown Act.

Standing committees created by the Board of Trustees are subject to the Brown Act, including:

- **Yuba College Academic Senate:** Established by the Board as an advisory body on academic matters.
- **Associated Students of Yuba College (ASYC):** Representing students in governance and providing input on student-related issues.
- **Curriculum Committee:** Responsible for reviewing and recommending curriculum changes, ensuring academic quality and alignment with college standards.

These Brown Act groups adhere to open meeting requirements, allowing the college community to observe and participate in discussions impacting academic and operational policies.

By establishing clear roles and responsibilities for each governance group, Yuba College ensures an inclusive and collaborative decision-making environment that aligns with the college's mission and serves the interests of all constituents.

Participatory Governance Roles and Responsibilities

In Yuba College's governance structure, each member of a committee or council plays a defined role with responsibilities that support informed and collaborative decision-making. The following outlines the primary roles within governance committees, providing clarity on each member's purpose and contributions to the participatory governance model.

Roles Within Governance Committees

- **Tri-Chairs:** Tri-chairs lead participatory governance committees with representatives from faculty, classified staff, and administrators. Their role includes coordinating meetings, facilitating balanced discussion, and ensuring that each constituent group's voice is heard. Tri-chairs work together to guide the committee's work toward aligned and actionable recommendations.
- **Voting Members:** Voting members are appointed representatives of constituent groups who participate in decision-making. Their responsibilities include actively engaging in discussions, voting on recommendations, and consulting with their constituency to ensure their perspectives are represented accurately.
- **Resource Members:** Resource members provide specific knowledge and insights to the committee without voting rights. Their role is to support informed decision-making by sharing relevant expertise, data, or context related to the committee's discussions and objectives.
- **Representative Constituency Members (Voting or Resource):** These members are designated by their constituency to bring insights, feedback, and expertise to the committee. They may have voting rights or act as resource members, depending on the committee's purpose. Regardless, they bridge communication between their constituency and the governance body.
- **Proxy Members:** Proxy members serve as substitutes when primary representatives cannot attend meetings. They have the same responsibilities as the member they replace, ensuring continuity in participation and representation.
- **Expert/Ex-Officio Members:** Ex-officio members, often selected for their specialized knowledge, contribute insights on complex issues or technical areas. Although they do not vote, their advisory input supports comprehensive discussions, aiding the committee's decision-making process.
- **Recorder:** The recorder is responsible for documenting meeting proceedings, including attendance, key discussion points, and decisions or recommendations made. Accurate documentation is essential for transparency and accountability in the governance process.

- **Meeting Guests:** Guests may attend committee meetings to observe or contribute on specific topics, but they do not hold voting rights. Their participation is typically limited to providing input or information on particular issues when invited by the committee.

By defining these roles within the governance structure, Yuba College ensures that committee operations remain transparent, collaborative, and accountable. Each role is essential to achieving balanced representation, facilitating communication across constituencies, and fostering a shared commitment to the college's mission and goals.

Inclusivity and Effectiveness in Governance

Effective participatory governance at Yuba College requires active engagement and responsibility from all constituencies impacted by decision-making. To foster an inclusive governance environment, the college promotes practices that support meaningful participation from each group, ensuring that diverse perspectives inform college policies and initiatives. This approach cultivates transparency, accountability, and collaboration across the college community.

Facilitating Effective Participation

Supporting the participation of each constituency group is essential to effective governance. The following strategies are tailored to address the unique roles, schedules, and responsibilities of each group within the governance structure:

Faculty Participation

Faculty play a central role in areas such as curriculum development, program review, and institutional planning. To facilitate robust faculty engagement, the Academic Senate consults faculty on their strengths, interests, and availability for committee roles. The Senate also ensures continuity by identifying replacement members early and offering shadowing opportunities where appropriate. Faculty vacancies should be promptly reported to the Academic Senate to ensure timely appointments.

Classified Professional Participation

Classified professionals contribute logistical and technical expertise, supporting both student success and college operations. Given their specific work demands, managerial support is crucial in allowing classified staff time for governance activities. Supervisors are encouraged to provide classified employees reasonable time away from their primary duties to engage fully in committee work. Classified vacancies should be reported to the California School Employees Association (CSEA) to facilitate swift replacement.

Administrator and Confidential Participation

Administrators and confidential employees, including Vice Presidents, Deans, Directors, and other key leaders, often serve on multiple committees, contributing their expertise and supporting the implementation of committee recommendations. In cases where scheduling conflicts prevent attendance, administrators may send a designated representative, notifying committee chairs in advance. If frequent delegation becomes necessary, it may be appropriate to reassess appointments to maintain effective representation. Vacancies within this group should be reported to the Administrative Team to ensure continuity.

Student Participation

Student voices are essential to governance, providing insights into campus life, academic programs, and student services. Given students' time constraints and varying levels of familiarity with governance, committee chairs are encouraged to appoint mentors for student representatives to support their understanding and involvement. Chairs can also facilitate student engagement by directly requesting their input, providing positive reinforcement, and ensuring communication is accessible. Any student vacancies should be reported to the Associated Students of Yuba College (ASYC) President and Advisor to secure timely replacements.

Facilitating Participation Across All College Areas

Representation from all college areas in governance activities helps ensure well-rounded decision-making. To promote active engagement across departments, managers, constituency leaders, and committee chairs should:

- Encourage committee representatives to report back to their departments or constituencies.
- Support colleagues in staying informed on key college issues through regular communications and Board packets.
- Foster a culture of feedback by inviting reviews and comments on critical documents, such as the Strategic Plan or accreditation reports.

