



Santa Barbara Community College District

Compendium of Institutional Planning and Governance

A three-volume comprehensive collection of information, best practices, and resources related to participatory governance and institutional planning.





OUR VISION

Santa Barbara City College strives to build a socially conscious community where knowledge and respect empower individuals to transform our world.

OUR MISSION

As a public community college dedicated to the success of each student...

Santa Barbara City College welcomes all students. The College provides a diverse learning environment and opportunities for students to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions.

The College is committed to fostering an equitable, inclusive, respectful, participatory, and supportive community dedicated to the success of every student.

OUR CORE PRINCIPLES

Santa Barbara City College's core principles guide all aspects of instruction, organization, and innovation:

- Student-centered policies, practices, and programs
- Participatory governance
- A psychologically and physically supportive environment
- Free exchange of ideas across a diversity of learners
- The pursuit of excellence in all college endeavors

BRIEF CONTENTS

Volume 1: District Administrative Structures

The Board of Trustees

Delineation of District Functions

Board Policies and Administrative Procedures

Volume 2: The Participatory Governance Handbook

Collegial Consultation and Dialogue

Constituent Participation

Participatory Governance Committees

Volume 3: The College Planning Handbook

[forthcoming Fall 2026]

Institutional Plans

Institutional Effectiveness & the Assessment Cycle

Program Review

CONTENTS

VOLUME 1

OUR VISION.....	1
OUR MISSION.....	1
OUR CORE PRINCIPLES.....	1
BRIEF CONTENTS.....	2
CONTENTS.....	3
HOW TO USE THIS MANUAL.....	6
Organization.....	6
Getting Started.....	6
The Importance of Your Engagement in Participatory Governance.....	7
INTRODUCTION.....	9
The Purpose and Value of Participatory Governance.....	9
THE BOARD OF TRUSTEES.....	10
Composition and Representation.....	10
Roles and Responsibilities.....	10
The Board as the Final Authority.....	10
DELEGATION OF AUTHORITY AND ADMINISTRATIVE LEADERSHIP.....	11
Delegation to the Superintendent/President.....	11
Delegation to the Superintendent/President’s Executive Committee.....	11
ADMINISTRATIVE DIVISIONS AND THEIR RESPONSIBILITIES.....	12
Responsibilities of the Superintendent/President’s Office.....	12
Responsibilities of the Academic Affairs Division.....	13
Responsibilities of the Student Affairs Division.....	13
Responsibilities of the School of Extended Learning.....	14
Responsibilities of the Administrative Services Division.....	14
Responsibilities of the Human Resources Department.....	14
Responsibilities of the Information Technology Division.....	15
Responsibilities of the Office of Communications.....	15
Responsibilities of the Office of Institutional Research and Planning.....	16
THE ROLE OF BOARD POLICIES AND ADMINISTRATIVE PROCEDURES.....	16
Board Policies.....	16
Administrative Procedures.....	17
CONCLUSION OF VOLUME 1.....	18

VOLUME 2

ABOUT THIS HANDBOOK.....	21
UNDERSTANDING PARTICIPATORY GOVERNANCE.....	22
What is participatory governance?.....	22
What does participatory governance look like in practice?.....	22
THE PARTICIPATORY GOVERNANCE AND DECISION-.....	23
MAKING MODEL AT SBCC.....	23
GOVERNANCE PRINCIPLES DERIVED FROM LAW AND ACCREDITATION STANDARDS	24
The Law.....	24
Accreditation Standards.....	25
IMPLEMENTATION OF THE LAW AT SANTA BARBARA CITY COLLEGE.....	26
GOVERNANCE AND DECISION-MAKING AT THE SANTA BARBARA COMMUNITY COLLEGE DISTRICT.....	26
The Responsibility of the Board of Trustees.....	26
The Responsibility of the Superintendent/President.....	27
CONSTITUENT PARTICIPATION IN GOVERNANCE AND DECISION-MAKING.....	28
The Participatory Governance Committee Structure.....	28
The Responsibility of Students.....	29
The Responsibility of Faculty.....	29
The Responsibility of Classified Staff and Confidential Employees.....	31
The Responsibility of Administrators.....	32
Responsibility of Bargaining Unit Representatives and Meet and Confer Groups.....	32
OPERATING AGREEMENTS FOR PARTICIPATORY GOVERNANCE COMMITTEES.....	33
Agreements.....	33
Best Practices.....	34
CONSENSUS SEEKING AND DECISION MAKING.....	35
COMMITTEE COMMUNICATION & MEETING MANAGEMENT.....	35
PARTICIPATORY GOVERNANCE COMMITTEE MEMBER ROLES.....	35
Role of the Chair(s).....	36
Role of the Mentor To The Student Representative.....	37
Role of the Voting Committee Member.....	37
Role of the Proxy Member.....	39
Role of the Expert/Ex Officio Member.....	39
Role of the Resource Member.....	39
Role of the Committee Administrative Assistant.....	40
Role of the Meeting Guest.....	41
GOVERNANCE GROUPS SUBJECT TO SPECIAL RULES: THE BROWN ACT.....	41
THE PARTICIPATORY GOVERNANCE COMMITTEES AT SBCC.....	42
Board Policies And Administrative Procedures (BPAP).....	44
Budget Committee (BC).....	46

