



# Resource Guide to Governance and Decision-Making

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# Introduction

This resource guide describes the governance and decision-making structure and process at the Santa Barbara Community College District. The governance and decision-making process and structure are intended to ensure opportunities for meaningful collaboration by constituent groups in making decisions.

The Board of Trustees and the college Superintendent/President provide leadership and direction to execute the mission of the District and the College using organizational values as a guide. The Board of Trustees exercises final authority and responsibility for all policy decisions made in the District. The Board of Trustees delegates operational decision-making authority to the Superintendent/President. The President's Cabinet serves in an advisory capacity to the Superintendent/President.

The Santa Barbara Community College District governance and decision-making structure has five components, two of which are mandated in AB 1725: institutional governance and academic and professional matters. The third component, labor relations, is outlined in the Rodda Act and provides for collective bargaining in the public sector. The fourth component, administrative matters, is described in this document. The fifth component, public interests, refers to issue-specific matters (legal, regulatory, and other matters) under the direct purview of the Board of Trustees. The types of decisions made through the governance process fall under one of the five components. As the Board of Trustees's designee, the Superintendent/President shall ensure the evaluation of the effectiveness of the governance and decision-making structure on a regular basis and will use the results as a means for improvement.

## **Participatory Governance**

The District and College provides the opportunity for students, faculty, staff, and administrators to participate effectively in district and college governance as prescribed in Section 70902(b)(7) of the California Education Code. [Board Policy 2510: Participation in Local Decision-Making](#) delineates four constituent groups; students, faculty, classified and confidential staff, and administrators; and their respective roles in governance.

The college encourages all employees and students to work with their representatives on the groups listed in this document to bring forward ideas and proposals.

The Santa Barbara Community College District consists of one college, as such participatory governance issues of the District and the College are discussed by the College Planning Council (CPC). CPC is a constituency-based group made up of students, classified staff, faculty, and managers, representing the College, and state-approved centers. The group is charged to discuss and debate issues and influence policies and procedures by making well-informed decisions and forwarding them as recommendations to the Superintendent/President in accordance with operational procedures.

### **Academic and Professional Matters**

Academic and professional matters are in the purview of the faculty. The Academic Senate of the College consults collegially with the Board through the Superintendent/President on policies and procedures on academic and professional matters as defined in Title 5, §53200. The process to reach agreement between the faculty and the Board of Trustees is delineated in [Board Policy 2510: Participation in Local Decision-Making](#).

The District relies primarily upon the Academic Senate for recommendations for new courses, changes, or revisions to existing courses, or other modifications of curriculum. These recommendations are approved by the Curriculum Advisory Committee before approval by the Board of Trustees and submission to the State Chancellor's Office as required, as delineated in AP Board Policy 2040: Curriculum.

### **Administrative**

Administrative matters are a variety of issues that can be brought forth that do not fall into the participatory governance area. Such matters can be initiated by management work groups, President's Cabinet, individuals, College committees, community members and submitted to the Superintendent/President for consideration and routing to the appropriate decision-making body if required.

### **Labor**

Labor relations matters are negotiated with employee groups with managers representing the interest of the Board of Trustees. The Board of Trustees is consulted by the Superintendent/President and chief negotiator throughout the bargaining process with each group. Final agreements are approved by the Board of Trustees and labor unions.

### **Public Interests**

Public interests refer to the ability of members of the public, including students, to present issues directly to the Board of Trustees. These issues may include statutory and other matters in the direct purview of the Board of Trustees. The Superintendent/President serves as the liaison for the Board in such matters.

# Roles of Constituents in Governance and Decision-Making

Constituents at SBCC participate in making decisions appropriate in scope to their roles within the college. The role in participatory governance for each constituency described below is derived from AB 1725, the California Code of Regulations, SBCC Board Policies, and SBCC practices, procedures and job descriptions.

## Board of Trustees

The role of the Board of Trustees in governance and decision-making is to determine policy and to serve as SBCC's legal and fiduciary body.

The Board of Trustees oversees and governs the total operations of the entire District in accordance with all applicable laws and regulations. As an independent policy-making body responsible for policies as well as legal and fiscal issues, the Board's ultimate responsibility is to ensure that the SBCC mission is fulfilled and that SBCC's financial resources are dedicated to providing sound educational programs.

The Board of Trustees consists of seven locally elected Trustees who represent areas within the District. One trustee is elected by the qualified voters from each of the seven trustee areas to serve four-year terms. The Board annually elects a president and vice president from among its representatives and the Superintendent/President serves as the Board Secretary.

A student trustee is elected annually in a general student election. The Student Trustee provides a student perspective on the issues facing the Board. The Student Trustee receives all materials sent to other representatives of the Board, except those pertaining to closed session matters; attends all open session board meetings; asks questions; participates in discussions; and casts an advisory, non-binding vote on the matters that come before the Board.

California State Education Code §70902 identifies the Board of Trustees as the SBCC's legal and fiduciary body and outlines associated responsibilities. The Board affirms its role and responsibilities in [Board Policy 2200: Board Duties and Responsibilities](#), which details a list of specific duties, including selecting and appointing the Superintendent/President.

## Superintendent/President

The authority delegated to this position by the Board of Trustees determines the role of the Superintendent/President in decision-making.

The Superintendent/President is the chief executive officer of SBCC and as the sole employee of the Board is responsible directly to the Board. The Board delegates to the

Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action, as provided in [Board Policy 2430: Delegation of Authority to Superintendent/President](#).

## Faculty

The role of full-time and part-time faculty representatives in decision-making at SBCC is to participate in: the development of recommendations to the Superintendent/President and Board of Trustees on academic and professional matters as outlined in state regulations; and, the processes for developing recommendations that have or will have a significant effect on them.

The Academic Senate is a governance and consultative body that represents the SBCC faculty in academic and professional matters (Academic Senate's [website](#)). The term faculty includes all classroom instructors and educational support personnel required to meet minimum qualifications as outlined in AB 1725 who are employed either full-time or part-time. As provided in [Board Policy 2510: Participation in Local Decision-Making](#), the Board of Trustees recognizes the authority of the Academic Senate with respect to academic and professional matters in accord with the provisions of Title 5 §53200 of the California Code of Regulations. In its policy, the Board agrees to consult collegially with the Academic Senate on the following academic and professional matters, known as the 10+1:

1. Curriculum, including the establishment of prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and,
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

Faculty are represented by the Faculty Association (FA) in matters of labor relations and collective bargaining.

## Classified Staff

The role of classified staff representatives in governance and decision-making is to participate in the: Development of recommendations to the Superintendent/President on issues that have or

will have a significant effect on them; and, Processes for developing those recommendations. The specific matters identified as having a significant effect on classified staff are identified in the California Code of Regulations Title 5, §51023.5.

The CSEA/Classified Consultation Group (CCG) represents classified staff in matters of participatory governance (Title 3, §70901.2). As provided in [Board Policy 2510: Participation in Local Decision-Making](#), the Board of Trustees recognizes the expertise of CSEA/CCG and agrees to provide opportunities to participate effectively in the formulation and development of policies and procedures that have a significant effect on them.

Classified staff are represented by the California School Employees Association Chapter 289 (CSEA) in matters of labor relations and collective bargaining.