Training for Committee Tri-Chairs and Members

Annual training sessions equip committee members and tri-chairs with the knowledge and skills needed to engage effectively in participatory governance. Training includes a focus on governance roles, responsibilities, and best practices for fostering productive committee dynamics.

- **August Professional Development Training:** During August Professional Development week, College Council tri-chairs host dedicated training sessions for committee tri-chairs and members. Training covers governance principles, roles, and collaboration skills.
- **Orientation at First Meeting:** Tri-chairs provide a condensed version of training as an orientation at the start of the academic year, supporting new committee members in understanding their roles.
- **Supplementary Training Opportunities:** Additional training sessions are offered in January and potentially during the summer, ensuring that members have ongoing opportunities to refine their governance skills.

Regular training builds consistency across committees and fosters a culture of informed, inclusive participation.

Improving Committee Effectiveness

Committee effectiveness is essential to achieving college goals. To support continuous improvement, each college-wide participatory governance committee conducts an annual self-evaluation to assess its

achievements, challenges, and alignment with institutional priorities. These evaluations are submitted to College Council, which reviews governance structures and provides feedback.

A comprehensive self-evaluation includes:

- **Charge and Composition Review:** Assessing whether the committee's charge, size, and representation meet the current needs.
- **Accomplishments and Goal Fulfillment:** Documenting major accomplishments and progress toward goals.
- **Strengths and Opportunities for Improvement:** Identifying operational strengths and recommending improvements.
- **Alignment with College Mission and Plans:** Evaluating the committee's contributions to Yuba College's mission and strategic priorities.
- **Future Goals:** Establishing goals to maintain alignment with college priorities.

This self-assessment process allows committees to reflect on their impact and make necessary adjustments to enhance effectiveness.

Continuous Improvement Cycle

Yuba College's Continuous Improvement Cycle ensures that governance structures remain effective and responsive.

- **Annual Self-Evaluation:** Committees conduct self-assessments, documenting accomplishments and challenges.
- **College Council Review:** College Council examines evaluations, identifying areas for structural or procedural improvements.
- **Feedback and Recommendations:** College Council provides guidance to committees for better alignment with institutional goals.
- **Governance Summit:** Each three years, College Council hosts a Governance Summit to review governance effectiveness and discuss improvements.
- **Action Plan Development:** College Council formulates an improvement plan based on findings and summit discussions.
- **Implementation and Monitoring:** The action plan is implemented and tracked for effectiveness.

This cycle promotes accountability, transparency, and adaptability within participatory governance at Yuba College.

Governance Operational and Ground Rules

Yuba College's governance committees operate under a set of structured ground rules designed to promote inclusivity, transparency, and accountability. These operational rules support effective governance by establishing clear expectations for committee operations, attendance, decision-making, and conduct during meetings.

Quorum Requirements

A quorum is the minimum number of members required to be present for a committee to conduct official business. For most governance committees, a quorum is defined as a majority of voting members, although some committees may adopt alternative quorum requirements, such as the presence of representatives from each constituency group. Committees should confirm or revise their quorum rules at the first meeting of the academic year and adhere to this standard consistently.

Open vs. Closed Meetings

All college-wide participatory governance committee meetings are open to the Yuba College community, allowing non-members to attend and observe as guests, with participation when appropriate. Open meetings often offer a Zoom option, and some may include physical attendance options. Certain committees that handle confidential or sensitive matters, such as hiring or negotiation teams, conduct closed meetings limited to committee members and invited participants only.

Brown Act Compliance

The Ralph M. Brown Act ensures public access to meetings of legislative bodies, which, at Yuba College, includes the Academic Senate, Curriculum Committee, and Associated Students of Yuba College (ASYC). These committees are required to provide public meeting notices, make agendas available in advance, and conduct discussions in an open forum. This compliance promotes transparency and accountability, aligning with best practices for public governance. Further information on the Brown Act can be found [here](#).

Group Member Responsibilities

Committee members are representatives of their respective constituencies, responsible for voicing constituent perspectives and reporting back to their groups. Core responsibilities for all participatory governance members include:

- **Regular Attendance** at all meetings.
- **Articulate Constituent Views:** Bringing forward and introducing relevant issues on behalf of their groups.
- **Team Collaboration:** Engaging constructively with other members and contributing to a team-oriented environment.
- **Task Completion:** Following through on assignments between meetings.
- **Reporting Back:** Sharing meeting outcomes with their constituencies.
- **Consensus Building:** Working toward common understanding and agreement in a respectful and open atmosphere.
- **Supporting Decisions:** Upholding and supporting recommendations reached by the group consensus.
- **Proxy Notification:** If unable to attend, notifying the chair and arranging for an approved proxy if needed.

If a committee member cannot fulfill their responsibilities consistently, committee tri-chairs may recommend finding a replacement to the appropriate constituency leader to ensure active and effective participation.

Attendance Standards and Proxy Use

Consistent attendance by voting members is essential for maintaining continuity and effective representation. Attendance standards include:

- **Attendance Requirement:** Voting members who miss more than 25% of committee meetings without prior approval from the tri-chairs may be considered for replacement. After three consecutive unapproved absences, the tri-chairs will initiate a replacement process to ensure that each constituency remains effectively represented. (Note: YCAS previously adopted a policy which set the limit for YCAS Committee appointees to more than four consecutive meetings or more than half the meetings in an academic year before the position is considered vacant. For more information, see the [YCAS Committee Attendance Policy](#))
- **Proxy Use Limitations:** If a member cannot attend, they may designate a proxy to attend in their place under the following conditions:
 - a. **Constituency Alignment:** The proxy must be from the same constituency as the absent member to ensure consistent representation.
 - b. **Use Cap:** Members may use a proxy for up to three meetings per academic year unless otherwise approved by the tri-chairs.
 - c. **Notification Requirement:** The committee member must inform the tri-chairs and the proxy in advance, ensuring the proxy is well-informed and prepared to participate fully in discussions and decisions.