College Planning Council (CPC).....	48
District Technology Committee (DTC).....	50
Equal Employment Opportunity Advisory Committee (EEOAC).....	53
Institutional Effectiveness Committee (IEC).....	55
Professional Development Advisory Committee (PDAC).....	58
Program Evaluation Committee (PEC).....	60
Student Equity And Achievement Committee (SEA).....	63
OPERATIONAL MEETING GROUPS.....	67
Types of Operational Meeting Groups.....	67
Current Operational Bodies.....	68
Current Standing Committees.....	70
PARTICIPATORY GOVERNANCE EVALUATION CYCLE AND TIMELINE.....	70

VOLUME 3

VOLUME 3 PLACEHOLDER.....	72
APPENDIX INTRODUCTION.....	74
APPENDIX A: DISTRICT ORGANIZATIONAL CHARTS.....	75
APPENDIX B: COMMITTEE MEETING AGENDA TEMPLATE.....	76
APPENDIX C: ANNUAL COMMITTEE GOALS FORM.....	77
APPENDIX D: ANNUAL COMMITTEE GOALS REPORT OF PROGRESS.....	78
APPENDIX E: COMMITTEE REPRESENTATIVE MEETING REPORT.....	79
APPENDIX F: COMMITTEE OPERATIONS PLAN TEMPLATE.....	80
APPENDIX G: SAMPLE PARTICIPATORY GOVERNANCE CALENDAR.....	81
APPENDIX H: SAMPLE SLIDES FOR COMMITTEE TRAINING.....	82
APPENDIX I: ACRONYMS AND TERMS.....	83
APPENDIX J: EXTERNAL RESOURCES.....	84
Constituency Organizations.....	84
Legal References.....	84
APPENDIX K: DOCUMENT REVISION HISTORY.....	85

HOW TO USE THIS MANUAL

This *Compendium of Institutional Planning and Governance* (Compendium) serves as a comprehensive reference for participatory governance and institutional planning at Santa Barbara City College. Whether you're new to the College or an experienced committee member, this resource is designed to support your effective participation in shared governance.

Organization

The Compendium is organized into three volumes, briefly described below.

Volume 1: District Administrative Structures provides foundational knowledge about the Board of Trustees, administrative organization, and how authority flows through the institution. Start here to understand the broader context in which participatory governance operates.

Volume 2: The Participatory Governance Handbook explains how students, faculty, staff, and administrators collaborate in decision-making. It defines roles, responsibilities, operating agreements, and committee structures that enable meaningful participation.

Volume 3: The College Planning Handbook [forthcoming 2026] will address institutional planning processes, including program review, assessment cycles, and integration with resource allocation.

Getting Started

You might wonder where to get started with this resource. Some helpful guidance is provided below.

- **Curious or new to SBCC or participatory governance, or serving as a student representative?** Begin with Volume 1 to understand institutional structure and authority, then read Volume 2's Introduction and "Understanding Participatory Governance" sections. Review the section in Volume 2 describing your constituency's role and responsibilities. When available, consult Volume 3 to understand how planning processes connect to governance.

