

www.sbcc.edu

# Resource Guide to Governance and Decision-making



**SANTA BARBARA CITY COLLEGE**

May 2019

**SB  
CC**  
SANTA BARBARA  
CITY COLLEGE

721 Cliff Drive, Santa Barbara, CA 93109



# **Resource Guide to Governance and Decision-Making**

Initial Publication: March 2013

Last Updated: May 2019

**Santa Barbara City College**  
**Resource Guide to Governance and Decision-Making**

**Table of Contents**

**Roles of Constituents in Governance and Decision-Making**

Board of Trustees

Superintendent/President

Faculty

Classified and Confidential Staff

Students

Administrators

**Types of Groups**

Governance Groups

Organizational Groups

Ad Hoc Groups

**SBCC Governance Groups**

1. College Planning Council (CPC)
2. Academic Senate (AS)
3. Advancing Leadership Association (ALA)
4. Associated Student Government (ASG)
5. California School Employees Association (CSEA)/Classified Consultation Group (CCG)

**SBCC Organizational Groups**

1. President's Cabinet (PC)
2. Board Policies and Administrative Procedures (BPAP)
3. Deans' Council All
4. District Technology Committee (DTC)
5. Budget Resource Allocation Committee (BRAC)

## **Other Program and Department Specific Organizational Groups**

1. Behavior Intervention Team (BIT)
2. Enrollment Services Outreach and Orientation
3. Extended Opportunities Program and Services (EOPS)/ Cooperative Agencies Resources for Education (CARE) Advisory Committee
4. Facilities and Safety Committee
6. International Education Advisory Committee
7. Personnel Benefits Advisory Committee
8. Strategic Enrollment Management Committee
9. Student Affairs Leadership Committee

## **SBCC Ad Hoc Groups**

1. Committee on Non-Teaching Compensation
2. Committee for Online Instruction (COI)
3. Equal Employment Opportunity (EEO) Advisory Committee
4. Honors Program Advisory Committee
5. Guided Pathways Core Team
6. Institutional Effectiveness Committee
7. Placement and Curriculum Transformation Committee
8. Professional Development Advisory Committee (PDAC)
10. SBCC Promise Implementation Team
11. Scholastic Standards Committee
12. Student Equity Committee
13. Student Learning Outcomes (SLO) Coordinating Committee
14. Student Success and Support Program Committee
15. Workforce Reduction Attrition Plan (WRAP)

## **Evaluation Cycle and Timeline**

### **Appendix A: Document Revision History**

### **Appendix B: Collective Bargaining Groups**

### **Appendix C: California Code of Regulations for Collegial Consultation**

## **Introduction**

Santa Barbara City College's approach to governance and decision-making is based on a partnership among Board representatives, faculty, staff, administration, and students. The constituent groups are united by a collective, shared vision that student success is the goal of everyone's work at Santa Barbara City College (SBCC).

The purpose of this resource guide is to describe the governance and decision-making structures and processes by which SBCC ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions. This document includes the purpose, Membership, and reporting structure for each group.

This guide is regularly reviewed and updated to incorporate changes in structures, processes, names of groups, and other similar changes. In addition, the efficacy of the governance and decision-making structures and processes themselves are regularly assessed. Please refer to the Evaluation and Improvement section for details of these cycles.

## **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 the California Code of Regulations, SBCC Board Policies, and SBCC practices, procedures and job descriptions. The relevant sections of the California Code of Regulations are included in the appendix of this document.

## **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 Section 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 represents faculty representatives in academic and professional matters. 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 provisions of Title 5 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:

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 governing board and the Academic Senate.

Faculty hiring processes are included as academic and professional matters and the Board has agreed to consult collegially with the Academic Senate on these processes.

A resource describing the role of the Academic Senate in governance and decision-making is the California Code of Regulations Title 5, Section 53200 included in the appendix of this document.

## Classified and Confidential Staff

The role of classified and confidential<sup>1</sup> 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, Section 51023.5 included in the appendix of this document.

[Board Policy 2510 Participation in Local Decision-Making](#) affirms that recommendations and positions developed by classified and confidential staff will be given every reasonable consideration prior to action on a matter having a significant effect on them.

## Students

The role of students in governance and 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 following specific matters are identified in the California Code of Regulations Title 5, Section 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 governing board determines will have significant effect on students.

---

<sup>1</sup> California Government Code section 3540.1, subsection (c), defines a “confidential employee” as “any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.”



The Board recognizes the Santa Barbara City College Associated Students organization as the official voice for students ([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 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.

## **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. Key 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.

### **Governance Groups**

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. 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. Examples of governance groups are the Academic Senate, Associated Student Government, and Classified Consultation Group.

### **Organizational Groups**

Organizational groups assist the Superintendent/President in implementing the Board's plans and policies by coordinating operational, procedural, and policy implementation. 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 organizational groups is determined by the position held within the college. Examples of organizational groups are Board Policies and Administrative Procedures, Student Equity Committee, and the Budget and Resource Allocation Committee.

### **Ad Hoc Groups**

Ad Hoc Groups are formed to create a venue for dialogue and work on topics or projects that require timely and concentrated energy. Instead of being required by law or regulation, these

groups are charged by the Superintendent/President or a governance group to perform specific functions that benefit the entire college. Membership in an ad hoc group is either voluntary or by appointment. Ad hoc groups report their recommendations back to the Superintendent/President or the governance group that formed them.