These standards ensure that each committee member actively engages in governance while providing flexibility for legitimate absences.

Committee Decision Models

Committees are encouraged to select a decision model at the start of the academic year, aligning their approach with the nature of their work and the needs of their members. Common decision models include:

- **Consensus:** Achieving consensus means finding a decision acceptable to all members, even if complete agreement is not reached on every detail. Consensus allows for inclusive discussions and encourages members to seek collaborative solutions. While dissenting views are considered, minor objections should not prevent the committee from reaching a decision when overall agreement is sufficient.
- **Majority Vote:** This model allows for quick decision-making when a majority of voting members agree on a proposal. While efficient, majority vote can limit minority perspectives, so committees using this model should ensure dissenting views are heard and documented.
- **Mixed Model:** Some committees may adopt a mixed model, using consensus for broader discussions and majority vote for specific decisions. Committees must define in advance which

types of decisions require consensus and which rely on majority vote. Importantly, majority vote should not serve as a default fallback when consensus is not reached, as this undermines the collaborative intent of the model.

Decisions regarding academic and professional matters (the '10+1') fall under the purview of the Academic Senate in accordance with the 'Rely Primarily' or 'Mutually Agree' standards. In these cases, committees must seek the Academic Senate's recommendation, and any final decision must align with the processes established for collegial consultation. Committees cannot override the Academic Senate's role in these matters through a majority vote or consensus if the issue falls within the Senate's designated authority

Meeting Notifications and Minutes

To support transparency and preparation, meeting agendas should be shared with committee members at least two days in advance. Any supplementary materials requiring review should also be distributed with sufficient time for members to prepare thoughtfully.

Meeting notifications and agendas can be posted on BoardDocs, and members may receive notifications through email or another mutually agreed-upon method. All participatory-governance committees are expected to record and post meeting minutes on BoardDocs, summarizing key discussions, votes, and decisions. This practice fosters an open governance environment and ensures that the broader college community stays informed.

Brown Act Committees

Committees subject to the Ralph M. Brown Act (Government Code §54950-54963) must adhere to additional public notice and documentation requirements to ensure compliance with open meeting laws. These requirements apply to committees designated as legislative bodies, including:

- Academic Senate
- Curriculum Committee
- Associated Students of Yuba College (ASYC)

For Brown Act committees:

1. Agenda Posting Requirements:
 - a. Agendas must be publicly posted at least 72 hours before a regular meeting (or 24 hours for a special meeting).
 - b. Posting must be in a publicly accessible location and on the college's website.
 - c. The agenda must include a brief general description of each item to be discussed.
2. Public Participation and Access:
 - a. Meetings must be open to the public, except for closed session items allowed by law (e.g., personnel matters).
 - b. The public must have an opportunity to provide comments before or during the committee's consideration of an item.
3. Minutes and Record-Keeping:
 - a. Minutes must accurately reflect discussions, votes, and actions taken.

- b. Approved minutes must be posted on BoardDocs in a timely manner for public access.

These additional requirements ensure that Brown Act committees operate transparently, comply with legal standards, and provide meaningful opportunities for public engagement in governance processes.

Participatory Governance Committees

College Council Charter	
Purpose	To ensure college-wide input on participatory governance issues, the College Council serves as the umbrella group for the various committees and workgroups, bringing forward to the College President its recommendations.
Functions	• Serves as a representative forum for dialogue on College issues, and college input on district-wide issues; examines the impact of decisions being made by College departments, committees, and teams; and recommends areas for further study. • Provides leadership for the development of college goals. • Provides leadership for the College to ensure a team-based, data-informed culture. • Recommends prioritization of college goals and new initiatives. • Monitors the College's progress on its annual plan of work, campus effectiveness, and use of results for continuous improvement. • Provides leadership for establishing and reviewing information and communication pathways at the College level. • Provides a forum for reported information on Yuba College staffing, budget, site improvements, equipment, and other critical matters resulting from Strategic Plans, Instructional Programs and Services Reviews, audits, or legal mandates. • Coordinates annual updates of the EMP.
Recommends To	College President
Staff	Tri-Chair: Administration Appointee Tri-Chair: Academic Senate President or Designee Tri-Chair: Classified Professional Appointee Recorder: Appointed by Administration
Membership (Staggered 3-Year Terms)	Composition by groups (total of 11 voting members including tri-chairs): • 2 Administrators • 3 Faculty (of which one may be part-time, and one should be the 10+ resource) • 2 Classified Professional • 1 Student
Quorum	6 voting members
Recommendations	• The Council will seek consensus, using the U-1 Model, but recognizes that it may not be reached.

	- When consensus cannot be reached, the responsibility for a final decision rests with the College President - In situations in which consensus is at odds with the informed decision of the College President, the responsibility remains with the College President. In such cases, the President will address the College Council in an agendaized meeting regarding the decision
Standing Workgroups	- Strategic Enrollment Management - Dual Enrollment
Brown Act	No
ACCJC Standard	Standards 1 and 4
Meetings	First and Third Tuesdays of the Month from 1:00 to 2:30 pm in the President's Conference Room (2800 N. Beale Road, Marysville, CA 95901, Building 100A, Room 4) and currently via Zoom
Meeting Agendas and Minutes	https://go.boarddocs.com/ca/yccd/board.nsf/public