- **Serving on a committee?** Reference Volume 2's Operating Agreements section, your specific committee's summary, and the Committee Member Roles section. Consult Volume 1 to understand how your committee's work connects to district administrative structures. Volume 3 will provide guidance on planning and assessment processes your committee may oversee or contribute to.
- **Serving as committee chair or administrative support?** Focus on Volume 2's Operating Agreements, Committee Communication & Meeting Management, and Appendix resources, including templates and training materials. Reference Volume 1 for organizational context and delegation of authority. Volume 3 will offer planning cycle timelines and integration guidance.
- **Working on institutional planning or program review?** Start with Volume 1 to understand administrative divisions and their responsibilities. Volume 3 will provide detailed guidance on planning processes, while Volume 2 explains the governance committees that support planning and evaluation.
- **Need clarity on Board policies and administrative procedures?** Consult Volume 1 for the framework of policies and procedures, Volume 2 for the BPAP committee structure and processes, and Volume 3 for planning-related policy development when available.
- **Looking for specific information across volumes?** Use the clickable Table of Contents in each volume to jump directly to relevant sections. Terms appearing in ***bold-italics*** are defined in the Acronyms and Terms appendix.
- **Need quick reference tools?** Volume 2's Appendix contains templates, forms, organizational charts, and training resources designed for immediate use. Volume 1 provides organizational charts and administrative structure references.

The Importance of Your Engagement in Participatory Governance

This Compendium is a living document, reviewed and revised on an established schedule, incorporating community feedback and evolving practices. Your engagement and input in participatory governance helps ensure this Compendium remains relevant, accessible, and useful for all members of the SBCC community.

Volume 1

District Administrative Structures

Understanding Authority, Accountability, and Organizational Roles at SBCC

INTRODUCTION

The Purpose and Value of Participatory Governance

The primary purpose of participatory governance is to provide a structured, inclusive process for collegewide participation in decision-making—one that supports a successful learning environment and advances equitable student opportunity. By drawing upon the diverse knowledge, expertise, and perspectives of all constituencies, participatory governance strengthens institutional decisions and helps ensure they reflect the needs and priorities of the entire campus community.

Santa Barbara City College's (SBCC) **Participatory Governance (PG)** system establishes committees and councils through which students, faculty, classified professionals, and administrators collaborate to develop recommendations for action by the College **Superintendent/President** or the **Board of Trustees**. Through this structured process, SBCC fulfills the intent of California's Assembly Bill (AB) 1725 and **Title 5** regulations, which emphasize collegial consultation, broad and effective participation, and shared responsibility for academic and institutional excellence.

To participate effectively, all members of the campus community need clear, accessible information not only about SBCC's PG structures but also about the **District's** administrative structures—how authority is delegated, how divisions are organized, and how operations flow through the institution.

Volume 1 is designed to support the understanding of the aforementioned concepts. It provides a comprehensive overview of the administrative organization of SBCC, outlining the statutory authority of the Board of Trustees, the delegation of authority to the Superintendent/President, the structure and scope of each major administrative division and operational groups, and the framework of **Board policies** (BPs) and **administrative procedures** (APs) that guide institutional operations.

THE BOARD OF TRUSTEES

Santa Barbara City College (SBCC) is part of the Santa Barbara Community College District (SBCCD), which is governed by an elected Board of Trustees. The Board holds the legal and fiduciary authority to oversee all District operations and ensure the College fulfills its mission on behalf of the community it serves.

Composition and Representation

The Board consists of:

- Seven voting trustees, each elected from a geographic trustee area for four-year staggered terms
- One student trustee, elected annually, who participates fully in open session discussions and casts an advisory vote
- The Superintendent/President, who serves as the Secretary to the Board

Trustees represent the public interest, ensuring that District governance and resources align with community priorities and student needs.

Roles and Responsibilities

As established in the **Education Code** and articulated in SBCC's Board policies, the Board focuses on policy and oversight (not the daily administration of the College) and the Board's primary responsibilities include:

- Establishing Board policies that guide District operations
- Ensuring the financial integrity and long-term stability of the institution
- Monitoring compliance with state and federal law, Title 5, **Title IX**, and accreditation requirements
- Setting strategic direction and long-range goals
- Hiring, evaluating, and supporting the Superintendent/President

The Board as the Final Authority

Although SBCC embraces participatory governance and collegial consultation, the Board of Trustees remains the final decision-making authority on matters assigned to it by law or policy. Participatory Governance (PG) bodies (such as the **College Planning Council**), **Academic Senate**, and the Superintendent/President make

recommendations that inform Board decisions, but the Board retains ultimate responsibility for District policy, fiscal stewardship, and legal compliance.

DELEGATION OF AUTHORITY AND ADMINISTRATIVE LEADERSHIP

Effective governance at Santa Barbara City College (SBCC) requires a clear and functional delegation of authority. The Board of Trustees delegates executive responsibility for administering Board policies and managing District operations to the Superintendent/President.

