West Valley-Mission
Community College District

Tuesday, July 21, 2026
WVMCCD Board of Trustees Regular Meeting

Mission College
Room: TAV 130
3000 Mission College Blvd.
Santa Clara, CA 95054
6:00 PM Public Session - CC 215, Mission College
6:01 PM Closed Session
7:00 PM Public Session - TAV 130, Mission College
ZOOM - https://wvm-edu.zoom.us/j/4087419002
Meeting ID: 4087419002

1. Meeting Opening

Subject	**1.1 Roll Call**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	

1. Meeting Opening

Subject	**1.2 Board Member Virtual Participation pursuant to Government Code, § 54953 et seq., Teleconference Attendance for "Just Cause" or qualifying "Reasonable Accommodation" - Recommendation: The Board of Trustees approves the governing board member's participation in the board meeting virtually/remotely citing the "Just Cause" or qualifying "Reasonable Accommodation" provision of Gov. Code, § 54953 et seq., circumstance relating to the qualifying reason.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action, Discussion
Recommended Action	The Board of Trustees approves the governing board member's participation in the board meeting virtually/remotely citing the "Just Cause" or qualifying "Reasonable Accommodation" provision of Gov. Code, § 54953 et seq., circumstance relating to the qualifying reason.

1. Government Code section 54953

Pursuant to Government Code section 54953, a trustee may be eligible to attend a Board of Education meeting remotely with Just Cause, a qualifying Reasonable Accommodation, or during a proclaimed state of emergency or local emergency. To ensure compliance with the notice requirements of Gov. Code § 54953 et seq., the Board will maintain a standing Gov. Code § 54953 et seq. agenda item for each meeting.

a. Identify Just Cause submissions, if any.

Pursuant to Gov. Code § 54953 et seq., a trustee may attend the Board meeting remotely with a qualifying Just Cause. The Board will identify and approve any Just Cause submissions received for the current Board meeting.

b. Consider and take action on proclaimed state of emergency or local emergency requests, if any.

Pursuant to Section 54953.8, a trustee may attend the Board meeting remotely during a proclaimed state of emergency or local emergency and Board approval. Emergency. The Board will identify any state of emergency or local emergency requests received for the current Board meeting, provide a general description of the circumstances, and take action by majority vote to approve or deny the request.

c. Disclosure of individuals present at remote locations, if any, pursuant to Gov. Code § 54953 et seq.

A trustee attending a Board meeting remotely under Gov. Code § 54953 et seq. must publicly disclose whether any other individuals 18 years of age or older are present in the room at the remote location with the trustee, and the general nature of the member's relationship with any such individuals. Any trustee attending the current Board meeting remotely under Gov. Code § 54953 et seq will make this public disclosure.

1. Meeting Opening

Subject	**1.3 Oral or written Communication from the Public on Closed Session Agenda**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Information

Members of the audience may address the Board on any item listed on the Closed Session agenda. Comments will be limited to three (3) minutes per agenda item, with a total of fifteen (15) minutes of public comment on an item unless waived by the Board.

2. Closed Session

Subject	**2.1 Adjourn to Closed Session**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	

2. Closed Session

Subject	**2.2 DIRECTION TO LABOR NEGOTIATORS (Government Code 54957.6) Provide direction to Interim Vice Chancellor of Human Resources, Laura Benson, and Chancellor Bradley Davis, District-designated representatives, regarding negotiations with WVMFT/AFT Local 6554, WVMCEA, Teamsters, and POA; and to Chancellor Bradley Davis, District-designated representative, regarding unrepresented groups.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	

2. Closed Session

Subject	**2.3 Pending Litigation (Government Code 54957.8)**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	

2. Closed Session

Subject	**2.4 Conference with Real Property Negotiators - Potential Real Estate Acquisition**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	

3. Opening Items

Subject	**3.1 Reconvene Public Session**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Procedural

3. Opening Items

Subject	**3.2 Roll Call**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	

3. Opening Items

Subject	**3.3 Pledge of Allegiance**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Procedural

3. Opening Items

Subject	**3.4 Report of Closed Session Action**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Information

3. Opening Items

Subject	**3.5 Approval of the Order of the Agenda**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action
Recommended Action	Motion to approve agenda as presented.

3. Opening Items

Subject	**3.6 Swearing in of West Valley College Student Trustee: Ella Rae Petersen - by Chancellor Bradley Davis**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	

OATH OF OFFICE

Board of Trustees

I, Ella Rae Petersen, do solemnly swear or affirm that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

3. Opening Items

Subject	**3.7 Focus Topic – Mission College Partnerships - Connecting Community, Industry, and Students - presented by: Dr. Clement Lam, Dean, STEM, Dr. Edrina Rashidi, Director, MESA Program, Dr. J. Edward Stevenson, Dean, Business, Education, and Service Industries, Tonya Hersch, Dean, Creative Arts and Communication, and Dr. Seher Awan, President**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	

File Attachments
3.7 MC Partnerships ESSP - July 2026 - FINAL.pdf (14,716 KB)

3. Opening Items

Subject	**3.8 Approval of the June 16, 2026 Meeting Minutes - Board of Trustees Meeting**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Minutes

3. Opening Items

Subject	**3.9 Report of the Audit and Budget Oversight Committee (ABOC) Committee Members: Oster Fish | Fong | Kepner**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Information

3. Opening Items

Subject	**3.10 Report of the Legislative and Policy Oversight Committee (LPOC) Committee Members: Kinman | Grey | Lamkin**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Information

3. Opening Items

Subject	**3.11 Oral Communication from the Public on items not on the agenda**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Information

GUIDELINES FOR PUBLIC PARTICIPATION IN BOARD OF TRUSTEES MEETINGS

Public Comments:

Public comment requests may be submitted electronically by emailing Board Clerk, Rebecca Alvarez at rebecca.alvarez@wvm.edu or via phone by calling 408-741-2072. Attendees may either request to speak by raising their hand at the meeting or via the zoom raise hand feature.

Please include the following information in your public comment request:

SUBJECT: COMMENTS FOR THE MEETING DATE OF:
TOPIC: _____
NAME: _____
TITLE: _____
ORGANIZATION (optional): _____
ADDRESS (optional): _____
EMAIL ADRESS:_____

How to address the Board (Speaking):
When it is your turn to address the Board, the Board President will call your name based on the information provided above in the Public Comment Request.

Members of the public may not approach the dais during public comment and shall remain in the designated speaker area while addressing the Board.

Please note:
Per Board Policy 2345, three minutes may be allotted to each speaker with a maximum of 30 minutes per subject. No action or discussion shall be undertaken on any public comments except that members of the Board or its staff may briefly respond to or ask a question for clarification regarding statements made or questions posed by persons addressing the Board under this agenda item. The Board President may adjust the individual's allotted speaking time when multiple persons want to speak on the same subject.

4. Unfinished Business

Subject	**4.1 There are no items**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Information

5. Consent Agenda

Subject	**5.1 Approval of Consent Agenda**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action (Consent)
Recommended Action	Motion to Approve Consent Agenda Items as Presented.

5. Consent Agenda

Subject	**5.2 CONSIDER APPROVAL OF CURRICULUM CHANGES AT MISSION COLLEGE - Recommendation: The Board of Trustees approve the curriculum changes at Mission College as presented.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action (Consent)
Recommended Action	The Board of Trustees approve the curriculum changes at Mission College as presented.

Prepared By: Lingping Yu, Mehran Karimi, Guy Shani, Valerie Jensen and Lorrie Ranck

Reviewed By: Seher Awan

Approved By: Bradley Davis

Funding Source/Fiscal Impact
The General Fund is the major source for the cost of instruction, which pertains to the offering of approved courses. These costs are offset, to varying degrees, by apportionment received for credit-based instruction and other associated fees.

Reference(s)
Curriculum development and approval is an ongoing activity overseen by the Academic Senate, and its subordinate Curriculum Committee, and the Office of Instruction as per District Policy 4020. It is integrated into the Mission College Program Review process. It is emphasized in many sections of Standard II of the Accreditation Standards of the Accrediting Commission for Community and Junior Colleges. Likewise, it is regulated through Title 5 and WVMCCD District Policy 4020.

Background/Alternatives
As per district policy, the curriculum changes to programs and courses described herein have been considered and approved by the Curriculum Committee and the articulation officer. Each of the curriculum changes and the foregoing approvals has been further reviewed by the chief instructional officer, the college president, and the chancellor. The Office of Instruction further certifies that the programs and courses described herein satisfy all applicable requirements of Title 5 and have also been submitted to the Associated Students Government of Mission College. Degrees developed in compliance with State-approved Transfer Model Curricula (TMC) pursuant to SB-1440 (Padilla, 2010) have already been approved by the chancellor acting as designee for the Board of Trustees and are being presented here as information items.

Coordination
Offerings have been coordinated between Mission College and West Valley College through a process of consultation.

Follow-up/Outcomes
Following Board approval of the curriculum changes, updates to catalogs and class schedules will be made, and campus marketing communications will reflect the changes, as appropriate. Courses which are archived will be removed from the College catalog; courses which are deleted will be removed both from the College catalog and from the state Curriculum Inventory.

File Attachments
Curriculum Packet for July 21 BOT 2026 Attachment.pdf (80 KB)

5. Consent Agenda

Subject	**5.3 CONSIDER APPROVAL OF MISSION COLLEGE STUDENT TRAVEL FOR THE TROPICAL ECOLOGY FIELD STUDIES CLAS TO COSTA RICA IN SPRING 2027 - Recommendation: The Board of Trustees approve travel costs related to the Tropical Ecology Field Studies Class, BIO30L/BIO31L, planned for March 27 to April 4, 2027.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action (Consent)
Recommended Action	The Board of Trustees approve travel costs related to the Tropical Ecology Field Studies Class, BIO30L/BIO31L, planned for March 27 to April 4, 2027.

Prepared By: Jean Replicon

Reviewed By: Lorrie Ranck & Seher Awan

Approved By: Bradley Davis

Funding Source/Fiscal Impact
Student scholarships will be available and awarded based on need and merit. Students not receiving a scholarship are responsible for financing their own trip. The airfare and travel costs for three college trip leaders and one nurse will be covered by district and college funds as detailed below.

Below are the estimated costs associated with the Tropical Ecology Field Studies class:

Itemized travel costs per participant	
ITEM	**COST**
Round Trip Airfare	$1,200
In-country program costs: Includes transportation, lodging and meals, activities, programming and assistance	$2,400
Total per person cost	**$3,600**

Below are the roles, costs and funding sources for the 20 participants:

Participants Cost Table	
An estimated 8 student scholarships @ $3600 each (airfare $1200 and in-country program costs $2400) as follows: 3 scholarships funded by Chancellor's office 3 scholarships funded by President's office 1 scholarship funded by TRIO program (pending availability of funding) 1 scholarship funded by WVC MESA program. (pending availability of funding)	$28,800
8 students @ $3600 per student (airfare $1200 and in-country program costs $2400) *Self funded by students who are not on scholarship*	$28,800
3 Trip Leaders' airfare @ $1200 per leader *Funded by College's Program Review allocation*	$3,600
1 Nurse @ $3600 (airfare $1200 and in-country program costs $2400) *Funded by Health Services*	$3,600
TOTAL TRIP COSTS for 20 participants	**$64,800**

**NOTE: In-country program costs for trip leaders are included in the program pricing as the program does not require any participation fees from individuals serving in a trip support capacity.*

Reference(s)
AP6311 states: "Prior Board approval must be obtained for any travel at District expense if the total travel expense will exceed $10,000 for any one event or purpose, without regard to the number of individuals traveling."

Background/Alternatives
Tropical Ecology credit classes in Costa Rica have been offered by Mission College since 1999. Tropical Ecology Field Studies is a one-unit class, transferrable to UC and CSU. The current offering is planned for March 27 - April 4, 2027 and is expected to total 20 participants, including trip leaders and a nurse. Participants visit wildlife reserves, a biological field station and a laboratory where they carry out surveys and field research. This is a unique program among the community colleges as it allows students of any discipline and experience level to participate in field work in the tropics. As an immersive experience, it is inherently transformational and gives students first-hand knowledge of how Costa Rica leads the way in conservation efforts. Biological Sciences Instructor, Dr. Jean Replicon, will be the lead faculty for the trip. Dr. Replicon has been taking Mission College Tropical Ecology students to Costa Rica since the inception of this program in 1999, which has included over 275 participants.

Coordination
Details of the program are coordinated between the executive director of general services, the study abroad program faculty, the area deans, the vice president of instruction, the vice president of administrative services, and the president of Mission College.

Follow-up/Outcome
Upon Board approval, students will be able to travel and participate in the study abroad program. As in prior years, students will showcase their experience at various forums across campus.

5. Consent Agenda

Subject	**5.4 PROPOSITION 30: EDUCATION PROTECTION ACCOUNT (EPA) SPENDING PLAN - Recommendation: The Board of Trustees approve the spending plan for the Education Protection Account (EPA) for fiscal year 2026-27.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action (Consent)
Recommended Action	The Board of Trustees approve the spending plan for the Education Protection Account (EPA) for fiscal year 2026-27.

Prepared By: Ngoc Chim

Reviewed By: Cade Story-Yetto

Approved By: Bradley Davis

Funding Source/Fiscal Impact
The State continues to provide Proposition 30 revenue in FY 2026-27 to support local schools and community colleges. The funding amount is $100 per FTES. The district anticipates receiving approximately $1,273,900 from the State and intends to use the money for instructional salaries and benefits. A separate sub-fund has been established in the general ledger to track the revenue and expenditures for the EPA funding. After the close of the fiscal year, the district will publish on its website the actual revenue and expenditures.