College Council Membership 2025-2026	
Tri-Chairs	- Administration: Tawny Dotson (ex-officio) - Academic Senate: Melissa Ha (ex-officio) - Classified Professional: JP Stottmann (2024-2027)
Recorder	Executive Assistant to the President: Zulema Zermeno
Administrators	- Eliliana Becerra, Director of MESA (2024-2027) - King Xiong, Dean for Student Success (2025-2028)
Faculty	- Meridith Selden (10+1 Specialist) (2025-2028) - Zachary O'Neill, English (2024-2027) - Linde Schafsteck, DSPS Counseling (Part-Time) (2024-2027)
Classified Professional	- Ryan Goergen, Financial Aid Technician (2024-2027) - Shawn Melton, Alternate Media Specialist (2025-2028)
Student	Cynthia Salazar (2025-2026)
Resource Member(s)	N/A

Budget and Grant Development Committee Charter	
Purpose	The Budget and Grant Development Committee ensures transparency in student-centered recommendations to the budget and grant processes, evaluation, and prioritization.
Functions	• Evaluate the effectiveness of budget and grant development processes and make recommendations for process improvements. • Communicate with appropriate groups. • Adhere to the 3 pillars of the California Community College purpose. • Understand College budgets and grant development processes • Understand categorical and grant funded budgets • Understand fixed expenses • Follow Yuba College participative governance norms. • When the RAM is implemented, follow the Resource Allocation Model (RAM) by providing a consistent, transparent process to align funding decisions with enrollment data, program needs, and institutional priorities—ensuring that both general budget and grant-funded resources are effectively coordinated to advance the college’s mission.
Recommends To	President
Staff	Tri-Chair: Administration Appointment Tri-Chair: Academic Senate Appointee Tri-Chair: Classified Professional Appointee Recorder: Appointed by Administration
Membership	Composition by groups (total of 11 voting members including tri-chairs): • 2 Administrators • 3 Faculty (of which one may be part-time) • 2 Classified Professional • 1 Student
Quorum	6 voting members
Recommendations	• TBD
Standing Workgroups	• Faculty Staffing Workgroup
Brown Act	No
ACCJC Standard(s)	Standard 3
Meetings	2nd Tuesday of each month 1:00pm - 1:50pm
Meeting Agendas and Minutes	https://go.boarddocs.com/ca/yccd/board.nsf/public

Membership (2025-2026)	
Tri-Chairs	• Administrative appointee: Karissa Morehouse (2025-2028) • Academic Senate Appointee: Dan Turner (2024-2027)

	Classified Professional Appointee: Shawn Melton
Recorder	Assistant to the Tri-Chair Administrator: Margaret Wheeler (2025-2028)
Administrators	- Mark Covington (2025-2028) - Alan Dixon, Dean of Social Science, Health, and Public Service (2024-2027) - Martin Gutierrez, Director of Financial Aid (2025-2028)
Faculty	- Sherry Benson, General Business and Accounting (2024-2027) - TBD - TBD
Classified Professionals	- Three-year term limit - Three-year term limit
Student	Annabella Cruz (2025-2026)
Resource Member(s)	Irma Guzman, Fiscal Analyst

Institutional Effectiveness Committee Charter	
Purpose	The Institutional Effectiveness Committee ensures and sustains a culture of evidence, inquiry, and action for continuous quality improvement in institutional assessment, integrated planning, and student learning and success
Functions	
Recommends To	YCAS, YCCC, Executive Committee, VPI
Staff	
Membership	
Quorum	50% + 1 voting members
Recommendations	
Standing Workgroups	
Brown Act	
ACCJC Standard(s)	I
Meetings	2nd and 4th Wednesdays, 3pm
Meeting Agendas and Minutes	BoardDocs

Membership (2025-2026)	
Tri-Chairs	Mark Urban, Jackie Bumanglag
Recorder	Elizabeth Bauer
Administrators	Tara Harlan, Joel Ramirez
Faculty	Carmen Bowen, Judith Kreft, Marc Flacks
Classified Professionals	Elizabeth Bauer
Student	
Resource Member(s) (2022-23 Only)	

Leadership in Equity, Achievement, and Diversity (LEAD) Charter

Purpose	The LEAD Committee supports and leads innovative campus initiatives that strengthen student access, success, and equity. The committee supports the educational needs of underserved and disproportionately impacted students, particularly those from minoritized communities. Through review, analysis, and discussion of published research, local data, and survey or focus group results, the committee will develop and maintain the Yuba College Student Equity Plan.
Functions	• Oversees development and implementation of the Yuba College Student Equity Plan. • Coordinates, develops, and facilitates equity-focused Convocation and staff development activities. • Provides leadership for the development of equity-minded inquiries and classroom applicable activities. • Reviews Student Equity and Achievement Program expenditures. • Reviews applications for equity-related funding. • Provides leadership for the development of college equity goals. • Advises Educational Master Plan (EMP) work groups on the equitable implementation of EMP goals. • Collaborates on the implementation of Guided Pathways Pillar IV and supports the equity initiatives of the Teaching and Learning Center and the Student Identity and Engagement Center.
Recommends To	The Academic Senate, College Council, and the Professional Development Committee
Staff	Tri-Chair: Equity Faculty Coordinator Tri-Chair: SEAP Administrator Tri-Chair: Classified Professional Appointee Recorder: Administrative Assistant to SEAP Administrator
Membership (Staggered 3-Year Terms)	Composition by groups (total of 16 voting members including tri-chairs): • 2 Administrators • 6 Faculty (of which two may be part-time) 1. At Large Adjunct (1 year term) 2. Applied Academics 3. Arts and Education 4. STEM and Social Science 5. Student Services – (GE/Transfer/Career) 6. Student Services – (special populations) • 4 Classified Professionals ○ Marysville ○ Sutter County Campus ○ Tutoring ○ Student Services