Delegation to the Superintendent/President

Through [Board Policy 2430 Delegation of Authority to the Superintendent/President](#), the Superintendent/President is responsible for:

- Implementing Board policies and decisions of the Board that require administrative action
- Ensuring compliance with all applicable laws, regulations, and accreditation standards
- Providing effective leadership over academic programs, student services, financial management, human resources, and all operational functions
- Serving as the primary professional advisor to the Board in policy formation
- Interpreting Board policies when clarity is needed and acting in areas where policy is silent, subject to Board review

Although authority may be delegated to vice presidents, deans, and directors, the Superintendent/President remains accountable to the Board for all District operations.

Delegation to the Superintendent/President's Executive Committee

The Superintendent/President is supported by the [Superintendent/President's Executive Committee](#), which functions as the College's senior leadership team. This group ensures coordinated, strategic oversight of all District operations and provides guidance in planning, resource allocation, accreditation, compliance, and implementation of institutional priorities.

The Executive Council includes senior administrators responsible for:

- Academic affairs
- Communications
- Business services
- Human resources
- Information technology
- Institutional research and planning
- School of Extended Learning
- Student affairs

As a collective, the Executive Committee strengthens collaboration across divisions, aligns decision-making with institutional goals, and ensures integrated planning and continuous improvement throughout the College.

ADMINISTRATIVE DIVISIONS AND THEIR RESPONSIBILITIES

Santa Barbara City College's (SBCC's) administrative structure is organized into major divisions that carry distinct operational responsibilities. Although each division has defined areas of oversight, they work collaboratively to support student success, institutional effectiveness, and mission fulfillment. District organizational charts are managed by the Superintendent/President's Office. Links to the organizational charts are listed in [Appendix A](#).

Responsibilities of the Superintendent/President's Office

The Superintendent/President's Office provides overarching leadership and direction for the institution. Its responsibilities include:

- Advancing SBCC's mission, values, and institutional priorities
- Ensuring the College meets accreditation standards
- Promoting institutional effectiveness
- Facilitating internal and external communication
- Coordinating PG processes, including chairing the College Planning Council (CPC)

- Representing the College to community partners, government agencies, donors, and regional stakeholders

The Superintendent/President's Office sets the tone for institutional culture and fosters conditions for student learning and employee success.

Responsibilities of the Academic Affairs Division

The Division of Academic Affairs oversees all credit-bearing academic programs and instructional services. As the primary division responsible for SBCC's transfer, degree, and certificate offerings, it supports academic quality and innovation in teaching and learning.

Primary responsibilities include:

- Overseeing curriculum development and approval for credit courses and programs
- Coordinating academic program planning, review, and evaluation
Managing credit instructional departments and guiding the work of instructional deans
- Implementing credit enrollment management strategies and California Community Colleges Chancellor's Office (CCCCO) initiatives (e.g. [Vision 2030](#))
- Supporting full-time and part-time credit faculty
- Ensuring compliance with Title 5 academic regulations and accreditation standards related to instruction

Responsibilities of the Student Affairs Division

The Division of Student Affairs provides comprehensive support to promote equitable student access, engagement, achievement, and completion. Responsibility includes oversight of:

- Admissions and records
- Counseling and academic advising
- Student life and leadership
- Transfer and career centers
- Office of Student Equity and Engagement
- Disability Services and Programs for Students (DSPS)
- Orientation, onboarding, and retention initiatives.

Student Affairs collaborates closely with instructional divisions to support the whole student and remove barriers to success.

Responsibilities of the School of Extended Learning

The School of Extended Learning (SEL) oversees all noncredit and community education programs. SEL expands SBCC's mission by offering free and low-cost learning opportunities that support workforce development, adult education, and lifelong learning. SEL provides:

- Noncredit English as a second language (ESL)
- Adult High School Diploma Program and GED exam preparation
- Career Skills Institute workforce training
- Older Adults, Parenting, and personal enrichment programs
- Educational partnerships through regional adult education consortia

SEL increases access for underserved populations and responds to community needs.

Responsibilities of the Administrative Services Division

The Administrative Services Division manages the College's financial and physical resources to ensure fiscal stability and operational continuity. Key responsibilities include:

- Budget development and fiscal planning
- Accounting, payroll, and financial reporting
- Purchasing, contracting, and risk management
- Facilities operations and capital planning
- Campus safety and emergency preparedness
- Oversight of auxiliary and enterprise services

This division functions as the operational backbone of the College.