Reference(s)
On November 8, 2016, voters approved Proposition 55, The California Children's Education and Health Care Protection Act of 2016, which is an extension of Proposition 30 extending the personal income tax increase through 2030-31. The accounting and reporting requirements for Proposition 55 are the same as the requirements for Proposition 30.

The language of Proposition 30 requires that each local educational agency "shall have sole authority to determine how the money received from the EPA are spent…provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the EPA for salaries or benefits of administrators or any other administrative costs." Each local educational agency will be required to annually publish on its website an accounting of how much money was received from the EPA and how that money was spent. Revenues from EPA funds are unrestricted and should be accounted for separately.

Background/Alternatives
The district is required to comply with the language in Proposition 30. At calendar year-end, the district's auditors will audit the expenses for compliance.

Coordination
District staff will work with college staff to record the revenue and expenses to ensure the district is in compliance with Proposition 30 and the State Budget and Accounting Manual (BAM), which has the authority of regulation in accordance with Title 5 Section 59011 of the California Code of Regulations.

Follow-up/Outcome
Upon Board approval, the EPA spending plan will be implemented.

5. Consent Agenda

Subject	**5.5 REVIEW AND RATIFICATION OF PURCHASE ORDER TRANSACTIONS - Recommendation: The Board of Trustees ratify the attached PO report.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action (Consent)
Recommended Action	The Board of Trustees ratify the attached PO report.

Prepared By: Gina Venn

Reviewed By: Michael Robins and Ngoc Chim

Approved By: Bradley Davis

Funding Source/Fiscal Impact
There is no fiscal impact associated with this item.

Reference(s)
Education Code Section 81656 states that the governing board of a community college district must review the purchases of the district. District policy section BP 6330 states that purchase orders are subject to Board review every sixty (60) days. District policy section BP 6340 states that contracts are not enforceable obligations until they are ratified by the Board.

Background/Alternatives
Attached are the purchase orders issued in May 2026 that are more than $10,000. Purchase orders less than $10,000 are available for review upon request. The attached report is being provided so that larger expenditure items are separately identified for review by the Board of Trustees. Items appearing in the report will have, in some cases, been presented to the Board prior to issuance of a contract that was subsequently converted into a purchase order for payment purposes. Approval of this consent agenda item constitutes Board ratification of these purchase orders and their associated contracts, if any, unless said item(s) were already previously approved by the Board.

Coordination
The executive director of general services has reviewed this list with the vice chancellor of finance and administration.

Follow-up/Outcome
A monthly report will be generated for Board review.

File Attachments
11 - 2526 May Report - Final.pdf (80 KB)

5. Consent Agenda

Subject	**5.6 SALARY SCHEDULE REVISIONS TO BE ACTED UPON BY THE BOARD OF TRUSTEES - Recommendation: The Board of Trustees approve the listed salary schedule revisions, in conformance with CalPERS regulations.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action (Consent)
Recommended Action	The Board of Trustees approve the listed salary schedule revisions, in conformance with CalPERS regulations.

Prepared By: Rose Jackson

Reviewed By: Laura C. Benson

Approved By: Bradley Davis

Funding Source/Fiscal Impact
The approved budgets for 2023-2024, 2024-2025, 2025-2026, and 2026-2027 included funding for expenditures for the Police Officers Association (POA) as provided in the board item.

Reference
Per California Code of Regulations (CCR) Section 570.5, Government Code Sections 20630, 20636, and 20636.1, and CalPERS Circular Letter 200-003-20, all public agency salary schedules must be formally approved and adopted by the governing board to establish "earnable compensation" for retirement purposes.

To satisfy CalPERS requirements, a salary schedule must explicitly state the pay period frequency it represents. Because our agency operates on a monthly pay cycle, our salary schedules must explicitly reflect "Monthly" rates to remain fully compliant. CalPERS is currently requiring updates to all existing schedules to ensure absolute alignment with these directives.

Background/Alternatives
A classified staff member’s pending retirement is currently on hold by CalPERS, awaiting formal clarification of our salary schedule format. To resolve this administrative delay and ensure the employee's retirement benefits are processed without further interruption, the salary schedules must be updated to explicitly state the monthly pay cycle.

The attached revisions modify the salary schedules originally approved by the Board of Trustees at the May 16, 2023, meeting, adding the required "Monthly" designation. No compensation rates or structures are being altered.

With regard to this agenda item, all four salary schedules - 2023-2024, 2024-2025, 2025-2026, and 2026-2027 POA salary schedules are being revised.

Coordination
Human Resources staff confirmed the salary schedules attached.

Follow-up/Outcome
Human Resources will coordinate submission of the Board approved salary schedules to CalPERS.

File Attachments
2023-24.POA-REV.MNTHLY.pdf (161 KB)
2024-2025.POA-REV.MNTHLY.pdf (130 KB)
2025-2026.POA-REV.MNTHLY.pdf (92 KB)
2026-2027.POA-REV.MNTHLY.pdf (103 KB)
PERS.Circular.Letter.200-003-20.pdf (242 KB)

5. Consent Agenda

Subject	**5.7 PERSONNEL TRANSACTIONS TO BE ACTED UPON BY THE BOARD OF TRUSTEES – Recommendation: The Board of Trustees approve the listed items.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action (Consent)
Recommended Action	The Board of Trustees approve the listed items.

Prepared By: Rose Jackson & Choua Wu

Reviewed By: Laura C. Benson

Approved By: Bradley Davis

I. Appointment(s)

Academic
- David Hall Hood, Instructor, Business, West Valley College, 100% of full time, 10 months per year; effective August 28, 2026. Position ID# WF0201. Fund 110-General Fund.
- Patrick Marshall, Instructor, Administration of Justice, West Valley College, 100% of full time, 10 months per year; effective August 28, 2026. Position ID# WF0202. Fund 110-General Fund.

Classified
- Robert Thanh Guest, Senior Information Technology Technician, WVMCEA Unit, Range 76 ($10,734.17 - $14,210.17), Information Systems, West Valley-Mission Community College District, 100% of full-time, 12 months per year, effective July 22, 2026. Position ID# DC1088. Fund 110-General Fund.
- Trent Miyagishima, Instructional Technician-Assistant Coach, WVMCEA Unit, Range 56 ($6,920.67 - $9,067.25), Athletics, West Valley-Mission Community College District, 100% of full-time, 12 months per year, effective July 27, 2026. Position ID# DC1089. Fund 110-General Fund.
- Mapuhola Sekona, Instructional Technician-Assistant Coach, WVMCEA Unit, Range 56 ($6,920.67 - $9,067.25), Athletics, West Valley-Mission Community College District, 100% of full-time, 12 months per year, effective July 27, 2026. Position ID# DC1090. Fund 110-General Fund (0.70) and Fund 597-Athletics Facilities Rental Fund (0.30).
- Haley Tabor, Web Content Developer, WVMCEA Unit, Range 74 ($10,503.25 - $13,903.08), Athletics, West Valley-Mission Community College District, 100% of full-time, 12 months per year, effective July 27, 2026. Position ID# DC1091. Fund 110-General Fund (0.40) and Fund 597- Athletics Facilities Rental Fund (0.60).

II. Temporary Appointment(s)

Academic
- Talia Louise Rizzi, *temporary appointment*, Fall 2026 and Spring 2027 semester, Counselor, Disability and Educational Support Program (DESP), West Valley College, 100% of full time, 11 months per year, effective August 28, 2026 through June 30, 2027. Position ID# WFN006. Fund 110-General Fund.

III. Temporary Assignment(s)

Classified
- Ceferino Francisco, *temporary out-of-class assignment*, Supervisor, Custodial Services, Supervisors Unit, Range 15 ($8,468.00 - $11,341.50), Facilities, West Valley-Mission Community College District, 100% of full time, 12 months per year; effective August 1, 2026 through October 31, 2026. Position ID# DSV008. Fund 110-General Fund.
  Rationale: To provide support while Supervisor, Custodial Services recruitment is in progress.

Confidential
- Keerthy Muraleedharan, *temporary assignment with benefits*, Human Resources Specialist II, Confidential Unit, Range 52 ($9,990.42 - $13,185.75), Human Resources, West Valley-Mission Community College District, 100% of full time, 12 months per year; effective August 24, 2026 through August 23, 2027. Position ID#DCF10T. Fund 110-General Fund.
  Rationale: HR Generalist needed that is knowledgeable in all functional areas. Position is to support additional duties to meet deadlines.

IV. Transfer(s)

Classified
- Conrad Thai, WVMCEA Unit, *from* HVAC Mechanic, Range 67 ($8,846.33-$11,653.75), Facilities, West Valley-Mission Community College District, 100% full-time, 12 months per year *to* Groundskeeper, Range 53 ($6,522.33-$11,653.75), Facilities, West Valley-Mission Community College District, 100% of full-time, 12 months per year; effective July 22, 2026. From Position ID# DC2050 to Position ID# DC2005. Fund 110-General Fund (0.80) and Fund 410-RDA Pass Thru (0.20).
  Rationale: Per the Memorandum of Understanding with WVMCEA dated July 8, 2026.

6. Advancement

Subject	**6.1 Acceptance of a $25,000 gift to the West Valley-Mission Community College District (WVMCCD) Foundation from an anonymous donor through a donor-advised fund at Morgan Stanley - Recommendation: The Board of Trustees authorize the WVMCCD Foundation and the district administration to accept a $25,000 gift from an anonymous donor.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action
Recommended Action	The Board of Trustees authorize the WVMCCD Foundation and the district administration to accept a $25,000 gift from an anonymous donor.

Prepared By: Justin Tran

Reviewed By: Melissa Johns

Approved By: Bradley Davis

Funding Source/Fiscal Impact
The WVMCCD Foundation received a $25,000 gift to establish the Kataru-Vemula Family Scholarship Endowment at West Valley College.

Donations to this Fund will be considered principal and shall be preserved in perpetuity. Investment returns will be used to distribute the scholarship award(s) on an annual basis. Per WVMCCD Foundation investment policy, it is our intention to annually distribute 5% of the endowment's three-year average market value. Any excess funds will be re-invested to build the size of the endowment.

Reference(s)
Board Policy 3820 Gifts: Governs acceptance of donations exceeding $10,000, which require prior Board approval.

Background/Alternatives
The donor is a Saratoga community member who wishes to remain anonymous. He expressed appreciation for the college’s ongoing commitment to student success and community service. The donor’s children had great experiences attending classes at West Valley College. The donor also appreciated the professionalism and responsiveness of office of administrative services management assistant, Andrae Wara-Macapinlac, who helped facilitate parking facility rentals on multiple occasions.

Coordination
The gift was coordinated by office of advancement program director, Nicole Aguinaldo and associate vice chancellor of advancement, Melissa Johns.

Follow-up/Outcome
The Office of Advancement and the WVMCCD Foundation will be responsible for the acceptance of the gift and accurate accounting of funds.

6. Advancement

Subject	**6.2 Acceptance of a $25,000 gift to the West Valley-Mission Community College District (WVMCCD) Foundation from the Don Cordero Was a Darn Fine Dad Fund, a donor-advised fund at Vanguard Charitable - Recommendation: The Board of Trustees authorize the WVMCCD Foundation and the district administration to accept a $25,000 gift from the Don Cordero Was a Darn Fine Dad Fund.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action
Recommended Action	The Board of Trustees authorize the WVMCCD Foundation and the district administration to accept a $25,000 gift from the Don Cordero Was a Darn Fine Dad Fund.

Prepared By: Justin Tran

Reviewed By: Melissa Johns

Approved By: Bradley Davis

Funding Source/Fiscal Impact
The WVMCCD Foundation received a $25,000 gift via a donor-advised fund recommendation from Jonathan Cordero to establish the Brian and Elaine Weltmer Family Endowment to provide long-term support for scholarships at West Valley College and Mission College.

Donations to this Fund will be considered principal and shall be preserved in perpetuity. Investment returns will be used to distribute the scholarship award(s) on an annual basis. Per WVMCCD Foundation investment policy, it is our intention to annually distribute 5% of the endowment's three-year average market value. Any excess funds will be re-invested to build the size of the endowment.

Reference(s)
Board Policy 3820 Gifts: Governs acceptance of donations exceeding $10,000, which require prior Board approval.

Background/Alternatives
Jonathan Cordero is a dedicated supporter of both West Valley College and Mission College. He established this scholarship to thank his friend Brian for his professional and personal mentorship. Jonathan says the scholarship honors Brian and his wife Elaine by supporting students who want their education to make them more capable, more thoughtful, and more useful to the world around them, just as Brian and Elaine have done with their own education.

Jonathan Cordero previously established three other scholarship endowments with the WVMCCD Foundation including the Eric and Willow Angel Scholarship, the Clifford G. Leong Scholarship, and the Jonathan Cordero Scholarship.

The Cordero family has a longtime connection to the West Valley-Mission Community College District, where Jonathan's father, Don Cordero, built a distinguished career in higher education. Don was hired as a counselor at West Valley College in 1974 and transferred to Mission College in 1978, where he developed counseling and educational programs to serve a diverse student population. He later served as president of the Academic Senate and was elected to the West Valley-Mission Community College District Board of Trustees. Several Cordero children attended the District before transferring to UCLA, UC San Diego, California State University, Long Beach, and Stanford University. Jonathan says, "Community College was part of our beginning. It was a place to find direction and take the next practical step forward."

Coordination
The gift was coordinated through office of advancement program director Nicole Aguinaldo and associate vice chancellor of advancement Melissa Johns.

Follow-up/Outcome
The Office of Advancement and the WVMCCD Foundation will be responsible for the acceptance of the gift and accurate accounting of funds.