	1 Student (1 year)
Quorum	9 Voting Members
Recommendations	- Decisions are made by majority vote - If a majority cannot be reached, the responsibility for the final decision rests with the LEAD committee Tri-Chairs.
Standing Workgroups	None as of 5/15/23
Brown Act	No
ACCJC Standard	Standard I and Standard IV
Meetings	Second and Fourth Mondays of the Month from 1:00 to 2:30 pm via Zoom, with at least one in-person retreat per academic year.
Meeting Agendas and Minutes	https://go.boarddocs.com/ca/yccd/board.nsf/public#

LEAD Membership 2025-2026	
Tri-Chairs	- Dean of Student Success: Carlos Gamez Jr. (<i>ex-officio</i>) - Equity Faculty Coordinator: Kiara Koenig (<i>ex-officio</i>) - Classified Professional Appointee: Riley Hang (2024-2027)
Recorder	Administrative Assistant to the Dean of Student Success (Vacant)
Administrators	- Carrie Mehlert, Director of Nursing (2025-2027) - Open
Faculty	- General Counseling Vacant (2025-2029) (GE/Transfer/Career) - Georgie O'Keefe-Schwering (Student Services)– (special populations) - Kiara Koenig, Arts & Education (2023-2026) - Denice Burbach, Applied Academics (2023-2026) - Page Gearhart-Davis, Part-Time Faculty (2025-2026) - Claire Eberhardt, History and Social Sciences (STEMS) (2025-2027)
Classified Professional	- Stephanie Bone, Instructional Associate (Sutter) (2025-2027) - Tutoring Vacant (2024-2027) - Juana Enriquez (Student Services) (2025-2028) - Marysville Campus Vacant - (2024-2027)
Student	Annabella Cruz, ASYC Appointee (2025-2026)
Resource Members	- Campus Life - Basic Needs - Institutional Research - Athletics - DSPS

Professional Development Committee Charter	
Purpose	College Council approved: The Yuba College Professional Development Committee works to improve and sustain the professional growth of staff, faculty, and administration through collegially planned learning opportunities that advance the institutional goals.
Functions	• Administer an annual campus-wide Professional Development Needs Assessment Survey for faculty and staff. • Coordinate workshops based on Professional Development Needs Assessment Surveys and Yuba College needs. • Review and prioritize all Yuba College Professional Development Funding Travel Requests and prioritize for approval. • Coordinate Fall and Spring semester Professional Development Week activities in collaboration with Yuba College administration, HR representatives, and the Flex Committee. • Coordinate with Yuba College Administration in planning Counseling Faculty and Classified professional development activities in the Fall and Spring semesters
Recommends To	College President
Staff	Tri-Chair: Director, Academic Excellence Administration Tri-Chair: Flex Coordinator Tri-Chair: Classified Professional Appointee Recorder: Administrative Secretary III to the Vice President of Student Services
Membership (Staggered 3-Year Terms)	Composition by groups (total of 9 voting members including tri-chairs): • 3 Administrators ○ Director, Academic Excellence (Tri-chair) ○ Flex Coordinator ○ Classified Professional Appointee • 8 Faculty ○ 1 Tri-chair ○ Social Science and Education ○ Public Safety ○ Health and Medical Careers ○ Student Services Business ○ Science and Math ○ Applied Technology, Transportation, and Culinary Arts ○ Arts Language and Communication • 3 Classified Professionals ○ 1 Tri-chair ○ Academics ○ Students Services
Quorum	50% +1 of voting members
	For Travel Funding:

Recommendations	• Tri-chairs will unanimously approve requests for clear, in-service training (conferences, courses, training). • When unanimity is not reached, the Committee will approve with a majority vote. • If requests fall outside clear, in-service training, the Committee will approve with a majority vote. For other decisions, when needed: • The Committee will approve with a majority vote.
Standing Workgroups	N/A
Brown Act	No
ACCJC Standard	Standard 1 and Standard 3
Meetings	First and Third Fridays of the Month from 2:00 – 3:30 pm via Zoom
Meeting Agendas and Minutes	https://go.boarddocs.com/ca/yccd/board.nsf/public#

Professional Development Committee Membership 2025-2026	
Tri-Chairs	• Director, Academic Excellence: Tara Harlan (ex-officio) • Flex Coordinator: James Gilbreath (ex-officio) • Classified Professional Appointee: Carrie Stoner (classified professional)
Recorder	• Administrative Secretary III to VPSS: Temp., Margaret Wheeler
Administrators	• Tara Harlan (tri-chair) • Carlos Gamez (2025-2028) • Katherine Razo-Gomez (2025-2028)
Faculty	• James Gilbreath (tri-chair) • Kyra Mello, Arts, Language and communication (2023 - 2026) • Erika Noffsinger, Science and Math (2025 - 2028) • Fatima Ruiz, Social Science and Education (2023 - 2026) • Yuliana Mendez, Business (2025 - 2028) • Public Safety • Health and Medical Careers • Applied Technology, Transportation, and Culinary Arts
Classified Professional	• Carrie Stoner (tri chair) • Elizabeth Bauer (2025-2028) • Maria Ruiz (2025-2028) • Maria Ruiz (2025-2028)
Resources	• Cindi Sargent, Instructional Designer • Kiara Koenig, LEAD Coordinator • Mark Urban, Director, Institutional Effectiveness