Responsibilities of the Human Resources Department

The Human Resources Department (HR) provides leadership and support in all personnel-related functions across the institution. Responsibilities include:

- Recruitment, hiring, onboarding, performance management, and employee separation

- Equal employment opportunity (EEO) law compliance and plan implementation
- Employee and labor relations
- Re/classification and compensation
- Benefits administration and personnel records
- Professional development coordination

HR plays a central role in fostering an inclusive, supportive, and equitable workplace.

Responsibilities of the Information Technology Division

The Information Technology Division (IT) supports the technological infrastructure that underpins SBCC's instructional and administrative activities. Responsibilities include:

- Technology planning and implementation
- Network management and cybersecurity
- Classroom and instructional technology support
- Enterprise systems development and maintenance
- Hardware and software lifecycle management
- Oversight of the District Technology Plan and related workgroup

IT ensures that technology serves as a reliable, effective tool for student and employee success.

Responsibilities of the Office of Communications

The Office of Communications leads strategic communications, marketing, digital engagement, and public relations for the College. Responsibilities include:

- Internal and external communications
- Crisis and media relations
- Website and digital communications strategy
- Branding and marketing campaigns
- Government relations
- Community relations and public outreach

This office ensures clarity, consistency, and effectiveness in how SBCC communicates with its many audiences.

Responsibilities of the Office of Institutional Research and Planning

The Office of Institutional Research and Planning (IR) provides the analytical, planning, and reporting infrastructure that enables data-informed decision-making. Key responsibilities include:

- Institutional research, analysis, and reporting
- Strategic planning coordination and integrated planning support
- Accreditation evidence, documentation, and evaluation in coordination with the president's office
- Program review data support
- Survey design and analysis
- Public dashboards and data transparency

IR supports every division and governs the evidence base that informs institutional strategies and improvements.

THE ROLE OF BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

Board policies and administrative procedures guide SBCC's operations, as described below.

Board Policies

Board policies (BPs) express the Board's governing authority and establish the principles, rules, and expectations under which the District operates; they describe what must be done and why.

BPs govern:

- Academic affairs
- Student services and affairs
- Human resources
- Fiscal management
- Institutional governance
- Board operations

Administrative Procedures

Administrative procedures (APs) describe how BPs are implemented by:

- Providing processes, responsibilities, and operational steps
- Supporting compliance with laws, regulations, and accreditation standards
- Being developed through administrative leadership and PG consultation

APs ensure consistent, transparent implementation of policy.

CONCLUSION OF VOLUME 1

This volume provides a comprehensive overview of the District's administrative structure, the legal authority of the Board of Trustees, the role and responsibilities of the Superintendent/President, and the functions of each major division within Santa Barbara City College. Understanding this organizational context is essential for effective participation in governance, informed decision-making, and institutional collaboration.

Volume 2: The Participatory Governance Handbook builds on this foundation by detailing the consultative processes, committee structures, and constituent participation mechanisms that guide SBCC's **Participatory Governance System**.

Volume 2

The Participatory Governance Handbook

Understanding Your Role and the Process of Participatory Governance at SBCC

Certification Page

As provided for in California Education Code 70901 and 70902 and Assembly Bill 1725, the College will create and implement effective processes for collegial consultation and dialogue. This document serves as the framework for the collegial consultation model at Santa Barbara City College. It represents the participatory governance structure and recommendation-making processes that have been agreed upon by the undersigned [determine signatories]

[insert signature form]

ABOUT THIS HANDBOOK

This *Participatory Governance Handbook (Handbook)* is intended to be a useful, comprehensive guide to collaborative and transparent decision-making processes between and among students, faculty, classified staff, and administrators at Santa Barbara City College (SBCC). The *Handbook* is approved by the **Superintendent/President** in consultation with the College **Participatory Governance System (PG)** groups and is required by [Administrative Procedure 2510 Participation in Governance and Local Decision-Making](#) (AP 2510).

This *Handbook* outlines how **constituent groups** are involved in processes that lead to recommendations in their respective areas of responsibility. The information is intended to enhance the effectiveness of the College's decision-making processes. It is also intended to provide all students and employees with an accessible resource to support their inclusion in, and contribution to the fulfillment of the SBCC mission through participatory governance.