The [College Committees website](#) contains a complete list of college committees.

## **SBCC Governance Groups**

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. Representatives of SBCC governance groups represent specific constituencies and as such, serve as liaisons to bring information from the constituent groups into the dialogue and from the governance group back to their constituents. There are five SBCC governance groups:

1. College Planning Council (CPC)
2. Academic Senate (AS)
3. Advancing Leadership Association (ALA)
4. Associated Student Government (ASG)
5. California School Employee Association/Classified Consultation Group (CSEA/CCG)

### **1. College Planning Council (CPC)**

The College Planning Council is the institution's highest-level governance group and is responsible to the Superintendent/President. It meets twice monthly with the purpose of:

- Making recommendations to the Superintendent/President on the budget, the integration of planning and resource allocation, and other matters of the college;
- Promoting communication and fostering an awareness among the students, faculty, classified staff, and administration concerning the welfare, growth, and sustainable quality improvement at SBCC;
- Identifying common areas of concern that require further study and forwarding these to the appropriate governance or operational group;
- Overseeing the development, evaluation, and integration of the Educational Master Plan and Facilities Master Plan; and,
- Monitoring compliance with accreditation standards related to college functions.

The College Planning Council Membership is as follows:

- Superintendent/President, Chair
- Executive Vice President, Educational Programs
- Vice Presidents: Business Services, Human Resources, Information Technology, and School of Extended Learning
- Two representatives from the Advancing Leadership Association
- Academic Senate: President, Vice President, President Elect, Chair of Planning and Resources Committee, and an Academic Senate representative appointed by the President of the Academic Senate
- President, CSEA, Chapter 289
- Three classified staff representatives appointed by the CSEA
- Director, Institutional Research, Assessment, and Planning (non-voting)

- President, Associated Student Government (non-voting)

More information can be found on [College Planning Council's website](#).

## **2. Academic Senate (AS)**

The Academic Senate is a governance and consultative body that represents the SBCC faculty. The term faculty includes all classroom instructors and non-administrative staff required to meet minimum qualifications for faculty as outlined in AB 1725 who are employed either full-time or part-time. The Academic Senate represents the faculty in collegial governance relating to academic and professional matters as defined in Board policy and the California Code of Regulations as described previously in this document.

The Academic Senate is responsible to the Superintendent/President and Board of Trustees.

The Academic Senate meets at least twice monthly to:

- Serve as a forum for consideration of matters of significance to faculty;
- Review and recommend policies concerning academic issues to appropriate college units, Superintendent/President, and Board of Trustees;
- Advise the Superintendent/President and the Board of Trustees in matters of faculty concern;
- Define faculty goals, priorities, strategies, and make recommendations to appropriate college units;
- Function as an academic planning body for the college in pursuit of its mission;
- Define academic priorities for allocations of resources with input from the Office of Educational Programs;
- Review resource requests from academic units, and recommend specific resource allocations to the College Planning Council;
- Constitute, oversee, and maintain Academic Senate committees;
- Assign faculty to Academic Senate committees and college-wide committees; and,
- Submit an annual written report summarizing the activities of the Academic Senate to Administration, Board of Trustees and Senators, and make the report available to all tenure-track faculty.

The Academic Senate Membership is as follows:

- Academic Senate Officers: President, Vice President, and President Elect or Immediate Past President
- Associated Student Government representative (non-voting)
- Executive Vice President, Educational Programs (non-voting)

- One or two senators representing each academic area listed below. With the exception of adjunct faculty and the School of Extended Learning faculty who are represented by one senator, the number of senators representing a division is contingent on the number of faculty in the division. Divisions with fewer than 26 tenure-track faculty have one senator and divisions with 26 or more tenure-track faculty have two division senators.
  1. Business Education Division (one senator)
  2. Educational Support Division (two senators)
  3. English Division (two senators)
  4. Fine Arts Division (one senators)
  5. Health and Human Services Division (two senators)
  6. Mathematics Division (one senator)
  7. Physical Education, Health, Dance, and Athletics Division (one senator)
  8. School of Modern Languages/ESL Division (one senator)
  9. Sciences Division (two senators)
  10. Social Sciences Division (two senators)
  11. Technologies Division (one senator)
  12. Adjunct Faculty (one senator)
  13. School of Extended Learning (one senator)

The Academic Senate conducts its business through the efforts of the following standing and ad hoc Academic Senate committees:

1. Academic Policies Committee (AP)
2. Committee on Faculty Resources (CFR)
3. Curriculum Advisory Committee (CAC)
4. Equivalency Committee
5. Faculty Lecturer Subcommittee
6. Faculty Recognition Committee
7. Instructional Technology Committee (ITC)
8. Partnership for Student Success Steering Committee
9. Planning and Resources Committee (P&R)
10. Sabbatical Leave Committee
11. Tutorial Advisory Committee (TAC)

In addition, one or more Academic Senate representatives serve as liaison(s) on the following Educational Programs committees:

1. Committee on Non-Teaching Compensation
2. Committee on Online Instruction (COI)
3. EOPS Advisory Committee

4. Honors Program Advisory Committee
5. International Education Committee
6. Scholastic Standards Committee
7. Student Learning Outcomes Committee (SLOCC)
8. Student Success and Support Program Committee (SSSP)
9. SSSP Assessment Subcommittee

One or more Academic Senate representatives serve as liaisons on the following college-wide committees:

1. Board Policies and Administrative Procedures Committee (BPAP)
2. College Planning Council (CPC)
3. District Technology Committee (DTC)
4. Equal Employment Opportunity Advisory Committee (EEOAC)
5. Facilities and Safety
6. Institutional Effectiveness Committee (IEC)
7. Personnel Benefits Committee
8. Program Evaluation Committee (PEC)
9. Professional Development Advisory Committee (PDAC)
10. Student Equity Committee (SEC)
11. Budget Resource Allocation Committee (BRAC)

More information on Academic Senate in general, can be found on the [Academic Senate's website](#).

The individual committees listed above are described in the Academic Senate's Bylaws available from that website.

### **3. Advancing Leadership Association (ALA)**

The Advancing Leadership Association is a governance and consultative body represented under the Advancing Leadership Agreement. The primary purpose of this committee is to represent its representatives in participatory governance and negotiations with the District on matters relating to benefits, grievance process, contracts, and other related administrative procedures. Representatives elect representatives to the Advancing Leadership Association. Educational Administrators, Directors, Managers, Coordinators, and Supervisors interested in serving in this capacity apply and participate in an annual election during the spring, to stand for the election in one of these positions:

- Deans' Council Liaison
- Certificated administrator
- Three classified administrators

The term limit is two years. Representatives of BPAP, CPC, PEC, and President's Cabinet serve in rotation on this committee.

#### **4. Associated Student Government (ASG)**

The Associated Student Government (also known as the Student Senate) 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 purpose of the Associated Student Government is to:

- Make recommendations on issues that have or will have a significant impact on students;
- Ensure effective student representation in the SBCC participatory governance process;
- Further cooperation and communication between and among students, faculty, classified staff, and the community;
- Oversee the activities of student clubs and organizations; and,
- Monitor and assign use of the Student Representation fee to ensure that SBCC students are represented at local and statewide activities.

The Associated Student Government organizes and promotes social activities that foster student engagement, such as:

- Merchants' bazaars
- Inter-club Council
- Conferences and workshops
- Political candidate forums
- Leadership seminars
- Community volunteer opportunities
- Club Mixers
- Movie nights
- Documentary showings
- Earth Day

Membership consists of students who are elected by the student body and students who are appointed by the elected ASG body. Elections are held annually in the spring and student representatives are elected at large. Students interested in serving in this capacity apply to stand for election in one of these positions:

- President
- Vice President, Senate Affairs
- Vice President, External Affairs
- Vice President, Operations and Finance



- Student Trustee
- Student Advocate
- Commissioner of Academics
- Commissioner of Clubs
- Commissioner of Events
- Commissioner of Marketing
- Commissioner of Sustainability
- Commissioner of International Student Affairs
- Isla Vista Community representative
- Secretary

More information can be found on the [Associated Student Government website](#).

## **5. California School Employees Association (CSEA)/Classified Consultation Group (CCG)**

The Classified Consultation Group is a subgroup of the California School Employees Association (CSEA), and as outlined in the CSEA contract with the District, provides an extended opportunity for classified staff to consult on issues brought to the College Planning Council.

Membership in the Classified Consultation Group is as follows:

- Four CSEA appointed classified staff representatives who serve on the College Planning Council
- Three representatives from each area: Bookstore, Fiscal, Clerical, Confidential, Information Booth, Switchboard, Food Service, Library, Duplicating, Purchasing, Security, Facilities
- Two representatives from each area: Student Services, Health Services
- Information Technology *or* Institutional Assessment, Research, and Planning representative
- One representative from each area: Athletics, Instructional Support, Theater, and Publications
- Three at-large representatives

More information can be found on the [Classified Consultation Group's website](#).

## **SBCC Organizational Groups**

SBCC organizational groups coordinate operational, procedural, and policy implementation. The authority for the representatives of organizational groups is through the assignment of responsibilities on job descriptions and appointment to positions within the college. Individuals other than those identified on this list are invited to attend meetings to share information or expertise as needed.

The primary organizational groups at SBCC are:

1. President's Cabinet (PC)
2. Board Policies and Administrative Procedures (BPAP)
3. Deans' Council
4. District Technology Committee (DTC)
5. Budget Resource Allocation Committee (BRAC)

### **1. President's Cabinet (PC)**

This committee reports to the Superintendent/President.

The purpose of the President's Cabinet is to:

- Advise the Superintendent/President on matters of policy, budget, planning, accreditation, and other matters of the college;
- Implement and administer policies, procedures, and day-to-day operations of the college; and,
- Review and discuss implementation of policy decisions made by the Board of Trustees.