6. Advancement

Subject	**6.3 Acceptance of a $25,000 pledge to the West Valley-Mission Community College District (WVMCCD) Foundation from Wanda Wong - Recommendation: The Board of Trustees authorize the WVMCCD Foundation and the district administration to accept a $25,000 pledge from Wanda Wong.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action
Recommended Action	The Board of Trustees authorize the WVMCCD Foundation and the district administration to accept a $25,000 pledge from Wanda Wong.

Prepared By: Justin Tran

Reviewed By: Melissa Johns

Approved By: Bradley Davis

Funding Source/Fiscal Impact
The WVMCCD Foundation received a $25,000 pledge to establish the Wanda Wong International Athlete Scholarship Endowment at West Valley College. The endowment fund will provide sustainable, long-term support to F-1 international student athletes who are ineligible for financial aid.

In June 2026, the WVMCCD Foundation received a donation of $15,500 from Wanda Wong, which will be considered principal and preserved in perpetuity. Investment returns will be used to distribute the scholarship award(s) on an annual basis. Per WVMCCD Foundation investment policy, it is our intention to annually distribute 5% of the endowment's three-year average market value. Any excess funds will be re-invested to build the size of the endowment. The pledge agreement states that the total pledge shall be fulfilled by June 30, 2027.

Reference(s)
Board Policy 3820 Gifts: Governs acceptance of donations exceeding $10,000, which require prior Board approval.

Background/Alternatives
Wanda Wong is a retired West Valley College counselor (1980-2017) who supported student-athletes and international students.

Motivated by her career in helping students, especially those navigating both athletics and international education, she established this fund to provide meaningful support for international student-athletes. Wanda's gift reflects both her professional legacy and her continued commitment to expanding access and opportunity for students from diverse backgrounds and experiences.

Coordination
The gift was coordinated by office of advancement program director, Nicole Aguinaldo and associate vice chancellor of advancement, Melissa Johns.

Follow-up/Outcome
The Office of Advancement and the WVMCCD Foundation will be responsible for the acceptance of future gifts and accurate accounting of funds.

6. Advancement

Subject	**6.4 Acceptance of a $50,000 gift to the West Valley-Mission Community College District (WVMCCD) Foundation from the Finley Charitable Trust, a donor-advised fund at U.S. Charitable Gift Trust - Recommendation: The Board of Trustees authorize the WVMCCD Foundation and the district administration to accept a $50,000 gift from the Finley Charitable Trust to support the Finley Family Scholarship Endowment at West Valley College.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action
Recommended Action	The Board of Trustees authorize the WVMCCD Foundation and the district administration to accept a $50,000 gift from the Finley Charitable Trust to support the Finley Family Scholarship Endowment at West Valley College.

Prepared By: Justin Tran

Reviewed By: Melissa Johns

Approved By: Bradley Davis

Funding Source/Fiscal Impact
The Foundation received a $50,000 gift to support students at West Valley College. The donation shall be allocated as follows:

1. $45,000 to support the Finley Family Scholarship Endowment at West Valley College.
2. $5,000 to support the Student Emergency Assistance fund at West Valley College, which provides critical, short-term financial support to students facing unexpected hardships that may otherwise interrupt their education.

Reference(s)
Board Policy 3820 Gifts: Governs acceptance of donations exceeding $10,000, which require prior Board approval.

Background/Alternatives
Greg and Lisa Finley established the Finley Family Scholarship Endowment in 2025 to support West Valley College students who demonstrate academic persistence while facing serious financial hardship. The Finleys have been longtime residents of the Los Gatos and Saratoga communities. Greg deepened his commitment to serving students this year by accepting an invitation to join the WVMCCD Foundation Board of Directors.

Coordination
The gift was coordinated through office of advancement program director Nicole Aguinaldo and associate vice chancellor of advancement Melissa Johns.

Follow-up/Outcome
The Office of Advancement and the WVMCCD Foundation will be responsible for the acceptance of the gift and accurate accounting of funds.

6. Advancement

Subject	**6.5 Acceptance of a $50,000 grant to the West Valley-Mission Community College District (WVMCCD) Foundation from Intel Corporation - Recommendation: The Board of Trustees authorize the WVMCCD Foundation and the district administration to accept a $50,000 grant from Intel Corporation, to support foster youth at Mission College.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action
Recommended Action	The Board of Trustees authorize the WVMCCD Foundation and the district administration to accept a $50,000 grant from Intel Corporation, to support foster youth at Mission College.

Prepared By: Justin Tran

Reviewed By: Melissa Johns

Approved By: Bradley Davis

Funding Source/Fiscal Impact
The Foundation received a $50,000 grant from Intel Corporation. The grant will support programmatic costs for the Applied AI for Career Readiness Training Workshops at Mission College, including instructional time, student support (e.g., transportation and meals), lab access, materials, and certification expenses.

Reference(s)
Board Policy 3820 Gifts: Governs acceptance of donations exceeding $10,000, which require prior Board approval.

Background/Alternatives
Intel Corporation selected Mission College as one of only five community college partners nationwide to participate in its "Fostering the Future" initiative.

The initiative is designed to provide immersive artificial intelligence learning experiences for foster youth through a scalable bootcamp model delivered at participating colleges. Using existing campus facilities and Intel-supported curriculum, the program will offer short-term training in high-demand AI competencies, including generative AI, computer vision, natural language processing, and no-code tools, while also building durable workforce skills.

Participating colleges are expected to collaborate with local foster care organizations to recruit and support students, with programming anticipated to run from summer 2026 through the end of the year. The program aims to serve approximately 1,000 students nationally, with each college targeting roughly 200 participants across multiple cohorts.

Coordination
The grant was coordinated through Mission College dean of science, technology, engineering, and mathematics Clement Lam and Mission College extended opportunity programs and services (EOPS) program director Katrina Hermoso.

Follow-up/Outcome
The grant agreement was reviewed and signed by executive director of general services Michael Robins. The Office of Advancement and the WVMCCD Foundation will be responsible for managing the receipt of funds, disbursing grants, and overseeing all reporting requirements.

6. Advancement

Subject	**6.6 Acceptance of a $50,000 gift to the West Valley-Mission Community College District (WVMCCD) Foundation from Jack Pease - Recommendation: The Board of Trustees authorize the WVMCCD Foundation and the district administration to accept a $50,000 donation from Jack Pease.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action
Recommended Action	The Board of Trustees authorize the WVMCCD Foundation and the district administration to accept a $50,000 donation from Jack Pease.

Prepared By: Justin Tran

Reviewed By: Melissa Johns

Approved By: Bradley Davis

Funding Source/Fiscal Impact
The WVMCCD Foundation received $50,000 to support the Jack and Mary Pease Scholarship Endowment at West Valley College.

Donations to this Fund will be considered principal and shall be preserved in perpetuity. Investment returns will be used to distribute the scholarship award(s) on an annual basis. Per WVMCCD Foundation investment policy, it is our intention to annually distribute 5% of the endowment's three-year average market value. Any excess funds will be re-invested to build the size of the endowment.

Reference(s)
Board Policy 3820 Gifts: Governs acceptance of donations exceeding $10,000, which require prior Board approval.

Background/Alternatives
The Jack and Mary Pease Scholarship Endowment was established in 2015 to provide perpetual scholarships for students pursuing a career in mathematics or music at West Valley College. An early faculty member of West Valley College, Jack Pease is a long-time supporter of the college and its students.

Coordination
The gift was coordinated by associate vice chancellor of advancement, Melissa Johns.

Follow-up/Outcome
The Office of Advancement and the WVMCCD Foundation will be responsible for the acceptance of the gift and accurate accounting of funds.

6. Advancement

Subject	**6.7 Acceptance of a $148,000 grant to the West Valley-Mission Community College District (WVMCCD) Foundation from the Carol S. Larson Fund via Silicon Valley Community Foundation - Recommendation: The Board of Trustees authorize the WVMCCD Foundation and the district administration to accept a $148,000 grant from Silicon Valley Community Foundation, recommended by Carol Larson, to support the implementation of the Senior Guided Pathway to Teacher Permit Program at West Valley College, designed for learners aged 50 and above.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action
Recommended Action	The Board of Trustees authorize the WVMCCD Foundation and the district administration to accept a $148,000 grant from Silicon Valley Community Foundation, recommended by Carol Larson, to support the implementation of the Senior Guided Pathway to Teacher Permit Program at West Valley College, designed for learners aged 50 and above.

Prepared By: Justin Tran

Reviewed By: Melissa Johns

Approved By: Bradley Davis

Funding Source/Fiscal Impact
The Foundation received a $148,000 grant from the Carol S. Larson Fund, a donor advised fund at the Silicon Valley Community Foundation. The grant funds will be allocated as follows:

1. $44,000 will be allocated to coordinator reassigned time to oversee program implementation.
2. $72,000 to support faculty instruction for cohort-based Child Studies courses.
3. $20,000 to provide student worker compensation and experiential learning (approximately $800 per student).
4. $12,000 to fund curriculum development stipends for two new school-age courses to expand the pathway.

Reference(s)
Board Policy 3820 Gifts: Governs acceptance of donations exceeding $10,000, which require prior Board approval.

Background/Alternatives
The Senior Guided Pathway to Teacher Permit program builds on a prior-year grant that supported the planning and development of a new cohort-based model designed for adults age 50 and above seeking careers in early childhood education. The initial funding enabled program design, curriculum planning, and the development of key support components to ensure student success.

The 2026-2027 grant advances the initiative into full implementation. The program will enroll a cohort of up to 25 students who will complete a structured sequence of four Child Studies courses at West Valley College, qualifying them for a California Child Development Assistant or Associate Teacher Permit.

Coordination
The grant was coordinated through Carol S. Larson's donor-advised fund at the Silicon Valley Community Foundation, in collaboration with West Valley College interim dean of professional studies Linda Truong, child studies instructor Laurie Dotson, and associate vice chancellor of advancement Melissa Johns.

Follow-up/Outcome
The Office of Advancement and the WVMCCD Foundation will be responsible for managing the receipt of funds, disbursing grants, and overseeing all reporting requirements. Key deliverables will include a feasibility report, a program model, and a comprehensive implementation plan.

7. Human Resources

Subject	**7.1 APPROVAL OF PROFESSIONAL GROWTH AND DEVELOPMENT SALARY INCREMENT AWARDS - Recommendation: The Board of Trustees award Professional Growth and Development (PG&D) increments to the below-listed individuals, effective August 1, 2026, based on the compliance report for each of the faculty members submitted to the PG&D Committee prior to April 10, 2026.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action
Recommended Action	The Board of Trustees award Professional Growth and Development (PG&D) increments to the below-listed individuals, effective August 1, 2026, based on the compliance report for each of the faculty members submitted to the PG&D Committee prior to April 10, 2026.

Prepared By: Sara Valencia Hernandez & Tina Leech

Reviewed By: Laura C. Benson

Approved By: Bradley Davis

Funding Source/Fiscal Impact
Fund 100–General Fund. PG&D salary increases are required by contract with the West Valley-Mission Federation of Teachers (WVMFT)/AFT6554. Fiscal Services has reviewed the costs and adequate funding is available to support the awards.

Reference(s)
The purpose of Article 44 in the WVMFT/AFT 6554 agreement, "Professional Growth and Development," is to encourage continued professional growth of members through on-going updating of knowledge and ability, development of new skills, and continuous analysis and improvement of professional expertise.

Background/Alternatives
The agreement between the district and WVMFT provides a salary incentive to encourage the continued professional growth of its members through the development and completion of activities and projects that benefit both the student and the college. All faculty members who have reached Step 12 on the salary schedule and are in satisfactory status are eligible for consideration for this award. During the final year of the first growth step or later, the member is eligible to apply and move to the next growth step. The member must remain in satisfactory appraisal status throughout the term of the professional growth project (i.e., a minimum of 3 years of satisfactory service).

The PG&D Committee is a district committee responsible for the evaluation of proposals of faculty members from both colleges. The responsibilities of the committee members include diligent study of each faculty member's proposal and compliance report.

Coordination
Proposals are initially approved by the PG&D Committee and recommended to the chancellor. Each proposal must be completed within a three-year period. The committee receives, reviews, and validates compliance or non-compliance of each project and recommends action to the president. The president reviews the committee's recommendation and forwards the committee's recommendation to the chancellor. The chancellor then recommends those projects that have met the terms of the original proposal to the Board of Trustees for adoption.

Follow-up/Outcome
Salary steps will be adjusted according to the WVMFT contract.

Professional Growth and Development Compliance Reports
Mission College

Arias, Daniel
Hospitality Management: The central theme of Daniel's project was to increase his knowledge and skills to teach better online. He did this by taking three (3 unit) classes through the California Community Colleges California Virtual Campus Online Network of Educators. He took Intro to Asynchronous Online Teaching and Learning, Intro to Teaching with Canvas, and Intro to Course Design. Daniel's goals were to increase his understanding of Canvas to better utilize it in presenting his classes; to increase the functionality of his Canvas shells to make it easier for students to navigate and learn and increase retention; and increase student engagement in his online classes.
He has learned much in these classes to guide him in making changes to his classes to meet these goals. He has already begun to recreate documents to add into his class shells using tools and techniques from these classes, and he is excited to start implementing these changes this summer. In addition, he also increased his understanding of accessible strategies. Also, he received insights on how a student would view his course shells, which helps him to create better online classes.