## Students

The role of students in decision-making at SBCC is to participate in: The development of recommendations to the Superintendent/President on issues that have or will have a significant effect on them; and the processes for developing those recommendations.

The Associated Student Government (ASG) is a governance and consultative body that represents SBCC students. The Board of Trustees recognizes the Associated Student Government as the official voice of the students.

The following specific matters are identified in the California Code of Regulations Title 5, §51023.7 as having a significant effect on students:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs that should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the District to adopt; and,
10. Any other District and college policy, procedure or related matter that the District Board of Trustees determines will have a significant effect on students.

The Board recognizes the Santa Barbara City College Associated Students organization as the official voice for students in participatory governance ([Board Policy 5400: Associated Student Government](#)). In accordance with [Board Policy 2510 Participation in Local Decision-Making](#), the Associated Students organization is given an opportunity to participate effectively in the formulation and development of policies and procedures that have a significant



effect on them, and the recommendations and positions of the Associated Student organization are given reasonable consideration.

## Administrators

The role of classified and educational administrators in governance and decision-making at the college is determined by the scope of responsibility and authority delegated in job descriptions for administrative positions.

Although there are position-specific representative duties, in general, SBCC administrators are responsible for:

- Planning, organizing, controlling and directing assigned programs;
- Coordinating and directing communications, personnel, projects and resources to meet college needs and oversee assigned activities;
- Assuring that program implementation satisfies established college, state and federal standards, requirements, laws, codes, rules, regulations, policies and procedures;
- Supervising and evaluating the performance of assigned faculty and classified personnel and assure that the work of these employees complies with established standards, requirements, and procedures;
- Interviewing potential employees and recommend hiring, transfers, and reassignment;
- Monitoring and analyzing assigned operations, activities, departments and programs to determine educational and financial effectiveness and operational efficiency;
- Providing consultation and technical expertise to administrators, faculty and others concerning assigned programs and related standards, requirements, practices, schedules, strategies, plans, goals, objectives, laws, codes, regulations, policies and procedures; and,
- Developing and preparing the annual preliminary budget for assigned programs; analyze and review budgetary and financial data.

The Advancing Leadership Association (ALA) represents classified managers and educational administrators in matters of participatory governance. As provided in [Board Policy 2510: Participation in Local Decision-Making](#), the District recognizes the ALA as the representative body in matters of participatory governance.

# Types of Groups

The foundational principles guiding governance and decision-making at SBCC are: (1) a primary focus on students and their academic success; and (2) respect for the role and scope of authority for each constituent group. Committees have representation from the various constituent groups and representatives understand that they are responsible to their particular constituency in two ways: to share input from the constituent group to the committee and to share information and dialogue from the committee with their constituent group. Committee representatives also understand that their collective work product is a recommendation that is subsequently forwarded to the next individual or group in the decision-making process.

The SBCC groups that provide recommendations in governance and decision-making processes are organized into three categories based on the group's responsibilities and its source of authority. The Membership in each type of group is determined by the source of authority on which the group is based. All are essential to the involvement of the SBCC community serving as conduits of information both to and from the constituents.

## Participatory Governance Groups

Participatory governance groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority (AB 1725, Title 5 § 70902[b][7]). Representatives of governance groups represent specific constituencies and as such, serve as a liaison to bring information from the constituent group into the dialogue and from the governance group back to their constituents. The participatory governance constituencies are students, faculty, staff, and administrators; The participatory governance groups are the Associated Student Government, Academic Senate, CSEA/Classified Consultation Group, and the Advancing Leadership Association.

## Operational Bodies/Groups

Operational groups assist the Superintendent/President in implementing the Board's plans and policies by coordinating operational, procedural, and policy implementation. Operational groups are not constituency based; rather, they include personnel to accomplish the operational tasks and conduct regular business. The authority for the representatives of organizational groups is derived from the Board of Trustees or the Superintendent/President through the assignment of responsibilities on job descriptions and appointment to positions. Membership in SBCC operational groups is determined by the position held within the college.

## **Types of operational bodies**

There are several different types of operational committees or bodies; they are convened based on the needs of the college.

### **Council**

Councils are primarily bodies that represent functional areas and provide counsel to their respective vice president or dean.

### **Committee**

Committees have a specific purpose within a defined scope of responsibility.

### **Steering Committee**

Steering committees are charged with overseeing and directing large-scale initiatives and may oversee other committees.

### **Advisory Committee**

Advisory committees serve to provide consultative and technical assistance to program/department staff.

### **Ad Hoc/Task Force**

Ad hoc and task forces are generally groups with task-oriented goals and are considered a working group that includes membership from across the college. They typically exist for a limited amount of time.

### **Work Group**

Work groups are more constrained in assignment scope and in membership, often times with membership confined to one department, initiative or program. They typically exist for a limited amount of time.

## **Collective Bargaining Groups**

Collective bargaining groups represent specific employee groups in labor relations with the district, as outlined in the Rodda Act. The scope of representation includes wages, hours of employment, health and welfare benefits, leaves, transfers, reassignments, safety conditions, class size, evaluation procedures, working conditions, organizational security, grievance procedures, certain aspects of layoffs, and procedures for discipline. SBCC has two collective bargaining groups: the Faculty Association (FA) and the California School Employees Association chapter 289 (CSEA). The FA represents faculty and the CSEA represents classified staff.

## Brown Act Groups

**Background.** It is the intent of the Brown Act (Title 5 Chapter 9) that public agencies conduct their actions and deliberations in a manner that is open to the public. The Brown Act applies to what it terms “legislative bodies” (Title 5 §54952). Subsection 54952(b) clarifies whether or not a college committee constitutes a legislative body.

To constitute a legislative body, the committee must have been created by “charter, ordinance, resolution, or formal action of a legislative body (§54952(b)).” Thus, to be a legislative body in the community college context, the committee must have been created by the district’s Board of Trustees. In contrast, committees that are created by administrators are not legislative bodies, and are not subject to the Brown Act.

Committees created by the Board of Trustees are covered by the Brown Act whether they are permanent or temporary, decision making or advisory.

The Brown Act excludes from coverage ad hoc committees that are composed solely of members of the legislative body itself, if less than a quorum. However, a standing committee (as opposed to an ad hoc committee) made up solely of board members is covered by the Brown Act. Thus, all standing committees are covered by the Brown Act, even where they are composed exclusively of members of the legislative body. A committee is a “standing committee” if it has either:

- Continuing subject matter jurisdiction, or
- A meeting schedule fixed by charter, ordinance, resolution, or formal action of the legislative body.

Thus, for example Academic Senates are considered to be “54952(b)” committees covered by the Brown Act because they are created by, and are advisory to, their district’s Board of Trustees. In contrast, a committee created by a Superintendent/President would not be a covered committee under the Act.

**Application.** The College has three primary groups that are subject to the Brown Act: the Board of Trustees, the Academic Senate, and the Associated Student Government. Additionally, the College Planning Council abides by Brown Act regulations, though not legislatively required to do so.

## Participatory Governance Roles

There are several roles for those who participate in a participatory governance body. The following list describes those roles and the expectations for each type.