Membership in the President's Cabinet is as follows:

- Superintendent/President, Chair
- Executive Vice President, Educational Programs
- Vice President, Human Resources
- Vice President, Information Technology
- Vice President, Business Services
- Vice President, School of Extended Learning
- Executive Director, Public Affairs and Communications

The President's Cabinet meets on a recurring basis with the Deans. Additionally, the President's Cabinet meets regularly with the leaders of the Academic Senate, CSEA, and Advancing Leadership Association in a consultative group known as President's Cabinet Plus.

## 2. Board Policies and Administrative Procedures (BPAP)

This committee reports to the Superintendent/President.

The purpose of the Board Policies and Administrative Procedures group is to:

- Systematically review Board policies and administrative procedures to ensure that these are in compliance with ACCJC standards and state and federal laws and regulations;
- Develop a schedule to address existing gaps in Board policies and administrative procedures; and,
- Make recommendations to the Superintendent/President when revisions or additions to Board policies and administrative procedures are warranted.

Membership in the Board Policies and Administrative Procedures is as follows:

- Vice President, Human Resources, Chair
- Manager appointed by the Superintendent/President
- Dean appointed by Deans' Council
- Three faculty representatives appointed by the Academic Senate
- Three classified staff representatives appointed by the CSEA
- An Associated Student Government representative
- An Advancing Leadership Association representative

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

## 3. Deans' Council All

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Deans' Council is to:

- Advise the Executive Vice President on instructional and student support issues related to the budget, planning, accreditation, curriculum, and enrollment management; and,
- Implement administrative procedures and oversee the day-to-day operations of instructional and student support services.

Membership in the Deans' Council is as follows:

- Executive Vice President, Educational Programs, Chair
- Six Deans representing the Educational Programs divisions and Student Affairs
- Associate Dean, Educational Programs, Student Affairs
- President, Academic Senate
- Executive Director, Public Affairs and Communications
  - Director, Athletics

- Director, Equity, Diversity, and Cultural Competency
- Director, Institutional Assessment, Research, and Planning

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

This committee reports to the Superintendent/President.

The purpose of the District Technology Committee is to:

- Make recommendations to the College Planning Council on Information Technology (IT) planning priorities, new IT resources and requests, and IT policies;
- Oversee and implement the District Technology Plan;
- Purchase and oversee installation of campus technology including both replacement and new hardware and software;
- 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;
- 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,
- Oversee and receive recommendations from two workgroups: Administrative Applications Group, Information Security Group, and Technology Advisory Group.

Membership in the District Technology Committee is as follows:

- Vice President, Information Technology, Chair
- Vice President, Business Services
- Five faculty representatives appointed by the Academic Senate, at least one of whom also serves on the 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
- Director, Institutional Assessment, Research, and Planning
- Associated Student Government representative

## **5. Budget Resource Allocation Committee (BRAC)**

This committee reports to the Vice President of Business Services.

The purpose of the Budget Resource Allocation Committee (BRAC) is to ensure that the District's strategic planning is tied to resource allocation in a demonstrable, collaborative, transparent, and sustainable decision-making process. This Budget Resource Allocation Committee was created to provide a shared governance process for reviewing all District budgets in detail and to make budget recommendations to the College Planning Council.

Membership in the Budget Resource Allocation Committee is as follows:

- Vice President, Business Services, Chair
- Controller, Fiscal Services
- Two Advancing Leadership Committee representatives
- Two Academic Senate representatives
- Two CSEA representatives
- Two Associated Student Government representatives
- Accounting staff as a resource to BRAC (non-voting)

More information can be found on the [Budget Resource Allocation Committee website](#).

## Other Program and Department Specific Organizational Groups

In addition to these organizational groups, the College serves students through the efforts of program-specific and department-specific organizational groups, including but not limited to:

- Behavior Intervention Team (BIT)
- Enrollment Services Outreach and Orientation
- EOPS/CARE Advisory Committee
- Facilities and Safety Committee
- Financial Aid Satisfactory Academic Progress Appeals Committee
- International Education Advisory Committee
- Personnel Benefits Advisory Committee
- Strategic Enrollment Management Committee
- Student Affairs Leadership Committee
- Student Discipline Hearing Committee

### 1. Behavior Intervention Team (BIT)

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Behavior Intervention Team is to:

- Educate the campus community about what behaviors of concern should be reported to the team; and,
- Identify, assess, and respond to serious concerns and/or disruptive behaviors by students who may threaten the health or safety of the campus community.

Membership in the Behavior Intervention Team is as follows:

- Dean, Student Support Services, Chair
- Acting Dean, Business and International Programs
- Associate Dean, Educational Programs, Student Affairs
- Department Chair, Addictive Disorders Counseling
- Director, Campus Security
- Director, Disability Services and Programs for Students
- Director, Student Health and Wellness
- Two Counselors, Student Health and Wellness
- Counselor, Disability Services and Programs for Students
- Counselor, Extended Opportunity Programs and Services
- Counselor, Academic Counseling

## **2. Enrollment Services Outreach and Orientation**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Enrollment Services Outreach and Orientation Committee is to:

- Discuss outreach activities;
- Strategize new ideas; and,
- Collaborate efforts and use resources effectively to reach prospective students.