Barnes, Yolanda
Counseling: Yolanda's project focused on the enhancement of district-wide advising tools to support the new transfer and articulation mandates. In addition, a significant amount of time was spent better understanding the struggles of African American students' experience in the US educational systems. All of this knowledge provided Yolanda with valuable information to better support her Counseling Department colleagues, the Student Services Division, instructional faculty and students. Her project engagement included: Exploration of cross-cultural theories and research relative to personal and cultural identity, communication styles, value orientation, leadership styles, social justice, and other related themes. Currency on the complex transfer processes and many policy changes that occur in California. Expansion and broadening of knowledge on the issues that African American students face in higher education as well as throughout the country. Serving as Tenure Chair afforded her the opportunity to mentor, train and support our new faculty, which is one of the most important tasks as a faculty member.

Broeder, Marina
ESL: Marina's project focused on developing more student-centered, inclusive, and culturally relevant teaching practices to support ESL learners. She completed HUM 016A Hispanic Roots and Culture, deepening her understanding of Latine and Chicano cultures, histories, dialects, artistic contributions, and social and economic challenges. This has informed Marina of culturally relevant materials, such as works by Sandra Cisneros & Thi Bui, and strengthened connections between course content and students' lived experiences. Marina also completed HUM 16A International Film, expanding her integration of global perspectives.At yearly CATESOL conferences, Marina co-presented on adult school-community college pathways, hybrid instruction, and ESP programs for careers in childcare and food industries, emphasizing access, equity, and workforce readiness. As a Global Educators Network Board Member, Marian participated in annual EPIC Symposiums at Stanford University with focus on integrating global topics into community college curricula. Marina has shared these insights in the ESL department meetings, contributed to curriculum design, and applied them in hiring committees and other institutional work. These experiences have strengthened her teaching, fostered inclusive practices, and supported more meaningful connections between education, career pathways, and students' diverse backgrounds.

Chambers, Kara
ESL: Ms. Chambers' PG&D project aimed at growing her knowledge and experience to better understand and support her students and colleagues. To remind herself of the experience and challenges of learning another language, she took First Semester Spanish (SPA-001 and SPA-001L) at Mission College. It helped her empathize with her ESL students. She also continued to develop her skills as an effective online instructor by taking a 3-unit @ONE course with FPU, 10-10-10: Communication That Matters (LCM-1014), which emphasized engaging students in the first 10 seconds, 10 minutes, and 10 hours of an online course. She has already put strategies in place that have improved the online components of her courses.

Coon, Cheryl
Art: This PG&D project allowed Cheryl to expand her knowledge of woodworking and ceramics by focusing on traditional Japanese art forms. Japanese carpentry and pottery are known for their minimalist beauty, so she gained a deeper understanding of this aesthetic and a respect for the tools and materials used in traditional Japanese crafts.
Her goals were to refine her skills in woodworking and ceramics and to develop Japanese inspired projects for her students. In the Raku class she made pottery and sculptures that will be used as examples for class projects. She mixed and tested several raku glazes that will be used in the new kiln that we received from a TLIF grant.
In the Japanese Joinery courses, she fabricated several instructional examples for her woodworking class including: a 3D library of wood sample joints, Kumiko Patterns, Marquetry Designs, Castle Joint and Mortise & Tenon Tables, Dovetail Boxes, a Shoji Lamp, and specialty jigs for carpentry. Japanese woodworking styles are very different in their methods, so her students will benefit from a more culturally-rich approach in the woodworking classes. The raku and woodworking projects will be on display in the Gillmor Center for the whole college to enjoy.

Dennis, Walter (Haze)
Hospitality Management: This project advanced both Haze's baking expertise and online teaching capacity. In Segment A, he completed Intermediate Baking and Introduction to Chocolate, bringing him within two courses of their Baking and Pastry Arts certificate. A major outcome is that he will now teach Beginning Baking this summer (26) at the Elmwood Correctional Facility—an opportunity only possible through these new qualifications. This expands their program's reach into the community while improving student outcomes in multiple classes (Basic Foods, Food Trailer, and Capstone Restaurant) with baking components. In Segment B, he progressed toward the @One Online Teaching Certificate by completing Introduction to Teaching with Canvas. This has elevated his online course design, content delivery, and student engagement. Together, these efforts have enriched program offerings, enhanced his teaching across modalities, and benefited students both on campus and in the broader community.

Fineman, Benjamin
Mathematics: Ben's theme and objectives were to improve computer skills to better serve his students. By learning how to use MyOpenMath/OpenStax/LibreTexts, Ben has been able to create free OER materials for a Calculus II class that other instructors are also able to use. Furthermore, the homework assignments have been integrated into his Canvas shells, to make it easier for the students to access them. In addition, after taking Advanced Python, Ben is in a good position to teach the newly modified MAT 020 (Formerly MAT 019) course, which now has a required programming component. Additionally, In the future, he can also transition other courses to OER materials using his newfound proficiencies. For instance, MAT 003A is another course that should has a lot of carry over. Finally, with his improved Python skills, Ben is in a better position to either teach the new Data Science course/ continue studying in Data Science, since many techniques are implemented using Python.

Gee, Karen
Psychology: The central theme of Karen Gee's PG&D project was to modernize her online teaching with a focus on student equity. To that end, she took a variety of graduate-level courses with @ONE through Fresno Pacific University, including "HBM-1713: Navigating the Future: Open Education with Generative AI" where she learned to incorporate AI tools into her classes, "TEC-1887: Engagement Strategies for Live Online Teaching & Learning" which was about engaging students over Zoom, and "HBM-1659: Equitable Grading Strategies" which inspired her to change her grading policies to support diverse students in their work. Mrs. Gee also attended NCORE, which focused on creating institutional change to improve racial and ethnic relations on campus and to expand opportunities for educational success by culturally diverse, traditionally underrepresented populations. The completion of Mrs. Gee's project has benefited the college by improving how she teaches online, and how she motivates our current generation of students. She has also been able to pass along some of the specific lessons she learned, such as by presenting about the Model Minority Myth at the Mission College Community Solidarity Summit. She feels empowered in her own professional development to continue learning about designing courses that are humanizing and culturally responsive.

Hittleman, Michele
Counseling: The central theme of Michele's project was to further her understanding of the history, culture and social experiences of racial and ethnic groups common to many Mission College students. This required critical reflection and using an "equity lens" while doing the work of her project. Part of her project that was especially impactful to her was when she conducted interviews with Vietnamese Americans in the Mission College community who came to the U.S. in different immigration waves. Overall, she feels her project significantly increased her understanding of the history, culture and social experiences of African Americans and Vietnamese Americans. This continues to help her relate to her students, and to contribute in a more effective way in Counseling Department meetings and Academic Senate meetings.

Martinez, Alicia
Counseling: Alicia Martinez' project aimed to enhance her awareness of diversity, enabling a deeper understanding of our diverse students in the classrooms and our college community. Ms. Martinez took Counseling 055: Valuing Identity and Cultural Diversity at Mission College. Completing the diversity course deepened her insight into the various cultures present in our classrooms, college and community. This heightened awareness equipped her to interact more effectively with our diverse students, including disproportionate impacted students. In addition, Ms. Martinez wanted to design her courses with diverse students in mind and learn strategies that helped convey a more human presence in her online classes. To help her accomplish this, she took TEC-1717: Creating Accessible Course Content through Fresno Pacific University (FPU). This course provided the tools for building a welcoming, inclusive learning environment, ensuring accessibility for students with disabilities while benefiting the whole class. She also took LCM-1014:10-10-10: Communication that Matters through FPU where she learned strategies to build an engaging and welcoming online environment that fosters a strong sense of community and strengthens student connection. By creating a positive learning environment, student engagement will rise, resulting in higher student success rates, improved retention, and increased educational goal accomplishment.

Nguyen, Chau-Ngoc
Counseling: With the completion of computer class (CAP 111), Chau was able to apply the new skills on projects using Microsoft SharePoint, Office 365 and office software. This benefited her tremendously since it enhanced her collaboration experience with colleagues and it benefits the department in terms of work efficiency and it aligns with one of the institutional learning outcomes which is Information and Technology Literacy. With the Mental Health (non-clinicians, HBM-1594) course, Chau gained valuable knowledge and received up-to-date resources and tools to better serve online students with mental distress. This benefits online students who are able to get equitable access and support similar to in-person services; it helps improve students' mental health and helps them stay focused and do well academically which in turn could lead to improving student retention and success. The Gender Studies (SJS 002) course helped her enhance her understanding and insights on the topics as well as having the opportunity for self-reflecting and examining our students' perspectives. The knowledge she gained from this course keeps her well informed. Chau is also well-prepared to meet students at whatever stages of life they are and additionally allows me to better support our diverse student population and advocate for them.

Purdum, Kristen
Mathematics: Kristen's primary goals for this project were to familiarize herself with the Python programming language in preparation for teaching Math 15 and to start learning Spanish (and learn about Latino/Hispanic culture) since Mission is a Hispanic-Serving Institution and many of her Latino/Hispanic students are English-language learners. The knowledge gained in the Python class was useful for helping the Math 15 students who had no previous programming experience navigate the Jupyter Notebooks and the Python programming language. She was also able to troubleshoot Jupyter Notebook issues and help students debug and troubleshoot their programming work. Kirsten now much more confident teaching the programming side of data science. The skills gained from the Spanish class have been extremely useful in the classroom setting. Kirsten is now able to better pronounce Hispanic names, and is also able to translate simple sentences. This has been very useful when a Spanish-speaking student doesn't understand a question or instruction in English or doesn't know an English word. Overall, this project has strengthened her Python programming skills and given her the basic Spanish-language skills to connect and communicate better with Spanish-speaking students.

Rivas, Monica
Foreign Languages: Ms. Rivas' PG&D project was to work towards a Certificate in Online Teaching & Design. To achieve this goal, Ms. Rivas took Introduction to Teaching with Canvas @One course through FPU (TEC-1809) to further expand her knowledge about Canvas. In addition, Ms. Rivas took Advanced Techniques with Canvas (TEC-1900) and Equitable Grading Strategies (HBM-1659), also @One courses through FPU. These benefit the students as Ms. Rivas is able to integrate more tools and further maximize the Canvas features for students to help improve on their academic success in the courses.

Schweppe, James
Chemistry: The purpose of Mr. Schweppe's PG&D project was to gain additional training in online teaching and assessment while supporting other faculty in their work. There has been a consistent demand for hybrid chemistry courses since the Covid-19 pandemic, and as a new wave of students enter college, he wanted training to offer online materials that are contemporary in design and assessed equitably. He accomplished this through successful completion of graduate courses at Fresno Pacific University - Intro to Asynchronous Teaching (TEC-1631) and Assessment in Digital Learning (TEC1743). In addition, he served as hiring chair for a tenure-track faculty position and new faculty mentor in fulfillment of Organizational/Committee work.

Sklar, Maxwell
Mathematics: The central goal of Mr. Sklar's project was to improve his teaching of Elementary Statistics (now Stat C1000) and to prepare to teach data science by developing stronger skills in computational data analysis. To accomplish this, he completed CIS 051 (Introduction to Data Analysis) and CIS 053 (Introduction to Machine Learning) at Mission College, where he gained experience using Python to analyze data, build visualizations, and work with real-world datasets in Jupyter Notebooks. He has already incorporated these skills into his statistics and Discrete Structures (Math 20) instruction. He has introduced improved visualizations and interactive notebook-based activities that allow students to explore data in a more open-ended and applied way. This aligns with existing course materials while giving him the ability to design and adapt his own. This work also supports ongoing departmental discussions around data science curriculum and the role of computational tools in statistics instruction, and the machine learning component provides useful context for broader conversations about artificial intelligence in education. Overall, this project has strengthened Mr. Sklar's ability to bring modern data analysis practices into the classroom and better prepare students for data-focused coursework and careers.

Tran, Rebecca
Counseling: Rebecca's objective was to refine her instructional and counseling skills. Counselors provide support to students in both environments. The "10-10-10 Communication that Matters" course was one of the best she has completed through @ONE. In Fall 2025 she immediately implemented changes to her online courses using what she learned in 10-10-10 Communication that Matters. Examples include an updated orientation module, a redesigned homepage that she updated each week with relevant information, and an enhanced welcome letter. She also used guidance from this class to reduce cognitive load with repeated layouts on each page and a consistent rhythm to the class and assignment due dates. This semester, she has designed a communication plan, so she knows what she needs to send via email or announcements throughout the term. She also plans to pilot groups and peer review assignments as modeled in the class. Finally, she has shared her new homepage design with a colleague in her department who is looking to improve in this area as well. Online retention and success continue to trail their in-person rates. Students often feel less supported than those primarily on campus. Her department has reviewed some of the recommended practices for online counseling in department meetings and she has shared insights and recommendations from the class. Lessons from the course have helped her improve her online counseling, specifically in order to assess personal issues with students that opt not to use their webcams during appointments. Examples include asking questions about well-being at the start of the appointment, assessing other forms of nonverbal communication that are lost without visual cues such as tone of voice, and creating a resource file of online support services she can access quickly if needed.

Tran, Theresa
Counseling: Theresa's professional development for this cycle centered on the dual purposes of continued improvement of my technical skills along with proficiency in counseling related subject matters. She is pleased to say that since taking the course on MS Office 365, she is much more adept with tools including SharePoint, thus enabling her to work more efficiently in less time. The classes related to trauma and the workshops she attended at the conference were extremely enlightening, and she finds that she still often refer to the information learned and share the material with others including colleagues and students. In these turbulent times, it is imperative that she possesses as many tools as possible to support students who face overwhelming academic, emotional, mental and basic needs challenges yet who are still pursuing their educational dreams. Another positive outcome from the conference is the contact she made with Dr. Thomas Doherty, the psychologist who would later present on eco anxiety at Mission during Earth Month in 2024.