## Role of the Chairs and/or Co-Chairs

The role of the chair of a participatory governance committee, or the co-chairs of any participatory governance committee, is important in managing the business of that participatory governance body. For meetings, the chair or co-chairs are responsible for:

- developing agendas, including awareness of the college's calendar and the scheduling of items to ensure timely discussion and processing in the participatory governance system, especially in those instances where items must be forwarded to the district governing board for approval;
- monitoring member attendance and following up with constituency leadership regarding any chronic absenteeism;
- ensuring meeting discussions are focused on agenda items that adhere to the committee/council's charge;
- participating in chair/co-chair training; and
- equally collaborating with their committee co-chair, if any, on the aforementioned items.

The participatory governance committee chair and co-chairs are also responsible for ensuring that all members are properly trained, and for requesting appointment or reappointment of constituency representatives. Most importantly the chair and co-chairs are responsible for ensuring all committee members have an opportunity to voice their opinions and ideas, and cultivating a safe and welcoming environment for discussion.

When a participatory governance committee has co-chairs: one is an appointed ex-officio administrator and one elected by the committee itself from the current membership. Faculty and staff co-chairs will rotate on an annual basis. To prevent one constituency group from occupying both co-chair positions, representatives from the Advancing Leadership Association will not participate as a rotating co-chair.

## Role of the Voting Committee Members

Participatory governance works best when all participants approach their role with a goal of understanding the committee's purpose and objectives, contributing ideas, listening for understanding, and are committed to equity, civility, mutual respect, and collegial behavior.

Active participation by all committee members enables the college community to strive for governance outcomes that are inclusive, reflect all constituency perspectives, and expand the leadership capacity of Santa Barbara City College. Participants should be consensus-seeking rather than position-taking, which requires the dialogue process to be transparent and enables all members to both listen and understand one another clearly. Committee members should

come to meetings on time and prepared, having read, reviewed any materials provided in advance and/or having completed any assigned tasks.

While the college's participatory governance system does not specifically record votes, recommendations are made by participatory governance committees and the College Planning Council through informal voting that results in consensus. Consensus is reached when at least 75% of the voting members agree on the decision or recommendation. The College's participatory governance system allows for those in the minority on any vote to issue a minority report to be carried forward with the committee's recommendation or decision. All council and committee members, whether voting or not, are able to discuss items under review, but only voting members can participate in voting and providing a formal recommendation.

In the event that a committee member who represents a constituency is absent, the member may appoint a proxy. In those instances, proxy have the same authority to discuss and vote on issues on behalf of the absent member they represent. In the College Planning Council, a maximum of two proxy members is allowed for each constituency group at each meeting. It is the responsibility of the constituency group representative to inform the proxy of agenda items, constituency group discussions, and committee/council discussions related to the agenda item, and to notify the chair or co-chairs of their absence and assigned proxy.

## Role of the Constituency Member

Constituency members representing students, staff, faculty or administrators, have an important role in the participatory governance process. By representing the whole of their constituency, e.g., all faculty, all classified professionals, all students, and all administrators (excluding the executive leadership team), bring important viewpoints, experiences, context, and institutional memory to the meeting table.

As a constituency group representative, they are representing the "we" of their group as opposed to themselves as an individual, their respective department or program, or their division. While there is no expectation that constituency representatives must share a single perspective and/or vote as a unified block on any committee or council, constituency group representatives are appointed by their respective leadership group – Academic Senate, Advancing Leadership Association, Associated Students Governance, or CSEA/Classified Consultation Group – to represent their group and are responsible for reporting back to their groups in addition to creating a two-way communication between participatory governance bodies and their constituency.

There is a three-year length of service for each constituency member after which they must be reappointed or replaced by their constituency group.

## Role of the Proxy Member

Proxy representation on committees and the College Planning Council is arranged by the constituency group representative who will be absent for an upcoming meeting. While there is responsibility for the constituency group representative to inform the proxy member of the committee's agenda, discussions, and action items, the proxy is responsible for understanding as much as possible regarding the committee/council meeting that they will attend, including proper meeting preparation and coming to the meeting on time.

## Role of the Expert/Ex Officio Member

An expert member is appointed to a committee or council because they have an expertise and/or official position relevant to the work of the committee. The role of the expert member is to advise and provide counsel to the committee so that all members may have a thorough understanding of the matter under discussion. Expert/ex officio members are full members and have the right to vote.

## Role of the Advisory Member

Similar to the expert/ex officio member, an advisory member is appointed to a committee or council because they have an expertise relevant to the work of the committee. However, they do not have the right to vote on committees or councils.

## Role of the Note Taker

Each participatory governance committee or council should have an assigned note taker to record discussions and conclusions, and distribute agenda and meeting minutes in a timely fashion. Note takers will most likely be the administrative assistant for the permanent administrative co-chair. Note takers cannot serve as committee/council members or as proxy and, if absent, the note taker and/or chair or co-chairs should find an appropriate substitute who is not an existing committee member.

## Role of the Meeting Guest

Three types of guests may attend participatory governance committee or council meetings:

- guests who provide expert knowledge who have been invited to attend on behalf of the chair, co-chairs or a committee/council member;
- guests who wish to make a statement during open comment; and
- guests who wish to observe the open meeting.

Guests do not have voting privileges and are only allowed to comment upon invitation, such as the agenda item for which they are providing expertise or during open comment. All meeting guests should be respectful, enter and exit the meeting with as little disruption as possible, and limit their comments to the agenda items under discussion, unless they are commenting during open comment.



# Participatory Governance Committees

All participatory governance committees report to the College Planning Council from which recommendations are provided to the Superintendent/President. Participatory governance committees are expected to submit an annual report to the College Planning Council during the Spring semester.

Participatory governance committees are not legally required to comply with the Brown Act. However, to ensure transparency, participatory governance committees will adhere to the following protocols:

- Meeting agendas and minutes will be published on the college's committee webpage;
  - Meeting agendas will be posted 72 hours before the meeting.
  - If an agenda must be modified after being posted, committee members will be notified and the modification highlighted.
- Meetings will be open to college employees;
- An opportunity for public comment (by SBCC employees) will be provided at each meeting. Guidelines for public comments will adhere to those specified in the Brown Act, namely, that the committee may set "...regulations limiting the total amount of time allocated for public testimony on particular issues and for each individual speaker."

Participatory governance committees are required to disseminate information about its role and activities through the standard templates provided by the college. This information will be posted on the College's committee webpage.

## **Quorum and Consensus**

The quorum is achieved in a participatory governance committee when 50 percent plus one of the voting members are in attendance. Consensus is reached when 75 percent of those voting members present are in agreement.

## College Planning Council (CPC)

The CPC is the institution's highest-level governance group and provides recommendations to the Superintendent/President.

### **Purpose**

- 1) Making recommendations to the Superintendent/President on the budget, the integration of planning and resource allocation, and other matters of the college;
- 2) Promoting communication and fostering an awareness among the students, faculty, classified staff, and administration concerning the welfare, growth, and sustainable quality improvement at SBCC;
- 3) Identifying common areas of concern that require further study and forwarding these to the appropriate governance or operational group;

- 4) Make recommendations about the development, evaluation, and integration of the Educational Master Plan, Strategic Plan, and other core college plans; and,
- 5) Monitoring compliance with accreditation standards related to college functions.

### **Membership**

CPC shall have a total of 32 members.