Membership in the Enrollment Services Outreach and Orientation Committee is as follows:

- Director, Enrollment and Retention Services, Chair
- Six faculty representatives, Academic Counseling
- One faculty representative from each area: ESL, Guided Pathways, Transfer Center
- Three staff representatives from Enrollment Services
- Two staff representatives from ESL
- One staff representative from each area: Admissions and Records, Assessment, DSPS, Dual Enrollment, EOPS, Financial Aid, Office of Communications, STEM, Student Life

## **3. Extended Opportunities Program and Services (EOPS)/ Cooperative Agencies Resources for Education (CARE) Advisory Committee**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the EOPS/CARE Advisory Committee is to:

- Assist in maintaining an effective EOPS Program;
- Oversee the EOPS operations;
- Review and endorse annual EOPS Program Plan;
- Review and endorse changes made to EOPS policies; and,
- Hear appeals of EOPS program decisions, as needed.

Membership in the EOPS/CARE Advisory Committee is as follows:

- Director, EOPS, Chair
- Three faculty representatives including one Counselor
- Associated Student Government representative
- Two to three community representatives
- Academic Senate Liaison (non-voting)
- Department of Social Services Liaison (CalWORKs)
- EOPS/CARE student

## **4. Facilities and Safety Committee**

This committee reports to the Vice President of Business Services.

The purpose of the Facilities and Safety Committee is to:

- Review campus facilities maintenance, additions, renovations and planning;
- Review current issues related to campus facilities, security, safety and parking;
- Make recommendations to the Superintendent/President on issues relating to facilities, safety, security and parking; and,
- Advise the Vice President of Business Services, the Director of Facilities, the Director of Administrative Services and the Director of Security on issues related to campus facilities, security, safety and parking.

Membership in the Facilities and Safety Committee is as follows:

- Vice President, Business Services, Chair
- Four faculty representatives appointed by the Academic Senate
- Two classified staff representatives appointed by the CSEA
- Student representative appointed by the Associated Student Government
- School of Extended Learning representative
- Director, Facilities and Operations
- Director, Administrative Services
- Director, Security
- Biology or chemistry Laboratory Technician appointed by the Dean of Educational Programs, Sciences Division
- Educational Programs Dean Liaison

## **5. Financial Aid Satisfactory Academic Progress Appeals Committee**

This committee reports to the Director of Financial Aid.

The purpose of the Financial Aid Satisfactory Academic Progress Appeals Committee is to:

- Review possible reinstatement of federal and Cal Grant financial aid eligibility for students who are ineligible due to a lack of Satisfactory Academic Progress.

Membership in the Financial Aid Satisfactory Academic Progress Appeals Committee is as follows:

- Director, Financial Aid, Chair
- Three Academic Counselors



## 6. International Education Advisory Committee

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the International Education Advisory Committee is to:

- Participate in review and endorsement of study abroad programs and full-term domestic programs in cooperation with the Office of Educational Programs;
- Select program directors and develop policies for study abroad programs;
- Provide training workshops for faculty program directors; and,
- Recommend policies and programs that broaden and enhance the international/inter-cultural component of the college curriculum.

Membership in the International Education Committee is as follows:

- Director, International Student Support Program, Chair
- Eight faculty representatives
- ESL faculty representative *or* ELSP director
- Director, Study Abroad Program
- Assistant to the Director, Study Abroad Program
- Educational Programs Dean Liaison, (non-voting)
- Student representative (non-voting)
- Academic Senate Liaison (non-voting)

## 7. Personnel Benefits Advisory Committee

This committee reports to the Vice President of Business Services.

The purpose of the Personnel Benefits Advisory Committee is to:

- Review faculty and staff concerns regarding employee benefits;
- Examine various plans for providing personnel benefits and alternative carriers;
- Make recommendations to Superintendent/President regarding changes in benefit program; and,
- Give input and recommendations on benefits program to Office of Human Resources.

Membership in the Personnel Benefits Committee is as follows:

- Vice President, Business Services
- Vice President, Human Resources
- Dean, Educational Programs
- Three faculty representatives appointed by the Superintendent/President from six names submitted by the Faculty Association
- Three classified staff representatives appointed by the CSEA

## **8. Strategic Enrollment Management Committee**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Strategic Enrollment Management Committee is to:

- Discuss realistic enrollment goals and strategies based on trends; and,
- Make recommendations.

Membership in the Strategic Enrollment Management Committee is as follows:

- Executive Vice President, Educational Programs, Co-chair
- Director, Enrollment and Retention Services, Co-chair
- Vice President, School of Extended Learning
- Executive Director, Public Affairs and Communications
- Director, Admissions and Records
- Director, Dual Enrollment
- Director, Financial Aid
- Director, Institutional Research
- Five Deans representing Educational Programs and Student Affairs
- One faculty representative from each area: Academic Counseling, Career Center, ESL
- One staff representative from each area: Assessment Center, School of Extended Learning
- Student representative

## **9. Student Affairs Leadership Committee**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Student Affairs Leadership Committee is to:

- Review and develop student services policies and procedures that foster student success;
- Increase interdepartmental efficiency and collaboration among student services departments; and,
- Monitor early interventions.