Trang, Thuy
Counseling: The central theme and objectives of Thuy's project was to enhance the student's experience at Mission College, particularly first-generation college students by employing a case management approach and tool that is holistic and easily accessible for students. To achieve this, she piloted a text support project targeting first-generation college students from 2022 through 2025 and provided recommendations to the counseling department and to the college's communications team to inform future interactions with students. While participating in conferences/workshops/trainings and taking computer application classes, she was able to be more effective with communication to students, the college and community at large while delivering the most up-to-date resources related to academic/transfer/career development to serve students effectively.

Professional Growth and Development Compliance Reports
West Valley College

Bowers-Gachesa, Wendy
Nutrition: Ms. Bowers-Gachesa's goal for her PG&D project was to enhance her understanding of her students as individuals and to refresh her knowledge base for teaching courses in Nutrition Science. To achieve this goal, Ms. Bowers-Gachesa took Sociology of Gender (SOCI 28) to explore how society shapes our understandings of masculinity, femininity, and gender roles and cultural and social influences on gendered images. She completed three courses in nutrition entitled Jubilee: Recipes From Two Centuries of African American Cooking, The New Power Eating: More Muscle, More Energy, Less Fat, and Eating on the Wild Side: A Radical New Way to Select and Prepare Foods to Reclaim the Nutrients and Flavor We've Lost to maintain currency and relevancy based on the National Dietitian Standards. This combination of courses will help Ms. Bowers-Gachesa adapt her nutrition teaching for a diverse population of students.

Chin, Bradford

Mathematics: Brad Chin's PG&D project focused on enhancing one's knowledge about culture and sustainability. Mr. Chin took PMGT 15B: Natural and Cultural Resources Interpretation (WVC) to further his understanding and ability to discuss about sustainability. In addition, Brad Chin attended conferences and workshops to expand his knowledge and resources in new technologies, social justice, and sustainability, such as American Mathematical Association of Two-Year Colleges (AMATYC) Professional Development, National Institute for Staff and Organizational Development (NISOD) workshop "When Mindfulness Meets the Classroom," and Santa Clara University (SCU) Online Summer Workshops in Sustainability and Environmental Justice. This benefits students and himself as an instructor as students expressed appreciation for the resulting assignments that integrated these topics into the mathematics courses taught by Mr. Chin.

Cisneros-Diaz, Rebecca
English: The central theme of Rebecca's project was advancing cultural diversity, equity awareness, and inclusive pedagogy to better serve West Valley College's diverse student body and support the college's commitment as an HSI and AANHPI institution. Activities for Segment A and B of her project include: successful completion of the upper division course RRS 571: Women, Race, Class in the Race (3 units) at San Francisco State University, participation in conferences and workshops covering topics in: Diversity, Equity, Justice, Accessibility, and Inclusion (DEIAJ), the impact of AI, COLEGAS National Conference, NCORE 2026, and the Social Justice Institute 2026 conference. In addition, Rebecca served as Tenure Committee Chair for Ethnic Studies faculty and served as the day-of point person in coordinating Dr. Gina Garcia's speaking engagement for All College Week. As a result of her project, she has revised curriculum to provide relevant, current materials and assignments that encourage students to bring an equity lens to any field of study or career, while also collaborating with the TEACH Center to bring Culturally Sustaining Pedagogy Professional Development to campus. Rebecca's project benefits students, the college, and the broader campus community by helping make all students feel welcome, seen, celebrated, and empowered through equity-focused instruction and professional development, while also strengthening Rebecca's leadership, facilitation skills, and knowledge in often overlooked areas of equity work such as trauma-informed pedagogy.

Clay, Whitney
Distance Education: The central theme of Whitney's project was Equitable and Inclusive Teaching Practices, with a focus on communication, accessibility, and integration of emerging technologies. The objectives of her project were to strengthen her ability to support faculty in creating welcoming course environments, improved course design, and to develop expertise--and a human-centered approach--in the responsible use of AI, which were fulfilled through coursework and conference attendance. The 2 graduate courses she completed from Fresno Pacific University for Segment A and part of Segment B include: LMC 1014: 10-10-10 Communication That Matters, which focused on designing the first moments of a course to foster connection, clarity, and belonging for diverse learners, and HBM 1713: Navigating Future Open Education with Generative AI. To fulfill the remainder of Segment B units, Whitney participated in three national conferences focused on Caring Campus practices, instructional technology, accessibility, and online learning. These experiences contributed to her knowledge of inclusive course design, ethical AI use, and strategies to support regular and substantive interaction (RSI) in online environments. Whitney's project benefits the college by strengthening her capacity to support faculty in implementing inclusive teaching practices, accessible course design, and effective use of emerging technologies. It also expanded her professional network and expertise, allowing her to bring new ideas, tools, and strategies to instructional design work that supports our students at West Valley College.

Colon, Jasmine
Library: Jasmine Colon's PG&D project was to concentrate on areas that would be most beneficial to WV students as the Library department moves back to the renovated LRC. Going into this move, the Library Dept. knew that students and WVC community will have a larger footprint being that the library is now centrally located and in a newly designed space. Ms. Colon wanted to focus on better communication, increased knowledge of multi-cultural needs from a facilities and information retrieval aspect, and work on making sure we are meeting the ADA needs and requirements to our students using print and electronic resources, as well as the physical space in our new building. By taking these three courses, Equity and Cultural Responsive Training, Creating Accessible Course Content, and 10-10-10 Communication That Matters it expanded and introduced to me what other librarians are doing on other CC campuses, learn from content specialists on what is working for them in their classes. This allowed Ms. Colon to bring forward faculty and staff in different ways that can advance the offerings to students and make sure compliant and respectful in what we bring to the students.

Cruz, Christopher
Park Management: Mr. Cruz's PG&D project was to extend his knowledge of drone and geospatial technology, while also serving the college. To that end, Mr. Cruz took AVIA 30E: Drone Videography and Photography, to strengthen his knowledge for teaching in the Drone Technology Program. He also attended and/or presented at the following conferences: GeoED 2024 and 2025, Tribal GIS 2024 and 2025, and AUVSI 2024. Finally, Mr. Cruz served a 2-year term in the Academic Senate. Through these opportunities, Mr. Cruz is working in areas that are directly applicable to programs that exist at West Valley College and can bring new information back to the college and to his students.

Eldridge, Glenn
Chemistry: Mr. Glenn Eldridge's PG&D project was to further his professional growth through both academic coursework and curriculum development. To achieve this goal, Mr. Eldridge took a Sociology 001: Introduction to Sociology. In addition, Mr. Eldridge authored a new Introductory Chemistry Lab Manual for the Chemistry 2 course sequence, which was successfully piloted in Summer 2025 and will continue to be used and refined going forward. The lab manual is organized around the central concept of identifying an unknown chemical, providing students with a clear and engaging goal that builds their competency across a range of laboratory skills, including working with solids, liquids, gases, and solutions, as well as acquiring and interpreting data. Through this PG&D project, students benefit in multiple ways: not only does the new manual offer a more cohesive and pedagogically sound learning experience, but it also replaces a costly and largely outdated resource that had been in use since 2014, providing a free, editable alternative that saves students significant expense and reflects the college's commitment to accessibility and equity.

Flohic, Helene
Physical Sciences: Professor Flohic's PG&D project focused on improving instructional practices in physics and astronomy through professional development, coursework, and the creation of new instructional materials. The goal of the project was to integrate research-based teaching strategies into her courses and to develop new resources that enhance student learning and engagement. To achieve this goal, Professor Flohic completed the UC Berkeley Extension courses EDUC X369.7 - History of American Higher Education and EDUC X381.3 - Academic and Student Affairs Organizations, both for credit. She also attended the Summer Conferences of the American Association of Physics Teachers (AAPT) in 2023 and 2024, as well as multiple meetings of the Northern California-Nevada Section of the AAPT, where she engaged with current research and best practices in physics education. As a result of this work, Professor Flohic developed two original planetarium programs: one exploring the structure of the universe from Earth to large-scale structure, and another enabling students to measure the distance to galaxy M100 using simulated Cepheid variable data and light curves. These materials provide interactive, data-driven learning experiences that strengthen students' conceptual understanding and engagement. Overall, this project enhanced her teaching practices, contributed new curricular resources to the department, and supported student success through more effective and research-informed instruction.

Ghahramani, Soroush
Architecture: Mr. Gharamani's PG&D Project was to learn appropriate skills that would better support new trends towards articulation with higher education and industry needs. To achieve this goal, Mr. Gharamani completed GDES 007: Digital Illustration and West Valley College, where he learned about Adobe Illustrator software and its application to architecture. In addition, Mr. Ghahramani attended the following conferences to maintain relevance in his discipline: the 17th and 19th Annual BIM (Building Information Modeling) Conferences held at the University of Southern California, the 2024 Monterey Design Conference, organized by the AIA (American Institute of Architects), the 2025 AIA (American Institute of Architects) National Conference, and the 2025 Autodesk University Conference. These opportunities to work with some of the world's learning architects and design thinkers have helped Mr. Ghahramani use different BIM software in his classroom and learn about different architectural solutions applied to new projects around the globe, and he has been able to share much of what he's learned with his students.

Gutierrez, Nichola
Political Science: The central theme of Nichola Gutierrez's project was diversity, equity, and inclusion (DEI) and infusing those concepts into her classroom instruction and student engagement. Segment A and B of her PG&D project were met through the completion of SOCI 001 - Introduction to Sociology and SOCI 002- Social Problems at West Valley College, which provided the faculty member the opportunity to examine issues impacting the country and world and incorporate this knowledge into teaching through a sociological lens. Topics such as the intersectionality of poverty, race, gender, the pay gap, racism, and crime allowed for deeper classroom discussions and increased empathy for students' experiences. Additionally, Nichola completed organizational activities over the 3-year project cycle, supporting students outside the classroom, including 48 hours assisting with the WACAC college fair and 116 hours supporting Commencement by recruiting volunteers and helping guide students through the ceremony. Completion of this project benefited the Nichola professionally by deepening her understanding of DEI issues and allowing her to become a more empathetic instructor, while also benefiting students and the college by supporting student success, inclusion, and educational progress at West Valley College.

Hackworth, Cheryl
Biology: Dr. Cheryl Hackworth's PG&D project was to implement more equitable grading strategies across all Biology Department courses and facilitate collegial discussions to support their adoption in many proffered classes. Dr. Hackworth took a "Equitable Grading Strategies" course to gain knowledge that could be implemented within the Biology courses. These efforts have strengthened equity in student learning and success throughout the department. She also designed a standardized, rigorous distance education lab course for all online Biology 10 Lab students, including new activities aligned with course Student Learning Outcomes. The Canvas shell she developed provides incoming faculty with comprehensive materials, such as maintain course rigors and streamline lab supply and lab manual ordering. In addition, Dr. Hackworth remains current about her knowledge of microbiology and pathogenesis by participating in annual local symposia and national conferences. These activities benefit the students by ensuring transferability to the co-requisite lecture courses and upper-level classes beyond. These newly developed activities incorporate accommodations that support students with diverse academic needs and learning backgrounds.

Ikeda, Hideo
Counseling: The central theme of Hideo's project was strengthening and sustaining the First Year Experience (FYE) program through effective leadership, program development, and student support practices. To meet these objectives, with the support of his Dean for Segment B, he created a comprehensive FYE Program Processes and Best Practices Handbook. The handbook documents key operational processes including outreach, event planning, budgeting, communication, program review, and collaboration procedures, while also outlining best practices for counseling courses, early alert interventions, faculty collaboration, and building student support networks. For Segment A, Hideo completed Spanish 1A (5 units) from WVC to meet the Diversity/Cultural Awareness area. Hideo's project benefits faculty, staff, students, and the college by ensuring continuity and consistency within the FYE program during leadership and organizational transitions, supporting the continued growth of the program from one cohort of 25 students to more than 100 students across four academic cohorts, and strengthening student engagement, retention, and success through coordinated and equitable support services.

Kelly, Jon (Tim)
Political Science/History: Mr. Tim Kelly's PG&D project was to deepen his professional growth through coursework, curriculum development, organizational leadership, and ongoing participation in professional workshops and conferences. To achieve this goal, Mr. Kelly enrolled in HUMN 001: A World of Ideas — From the Ancient World to the Modern Age, a course he helped reconceptualize after being entrusted by the Poli Sci/Humanities Department Chair to reinvigorate a Humanities Program. Rather than maintain two separate courses (1A and 1B), Mr. Kelly combined them into a single, thematically driven course covering topics ranging from Beauty and Food to Genocide and Human Rights, incorporating modules across History, Philosophy, Politics, Fine Arts, and Applied Arts. In addition to his coursework, Mr. Kelly served on the West Valley College Academic Senate and District Academic Senate and participated on evaluation committees for faculty members. He also attended workshops and conferences focused on accessibility, online pedagogy, Canvas tools, AI in education, disability awareness, DEIJ, curriculum development, and student support. Mr. Kelly credits the college's TEACH program, especially Amy Delevett's workshops, on accessibility and engaging students with learning disabilities — as profoundly impactful, sharpening not only his teaching skills but his empathy as an educator. Through this PG&D project, students benefit from an instructor and Department Chair who models lifelong learning and continually works to ensure that West Valley College's courses and programs reflect the highest standards of rigor, relevance, and student success.

Kerwin, Jennifer

Kinesiology: Jennifer Kerwin's PG&D project was to continue gaining knowledge as an instructor and coach. Jennifer attended the United Soccer Coaches Convention, took HSCI 008: Contemporary Health class at West Valley and the Practice of Mindfulness and Self-Compassion course at Fullerton college. Jennifer attended various workshops, which included Creating Chances from a Central Attacker, Culture First: Facilitating A Culture that Thrives, Principles of Great Coaching, and yoga sequencing courses. Through these activities, the work that Jennifer did for this PG&D courses helped her grow as an instructor and coach. The knowledge gained allows Jennifer to pass onto new part-time faculty, her students, and athletes.