- Superintendent/President, Chair (non-voting except for as the tie-breaker vote)
- Six Administrators appointed by the ALA
- Five Faculty appointed by the Academic Senate and one appointed by Faculty Association:
  - President,
  - Vice President,
  - President Elect,
  - Chair of Planning and Resources Committee, and an
  - Academic Senate representative
  - Faculty Association representative
- Six Classified Staff appointed by the CSEA
  - President, CSEA, Chapter 289
  - Five classified staff representatives
- Six Students appointed by the ASG
  - President, Associated Student Government
- **Advisory Members (non-voting)**
  - President's Cabinet members:
    - Educational Programs,
    - Business Services,
    - Human Resources,
    - Information Technology,
    - School of Extended Learning, and
    - Office of Communication
  - Senior Director of Institutional Assessment, Research, and Planning

### **Superintendent/President Office Responsibilities**

The Superintendent/President's Office shall be responsible for providing logistical support and training for CPC. Annually in September, the Superintendent/President or designee shall conduct an orientation for new CPC members on participatory governance and its application in the CCCCD. The Superintendent/President or designee shall also meet with the CPC Steering Committee to orient its members to their responsibilities.

*Logistical support provided by the Superintendent/President's Office:*

Provide Room/IT set-up, notifying Facilities and IT as appropriate, and member name cards and ensure agendas/minutes with accompanying attachments are posted by CPC Chair in a timely fashion. Also, the Superintendent/President's Office will maintain the CPC email distribution list.

### **CPC Chair Responsibilities**

The CPC Chair position is the Superintendent/President. The CPC Chair conducts the monthly CPC meeting and is responsible for coordinating the development of the initial agenda, preparing the minutes for the previous meeting, preparing the CPC calendar for the coming fiscal year. Further, the CPC Chair is responsible for placement of the agenda/minutes, with attachments, and the calendar on the web site.

### **Committee Operations**

- 1) The CPC Chair will coordinate the development of the initial agenda and present the minutes of the previous meeting. All members of CPC and any constituent member with relevant College business can provide agenda topics to the CPC Chair within the guidelines of the CPC Calendar. The agenda will be adopted or amended by consensus of CPC immediately after the meeting has been called to order by the chairperson. The CPC Chair will ensure the agendas, minutes, and back-up materials will be prepared, distributed, and posted to the website at least \_\_\_\_\_ prior to the CPC meeting.
- 2) The CPC Chairperson will be responsible to ensure the minutes are recorded. Minutes will be adopted or amended by consensus and, once approved, will become official records. The CPC Chair will post the approved minutes on the CPC website.
  - a) a) The President's Office will provide personnel for the recording of minutes of the meetings and provide them to the CPC Chair for review.
- 3) To the extent possible and as appropriate, each constituency group shall be available to CPC as a resource.
- 4) Regular agenda items:
  - a) - Approval of the CPC agenda
  - b) - Approval of minutes
  - c) - Presentation and discussion of the agenda items for the next Governing Board meeting
- 5) Any member of the CPC can contact the Speaker of his/her constituent group before the meeting day of the Steering Committee to request that a particular item be included on the preliminary agenda.
- 6) All meetings are open.
- 7) The CPC shall, every three years, conduct a Districtwide evaluation to ensure its effectiveness.

### **Quorum and Consensus**

The quorum is achieved when 50 percent plus one of the voting members are in attendance. Consensus is reached when 75 percent of those present are in agreement.

### **Meeting Frequency**

CPC meets twice monthly, typically on the first and third Tuesday of the month during the fall and spring semesters.

## **Board Policies and Administrative Procedures (BPAP)**

### **Purpose**

- 1) Systematically review Board policies and administrative procedures to ensure that these are in compliance with ACCJC standards and state and federal laws and regulations;
- 2) Develop a schedule to address existing gaps in Board policies and administrative procedures; and,
- 3) Reviews additions, modifications, revisions from Chapter leads (BP/AP 2410).
- 4) Offer modifications based on input from committee members and constituent groups.
- 5) Review policies and procedures placed on the agenda outside of the regular review schedule.
- 6) Make recommendations to the Board of Trustees and/or Superintendent/President of revisions or additions to Board policies and administrative procedures when warranted.

### **Membership**

- Vice President, Human Resources, Chair
- Two Administrator Appointees
- Three faculty representatives appointed by the Academic Senate
- Three classified staff representatives appointed by the CSEA
- One Associated Student Government representative
- Three manager representatives appointed by the Advancing Leadership Association

### **Meeting Frequency**

BPAP meets twice a month, typically on the first and third Friday of the month during the fall and spring semesters. The committee may decide on additional or alternative meeting dates/times as needed. Meeting dates, agendas and minutes are on the BPAP committee website.

More information, including the Board Policies and Administrative Procedures themselves, can be found on the BPAP committee [website](#).

## **District Technology Committee (DTC)**

### **Purpose**

- 1) Make recommendations to the College Planning Council on Information Technology (IT) planning priorities, new IT resources and requests, and IT policies;
- 2) Oversee and implement the District Technology Plan;
- 3) Purchase and oversee installation of campus technology including both replacement and new hardware and software;

- 4) Assess the effectiveness of technology planning on each of the following five benchmarks: (1) customer needs and expectations; (2) empowerment of the individual; (3) efficient and effective operational processes; (4) maintaining a competitive edge; and (5) relevance to both the Educational Master Plan and the District Technology Plan;
- 5) Serve as technical support and resources to units of the College that are using technology to serve students, faculty, staff, and community-based organizations; and,
- 6) Oversee and receive recommendations from three workgroups: Administrative Applications Steering Committee, Information Security Group, and Technology Accessibility Group.

### **Membership**

- Executive Director, Information Technology, Chair
- Vice President, Business Services
- Five faculty representatives appointed by the Academic Senate, at least one of whom also serves as the Chair of Academic Senate's Instructional Technology Committee
- One representative from each area: Human Resources, Student Services and Educational Programs
- Three classified staff representatives appointed by the CSEA
- Director, Network Services
- Director, User Support Services
- Director, Academic Technology Support
- Senior Director, Institutional Assessment, Research, and Planning
- One Associated Student Government representative

### **Meeting Frequency**

DTC meets twice a month, typically on the first and third Friday of the month during the fall and spring semesters.

## **Equal Employment Opportunity (EEO) Advisory Committee**

### **Purpose**

- 1) Assist the college in implementing the Equal Employment Opportunity (EEO) Plan;
- 2) Provide suggestions for EEO Plan revisions, as appropriate;
- 3) Recommend new methods to meet the EEO Plan's objective;
- 4) Recommend hiring and professional development processes that support the goals of equal opportunity and diversity;
- 5) Assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures;
- 6) Work in coordination with other groups on campus to sponsor events, training, or other activities that promote equal employment opportunity, retention, and diversity;
- 7) Review the demographic makeup of the institution's workforce population;
- 8) Recommend steps the institution will take in the event of underrepresentation of monitored groups;

- 9) Monitor and advise on equal employment opportunity in recruitment and hiring policies and practices pursuant to Title 5 regulations;
- 10) Recommend methods to support equal employment opportunity; and,
- 11) Recommend training for current faculty and staff on the value of a diverse workforce.