Membership in the Student Affairs Leadership Committee is as follows:

- Dean, Student Support Services, Chair
- Vice President, School of Extended Learning
- Acting Dean, Business and International Programs
- Associate Dean, Educational Programs, Student Affairs
- Department co-chairs, Academic Counseling
- Director, Admissions and Records

- Supervisor, Admissions and Records
- Director, Career Center
- Director, Disability Services and Programs for Students
- Director, Enrollment Services
- Director, Extended Opportunity Programs and Services
- Director, Financial Aid
- Director, Learning Resource Center
- Supervisor, Learning Resource Center
- Director, Student Health and Wellness
- Manager, Student Finance
- Coordinator, Assessment
- Coordinator, Foster and Kinship Care Education Program
- Coordinator, Transfer Academy
- Coordinator, Transfer Achievement Program
- Student Program Advisor, Schott Campus
- Information Technology Systems Specialist

## **10. Student Discipline Hearing Committee**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Student Discipline Hearing Committee is to:

- Review student discipline cases that involve suspension or expulsion.

Membership in the Student Discipline Hearing Committee is as follows:

- Dean, Educational Programs, Chair
- Two faculty representatives appointed by the Academic Senate
- Two student representatives appointed by the Associated Student Government

The [College Committees website](#) contains a complete list of college committees.

## **SBCC Ad Hoc Groups**

Ad Hoc Groups are formed for a specific purpose to work on topics or projects that require timely and concentrated energy. Instead of being required by law or regulation, these groups are established as needed and are charged by the Superintendent/President or a governance group to perform specific functions that benefit the entire college. The groups are disbanded when the assigned task is complete. Membership in ad hoc workgroup is either voluntary or by appointment.

### **1. Committee on Non-Teaching Compensation**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Committee on Non-Teaching Compensation is to review and rate compensation factors for:

- Newly assigned leadership and/or non-teaching responsibilities resulting from administrative action and approved for funding through resource allocation processes; or,
- Leadership and/or non-teaching positions for which a stipend is already being paid, but for which the responsibility, scope of duties, and/or nature of responsibility has substantially changed since that assignment was last rated.

Membership in the Committee on Non-Teaching Compensation is as follows:

- President or designee, Academic Senate, Chair
- Faculty representative appointed by the President of the Academic Senate
- President or designee, Faculty Association
- Faculty representative appointed by the President of the Faculty Association
- Four Deans appointed by the Executive Vice President of Educational Programs

### **2. Committee for Online Instruction (COI)**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Committee for Online Instruction is to:

- Review and recommend policies and procedures for the conduct of online instruction and the operation of online courses;
- Make recommendations to the Academic Senate regarding budget/resource priorities as they relate to instructional support to online and hybrid courses;
- Provide input to Academic Senate into the development of policy regarding faculty consultation on academic initiatives as they relate to online courses;

- Serve as a discussion forum for pedagogical issues regarding the teaching, learning, assessment, ADA/504/508 compliance, and student support of online and hybrid courses;
- In consultation with the Information Technology Committee, review and make recommendations for software and hardware packages, and recommend activities to improve instructional delivery in online and hybrid courses; and,
- Identify and facilitate the incorporation of strategies that enhance student success and retention in online courses.

Membership in the Committee for Online Instruction is as follows:

- Dean, Education Programs, Co-chair
- Director, Information Technology User Services (or designee)
- Director, Educational Applications
- Director, Faculty Resource Center
- Associated Student Government representative
- Academic Senate Liaison
- Any interested faculty member

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

This committee reports to the Vice President of Human Resources.

The purpose of the Equal Employment Opportunity Advisory Committee is to:

- Implement the Equal Employment Opportunity (EEO) Plan;
- Provide suggestions for EEO Plan revisions, as appropriate;
- Recommend new methods to meet the EEO Plan's objective;
- Recommend and implement hiring and professional development processes that support the goals of equal opportunity and diversity;
- Promote an understanding and support of equal opportunity and nondiscrimination policies and procedures;
- Work in coordination with other groups on campus to sponsor events, training, or other activities that promote equal employment opportunity, retention, and diversity;
- Analyze the demographic makeup of the institution's workforce population;
- Recommend steps the institution will take in the event of underrepresentation of monitored groups;
- Monitor and advise on equal employment opportunity in recruitment and hiring policies and practices pursuant to Title 5 regulations;
- Recommend methods to support equal employment opportunity; and,

- Recommend and implement training for current faculty and staff on the value of a diverse workforce.

Membership in the Equal Employment Opportunity Advisory Committee is as follows:

- EEO Officer, Chair
- Two faculty representatives appointed by the President of the Academic Senate
- Two classified staff representatives appointed by the Classified Consultation Group
- Two management/supervisory representatives appointed by the Advancing Leadership Association
- Student representative appointed by the Associated Student Government
- Cabinet-level representative appointed by the Superintendent/President

#### **4. Honors Program Advisory Committee**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Honors Program Advisory Committee is to:

- Review and revise philosophy and goals of the Honors Program;
- Recommend curriculum for the Honors Program;
- Plan and schedule Honors Program courses;
- Coordinate colloquia, field trips and other activities for Honors Program students; and,
- Evaluate program effectiveness and develops long-range plans.