All students and employees are encouraged to read and be familiar with the *Participatory Governance Handbook*. **All members formally involved in PG are expected to read and be familiar with this document.**

UNDERSTANDING PARTICIPATORY GOVERNANCE

What is participatory governance?

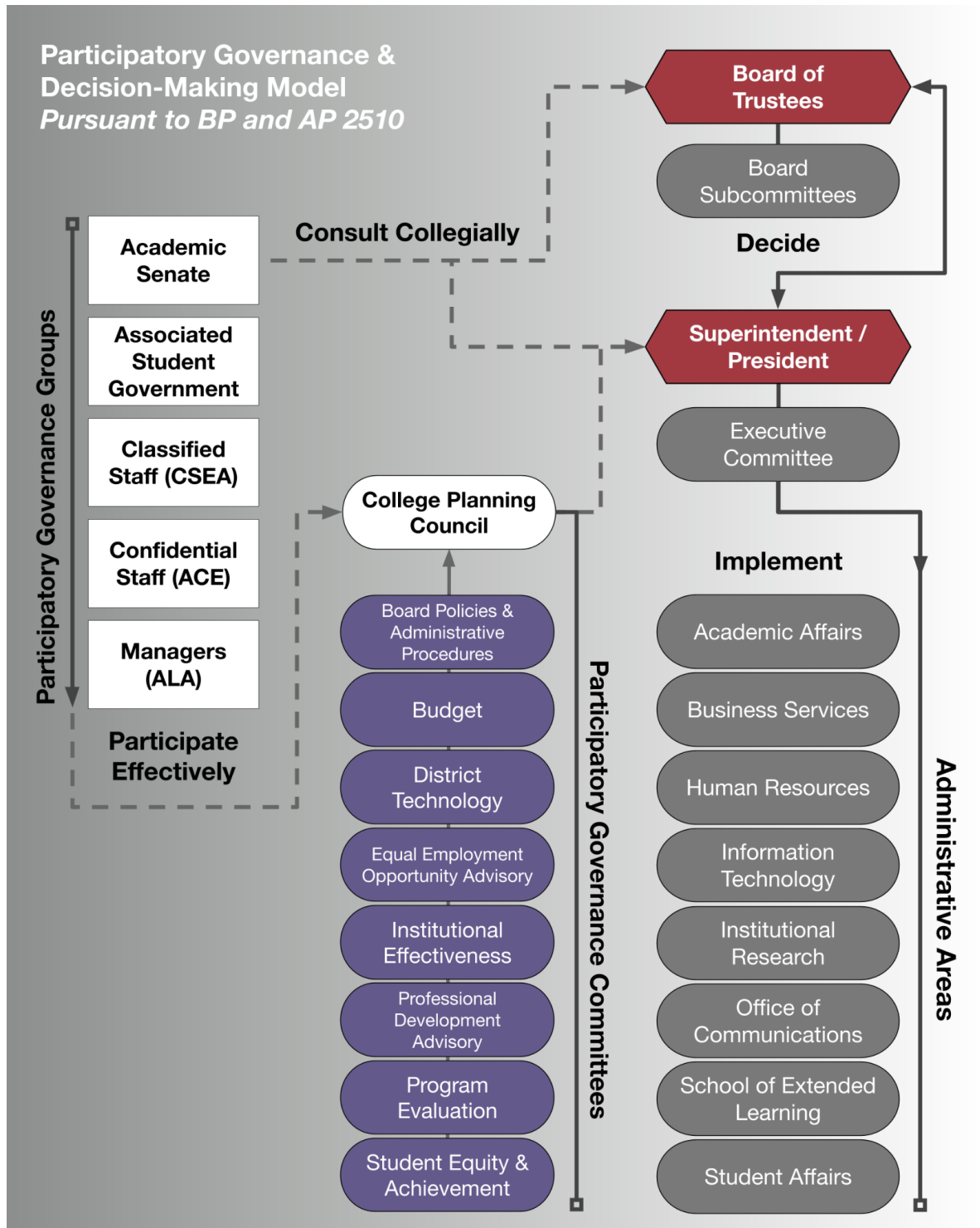
In California's community colleges, participatory governance is a structure where students and employees collaborate with administrators to make important collegewide decisions. Participatory governance provides a structured system where recognized groups (called constituent groups) provide input and make recommendations to decision-makers, typically the college president and the local Board of Trustees. Thus, participatory governance ensures that a variety of perspectives are included in decisions that affect the entire college community.

What does participatory governance look like in practice?