### **Membership**

- EEO Officer/Vice President of Human Resources, Chair
- Two faculty representatives appointed by the President of the Academic Senate
- Two classified staff representatives appointed by the CSEA
- Two administrators appointed by the ALA
- One Student representative appointed by the Associated Student Government
- One Cabinet-level representative appointed by the Superintendent/President
- One Office of Equity, Diversity & Cultural Competency representative

### **Meeting Frequency**

The EEOAC meets twice a month when possible, typically on the second and fourth Tuesday of the month at 1:30pm - 3:00pm. Meeting dates and times may vary as needed by committee availability. Meeting dates, agendas, and minutes are shown on the webpage:

[https://www.sbcc.edu/hr/Equal\\_Employment\\_Opportunity\\_Advisory\\_Committee.php](https://www.sbcc.edu/hr/Equal_Employment_Opportunity_Advisory_Committee.php)

## **Institutional Effectiveness Committee (IEC)**

### **Purpose**

1. Advise and evaluate the College's integrated planning processes
2. Determine the effectiveness of the College's activities in pursuit of its mission
3. Foster an institution-wide understanding of successful activities and endeavors for improvement
4. Regularly review the progress of the educational master plan to ensure that current efforts are in alignment with these plans, and regularly evaluate progress on achieving goals laid out in these plans.
5. Initiate and review the process for the periodic review of the mission, vision, and values.
6. In conjunction with the Student Success and Equity Committee, use student access, success, and equity data and research to support the continuous improvement of programs and services of the college as a whole.
7. Support program review processes and facilitate data-informed conversations about department and institutional performance to drive long-term college planning.
8. Regularly review the effectiveness of current integrated planning and assessment processes (program reviews processes, annual unit updates procedures, and outcomes assessment planning and reporting) and provide feedback for improvements as necessary.
9. Evaluate institution-set standards and student achievement goals, including both internal and CCCCO-produced key performance indicator metrics, and other student success outcome measures.

10. Analyze data for and support the development of college plans and planning activities.
11. Assist the College Council in the development of evaluation plans for major initiatives/projects.
12. Champion data-based decision-making.
13. Continually compile evidence related to accreditation Standard I.A., I.B, and I.C. as well as other relevant accreditation requirements, and monitor the college's ongoing compliance with these requirements.
14. Make recommendations to the College Planning Council.

### **Membership**

- Senior Director, Institutional Assessment, Research, and Planning (Co-Chair, non-voting, tie-breaker vote)
- Faculty Co-Chair appointed by Academic Senate (non-voting)
- Two faculty representatives appointed by the Academic Senate
  - one instructional
  - one student support services
- Two classified staff representatives appointed by the CSEA
- Two administrators appointed by the ALA
- Two student representatives appointed by ASG
- **Advisory Members (Non-voting)**
  - Executive Vice President, Educational Programs
  - Executive Director, Public Affairs and Communications
  - Director, Equity, Diversity and Cultural Competency
  - Guided Pathways Faculty Coordinator

### **Meeting Frequency**

The IEC meets twice a month, typically on the second and fourth Tuesday of the month during the fall and spring semesters.

### **Meeting Frequency**

To be determined

## **Professional Development Advisory Committee (PDAC)**

### **Purpose**

- 1) Conduct and annually update a survey of the most critical staff, student, and instructional improvement needs in the District;
- 2) Create and annually update the Professional Development Plan and include the following items:
  - a) The results of the survey identified above;
  - b) Plan for developing and carrying out activities to address the identified critical needs;
  - c) A report of actual expenditures (from the previous year);

- d) An evaluation of the effectiveness of conducted activities and update the plan to reflect needed changes;
  - e) Schedule of meetings for Advisory Committee;
  - f) Align plan with District strategic goals and Educational Master Plan; and,
  - g) Maintain records on the description, type and number of activities scheduled and the number of District employees and students participating in these activities
- 3) Review and provide a recommendation on the use of the state funded professional development allocation;
  - 4) Collaborate with the Faculty Professional Development Committee; and,
  - 5) Plan and implement bi-annual All Campus Kickoff.

### **Membership**

- Dean, Educational Programs, Chair
- Vice President, Human Resources
- President, Academic Senate
- Executive Director, Public Affairs and Communications
- Director, Equity, Diversity and Cultural Competency
- Representative from Classified Subcommittee of PDAC
- Coordinator, Faculty Professional Development
- Two administrators appointed by the ALA
- Two faculty representatives appointed by the Academic Senate
- Three classified staff representatives appointed by the CSEA
- Academic Senate liaison

### **Meeting Frequency**

To be determined

## **Program Evaluation Committee (PEC)**

### **Purpose**

- 1) Establish criteria for program review evaluation;
- 2) Evaluate program reviews;
- 3) Recommend courses of action:
- 4) Sustain program—No action needed
- 5) Modify program
- 6) Discontinue program
- 7) Establish program
- 8) Evaluate program review process and make recommendations;
- 9) Report program recommendation outcomes to inform the Educational Master Plan;
- 10) Disseminate best practices throughout the College; and,
- 11) Institutionalize grant-funded initiatives.

### **Membership**



- Academic Senate President as Faculty Co-Chair (non-voting)
- One Dean as Administrative Co-Chair (non-voting)
- One Dean (voting)
- One Associated Student Government representative or designee (voting)
- One full time faculty member from each Division appointed by Academic Senate (voting)
- One full time faculty member from the School of Extended Learning appointed by Academic Senate (voting)
- One Business Services representative (voting)
- One Human Resources representative (voting)
- One Information Technology representative (voting)
- One Educational Programs representative (voting) (not represented by faculty-led areas)
- One Classified representative appointed by the CSEA/CCG (voting)
- **Advisory Members (non-voting)**
  - One Articulation Officer or Academic Counselor
  - One representative from the Office of Institutional Assessment, Research, and Planning
  - One representative from:
    - CSEA
    - ALA
    - FA

### **Meeting Frequency**

The PEC meets twice a month, typically on the second and fourth Thursday of the month during the fall and spring semesters.

## **Student Equity Committee (SEC)**

### **Charge**

The Student Equity Committee is a subcommittee of the College Planning Committee charged with creating, championing, and monitoring progress on SBCC's Student Equity Plan.

- The committee writes the three-year plan and provides an annual report on the state of student equity to the College Planning Council. The three-year plan and the annual reports provide guidance to the Student Equity and Achievement Committee for prioritizing recommended allocations of Student Equity and Achievement funds.
- The Student Equity Plan details the key performance indicators of student equity to illuminate and center our student populations that experience persistent disproportionate impacts.
- The committee works with departments, programs, and the campus community to understand disproportionate impact related to their role and to support activities focused at removing barriers to success and eliminating inequity from students' experiences at our College.

## **Membership**

- Administrative Co-Chair (non-voting)
- Faculty Co-Chair (non-voting)
- 3 Student representatives appointed by ASG (voting)
- 3 Staff representatives appointed by CSEA (voting)
- 3 Faculty representatives appointed by Academic Senate (voting)
- 3 administrators appointed by ALA (voting)
- Liaison from the Student Equity and Achievement Committee (non-voting)
- **Advisory Members (non-voting)**
  - EVP
  - FRC Co-Director
  - Guided Pathways Faculty Coordinator
  - Dean of Student Affairs
  - Veterans Service Coordinator
  - Director of EOPS
  - Executive Director of Public Affairs and Communications
  - Senior Director of Institutional Assessment, Research, and Planning

## **Meeting Frequency**

SEC meets twice monthly, typically on the second and fourth Wednesday of the month during the fall and spring semesters.