Yuba College Academic Senate Committees

Curriculum Committee Charter	
Purpose	The Curriculum Committee is a standing committee established by the Academic Senate. It is responsible for ensuring the quality, currency, and planning of the College curriculum.
Functions	Under the purview of the Academic Senate, recommends the future direction of the educational program and curricula offerings of the College. • Promotes development of curricula and courses that meet the identified needs of the students, community, regional work places, and global society. • Ensures that general education and associate degree requirements are appropriate to meet the goals of the College and the needs of students and the communities the College serves. • Determines the appropriateness of new and revised course or educational program proposals for departments or disciplines. • Ensures the quality, consistency, integrity, and feasibility of the College curriculum. • Ensures compliance with statewide educational policy and articulation with other educational institutions. • Ensures that all Course Outlines of Record are updated every five years. • Ensures that courses that have not been offered in more than three years and degrees and certificates that have not been awarded in more than five years are inactivated. • Assists department faculty in completing appropriate Transfer Model Curriculum (TMC), obtaining Course Identification Number (C-ID) approval, and submitting Associate Degrees for Transfer (ADTs). • Establishes and monitors the work of subcommittees. • Examines topical instructional issues of major importance to the College. • Trains faculty in the use of eLumen.
Recommends To	-Academic Senate -College President -Vice President of Instruction
Staff	• Faculty Co-Chair • At-Large Faculty Curriculum Support Coordinator • Administrative Co-Chair • Recorder
Membership	

Quorum	In order to take official action at any called meeting, there must be a quorum. Quorum constitutes half the number of filled positions plus one. The majority of present members must be faculty. Proxy voting will not be allowed.
Recommendations	The Committee operates with the College Shared Decision-Making Model. • Committee Co-Chairs and members will carry out responsibilities assigned to this Committee and function under the Team Roles as defined in the College Council Handbook. • Issues outside the Committee will be referred to the Academic Senate for direction/adjudication. • Members of the committee will solicit input from the campus community and maintain an open dialog with colleagues during all aspects of the college curriculum approval process.
Standing Workgroups	
Brown Act	Yes Attendance Policy: Assembly Bill 2449 (AB 2449) also allows individual members to participate in meetings remotely during “emergency circumstances,” or for “just cause”. All of the following requirements apply when a member is using the new AB 2449 rules: • At least a quorum of the board must participate in the meeting from a single physical location that is identified on the notice and agenda, is open to the public, and is located within the jurisdiction. • The agenda must provide an option for members of the public to participate in the meeting remotely by phone and internet, in addition to public participation at the physical location. • The member using AB 2449 must notify the agency at the earliest opportunity possible, even at the start of the meeting. A separate request and disclosure is required for each meeting. The disclosure must include a general description of the need to participate remotely. • At the meeting before any action is taken, the board member must publicly disclose whether any adults are present in the room with the board member, and the general nature of the person’s relationship. • The member must participate remotely by audio AND video. A member may only participate remotely based on “just cause” for two meetings per calendar year. A member may not participate remotely under AB 2449 for more than three consecutive months, or for 20 percent of the regular meetings within a calendar year.
ACCJC Standard(s)	4.1-4.3
Meetings	Meeting Schedule

	• First and third Fridays of the month from 1:00-3:00 (or 4:00) p.m. • Special meetings as needed with member approval
Meeting Agendas and Minutes	Housed in Board Docs: <u>Active Meetings - 3301 E. Onstott Road Yuba City, CA 95991 Ph: (530) 741-6972 BoardDocs® Plus</u> Agenda to be distributed 72 hours in advance.

Membership (2025-2026)	
Tri-Chairs	Faculty Co-Chair: Elena Flacks (term ends 2026) Administrator Co-Chair: Samantha Dana (Ongoing by position)
Recorder	Gabriela Ibarra
Administrators	Samantha Dana (2025-2026) Alan Dixon (2023-2024) Kristina Vannucci (2023-2024)
Faculty	At-Large Faculty Curriculum Support Coordinator: Lore Dobusch (2024-2027) At-Large: Meridith Selden (2025-2028) Part-time: Claire Eberhardt (2024-2027) CTE: Denice Burbach (2023- 2026) Part-time or full-time CTE: Christopher Myers (2024-2027) Part-Time: Judith Kreft (2025-2028) Language Arts: Shawn Frederking (2025-2028) MESH: Karsten Stemmann (2023-2026) Social Science: Omar Sanchez (2023-2026) At-Large: Vacant Counseling: Vacant Fine Arts: Vacant Health/Kinesiology: Vacant
Classified Professionals	Lani Aguinaldo (ongoing by position)
Student	Vacant
Resource Member(s)	Director of Financial Aid: Martin Gutierrez (ongoing by position) Registrar: Jennifer Maller (ongoing by position)

Distance Education Committee Charter	
Purpose	The Distance Education Committee (DEC) is a standing committee of the Yuba College Academic Senate. Its primary function is to develop and advocate for best practices for effective distance education (DE) and online learning
Functions	• Ensure standards of rigor, quality, and accessibility in DE comparable to face-to-face instruction. • Review DE courses to validate that college, district, state, and federal standards are being met, including standards for ADA compliance and regular substantive interaction. • Recommend, approve, and provide training for faculty for teaching DE courses. • Establish processes and criteria, in consultation with the Curriculum Committee, whereby courses are determined to be online-appropriate. • Stay abreast of accreditation and state requirements for DE and communicate those requirements to the college community. • Research, review, and recommend emerging technologies for online teaching. • Act as a resource for questions regarding online learning and DE. • Establish guidelines for and ensure instructor eligibility for online teaching. • Advise the Yuba College Academic Senate, the Curriculum Committee, and Yuba College Administration on matters relating to DE. • Review student success and retention data for DE courses and advise stakeholders of major findings. • Make recommendations regarding best practices to meet established benchmarks and indicators. • Maintain the Distance Education Handbook and provide regular updates for the Yuba College Distance Education website.
Recommends To	• Yuba College Academic Senate • All Yuba College scheduling deans and directors
Staff	• Faculty Co-Chair • Administrative Co-Chair • Recorder
Membership	Voting Membership (co-chairs may vote only when making quorum): • 2 Administrative Appointments • 8 Full-time Faculty Representatives • 2 Part-time Faculty Representatives • 1 Instructional Design Resource Faculty
Quorum	14 voting members
Recommendations	• Decisions are made by majority vote • Voting occurs only when a quorum is present • Co-chairs may vote when needed to make quorum • Faculty co-chair may vote to break a tie • Motions for course validation may be brought forward by any member of a review team