Kim, Yanghee
Library: The central theme of Yanghee's project was to improve her communication with non-native English speakers and students from diverse, underserved backgrounds. To meet these objectives, she completed coursework in Segment A in ITAL 001A Beginning Italian from WVC (5 units) and Segment B - LCM-1014 10-10-10: Communication that Matters (3 graduate units) from Fresno Pacific University. Through these courses, Yanghee developed skills in communicating more effectively with multilingual students, designing online courses that support diverse learners, and creating welcoming and engaging learning environments through clear orientation modules, structured homepages, and supportive communication strategies. Completion of her project benefits students, faculty, and the college by improving student access to library and instructional services, increasing inclusivity and communication, and supporting student retention and success through more accessible and student-centered teaching practices.

Kindon, Andrew
Anthropology: The central theme of Andrew's project was developing more equity-minded and anti-racist approaches in his teaching practices. For Segment A, Andrew completed SJST001: Introduction to Ethnic and Social Justice Studies from WVC. For Segment B, he participated in a year-long Racial Equity in Education faculty training, followed by an intensive review of his syllabi, course content, and pedagogical practices to align with best practices in antiracist teaching and decolonizing Anthropology. The completion of Andrew's PG&D project resulted in new classroom exercises, including weekly "5&5 Reflection and Discussions" and "The Diverse World of Anthropology" presentations, as well as six new lecture modules focused on antiracist pedagogy and decolonial content. Andrew's PG&D project benefited his professional development by strengthening inclusive and equity-minded teaching practices, while benefiting students and the college through more engaging, reflective, and representative course content aligned with West Valley College's Anti-Racist and Inclusion Action Plan and Equity Statement.

Louderback, Patricia
Public Health/Health Science: The central theme of Patricia's PG&D project was acquisition of new knowledge on equitable grading strategies as well as new knowledge, content, and teaching strategies on health science and public health topics as pertinent to courses She teaches at WVC. The content she learned from the completed coursework has provided her with valuable skills and knowledge, as well as an increased understanding of equitable grading which ties in with a campus focus on equity and justice. She will use this new knowledge as an instructor, while serving as the program lead and instructor in the Public Health / Health Science Department classes. This benefits her students in both online, hybrid, and on-campus learning environments.

Lowry, Laura
Theater Arts: Laura Lowry's PG&D project centered on the themes of growth and connection. She developed curriculum to strengthen the department's technical theater courses while also organizing and expanding musical theater production offerings. Laura attended several conferences that introduced her to industry standards in Intimacy Training and Voice Training. Notably, she participated in the National Association of Schools of Theatre (NAST) conference, which provided valuable insight into the accreditation process. Laura plans to begin this process upon completion of the new performing arts facility. In addition, Laura pursued professional development in improvisation by taking classes with ComedySportz and the American Improve Theatre (AIT). These experiences led to an invitation to join a performance troupe with AIT, which became an additional special project. Finally, Laura served as the faculty advisor for the Drama Club for the past several years. During her tenure, the club produced multiple student showcases and hosted numerous workshops, where Laura was able to integrate new knowledge gained through her PG&D project.

Maddox, Faun
Mathematics: The central theme of Faun Maddux's project focused on utilizing emerging technologies for student success and how to engage in best practices within the AB1705 landscape. She was able to network with peers around the state, sharing her ideas with them and learning from them. She discussed what she learned with her colleagues at WVC, and she engaged in making changes within her courses to promote student success. In addition to this, she attended two state Academic Senate plenaries where she learned about the ASCCC process, discussed how to best represent her colleagues on the Academic Senate and the District Academic Senate, and participated in sessions discussing AB1705 reform. Lastly, Faun Maddux participated in the Teach Coach Mentoring program at WVC where she was able to share insights and best practices with 6 different associate faculty, guiding their teaching journeys.

Mendelsohn, Benjamin
Astronomy: The central theme of Benjamin's project is reinforcing his commitment to advancing technical curriculum and deepening his connection to the scientific community through professional development in unmanned aviation, astronomy, and scientific visualization. For Segment A, he completed AVIA 30E – Drone Videography and Photography (3 units) at West Valley College, which directly enhanced his leadership of the Unmanned Aircraft Systems (UAS) program by strengthening his instruction in aerial imaging and regulatory standards. For Segment B, Benjamin attended the 242nd Meeting of the American Astronomical Society, the Gordon Research Conference – Visualization in Science & Education, and the International Planetarium Society conference, which provided him with exposure to cutting-edge research in planetary science, stellar evolution, cosmology, and visualization technologies. In addition, he completed an FAA-mandated Flight Instructor Refresher Clinic (FIRC) and TSA training related to the WVC Unmanned Aviation Program. These experiences benefit him as a faculty member by keeping his expertise at the forefront of the field and benefits students through enriched classroom content, planetarium presentations, and integration of real-world research data and emerging technologies into instruction. Additionally, the completion of Bejamin's project also benefits the college, district, and community by supporting innovative STEM education, informing local facility upgrades, and helping ensure West Valley College remains a leader in science and aviation education with strong connections to the global scientific and aviation industries.

Michals, Nils
English: Mr. Michals' PG&D project was centered on deepening his understanding of the Queer and Trans experience in order to better serve these students across all of his classes. To achieve this goal, Mr. Michals enrolled in Women in Art History and attended several prominent literary conferences, including the Associated Writing Programs Conference and the MLA Convention. In addition, Mr. Michals served on the Best Essays committee for three consecutive years, contributing to all facets of the publication process including reviewing submissions, editing, design, and mentoring winning student writers. Through his coursework, conferences, and committee work, Mr. Michals gained valuable insight into how small, but meaningful adjustments — such as careful attention to pronoun use and redesigning assignments to move beyond traditional gender binary assumptions — can create a more inclusive and welcoming classroom environment. This has been especially evident in his English C1001 course, centered on Pop Culture and Gender, where he has introduced new writing forms such as the digital essay and the ethnographic study as a means of amplifying Queer and Trans voices and perspectives. Students benefit from Mr. Michals' PG&D project through an instructor who is actively committed to ensuring they feel seen and heard in the classroom, and who continues to evolve his pedagogy to reflect the changing needs and identities of the student population he serves.

Mora, Marta
Counseling: The central theme of Marta's PG&D project was health and wellness, with a focus on supporting the increasing mental health needs of college students following the pandemic. To meet these objectives, Marta completed lower division coursework in Segment A and B with VPI approval, in HSCI 12: Understanding Stress, KINS 11.05: Mindful Meditation, KINS 11.03: Gentle Restorative Exercise, and ANTH 55: Anthropology of Magic, Witchcraft, and Religion, from WVC. These courses provided her with knowledge of stress management, mindfulness practices, restorative wellness strategies, and cross-cultural perspectives on beliefs and rituals from diverse regions around the world. The completion of Marta's project benefits students, faculty, and the college by strengthening her ability as a Counseling Faculty to practice self-care, better recognize students experiencing mental health challenges, provide effective support strategies, make appropriate therapist referrals, and foster a more culturally responsive and inclusive environment for the diverse West Valley College community.

Napoli Abella Reiss, Cynthia (Cindi)
Arts: Cindi's PG&D project focused on diversity and cultural awareness, as well as institutional methodology for one's professional development areas. Cindi attended conferences, retreats, chaired DEI workgroups at the state level, attended board and academic senate meetings through the capacity as a Trustee, College and District academic senator with an interest in legislation. As an ACCJC commissioner for this project, being a commissioner allowed her invaluable insight to best practices, institutional models of continuous improvement, exemplary work in innovation and DEI, as well as access to institutions with practices for growth and the subsequent impact of such practices on students.Through professional development workshops, conferences, focused retreats, and meetings reviewing and acting on member institutions' accreditation status, Cindi further deepened one's understanding of accreditation standards, institutional effectiveness, and the critical relationship between policy, practice, and student outcomes. Active engagement in Commission work, along with participation in comprehensive professional development, enhanced Cindi's understanding of accreditation in higher education especially within this political landscape and the critical relationship between governance, policy, and practice through her departmental commitments. Collectively, these varied experiences have shaped one's faculty perspective by braiding governance insight to classroom practice, through more intentional course design, departmental expos, and more responsive scaffolding/support for students, while also sharpening a unique lens that enables Cindi to contribute thoughtfully to institutional priorities, policy development, and ongoing improvement efforts within one's department, at the college, and at the district.

Rodriguez, William (Willo)
Kinesiology: The central theme of Willo's project was supporting student success through cultural awareness, effective communication, and understanding the social and psychological challenges affecting today's students, particularly student-athletes and Hispanic/Latino students. For Segment A and B, he completed KINT 31: Psychological Foundations of Sport and Beginning Spanish 1A, with VPI support, and presentations were delivered at the National Conference on Race and Ethnicity promoting diversity, equity, and inclusion. Completing "Psychological Foundations of Sport" course provided Willo with insight into the pressures faced by student-athletes, including the impacts of social media, substance abuse, and mental health challenges, while the completion of Beginning Spanish strengthened his communication skills to better support West Valley College's growing Spanish-speaking student population and their families. The completion of Willo's project benefits students, faculty, and the college by fostering stronger relationships with diverse student populations, improving communication and student support, promoting equity and inclusion, and enhancing student engagement, retention, and overall success at West Valley College.

Schrey, Maureen (Molly)
Biology: The central theme of Molly's project was "Excellence in Associate Faculty Instruction," with the objective of strengthening the success, preparation, and integration of associate faculty at West Valley College by building frameworks that support teaching, professional growth, and connection to the department and college. For Segment A, Molly completed HBM 1659- Equitable Grading Strategies (3 graduate units) through Fresno Pacific University. For Segment B, Molly contributed to the TEACH Coach and Preparing Future Professors Mentoring Programs, providing guidance, mentorship, and professional development opportunities to new instructors, as well as developing a comprehensive Biology Department Associate Faculty Hiring Handbook to support hiring, onboarding, mentoring, and instructional expectations. Molly's PG&D project benefits the college by strengthening faculty collaboration, improving communication, and supporting long-term instructional planning as the department anticipates several retirements in the coming years. Students also benefit by receiving instruction from better prepared and more supported faculty members. The project has also contributed to Molly's professional development by expanding her leadership, mentoring, and program development skills while deepening her commitment to supporting faculty success and student learning.

Sinclair, Robert
Music: Robert Sinclair focused on Instructional/Student Service Methodology, with a majority focus for online-asynchronous delivery systems. These were explored with different curriculum services and providers. This coursework will enhance awareness and delivery of online asynchronous courses with an emphasis on student success, such as MUSC039F: Applied Guitar Instruction and Continuing Education focusing on code of ethics and foundational series. In addition, Mr. Sinclair was fulfilled with applied instruction in guitar as a means of performance development with professional coaching.

Also, Robert Sinclair pursued curriculum development for the music major requirements of Music Theory Levels 1-4. All the curriculum along with supplementary resources were curated into a robust and sequential four level, four semester, program with Canvas as the learning management system. The goal was to have the totality be complete and intuitive such that a student and/or instructor could utilize it as a comprehensive and guided platform.

Stanton, Christine
Biology: The central theme of this project was improving equity, inclusion, and instructional effectiveness in STEM education through both cultural awareness and enhanced anatomy program resources. To meet these objectives, Christine completed Sociology 020: Sociology of Race and Ethnicity at WVC for Segment A, to strengthen understanding of systemic inequities, diverse student experiences, and culturally responsive teaching practices. For Segment B, with Dean's support, she developed a comprehensive cadaver and isolated organ/tissue inventory database for the Human Anatomy program, including detailed documentation of cadavers, dissections, organs, tissues, instructional relevance, and tracking information. Additional activities included maintaining cadaver records and protocols, coordinating with the UCSF Willed Body Program, supporting faculty access to instructional materials, and expanding student learning opportunities through dissections, presentations, and mentored projects. The completion of Christine's project benefits faculty, students, and the college by promoting more inclusive and equitable STEM instruction, improving collaboration and consistency across anatomy courses, strengthening the organization and sustainability of a unique educational resource, and providing students with meaningful hands-on learning experiences that support engagement, retention, and preparation for health science careers.

Vu, Amy
Mathematics: The central theme of Amy Vu's project was to expand knowledge of upcoming technologies to improve teaching and development of community education courses in Information Technology. This project was completed by coursework in data structures, Python programming, and machine learning.

Zajac, Michelle
Communication Studies: Michelle's PG&D project centered on creating a caring classroom through improved student equity. The objective of her project was to improve student success in her classrooms, and in the classrooms of others, by fostering a more caring and equitable learning environment. For Segment A, Michelle completed the course LCM 1014 – 10-10-10: Communication That Matters (3 graduate units) through Fresno Pacific University (FPU). For Segment B, she participated in a WVC-hosted ChatGPT/AI Workshop and ACUE's "Fostering a Culture of Belonging" training, while also demonstrating significant leadership, service, and dedication to student success through her work as an FYE Instructor/Embedded Tutor Mentor, TEACHCoach mentor, and member of the Professional Development and All College Day Committee. In these roles, she consistently contributed additional time and support beyond project requirements to better serve students and colleagues. The completion of Michelle's project helped create more caring and equitable spaces for students to participate and connect in the classroom, while also strengthening faculty mentorship and professional development rooted in Caring Campus principles and promoting inclusive teaching practices across the college and district that support student retention, success, and belonging.