# Operational Bodies

Operational committees report to an administrator, typically a vice president, dean, or director. Following are the current operational bodies by division:

## **Collegewide/President's Office**

- 1) Accreditation Steering Committee
- 2) Behavior Intervention Team (BIT)
- 3) Guided Pathways Committee
- 4) President's Cabinet
- 5) President's Cabinet Plus
- 6) SBCC Promise Implementation Team
- 7) Educational Master Planning and Strategic Planning Steering Committee

## **Business Services**

- 1) Budget Resource Allocation Committee (BRAC)
- 2) Campus Safety and Emergency Response
- 3) Facilities and Safety Committee

## **Educational Programs**

- 1) Committee for Online Instruction
- 2) Deans' Council
- 3) Deans' Council Plus
- 4) Honors Program Advisory Committee
- 5) International Education Advisory Committee
- 6) Non-Teaching Compensation Committee
- 7) Placement and Curriculum Transformation Committee
- 8) Student Learning Outcomes Coordinating Committee
- 9) Student Equity and Achievement Committee (SEA)
- 10) Strategic Enrollment Management Committee (SEM)

## **Human Resources**

- 1) Personnel Benefits Advisory Committee

## **Information Technology**

- 1) Information Security Group (ISG)
- 2) Technology Accessibility Group (TAG)
- 3) Administrative systems workgroup

**School of Extended Learning**

- 1) School of Extended Learning Managers
- 2) School of Extended Learning Managers Plus

**Student Services**

- 1) EOPS/CARE Advisory Committee
- 2) Financial Aid Satisfactory Academic Progress Appeals Committee
- 3) Scholastic Standards Committee
- 4) Student Services Leadership Advisory Committee (SSLAC)
- 5) Student Discipline Hearing Committee

# Academic Senate Committees

All Academic Senate Committees report to the Academic Senate. Academic Senate is a legislative body (Cal. Gov Code §54952) with responsibilities detailed in [Board Policy 2510](#). As a legislative body, the Academic Senate and any standing committees are subject to the Brown Act.

Source: [Academic Senate Bylaws](#), May 6, 2020

## Academic Policies

### Purpose

1. Recommends policies to protect academic freedom and scholastic standards and policies for evaluation of faculty.
2. Reviews applications and makes recommendations for salary class transfer.
3. Makes recommendations on faculty requests to waive committee service.
4. Makes recommendations on appeals regarding teacher load policy issues.
5. Reviews and makes recommendation to Academic Senate for action when integrity of a faculty member is questioned.
6. Reviews policy and procedures for assignment of faculty to FSAs.
7. Reviews requests and assigns faculty to FSAs.

### Membership

- 11 Faculty (1 from each division)
- 4 At-Large faculty (no more than a total of 3 from any one division)
- 1 Educational Programs Dean (non-voting)
- 1 Academic Senate Liaison (non-voting)

### Meeting Frequency

The Academic Policies committee meets twice a month, typically on the second and fourth Thursday of the month during the fall and spring semesters.

## Committee on Faculty Resources

### Purpose

- 1) Assesses and addresses the changing needs of faculty to support innovative and effective instructional and educational support practices.
- 2) Coordinates with Guided Pathways, Student Equity Committee, PSSS, and SLO Coordinator to determine what information from these committees should be posted on the FRC website
- 3) Collaborates with the Professional Development Committee.

- 4) Develops a central repository of SBCC faculty resources and mechanisms for the dissemination of resources.

### **Membership**

- 1 FRC Faculty Director
- 1 LRC Director
- 1 Library Director (or designee)
- 11 Faculty (1 from each division)
- 1 Educational Programs Dean Liaison (non-voting)
- 1 Academic Senate Liaison (non-voting)

### **Meeting Frequency**

The Committee of Faculty Resources meets twice a month, typically on the second and fourth Monday of the month during the fall and spring semesters.

## **Curriculum Advisory Committee**

### **Purpose**

- 1) Reviews and approves all proposed changes and additions to college curriculum.
- 2) Reviews other college functions related to curriculum.
- 3) Advises the Executive Vice President, Educational Programs, on curriculum development.
- 4) Reviews the GE requirements and recommends changes as appropriate.

### **Membership**

- 11 Faculty (1 from each division)
- 4 At-Large Faculty (no more than a total of 3 from any one division)
- 1 Faculty from Non-Credit
- 1 Educational Programs Dean (non-voting)
- 3 Educational Programs Deans (resources as needed)
- 1 Articulation Officer (resource)
- 1 Schedule Technician (resource)
- 1 Librarian (resource)
- 1 Academic Senate Liaison (non-voting)

### **Meeting Frequency**

The Curriculum Advisory Committee meets twice a month, typically on the first and third Monday of the month during the fall and spring semesters.

## **Equivalency Committee**

### **Purpose**

1. Evaluates the qualifications of applicants for faculty positions to determine compliance with minimum qualifications established by the Board of Governors of the California Community Colleges.
2. Reports equivalency determinations to HR and appropriate department chairs.

### **Membership**

- 1 Academic Senate President or designee
- 3 additional faculty appointed by the Academic Senate President\*
- 1 dean of educational programs

\*At least one of these members will be from a Career Technical area.

### **Meeting Frequency**

The Equivalency Committee meets as needed and holds standing meetings prior to fall, spring, and summer terms in addition to at least one regular fall meeting and three spring semester meetings.

## **Faculty Lecturer Subcommittee**

### **Purpose**

- 1) Initiates process for selection of Faculty Lecturer.
- 2) Publicizes and monitors the nominations process.
- 3) Chooses Faculty Lecturer.
- 4) Reviews Faculty Lecturer selection policy and procedures.

### **Membership**

- 7 Most Recent Faculty Lecturers

### **Meeting Frequency**

Meetings of the Faculty Lecturer Subcommittee are determined as needed.

## **Faculty Recognition and Sabbatical Leave Committee**

### **Purpose**

- 1) Identifies areas for broad recognition of faculty efforts and opportunities to enhance faculty instructional expertise and professional development.
- 2) Works with SBCC's Communications Office to publicize faculty recognition and participation in the community, state, and national activities.
- 3) Develops and recommends nominations for faculty and program awards (specifically the Hayward Award, Exemplary Program Award, Steinbeck-Straud Diversity Award, and Faculty Excellence).
- 4) Interfaces with its Faculty Lecturer Subcommittee, as needed.
- 5) Assists faculty in preparing sabbatical leave proposals and reports.

- 6) Establishes criteria for sabbatical leave proposals and reports using the Board of Trustees' policies on sabbatical leaves as a guideline.
- 7) Reviews, evaluates, and makes recommendations of sabbatical leave proposals and reports.
- 8) Reviews and provides needed updates for the committee website with the Office of Communications.