Key features of participatory governance include:

- *Participatory governance committees.* These are the heart of the system. Representatives from different constituent groups (faculty, staff, students, and administrators) sit on various committees that focus on defined areas, such as budget, program review, and planning.
- *Established procedures.* Each college has its own local policies and procedures outlining how the different groups will participate. Defined structure helps ensure that the process is consistent, transparent, and inclusive.
- *Recommendations.* Committees develop recommendations, which are then passed up through the participatory governance structure (which varies by college). The college president has the ultimate authority to make operational decisions, and the Board of Trustees has authority over policy. Decision-makers give every reasonable consideration to the recommendations from the participatory governance groups. The law recognizes special authority for collegial consultation between Academic Senates and decision-makers (see “10+1” below for details).

THE PARTICIPATORY GOVERNANCE AND DECISION-MAKING MODEL AT SBCC



GOVERNANCE PRINCIPLES DERIVED FROM LAW AND ACCREDITATION STANDARDS

This section describes the laws that mandate participatory governance and the accreditation standards that hold institutions accountable for creating and implementing effective processes in which faculty, staff, administrators, and students collaborate in decision-making.

The Law

Governance processes within Santa Barbara City College (SBCC) are designed in accordance with [Assembly Bill \(AB\) 1725](#) and resulting California **Education Code** [70901 \(b\)](#) and [70902 \(b\)](#).

After passage of AB 1725 in 1988—the landmark legislation that reformed California’s community colleges by establishing shared governance, strengthening the Academic Senate’s role, and setting faculty hiring and tenure standards—California Education Code was amended to provide that the governing board of each community college district shall “establish procedures that are consistent with minimum standards established by the Board of Governors to ensure faculty, staff, and students have the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.” ([California Education Code 70902\(b\)\(7.\)](#))

California Education Code sets the minimum standards. Each district is authorized to expand its participatory governance activities beyond the regulatory requirements. At SBCC, governance processes are designed and intended to ensure that decisions are based on well-informed recommendations, support sound College functioning, and are made at the level and with the participation of those who can contribute to their effectiveness, efficiency, and implementation.

Accreditation Standards

Santa Barbara City College is accredited by the [Accrediting Commission for Community and Junior Colleges](#) (ACCJC), the two-year higher education division of the Western Association of Schools and Colleges.

In addition to laws cited, the ACCJC [accreditation standards](#) provide a mandate for collaborative decision-making and ongoing cooperation in decision-making. [Standard 4](#) mandates that institutions engage in governance practices that support achievement of their mission, are clear and effective, and have clearly delineated roles and responsibilities. Policies should be widely distributed and decision-making processes should provide meaningful participation by relevant stakeholders. The following standards speak directly to decision-making processes in the context of participatory governance:

- Standard 4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.
- Standard 4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.

IMPLEMENTATION OF THE LAW AT SANTA BARBARA CITY COLLEGE

Santa Barbara City College strives to put into practice the spirit and principles of participatory governance. Effective participatory governance is a partnership between and among those who are charged with making recommendations and those who are held accountable for outcomes. The College creates processes to foster this successful governance partnership through inclusive and transparent participatory governance structures. Such governance structures enable members of the SBCC community to participate in developing recommendations for consideration by the Superintendent/President or the ***Board of Trustees***.

The intent of AB 1725 and the accreditation standards is actualized in a spirit of collaboration. Functionally, the process includes a system of ***participatory governance committee*** meetings and activities designed to address challenges at levels closest to the people affected and involved. Through the formal PG committee recommendation structure, community members provide the Superintendent/President and Board with meaningful input in preparation of plans, processes, and policies. These processes work because representative members of the PG groups and College administrative staff agree that shared responsibilities are important and are to be protected.

GOVERNANCE AND DECISION-MAKING AT THE SANTA BARBARA COMMUNITY COLLEGE DISTRICT

Critical to the integrity of the governance structure of the ***District*** is that all members are informed of the roles, responsibilities, and accountability of each group in the governance and decision-making process. The recognized groups of the Santa Barbara Community College District (SBCCD) are identified below. The scope of decision-making authority for each group, derived from several sources (Government Code of California; California Code of Regulations; Board policy; and SBCC policies, procedures and practices), is also outlined.