	Petitions are decided on a case-by-case basis by an ad hoc subcommittee of three (3) DEC members
Standing Workgroups	None
Brown Act	NO
ACCJC Standard(s)	2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. 2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.
Meetings	Second and Fourth Thursdays of the month from 2:00 to 4:00 pm in the President's Conference Room (2800 N. Beale Road, Marysville, CA 95901, Building 100A, Room 4) and via video conferencing
Meeting Agendas and Minutes	Housed in Board Docs: <u>Active Meetings - 3301 E. Onstott Road Yuba City, CA 95991 Ph: (530) 741-6972 BoardDocs® Plus</u> Agenda to be distributed two (2) days in advance of each meeting. Minutes to be distributed five (5) days following each meeting.

DEC Membership 2025-2026	
Co-Chairs	- Faculty Co-Chair: Cassandra Dulin (2025-2028) - Administrative Co-Chair: Kristina Vannucci (2025-2026)
Recorder	Amanda Tortora
Administrative Appointments	- Jennifer Cassel (2025-2026) - Marci Lang (2025-2026)
<u>Full-Time Faculty Representatives</u>	- Korey Champe (2025-2028) - Paige Sneso (2023-2026) - Carrie Wasinger (2025-2028) - Kyle Mathis (2023-2026) - Griselda Madrid (2025-2028) - Vacant (2023-2026) - Joshua Pittenger (2025-2028) - Vacant (DSPS Rep) (2025-2028)
Part-Time Faculty Representatives	- Amber Kuykendall (2025-2028) - Claire Eberhardt (2025-2028)
Instructional Design Resource Faculty	Cynthia Sargent (ongoing)
Resource Member(s)	Shawn Melton

Governance Evaluation and Continuous Improvement Process

To maintain an effective governance framework, Yuba College has established structured evaluation and improvement processes, including annual committee self-evaluations and a governance structure review every three years.

Committee Self-Evaluation Process

Each committee completes an **annual self-evaluation** to assess its effectiveness and identify improvement.

Timeline and Procedure

- **End of Spring Semester:** Committees conduct and complete evaluations at the end of April or early May.
- **Submission to College Council:** Evaluations are submitted by June 1.
- **Review and Reporting:** College Council compiles and summarizes key findings.

Key Self-Evaluation Components:

1. **Charge and Composition Review:** Assessing relevance and representation
2. **Accomplishments and Goal Fulfillment:** Documenting major achievements.
3. **Strengths and Areas for Improvement:** Identifying effective practices and improvement needs.
4. **Alignment with College Mission and Plans:** Ensuring strategic alignment
5. **Future Goals:** Establishing actionable goals for the next academic cycle.

Governance Structure Review Cycle

Every three years, College Council conducts a governance review, incorporating committee evaluations and feedback from governance groups.

Review Cycle Steps:

1. **Collection and Analysis of Self-Evaluations:** Identifying strengths and challenges.
2. **College Council Governance Review:** Evaluating governance effectiveness.
3. **Governance Summit:** Engaging stakeholders in discussions on governance improvements.
4. **Development of an Improvement Action Plan:** Implementing enhancements based on findings.

This structured review ensures governance remains responsive, inclusive, and aligned with college priorities.

Feedback Loops and Reporting

Effective feedback loops are essential to maintain transparency and foster continuous improvement within governance. Feedback mechanisms include routine reporting structures, ongoing communication, and collaborative forums that support an adaptive governance environment.

Committee Reporting and Communication

- **Routine Updates:** Committees are encouraged to share regular updates with their constituencies to keep them informed about key issues, decisions, and recommendations. Committee chairs should facilitate communication, ensuring that all members understand and support committee actions.
- **College Council Reporting:** After reviewing committee evaluations, College Council provides feedback to individual committees, highlighting strengths, noting any recurring challenges, and suggesting improvements where necessary.

Feedback Mechanisms for Continuous Improvement

- **Annual College Council Summary Report:** College Council compiles a summary report each year, which includes insights from committee evaluations, progress updates on the action plan, and feedback gathered from participatory governance bodies. This report is shared college-wide to maintain transparency and support continuous improvement.
- **Governance Summit Follow-Up:** Following the Governance Summit, College Council shares a report on key discussion points, decisions made, and recommended actions. This follow-up report serves as a record of the summit's outcomes and provides governance groups with clear guidance on implementing suggested improvements.
- **Mid-Year Check-In:** Midway through each academic year, College Council conducts a check-in with each committee to monitor progress on goals and address any emerging challenges or feedback. This process allows for timely adjustments, ensuring governance remains aligned with institutional priorities.

Ongoing Documentation and Access to Information

- **BoardDocs and Transparency:** All self-evaluation reports, annual summary reports, and action plans should be documented on **BoardDocs** to provide easy access for the college community. This ensures transparency and allows all stakeholders to stay informed about governance processes and improvements.

These feedback loops create a structured approach to collecting and sharing insights, supporting a culture of open communication, accountability, and continuous improvement across Yuba College's governance framework.