### **Membership**

- 11 Faculty (one from each Division)
- 4 At-Large Faculty\*
- 1 Faculty Lecturer Subcommittee Chair
- 1 Faculty Lecturer Subcommittee Member
- 1 Academic Senate President (ex-officio)
- 1 Educational Programs Dean Liaison (resource)
- 1 Academic Senate Liaison (non-voting)

\*Maximum of two from any one Division

### **Meeting Frequency**

To be determined

## **Instructional Technology Committee**

### **Purpose**

- 1) Provides guidelines and leadership in the development of the instructional technology plan for Educational Programs.
- 2) Provides oversight for ranking hardware/software and emerging technologies for Educational Programs.
- 3) Serves as advisory committee for the Faculty Resource Center (FRC).
- 4) Makes recommendations for funding program review requests to acquire computer technology.
- 5) Reviews the impact grant and initiative proposals make on college inventory and how these proposals take advantage of emerging technology.
- 6) Works in cooperation with District Technology Committee (DTC) to set campus standards for Educational Programs.
- 7) Provides a venue for faculty to demonstrate their use of classroom technology to improve student learning.

### **Membership**

- 1 FRC Director
- 11 Faculty (1 from each division)
- 4 At-Large Faculty (no more than a total of 3 from any one division)
- 1 Educational Programs Dean Liaison (non-voting)



- 1 Learning Support Services Director (resource)
- 2 CSEA Representatives (non-voting)
- 1 Academic Senate Liaison (non-voting)

### **Meeting Frequency**

The Instructional Technology Committee meets twice a month, typically on the second and fourth Friday of the month during the fall and spring semesters.

## **Faculty Partnership for Student Success**

### **Purpose**

- 1) Oversees student success efforts related to academic skills, with continued emphasis on data collection, analysis, and modification cycle to improve programs and activities;
- 2) Analyzing ongoing and emerging needs and gaps in services to students;
- 3) Prioritize student success efforts and make recommendations to the Student Achievement and Equity (SEA) Committee;
- 4) Identifies effective use and analyzes impact of tutoring programs on student achievement and equity outcomes;
- 5) Review, reports, and recommends enhancements to tutoring practices based on data and best practices;
- 6) Relates tutoring support to college and statewide initiatives (AB705 and Guided Pathways);
- 7) Keep abreast of statewide initiatives (AB705, SEA, Vision for Success, etc.) and SBCC's progress towards meeting SBCC Institution-Set Standards

### **Membership**

- 1 Faculty Chair
- Senate Liaison (resource, non-voting)
- Dean Liaison (resource, non-voting)
- Three Basic Skills Faculty, one from each of these departments: English, ESL, and Math
- Director of Learning Support Services
- Faculty Professional Development Coordinator
- Faculty members, one from each of these areas:
  - Adult High School/GED
  - CTE
  - Counseling
  - DSPP
  - EOPS
  - Library
  - Non-credit ESL
- 3-5 at large faculty representing areas with large tutoring use
- Representatives from campus initiatives, as needed:
  - AB 705 (PCTC)

- SEA
- Major Federal Grants
- Academic Achievement Zone Director (resource, non-voting)
- Learning Resources Center Supervisor (resource, non-voting)
- Math Tutorial Lab Coordinator (resource, non-voting)
- Tutorial Center Coordinator (resource, non-voting)

### **Meeting Frequency**

The Faculty Partnership for Student Success meets twice a month, typically on the first and third Friday of the month during the fall and spring semesters.

## **Planning and Resources Committee**

### **Purpose**

- 1) Establishes and maintains liaison with the Office of Educational Programs and Business Affairs.
- 2) Receives presentation on the college budget at least once per year.
- 3) Establishes and reviews academic priorities and the philosophical framework that drives the budget planning process.
- 4) Develops policy regarding faculty consultation on academic initiatives and resource issues.
- 5) Makes recommendations from Educational Programs and the faculty regarding budget priorities and major academic initiatives.
- 6) Serves as expert faculty resource committee on academic-related budget issues.
- 7) Reviews the function and procedures for the use of readers and makes recommendations for the allocation of reader funding.

### **Membership**

- 1 Academic Senate Liaison
- 11 Faculty (1 from each division)
- 4 At-large Faculty (no more than a total of 3 from any one division)
- 1 Educational Programs Dean Liaison (non-voting)
- 1 Instructors' Association President or designee (non-voting)
- 1 Associated Student Government Liaison (non-voting)
- 1 Academic Senate Liaison (non-voting)

### **Meeting Frequency**

The Planning and Resources Committee meets twice a month, typically on the second and fourth Tuesday of the month during the fall and spring semesters.

# Evaluation Cycle and Timeline

There are two interrelated evaluation and improvement cycles designed to insure the accuracy of this document and the effectiveness of the governance process:

Documentation Review (Annual): This document is reviewed by the College Planning Council for clarifications and corrections. Updates such as changes in names and governance structures are made in order to insure that the document is accurate and current.

Governance Process Review (Bi-annual): The efficacy of the governance processes and structures themselves are evaluated. This is typically done through a survey of each governance group conducted by the Office of Institutional Research, Assessment, and Planning. The survey results are then discussed with each of the groups, and evaluated against the purpose and goals of the group. The group then makes structural or process changes that will improve their effectiveness. This review is typically done in February so that any changes can be reflected in the annual April update of this document.

Refer to the [Revision History](#) in Appendix A of this document for a list of completed and scheduled updates.

SBCC's [Institutional Assessment Calendar](#) lists these and other processes the College uses to regularly evaluate its effectiveness.

## Appendix A: Document Revision History

<b>Cycle</b>	<b>Term</b>	<b>Description</b>
Initial Publication	March 2013	Initial publication of the SBCC Resource Guide to Governance and Decision-Making. Broad-based constituent input and review.
Bi-annual Governance Process Review	Spring 2013	Governance groups surveyed; results reviewed by each group. No significant changes made.
Annual Documentation Review	Spring 2014	Annual review of this document for clarifications and corrections.
Bi-annual Governance Process Review	Spring 2015	Governance groups surveyed and results reviewed by each group (CCG 5/3/15, CPC 5/5/15, AS 7/22/15). Emergent theme: new representative orientation would help them come up to speed. Added PLLUMP, PDAC, and PEC to appropriate lists.
Annual Documentation Review	Spring 2016	Annual review for clarifications and corrections. Page 8: added footnote defining “confidential employee.” Page 12: Updated title of Advancing Leadership Committee. Pages 12-13: corrected Academic Senate Membership. Fixed miscellaneous typos.
Bi-Annual Governance Process Review	Spring 2017	Governance Committee Survey has been administered and results collected. One or more representatives from Institutional Research will bring the results to the individual governance groups in Fall 2017 for discussion.
Annual Documentation Review	Spring 2017	Updated the various lists of committees. Provided links to Board Policies discussed here. Provided links to websites of committees, where available. Add BRAC. Move Revision History from beginning of document to Appendix A.
Annual Documentation Review	Spring 2018	Added BRAC.
Annual Documentation Review	Spring 2019	Added 15 committees under SBCC Ad Hoc Groups.