File Attachments
MC Compliance Report Summaries_SP 2026 PGD.pdf (254 KB)
WVC Compliance Report Summaries_SP 2026 PGD.pdf (474 KB)

8. Business and Finance

Subject	**8.1 There are no items.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	

9. Public Safety

Subject	**9.1 There are no items.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	

10. Information Systems

Subject	**10.1 There are no items.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	

11. Facilities Development & Operations

Subject	**11.1 CONSIDER APPROVAL OF THE CONTRACT INCREASE WITH HENSEL PHELPS CONSTRUCTION COMPANY FOR THE EARTHWORK, SITE UTILITIES, AND CONCRETE FOR THE PHYSICAL EDUCATION/WELLNESS CENTER PROJECT AT WEST VALLEY COLLEGE - Recommendation: The Board of Trustees amend the existing agreement with Hensel Phelps Construction Company to incorporate an increase of $16,860,487.00 for the earthwork, site utilities, and site concrete as part of Guaranteed Maximum Price (GMP) for the West Valley College Physical Education/Wellness Center Project.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action (Consent)
Recommended Action	The Board of Trustees amend the existing agreement with Hensel Phelps Construction Company to incorporate an increase of $16,860,487.00 for the earthwork, site utilities, and site concrete as part of Guaranteed Maximum Price (GMP) for the West Valley College Physical Education/Wellness Center Project.

Prepared By: Travis Van't Hul

Reviewed By: Terrance DeGray

Approved By: Bradley Davis

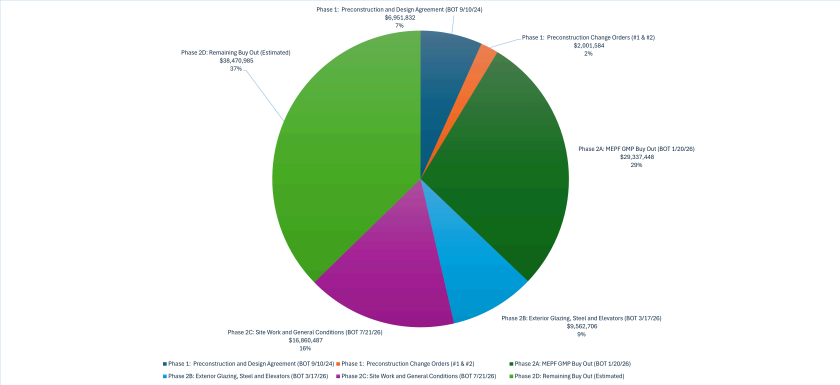
Funding Source/Fiscal Impact
Funding for this contract comes from the Measure W Bond Program and Capital Improvement Funds.

Reference(s)
This item is associated with the implementation of the WVC Facilities Master Plan, the WVMCCD 5-Year Construction Plan, and the Measure W Bond Program.

This project uses a progressive design-build delivery method, which allows key construction trade packages to be competitively procured and incorporated into the project in phases as the project advances. The selected trade partners will work collaboratively with Hensel Phelps and Cannon Design during both the design and construction phases of the project. Their involvement will support design coordination, constructability reviews, identification of cost-saving opportunities, and coordinated three-dimensional Building Information Modeling (BIM). This approach minimizes construction-phase issues and results in time and cost savings for the district.

Background/Alternatives
On September 10, 2024, the Board approved the award of a design-build contract to Hensel Phelps Construction Co. in the amount of $6,951,832.00 for the West Valley College Physical Education / Wellness Center Project. On October 10, 2024, the district entered into a design-build pre-construction services agreement, which establishes the terms and conditions for the Design Build Entity's ("DBE") design professional services. These services include programmatic design, development of construction documents, and submission to the Division of State Architect (DSA).

On January 20, 2026, the board authorized the formal incorporation of the mechanical, electrical, plumbing, and fire protection (MEPF) Guaranteed Maximum Price (GMP) into the contract in the amount of $29,337,448.00. On March 17, 2026, the board authorized the formal incorporation of elevator, steel, and exterior glazing GMP into the contract in the amount of $9,562,706.00. To date, 47% of the project's final GMP has been approved as shown in the pie chart below.



In preparation for the start of construction activities, the district collaborated with Hensel Phelps on the competitive procurement of trades for earthwork, site utilities, and site concrete. These trades will continue to support Hensel Phelps and Cannon Design with design coordination and construction services. Additionally, the district has reviewed the general conditions, bonds, and fees for Hensel Phelps, which cover on-site supervision and administration, safety protocols, temporary facilities, building and site clean-up, inspection and quality control, general equipment for all construction activities for the full duration of the project, as well as construction administration support services provided by the Architect of Record.

The earthwork, site utilities, site concrete, general conditions, and construction administration support services Guaranteed Maximum Price (GMP) buyout represents approximately 16% of the project's final GMP project's final GMP, bringing the total approved GMP to approximately 63% of the project's budget.

Board approval is requested to authorize the formal incorporation of the earthwork, site utilities, site concrete, general conditions, and construction administration services Guaranteed Maximum Price (GMP) scope into the contract.

This action will allow the project to proceed with both design and construction work while maintaining alignment with the approved project budget.

Coordination
This effort was coordinated with the vice chancellor of facilities development and operations, the general services department, the executive director of facilities construction, the associate vice chancellor of intercollegiate athletics, Kitchell CEM, and Hensel Phelps.

Follow-up/Outcome
Upon Board approval, the district will execute an amended agreement, increasing the contract by $16,860,487.00.

File Attachments
Pages from PCO 027 029 033 070 - GMP 3 Funding_R2.pdf (106 KB)
11.1 Pie Chart.png (267 KB)

11. Facilities Development & Operations

Subject	**11.2 ACCEPT BASIC CONTRACT AS COMPLETE FOR BID #CA08-2425 FOR THE LIGHT POLE REPLACEMENT PROJECT AT MISSION COLLEGE - Recommendation: The Board of Trustees accept the basic construction contract as complete with Bear Electrical Solutions, LLC, for Bid #CA08-2425 for the Light Pole Replacement Project at Mission College and authorize the district to file a Notice of Completion.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action (Consent)
Recommended Action	The Board of Trustees accept the basic construction contract as complete with Bear Electrical Solutions, LLC, for Bid #CA08-2425 for the Light Pole Replacement Project at Mission College and authorize the district to file a Notice of Completion.

Prepared By: Leslie Puccio

Reviewed By: Terrance DeGray

Approved By: Bradley Davis

Funding Source/Fiscal Impact
The funding for this project comes from Measure W bond program.

The original contract amount was $1,623,000.00.
The final cost for this contract was $1,640,566.24.

Reference(s)
This item is associated with the implementation of the MC Facilities Master Plan, the WVMCCD 5-Year Construction Plan, and the Measure W bond program.

Background/Alternatives
This project installed new light poles, LED illumination, and related infrastructure for Parking Lots A, B, C, and D and for the roadway along Mission College Boulevard at Mission College. These parking facilities and the roadway serve students, faculty, visitors, and the community.

Coordination
The contract was reviewed by the vice chancellor of facilities development and operations, executive director of facilities construction, and Gilbane Building Company.

Follow-up/Outcome
Upon Board approval, a Notice of Completion will be filed with the Santa Clara County Recorder.

File Attachments
11.2 Notice of Completion.pdf (119 KB)

11. Facilities Development & Operations

Subject	**11.3 CONSIDER APPROVAL OF AGREEMENT WITH XL CONSTRUCTION/GENSLER FOR THE STEM CENTER PROJECT AT MISSION COLLEGE - Recommendation: The Board of Trustees approve an agreement with XL Construction/Gensler to incorporate Exterior Skin and Elevator Trade Partner Buy Out for $7,023,172.00 as a part of the Guaranteed Maximum Price (GMP) for the STEM Center Project at Mission College.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action (Consent)
Recommended Action	The Board of Trustees approve an agreement with XL Construction/Gensler to incorporate Exterior Skin and Elevator Trade Partner Buy Out for $7,023,172.00 as a part of the Guaranteed Maximum Price (GMP) for the STEM Center Project at Mission College.

Prepared By: Joseph Martinez

Reviewed By: Terrance DeGray

Approved By: Bradley Davis

Funding Source/Fiscal Impact
Funding for this contract comes from the Measure W Bond Program.

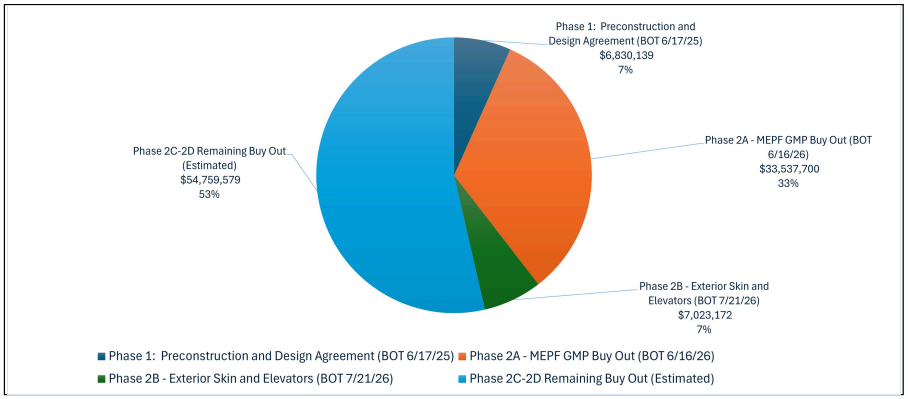
Reference(s)
This item is associated with the implementation of the MC Facilities Master Plan, the WVMCCD 5-Year Construction Plan, and the Measure W Bond Program.

Background/Alternatives
This project uses a progressive design-build delivery method, which allows key construction trade packages to be competitively procured and incorporated into the project in phases as the design advances. The selected trade partners work collaboratively with XL Construction Corporation and Gensler during both the design and construction phases, supporting design coordination, constructability reviews, identification of cost-saving opportunities, and coordinated three-dimensional Building Information Modeling (BIM). This approach minimizes construction-phase issues and results in time and cost savings.

On June 17, 2025, the Board approved the award of a design-build contract for Phase 1 design and preconstruction services to XL Construction Corporation for the Mission College STEM Center Project. On August 29, 2025, the district entered into a design-build pre-construction services agreement, which establishes the terms and conditions for the Design Build Entity's ("DBE") design professional services. These services include programmatic design, development of construction documents, and submission to the Division of State Architect (DSA).

As part of this process, the district collaborated with XL Construction Corporation to conduct competitive procurement of the design-assist Exterior Skin and Elevator trades. Because the elevator and exterior curtainwall are normally deferred submittals with the Division of State Architect (DSA), early procurement of these trades supports timely design coordination

The Exterior Skin and Elevator trades design-assist Guaranteed Maximum Price (GMP) buyout represents approximately 7% of the project's final GMP, bringing the total approved GMP to approximately 47%, as shown in the chart below.



Board approval is requested to authorize the formal incorporation of the Exterior Skin and Elevator design-assist Guaranteed Maximum Price (GMP) scope into the contract. This action will allow the project to proceed with both design and construction work by design-assist trade partners while maintaining alignment with the approved project budgets for MC-420007 STEM Center and MC-420013 science building renovation.

This action will establish the Guaranteed Maximum Price (GMP) for Design Assist Trade Partners, including C/S Erectors and KONE.

Coordination
This effort was coordinated with the vice chancellor of facilities development and operations, the general services department, the executive director of facilities construction, Gilbane Building Company, and XL Construction/Gensler.

Follow-up/Outcome
Upon Board approval, the district will execute an agreement to incorporate $7,023,172.00 as part of the XL Construction/Gensler project scope of work.

File Attachments
11.3 GMP.jpg (432 KB)

11. Facilities Development & Operations

Subject	**11.4 CONSIDER APPROVAL OF BOND LIST REBASE OF THE MEASURE C and MEASURE W PROJECT PRIORITY LIST - Recommendation: The Board of Trustees approve the revisions and rebase of the Measure C and Measure W bond list, as presented.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action (Consent)
Recommended Action	The Board of Trustees approve the revisions and rebase of the Measure C and Measure W bond list, as presented.

Prepared By: Jessica Fassler

Reviewed By: Terrance DeGray

Approved By: Bradley Davis

Funding Source/Fiscal Impact
Funding for these projects is derived from a combination of State Capital Outlay funds, Measure C, and Measure W. This rebase represents the allocation of overhead, which is a redistribution of costs to projects for the purposes of capitalization and thus has a net zero fiscal impact.

Reference(s)
This item is associated with the implementation of the West Valley College and Mission College facilities master plans, the WVMCCD 5-Year Construction Plan, and Measure C and Measure W bond programs.

Background/Alternatives
As part of the accountability measures for the Measures C and W Bond Programs, the management team for the program has put into place a formal process for managing, tracking and presenting to the Board of Trustees all revisions to the Measure C and Measure W individual project names, scopes and budgets. This process adheres to the accountability standards outlined by Proposition 39 and provides transparency in the evolution of the project list.

On April 21, 2026, the Board of Trustees approved the rebased Measure C and W project priority lists. Since then, program and budgets for active projects have been prioritized and rebased and project names for active projects have been changed by the district and colleges.

This Bond List Rebase Request Report reflects the following revisions:

- The redistribution of $606,955.68 in overhead from District project 400000 – Bond Administration ($17,288.00) and District project 435006 – Program Management ($589,667.68) across active projects district-wide, to accommodate the allocation of program management, legal, and related expenses paid June 1, 2025 through May 31, 2026 for capitalization purposes.

Please refer to the attached Bond List Rebase Approval Request report for details on each project revision included on the Measure W Rebase #20, dated July 21,2026.

Coordination
The vice of chancellor facilities development and operations, facilities finance director, facilities administrative specialist, A Kennedy Group and construction managers worked with district and college administrators on preparing this report.

Follow-up/Outcome
Upon Board approval, the rebased Measure C and Measure W project priority list will be implemented by district administration.