Membership in the Honors Program Advisory Committee is as follows:

- Director, Honors Program
- Eight faculty representatives
- Dean, Educational Programs Liaison
- Two Honors Program students
- High School Relations Coordinator
- Counselor
- Academic Senate Liaison (non-voting)

#### **5. Guided Pathways Core Team**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Guided Pathways Core Team is to:

- Facilitate and coordinate components of Guided Pathways implementation work on campus; and,
- Lead additional Guided Pathways work teams and report to Guided Pathways Core Team and the steering group for feedback.

Membership in the Guided Pathways Core Team is as follows:

- Faculty Guided Pathways Coordinator, Chair
- Executive Vice President, Educational Programs
- Department Co-chairs, Academic Counseling
- Executive Director, Public Affairs and Communications
- Director, Admissions and Records
- Director, Career Center
- Director, Dual Enrollment
- Director, Faculty Professional Development
- Director, Institutional Assessment, Research, and Planning
- Director, Learning Resource Center
- Coordinator, Assessment
- Coordinator, Enrollment Services
- Articulation Officer
- Counselor, EOPS
- Student Program Advisor, Enrollment and Retention Services/Guided Pathways

## **6. Institutional Effectiveness Committee**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Institutional Effectiveness Committee is to:

- Advise and evaluate the College's integrated planning processes;
- Determine the effectiveness of the College's activities in pursuit of its mission;
- Foster an institution-wide understanding of successful activities and endeavors for improvement; and,
- Make recommendations to the College Planning Council.

Membership in the Institutional Effectiveness Committee is as follows:

- Director, Institutional Assessment, Research, and Planning, Chair
- Executive Vice President, Educational Programs (optional)
- President, Academic Senate
- Director, Equity, Diversity and Cultural Competency
- Executive Director, Public Affairs and Communications
- Two faculty representatives (one instructional, one student support services)
- Two classified staff representatives
- Two management representatives
- Associated Student Government representative or designee

## **7. Placement and Curriculum Transformation Committee**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Placement and Curriculum Transformation Committee is to include all stakeholders from Student Services and English and math faculty as we address the complex curricular changes required by new legislation:

- Compliance with AB 705
- Compliance with AB 1805

Membership in the Placement and Curriculum Transformation Committee is as follows:

- Director, Assessment English/English Skills faculty member, Co-chair
- Director, Assessment Center, Co-chair
- Dean, Educational Programs, Student Affairs
- Chair, English Department
- Math faculty member/AB 705 Math lead
- Assessment Coordinator/faculty member - Credit ESL
- Counselor, Academic Counseling, Co-chair
- Supervisor, Admissions and Records
- Director, Dual Enrollment Program
- Counselor, Disabled Student Programs and Services
- Director, Learning Resources Center
- Analyst, Institutional Assessment, Research, and Planning
- Coordinator, Enrollment Services
- Project lead for SSSP, Information Technology
- Senior Director, International Programs
- Research Analyst, Institutional Assessment, Research and Planning
- SBCC Foundation representative

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

This committee reports to the College Planning Council.

The purpose of the Professional Development Advisory Committee is to:

- Conduct and annually update a survey of the most critical staff, student, and instructional improvement needs in the District;
- Create and annually update the Professional Development Plan and include the following items:
  - The results of the survey identified above;
  - Plan for developing and carrying out activities to address the identified critical needs;



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

Membership in the Professional Development Advisory Committee is as follows:

- 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
- Management representative
- Two faculty representatives
- Three classified staff representatives
- Academic Senate Liaison

## **9. Program Evaluation Committee**

This committee reports to the College Planning Council.

The purpose of the Program Evaluation Committee is to:

- Establish criteria for program review evaluation;
- Evaluate program reviews;
- Recommend courses of action:
  - Sustain program—No action needed
  - Modify program
  - Discontinue program
  - Establish program
- Evaluate program review process and make recommendations;
- Report program recommendation outcomes to inform the Educational Master Plan;
- Disseminate best practices throughout the College; and,

- Institutionalize grant-funded initiatives.

Membership in the Program Evaluation Committee is as follows:

- President, Academic Senate as faculty representative, Co-chair (non-voting)
- Dean as administration representative, Co-chair (non-voting)
- Dean
- Associated Student Government representative or designee
- Full-time faculty representative from each academic division
- Business Services representative
- Human Resources representative
- Information Technology representative
- Educational Programs representative that is not represented by faculty-led areas
- Classified representative

## **10. SBCC Promise Implementation Team**

The purpose of the SBCC Promise Implementation Team is to:

- Coordinate and modify the various pieces of the SBCC Promise Program, as needed.

Membership in the SBCC Promise Implementation Team is as follows:

- Director, Scholarships, SBCC Foundation, Chair
- Dean, Student Support Services
- Director, Admissions and Records
- Director, Bookstore Operations
- Director, DSPS
- Director, EOPS
- Director, Financial Aid
- Director, Information Technology
- Director, Transfer Center
- Chief Executive Officer, SBCC Foundation
- Chief Development Officer, SBCC Foundation
- Department Co-chairs, Academic Counseling
- Three Academic Counselors
- Three Information Technology Systems Specialists
- Manager, Student Finance
- Two Student Finance Accounting Technicians
- Coordinator, Assessment
- Coordinator, Enrollment Services
- Coordinator, Transfer Academy

- Coordinator, Transfer Achievement Program
- Supervisor, Admissions and Records
- Two Student Program Advisors, Enrollment Services
- Accountant, Campus Store
- Campus store representative

## **11. Scholastic Standards Committee**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Scholastic Standards Committee is to:

- Assure consistent application and maintenance of academic standards in areas of admissions, re-admission, attendance, residence, graduation, grade requirements, course loads, grade changes and withdrawals; and,
- Review and adjudicate submitted student petitions for waiver of college regulations.