		Added purpose and membership details for ten committees listed under “Other Program-Specific and Department-Specific Organizational Groups”
Major Revision	Fall 2020	The guide is significantly modified in structure and content. CPC approved October 6, 2020
Mid cycle correction	Fall 2020	BPAP — correction in membership from one to two ALA representatives  Managers, supervisors, coordinators, etc. are all referred to as administrators.
Mid cycle update	Fall 2020	Language is added to the beginning of the Participatory Governance committee section specifying committee requirements for transparency and communication.
Annual update	Spring 2021	Added language about role of voting committee members, and in the introduction to the participatory governance committees section. Committee memberships and charges updated for several committees.

## Appendix B: Collective Bargaining Groups

SBCC employees are represented by collective bargaining or meet and confer groups for issues related to working conditions, such as salary, benefits, and workload. These groups are listed below.

### Collective Bargaining

California School Employees Association (CSEA): Classified staff are represented by Chapter 289 of the CSEA for matters related to working conditions within the scope of collective bargaining.

Faculty Association (FA): Permanent and credit adjunct (part-time) faculty are represented by the Faculty Association for matters related to working conditions within the scope of collective bargaining.

### Meet and Confer

Confidential Employees' Meet and Confer Group: Confidential staff are represented by this group for matters related to working conditions within the scope of collective bargaining.

Advancing Leadership Association (ALA): Directors, managers and supervisors, including all educational administrators such as deans and directors, are represented by this group for matters related to working conditions, within the scope of collective bargaining.

Noncredit faculty are represented by Faculty Association Noncredit (FAN) for matters related to working conditions within the scope of collective bargaining.

# Appendix C: California Code of Regulations for Collegial Consultation

## **Title 3 §70901.2. Staff Representation**

- a Notwithstanding any other provision of law, when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members. The exclusive representative of the classified employees and the local governing board may mutually agree to an alternative appointment process through a memorandum of understanding. A local governing board may consult with other organizations of classified employees on shared governance issues that are outside the scope of bargaining. These organizations shall not receive release time, rights, or representation on shared governance task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.
  
- b A local governing board shall determine a process for the selection of a classified staff representative to serve on those task forces, committees, or other governance groups in a situation where no exclusive representative exists.

## **Title 5 § 53200. Definitions.**

For the purpose of this Subchapter:

- a “Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.
- b “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”
- c “Academic and professional matters” means the following policy development and implementation matters:
  - 1 curriculum, including establishing prerequisites and placing courses within disciplines;
  - 2 degree and certificate requirements;
  - 3 grading policies;

- 4 educational program development;
- 5 standards or policies regarding student preparation and success;
- 6 district and college governance structures, as related to faculty roles;
- 7 faculty roles and involvement in accreditation processes,  
including self- studies and annual reports;
- 8 policies for faculty professional development activities;
- 9 processes for program review;
- 10 processes for institutional planning and budget development; and
- 11 other academic and professional matters as are mutually  
agreed upon between the governing board and the academic  
senate.

d “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

- 1 relying primarily upon the advice and judgment of the academic senate; or
- 2 agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

#### **Title 5 § 53201. Academic Senate or Faculty Council**

In order that the faculty may have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, an academic senate may be established at the college and/or district levels.

#### **Title 5 § 53202. Formation; Procedures; Membership.**

The following procedure shall be used to establish an academic senate:

- a The full-time faculty of a community college shall vote by secret ballot to form an academic senate.
- b In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.
- c The governing board of a district shall recognize the academic senate and authorize the faculty to:
  - 1 Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.
  - 2 Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.
- e The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.



- f In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

**Title 5 § 53203. Powers.**

- a The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.
- b In adopting the policies and procedures described in Subsection (a), the governing board or its designees shall consult collegially with representatives of the academic senate.
- c While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.
- d The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:
  - 1 in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.
  - 2 in instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.
- e An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to Subsection (a).
- f The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive

officer or his or her designee, by the academic senate. Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

**Title 5 § 53204. Scope of Regulations.**

Nothing in this Subchapter shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations.

**Title 5 § 53205. Duties Assigned by Administration and Governing Board.**

No content included in this Regulation other than:

Note: Authority cited: Sections 66700, 71020, 71062 and 71079, Education Code.

Reference: Sections 71079 and 72292, Education Code.

**Title 5 § 53206. Academic Senate for California Community Colleges.**

- a An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.
- b The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

**Title 5 § 51023.5. Staff.**

- a The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:
  - 1 Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non-management positions or groups of positions shall be separately defined or categorized.
  - 2 Participation structures and procedures for the staff positions defined or categorized.

- 3 In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.
- 4 Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.
- 5 Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.
- 6 The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
- 7 When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:
  - A The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agrees in a memorandum of understanding to an alternative appointment process.
  - B Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.
  - C When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies

and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.

- D In all cases, representatives shall be selected from the category that they represent.
- b In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.
- c Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.
- d The governing board of a community college district shall comply substantially with the provisions of this section.

## **Title 5 §51023.7 Students**

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

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

(2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

(3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

(4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

(b) For the purposes of this Section, district and college policies and procedures that have or will have a "significant effect on students" includes the following:

- 1 Grading policies;
- 2 Codes of student conduct;
- 3 Academic disciplinary policies;
- 4 Curriculum development;
- 5 Courses or programs which should be initiated or discontinued;
- 6 Processes for institutional planning and budget development;
- 7 Standards and policies regarding student preparation and success;
- 8 Student services planning and development;
- 9 Student fees within the authority of the district to adopt; and
- 10 Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

(c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

(d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to the academic senate pursuant to the regulations on academic senates contained in Sections 53200-53206.

(e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.

# Appendix D: California Code of Regulations

## Definition of Legislative Body

54952. As used in this chapter, “legislative body” means:

(a) The governing body of a local agency or any other local body created by state or federal statute.

(b) A commission, committee, board, or other body of a local agency, whether permanent or temporary, decision making or advisory, created by charter, ordinance, resolution, or formal action of a legislative body. However, advisory committees, composed solely of the members of the legislative body that are less than a quorum of the legislative body are not legislative bodies, except that standing committees of a legislative body, irrespective of their composition, which have a continuing subject matter jurisdiction, or a meeting schedule fixed by charter, ordinance, resolution, or formal action of a legislative body are legislative bodies for purposes of this chapter.

(c) (1) A board, commission, committee, or other multi member body that governs a private corporation, limited liability company, or other entity that either:

(A) Is created by the elected legislative body in order to exercise authority that may lawfully be delegated by the elected governing body to a private corporation, limited liability company, or other entity.

(B) Receives funds from a local agency and the membership of whose governing body includes a member of the legislative body of the local agency appointed to that governing body as a full voting member by the legislative body of the local agency.

(2) Notwithstanding subparagraph (B) of paragraph (1), no board, commission, committee, or other multi member body that governs a private corporation, limited liability company, or other entity that receives funds from a local agency and, as of February 9, 1996, has a member of the legislative body of the local agency as a full voting member of the governing body of that private corporation, limited liability company, or other entity shall be relieved from the public meeting requirements of this chapter by virtue of a change in status of the full voting member to a non voting member.

(d) The lessee of any hospital the whole or part of which is first leased pursuant to subdivision (p) of Section 32121 of the Health and Safety Code after January 1, 1994, where the lessee exercises any material authority of a legislative body of a local agency

delegated to it by that legislative body whether the lessee is organized and operated by the local agency or by a delegated authority.

*(Amended by Stats. 2002, Ch. 1073, Sec. 2. Effective January 1, 2003.)*