File Attachments
Measure W Rebase #20 v4.pdf (190 KB)

12. Colleges

Subject	**12.1 There are no items.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	

13. Government Relations and Public Communications

Subject	**13.1 There are no items.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action

14. Board

Subject	**14.1 First Reading – Board Policy 4020 on Program, Curriculum, and Course Development - Recommendation: The Board of Trustees conduct a first reading of Board Policy 4020 on Program, Curriculum, and Course Development and consider public comment.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action | Discussion
Recommended Action	The Board of Trustees conduct a first reading of Board Policy 4020 on Program, Curriculum, and Course Development and consider public comment.

Prepared By: Chris Dyer

Reviewed By: Cade Story-Yetto

Approved By: Bradley Davis

Funding Source/Fiscal Impact
No fiscal impact.

Reference(s)
Education Code Sections 70901(b), 70902(b), and 78016; Title 5 Sections 51000, 51022, 55002.5, 55100, 55130, and 55150; Title 34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8, implementing the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; and ACCJC Accreditation Standard 2.

Background/Alternatives
This policy has been revised to align with current California Community College Chancellor's Office guidance, updated Title 5 regulations, and recent Community College League of California (CCLC) policy template updates. The revised Board Policy clarifies the categories of curriculum that require Board of Trustees approval and distinguishes those actions from routine or technical curriculum changes that may be processed administratively in accordance with Title 5 regulations and Chancellor's Office guidance. This approach streamline curriculum processes while preserving appropriate Board oversight of new programs, substantive program modifications, and other curriculum actions requiring governing board approval.

The corresponding AP 4020 was updated to reflect current curriculum development and approval processes within the district. including revisions to the curriculum approval process and governance roles, work experience credit hour requirements, baccalaureate degree programs, ethnic studies curriculum, and general education and degree standards, consistent with updated Title 5 regulations and Chancellor's Office guidance.

Coordination
This policy went through the district's participatory governance process and was reviewed by the Curriculum Committees, Academic Senates, and College Councils of both colleges prior to review by District Council on May 5 and June 9, 2026, and by the Legislative Policy & Oversight Committee on April 22, 2026. Each body voted to recommend full approval by the Board.

Follow-up/Outcome
At the August 18, 2026, Board of Trustees meeting, approval of Board Policy 4020 on Program, Curriculum, and Course Development, and the conclusion of the public comment period will be considered on the agenda. If adopted, this policy will be publicly available on the WVMCCD website. This policy and the corresponding Administrative Procedure will be incorporated into the websites and catalogs of both Mission College and West Valley College. Both college's Curriculum Committees and Offices of Instruction will incorporate these changes within their business processes.

File Attachments
BP 4020 for BOT.pdf (183 KB)

14. Board

Subject	**14.2 First Reading – Board Policy 4250 on Academic Notice and Pause - Recommendation: The Board of Trustees conduct a first reading of Board Policy 4250 on Academic Notice and Pause and consider public comment.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action | Discussion
Recommended Action	The Board of Trustees conduct a first reading of Board Policy 4250 on Academic Notice and Pause and consider public comment.

Prepared By: Chris Dyer

Reviewed By: Cade Story-Yetto

Approved By: Bradley Davis

Funding Source/Fiscal Impact
No fiscal impact.

Reference(s)
Education code Section 70902 subdivision (b)(3); Title 5 Sections 55031 – 55034

Background/Alternatives
This policy has been revised to align with recent Community College League of California policy updates and updated Title 5 terminology related to student academic standing. The revised policy updates the district's language from "academic probation," "progress probation," and "dismissal" to more student-centered "terminology: academic notice, progress notice, academic pause, and progress pause". The change in terminology is intended to better reflect the purpose of the policy. Students who fall below academic or progress standards are not being punished; rather, they are being formally notified that intervention, counseling, and support may be needed to help them return to good academic standing. Similarly, "pause" more accurately communicates that a student's enrollment may be temporarily limited or interrupted, while preserving a pathway for return, restart, or reinstatement.

The revised policy maintains the district's responsibility to establish standards for academic progress, notify students in a timely manner, publish the standards in the college catalog, and provide access to counseling and support services. The update also supports clearer and less stigmatizing communication with students, consistent with statewide efforts to improve student persistence, equity, and completion. The corresponding AP 4250 was also updated to operationalize the revised terminology and processes, including standards for notice, pause, student notification, appeal, removal from notice, and return to good standing.

Coordination
This policy went through the district's participatory governance process and was reviewed by the Curriculum Committees, Academic Senates, and College Councils of both colleges prior to review by District Council on May 5 and June 9, 2026, and by the Legislative Policy & Oversight Committee on October 29, 2025. Each body voted to recommend full approval by the Board.

Follow-up/Outcome
On the August 18, 2026, Board of Trustees meeting, approval of Board Policy 4250 on Academic Notice and Pause, and the conclusion of the public comment period will be considered on the agenda. If adopted, this policy will be publicly available on the WVMCCD website. This policy and the corresponding Administrative Procedure will be incorporated into the websites and catalogs of both Mission College and West Valley College. Both college's Offices of Student Services will incorporate these changes within their business processes.

File Attachments
BP 4250 for BOT.pdf (86 KB)

14. Board

Subject	**14.3 First Reading – Board Policy 5030 on Fees - Recommendation: The Board of Trustees conducts the first reading of Board Policy 5030 on Fees and consider public comment.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action | Discussion
Recommended Action	The Board of Trustees conducts the first reading of Board Policy 5030 on Fees and consider public comment.

Prepared By: Chris Dyer

Reviewed By: Cade Story-Yetto

Approved By: Bradley Davis

Funding Source/Fiscal Impact
No immediate fiscal impact. The revisions update district policy to align with current Title 5 regulations and CCLC guidance. Future operational or programmatic adjustments related to instructional material access will be addressed through existing administrative and budget processes, as needed.

Reference(s)
Education Code Sections 76300 et seq.; Title 5 Sections 54221 and 58501; ACCJC Accreditation Eligibility Requirement 20.

Background/Alternatives
Board Policy 5030, Fees, has been revised to align with recent Community College League of California updates and current Title 5 regulations related to student fees, baccalaureate degree programs, and burden-free access to instructional materials. The revisions update legal references, clarify permissible fees for upper-division coursework in California Community College baccalaureate degree programs, and affirm the District's responsibility to support student access to required instructional materials. The update also supports student equity and affordability by aligning local policy with statewide efforts to reduce cost barriers and improve timely access to instructional materials.

Coordination
This policy went through the district's participatory governance process and was reviewed by the Curriculum Committees, Academic Senates, and College Councils of both colleges prior to review by District Council on May 5 and June 9, 2026, and by the Legislative Policy & Oversight Committee on October 29, 2025. Each body voted to recommend full approval by the Board.

Follow-up/Outcome
On the August 18, 2026, Board of Trustees meeting, approval of Board Policy 5030 on Fees and the conclusion of the public comment period will be considered on the agenda. If adopted, this policy will be publicly available on the WVMCCD website. This policy and the corresponding Administrative Procedure will be incorporated into the websites and catalogs of both Mission College and West Valley College. Both college's Offices of Student Services will incorporate these changes within their business processes.

File Attachments
BP 5030 for BOT.pdf (89 KB)

14. Board

Subject	**14.4 ADOPT RESOLUTION NO. 26072101 ENDORSING THE SUPPORTING KNOWLEDGE THROUGH INDUSTRY-LED LEARNING ACT (SKILL ACT) - Recommendation: The Board of Trustees adopt Resolution No. 26072101 endorsing the Supporting Knowledge through Industry-Led Learning Act (SKILL Act), which would create a federal incentive for employers that partner with community colleges to develop workforce training programs and hire program graduates.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action
Recommended Action	The Board of Trustees adopt Resolution No. 26072101 endorsing the Supporting Knowledge through Industry-Led Learning Act (SKILL Act), which would create a federal incentive for employers that partner with community colleges to develop workforce training programs and hire program graduates.

Prepared By: Cade Story-Yetto

Reviewed By: Bradley Davis

Approved By: Bradley Davis

Funding Source/Fiscal Impact
There is no immediate fiscal impact from adopting the resolution.

Reference(s)
Supporting Knowledge through Industry-Led Learning Act (SKILL Act); Resolution No. 26072101; BP 1200 District Mission Statement.

Background/Alternatives
The SKILL Act, introduced by U.S. Representative Sam Liccardo, would amend the Internal Revenue Code to establish a federal tax credit for businesses that partner with community colleges on workforce training. Qualifying employers could claim a credit of $2,500 for each student who earns a degree, certificate, or credential from a supported program, and an additional $2,500 for each such graduate the employer subsequently hires on a full-time basis. Eligibility is limited to programs that can be completed in two years or less, and employers can qualify by contributing through curriculum development, skills assessment, internships, apprenticeships, applied learning, laboratory access, or donations of cash, equipment, or services. The Act authorizes up to $500 million in credits nationally for each of calendar years 2027 through 2031, allocated competitively among the states in proportion to population.

The district already operates the kind of employer-partnered programs the SKILL Act is designed to reward, including Mission College's Mechatronic Technology program and West Valley College's forthcoming semiconductor certificate program. Endorsing the bill aligns with the district's commitment to career education, apprenticeship and work-based learning, regional workforce development, student economic mobility, and its Student-First mission. The Board could decline to endorse or take no action, though doing so would forgo a low-cost opportunity to support legislation that directly reinforces the district's existing workforce strategy.

Coordination
The Legislative & Policy Oversight Committee reviewed Resolution No. 26072101 on June 24, 2026, and voted to recommend full approval by the Board.

Follow-up/Outcome
If adopted, the resolution will be posted publicly and transmitted to U.S. Representative Sam Liccardo, members of Congress, the California Community Colleges Chancellor's Office, the Association of Community College Trustees, regional workforce and employer partners, and other appropriate stakeholders.

File Attachments
July 2026 - BOT Resolution - Endorse SKILL Act.pdf (224 KB)

14. Board

Subject	**14.5 ADOPT RESOLUTION NO. 26072102 ENDORSING ASSEMBLY BILL 65 (AGUIAR-CURRY) — SCHOOL AND COMMUNITY COLLEGE EMPLOYEES: PAID PREGNANCY AND RELATED DISABILITY LEAVE - Recommendation: The Board of Trustees adopt Resolution No. 26072102 endorsing Assembly Bill 65 (Aguiar-Curry), which would require community college districts to provide paid leave for classified and academic employees experiencing pregnancy, childbirth, pregnancy loss, or related recovery, while preserving employees' accrued sick leave.**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Action
Recommended Action	The Board of Trustees adopt Resolution No. 26072102 endorsing Assembly Bill 65 (Aguiar-Curry), which would require community college districts to provide paid leave for classified and academic employees experiencing pregnancy, childbirth, pregnancy loss, or related recovery, while preserving employees' accrued sick leave.

Prepared By: Cade Story-Yetto

Reviewed By: Laura C. Benson

Approved By: Bradley Davis

Funding Source/Fiscal Impact
The fiscal impact of the underlying legislation is variable and would depend on the number of employees utilizing the leave in a given year. As a community-supported (basic aid) district, the district would not receive the funding contemplated by the current bill language; however, district administration has determined that any resulting cost could be absorbed within the Unrestricted General Fund and directed in a manner that reflects the district's core values and sustains a competitive benefit package. The district will assess the specific fiscal implications as the measure advances. There is no immediate fiscal impact from adopting the resolution itself.

Reference(s)
Assembly Bill 65 (Aguiar-Curry); Resolution No. 26072102; Education Code Sections 87766, 87780.1, 88196.1; Government Code Section 12945; BP 7340 Leaves.

Background/Alternatives
Assembly Bill 65, authored by Assemblymember Cecilia Aguiar-Curry, would require community college districts to provide up to fourteen weeks of paid leave for classified and academic employees experiencing pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions, without regard to minimum hours worked or length of service. The bill would further require employers to maintain group health coverage for the duration of such leave. Under current law and applicable collective bargaining agreements, employees disabled by pregnancy or childbirth must first exhaust accrued sick leave and thereafter receive only substitute-differential pay, a structure that erodes leave balances reserved for future illness and family needs.

AB 65 advances the district's "Student First" mission on the premise that students are best served by employees who are supported as whole people; by allowing employees to attend to pregnancy, childbirth, and related recovery without exhausting the sick leave they reserve for future illness and family care, it reinforces the district's commitment to supporting employees with dignity, stability, and equity. Competitive, family-centered leave benefits also function as practical instruments for recruiting and retaining a talented, high-caliber workforce in a high-cost, highly competitive labor market.

The Board could decline to endorse or take no action, though doing so would forgo a low-cost opportunity to support legislation consistent with the district's stated values and workforce strategy.

Coordination
The Legislative & Policy Oversight Committee reviewed Resolution No. 26072102 on June 24, 2026, and voted to recommend full approval by the Board.

Follow-up/Outcome
If adopted, the resolution will be posted publicly and transmitted to the Governor, members of the California Legislature, the California Community Colleges Chancellor's Office, and other appropriate stakeholders.

File Attachments
July 2026 - BOT Resolution - Endorse AB 65.pdf (218 KB)

15. Information Reports and Items for Future Board Consideration

Subject	**15.1 Chancellor's Report: Bradley Davis**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Information

15. Information Reports and Items for Future Board Consideration

Subject	**15.2 Trustee Comments**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Information

16. Continuation of Closed Session, If Necessary

17. Reconvene Public Session, If Necessary

Subject	**17.1 Report of Closed Session Action**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	

18. Meeting Closing

Subject	**18.1 Adjournment**
Meeting	Jul 21, 2026 - WVMCCD Board of Trustees Regular Meeting
Type	Procedural