Common requests consist of:

- Late drops or withdrawals
- Late pass/no pass
- Late incompletes
- Tuition refunds

Membership in the Scholastic Standards is as follows:

- Dean, Admissions and Records, Chair
- Faculty representatives from each area: Transfer Center, DSPS, Nursing, Student Health Services, EOPS, Math, English, and Academic Counseling
- Student representative
- Academic Senate Liaison (non-voting)

## **12. Student Equity Committee**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Student Equity Committee is to:

- Create the Student Equity Plan;
- In the assessment of the plan, oversee how effectively instructional programs, services, policies, institutional practices, programming, and training address the disproportionate impacts on different student populations; and,
- Use an equity lens when assessing ways to dismantle barriers that disproportionately impact our students.

Membership in the Student Equity Committee is as follows:

- Director, Equity, Diversity and Cultural Competency, Chair
- President, Academic Senate
- Two faculty representatives appointed by the Academic Senate
- Academic Senate Liaison
- Executive Director, Public Affairs and Communications
- Director, Institutional Assessment, Research, and Planning

### **13. Student Learning Outcomes (SLO) Coordinating Committee**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Student Learning Outcomes Coordinating Committee is to:

- Analyze the student performance data for each of the Institutional Student Learning Outcomes (ISLOs) and support the development of strategies for improving student attainment of the ISLOs;
- Advise the SLO Coordinator and the co-directors of the Faculty Resource Center on workshops, training and other forms of assistance to provide to faculty on writing and effectively using rubrics and course improvement plans (CIPs) in their courses and programs;
- Involve major resource/policy committees in the SLO Completion Cycle such as the Academic Senate, the Student Services Leadership Team, the Deans' Council, the Institutional Effectiveness Committee, and the College Planning Council; and,
- Review, evaluate and recommend improvements for the College's SLO task completion process.

Membership in the Student Learning Outcomes Coordinating Committee is as follows:

- Dean, Educational Programs, Co-chair
- SLO Coordinator, Co-chair
- Executive Vice President, Educational Programs
- Director, Institutional Assessment, Research, and Planning
- President, Academic Senate
- Three credit faculty representatives
- Noncredit faculty representative
- Three Student Support Services representatives
- Associated Student Government representative
- Curriculum Coordinator (resource)
- Faculty Resource Center representative (resource)

## **14. Student Success and Support Program Committee**

This committee reports to the Executive Vice President of Educational Programs.

The purpose of the Student Success and Support Program Committee is to:

- Synthesize and coordinate activities and information from matriculation component sub-committees and ad hoc workgroups;
- Advise Student Success Cross-Functional team on student success directions;
- Develop strategies to support student enrollment, retention, and success; and,
- Serve as a sounding board and discussion forum for various student success initiatives.

Membership in the Student Success and Support Program Committee is as follows:

- Two Deans, Educational Programs
- Admissions and Records representative
- Assessment Committee representative (English or Math)
- Academic Counseling representative
- Director, Institutional Research or designee
- Director, Learning Resource Center
- Student representative
- Enrollment Management Committee representative
- Two to four faculty representatives
- Academic Senate Liaison (non-voting)

## **15. Workforce Reduction Attrition Plan (WRAP)**

This committee reports to the College Planning Council (CPC).

The purpose of the Workforce Reduction Attrition Plan Committee is to:

- Identify priorities in filling both new and replacement positions on campus; and,
- Provide priority ranked lists as recommendations each semester (fall, spring,) to CPC and the Superintendent/President.

Membership in the Workforce Reduction Attrition Plan Committee is as follows:

- Vice President, Information Technology, Chair
- Vice President, Human Resources
- Two Advancing Leadership Association representatives
- Two Academic Senate representatives
- Three CSEA representatives
- Associated Student Government representative

## 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:

1. **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.
2. **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

Cycle	Term	Description	Status
Initial Publication	March 2013	Initial publication of the SBCC Resource Guide to Governance and Decision-Making. Broad-based constituent input and review.	Done
Bi-annual Governance Process Review	Spring 2013	Governance groups surveyed; results reviewed by each group. No significant changes made.	Done
Annual Documentation Review	Spring 2014	Annual review of this document for clarifications and corrections.	Done
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.	Done
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.	Done
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.	Done
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.	Done
Annual Documentation Review	Spring 2018	Added BRAC.	Done
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”	Done

## **Appendix B: Collective Bargaining Groups**

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

**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.

**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.

**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.

**Advancing Leadership Association (ALA):** 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.



## Appendix C: California Code of Regulations for Collegial Consultation

### 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 representatives of the academic senate.
- e The full-time faculty may provide for the Membership and participation of part-time faculty representatives in the academic senate.
- f In the absence of any full-time faculty representatives 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 representatives 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 representatives 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 agree 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 academic senates 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.