Appendix A: Charter Template

_____ Charter	
Purpose	
Functions	
Recommends To	
Staff	
Membership	
Quorum	
Recommendations	
Standing Workgroups	
Brown Act	
ACCJC Standard(s)	
Meetings	
Meeting Agendas and Minutes	

Membership 20__-__	
Tri-Chairs	
Recorder	
Administrators	
Faculty	
Classified Professionals	
Student	
Resource Member(s) (2022-23 Only)	

Membership 20__-__	
Tri-Chairs	
Recorder	
Administrators	
Faculty	
Classified Professionals	
Student	

Appendix B: Board Docs Style Guide for Yuba College Participatory Governance Committees

The following style guide is intended to support consistent practices across all Yuba College Standing Committees, helping to improve readability, accessibility, and clarity of documentation. Committees are asked to follow these guidelines to enhance the ability of committee members and the public to navigate and interpret content on BoardDocs effectively.

Formatting and Style

Font and Formatting Requirements

- **Font:** Use Arial, 18-point size for readability.
- **Headings:** Apply bold formatting for main headings.
- **Subheadings:** Use **underline** to distinguish subheadings.
- **Lists and Emphasis:**
 - Use bullets or numbering to organize information and highlight key points.
 - Bold key terms or sections where emphasis is needed to guide readers.

Language and Style Requirements

- **Tone:** Maintain a formal and professional tone throughout all content.
- **Acronyms and Initialisms:**
 - Avoid using acronyms in agenda titles. Always spell out the term followed by the acronym in parentheses when first used (e.g., Student Equity and Achievement Program (SEAP)).
 - After the initial definition, the acronym may be used consistently throughout the document, including in recommendations.

Public Content Guidelines

The **Public Content** section in BoardDocs provides essential context for committee members and the public. It should include a comprehensive background, relevant attachments, and a clear description of the agenda item's purpose.

Structuring Public Content

- **Agenda Subject:** Place the subject at the top in bold to clearly identify the focus of the agenda item.
- **Item Background:**
 - Provide a narrative or a clear timeline of events leading up to the current agenda item.
 - Use lists or bullet points to present background information logically and chronologically when applicable.

- **Subheadings:** Divide content sections with underlined subheadings, such as “Background,” “Attachments,” “Discussion Points,” and “Recommendation.”

Attachments

- **Listing Attachments:** List all attachments under a subheading in the **Public Content** section, formatted as follows:
 - 1. Attachment 1.pdf
 - 2. Attachment 2.pdf
- **Consistency in Titles:** Ensure that the attachment titles in the list match the file names of the attachments.
- **Prior Inclusion:** Attachments should be included with the agenda posting, in accordance with Brown Act requirements, to allow members adequate preparation time.

Documenting History and References

Providing Context and Links

- Use hyperlinks to link directly to relevant past items, council items, or supporting documents when applicable.
- Reference significant dates and past meetings that contribute to the item’s current status for transparency and context.

Agenda Item Structure

To standardize agenda items across committees, the following structure is recommended:

1. **Agenda Title:** Clear and concise, avoiding acronyms.
2. **Agenda Subject:** Place the subject at the top of the Public Content section in bold font.
3. **Background and Context:** Describe the purpose, significance, and any previous discussion or action regarding the agenda item.
4. **Attachments:** List any attachments under a dedicated subheading, following the specified format.
5. **Recommendation:** Clearly outline the action items or decisions needed from the committee members.
6. **Next Steps:** (Optional) Specify any follow-up actions or pending steps if the item requires additional future attention.

Best Practices for Updates and Edits

- To ensure transparency and easy tracking of changes:
 - **Version Control:** Note major updates or revisions, with a brief date and description of changes made.
 - **Additions to Background:** Summarize recent developments in the background section if the item has been revisited multiple times.

- **Approval Log:** For recurring items, maintain a simple log of approvals or significant revisions to document decisions over time.

Committee chairs should review this guide with members at the start of each academic year to ensure everyone is aligned on BoardDocs usage expectations. Consistent application of these guidelines helps maintain accessible and well-organized documentation for both committee members and the Yuba College community.

Appendix C: Governance Regulations Reference

This section provides a collection of key regulations, policies, and legal references that inform governance practices at Yuba College. These documents establish the framework for participatory governance, decision-making authority, and stakeholder roles.

- **California Education Code, Section 70902(b)(7)**
 - **Description:** Mandates the rights and responsibilities of community college academic senates in making recommendations on curriculum and academic standards. Relevant to governance structures, this code ensures faculty input on academic matters.
 - **Link:** [California Education Code Section 70902\(b\)\(7\)](#)
- **California Code of Regulations, Title 5, Sections 51023.5 and 51023.7**
 - **Description:** Title 5 outlines the legal foundations for classified staff and student involvement in governance, defining rights to participate effectively in policy development that affects staff and students.
 - **Link:** [California Code of Regulations, Title 5](#)
- **Ralph M. Brown Act (Government Code 54950-54963)**
 - **Description:** Establishes the requirement for transparency and public access to meetings for legislative bodies, including governing boards, academic senates, and committees. Essential for all committees subject to open meeting laws.
 - **Link:** [Brown Act Information](#)
- **Accrediting Commission for Community and Junior Colleges (ACCJC) Standards**
 - **Description:** ACCJC standards set the expectations for governance, institutional integrity, and the continuous improvement process required for accreditation. Relevant for understanding the integration of governance within accreditation cycles.
 - **Link:** [ACCJC Standards](#)
- **Board Policies and Administrative Procedures (BP/AP 2510, BP 2436)**
 - **Description:** Yuba College's Board Policies (BPs) and Administrative Procedures (APs) outline specific governance practices, delegation of authority, and the collaborative processes for decision-making. BP/AP 2510 addresses participatory governance, while BP 2436 specifies delegation to the Chancellor and College Presidents.
 - **Link:** Accessible through Yuba College's internal policy documentation or website.