The Responsibility of the Board of Trustees

Members of the Board of Trustees are representatives of the broad community, elected to act as guardians of the public's trust. Although elected within subsections of Santa Barbara County, trustees serve and represent all county citizens. The Board's primary responsibility is to establish District policies that align with the minimum standards set by the Board of Governors of the California Community Colleges. The Board ensures that the mission and vision will be accomplished by assigning responsibilities to District employees through job descriptions. In this way, the Board remains outside the operations of the District.

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

An eighth member of the Board, 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 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.

As a legislative body, the SBCC Board of Trustees conducts deliberations and actions openly within the realm of public scrutiny consistent with [Government Code Section 54953](#), also known as the Ralph M. Brown Act, and all other applicable laws and regulations. Agendas and minutes are prepared for all actions taken by the Board of Trustees to serve as the District's public record.

The Responsibility of the Superintendent/President

As provided in [Board Policy 2430 Delegation of Authority to Superintendent/President](#), the Board of Trustees 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. The Board gives the Superintendent/President full authority to implement **Board policies** and ensure effective operations and fulfillment of the institutional mission. As Santa Barbara Community College District (SBCCD) is a single-college district, the Superintendent/President is the Chief Executive Officer of the District and College, and the sole employee of the Board.

Recommendations from PG committees

The **College Planning Council** (CPC) is the recommending body to the Superintendent/President. All other committees forward their recommendations for consideration to the CPC. The Superintendent/President is responsible and liable for a final decision. The Superintendent/President will communicate decisions to the CPC and will provide a written response, including their reasoning regarding that decision, whenever the decision departs from the recommendation brought through the College Planning Council.

CONSTITUENT PARTICIPATION IN GOVERNANCE AND DECISION-MAKING

The District's approach to governance and decision-making, rooted in law and guided by accreditation standards, is based upon a partnership among the Board of Trustees, employees, and students united by a collective, shared vision that advances the mission of SBCC. Through its policy, [Board Policy 2510 Participation in Governance and Local Decision-Making](#), the Board formally recognizes constituent groups to participate in governance and decision-making appropriate in scope to their roles within the District.

The Participatory Governance Committee Structure

The participatory governance structures, collectively known as the **Participatory Governance System (PG)** at SBCC, include a set of committees and practices designed to provide students and employees opportunity to participate in developing recommendations to the Superintendent/President on important collegewide decisions.

The PG committee structure provides the formal mechanism through which constituent groups develop recommendations for the Superintendent/President. Therefore, all

committees include representation of members from all constituent groups. The following sections identify the constituent groups represented in PG at SBCC, and describes their responsibility and authority in governance and decision-making.

The Responsibility of Students

The ***Associated Student Government (ASG)*** represents the position of SBCC students in participatory governance (PG) and operates in accordance with [ASG bylaws](#). The ASG is given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as legally defined by the Student Senate 9+1 and listed below:

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
- (+1). Any other District policy, procedure, or related matter that the Board determines will have a significant effect on students

The Board recognizes the Santa Barbara City College ASG as the official voice for students in PG ([Board Policy 5400 Associated Student Government](#)). ASG selects students to represent the student body in PG. In accordance with [Board Policy 2510 Participation in Local Decision-Making](#), the ASG 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 ASG are given every reasonable consideration.

The Responsibility of Faculty

The Board recognizes the authority of the Santa Barbara City College ***Academic Senate (AS)*** as representing the position of the faculty regarding academic and professional matters in accordance with applicable state laws and regulations.

In accordance with such laws and regulations (**Title 5** §53203(a)), the Board or its designee(s) will consult collegially with the Academic Senate, as duly constituted, with respect to the following academic and professional matters as defined by law, and commonly known as 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 governance structures as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including the Institutional Self Evaluation and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
- (+1). Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate

The Board or its designee will consult collegially with the Academic Senate on academic and professional matters by either or both of the following methods according to its own discretion:

- A. Relying primarily upon the advice and judgment of the Academic Senate
- B. Relying upon mutual agreement reached between the Superintendent/President or their designee and the Academic Senate by written resolution, regulation, or District policy

In instances in which the advice and judgment of the Academic Senate is relied upon primarily, recommendations will normally be accepted. If a recommendation is not accepted, the Board or its designee communicates its reasons in writing to the Academic Senate.

In matters where policy is established through mutual agreement and agreement cannot be reached, existing policy remains in effect.

In cases where there is no existing policy, or in cases where continuing with an existing policy exposes the District to significant, legal, fiscal, or organizational problems, the Board may, after a good faith effort to reach agreement, take necessary actions to remove such problems or establish a policy it deems appropriate.

Faculty members appointed by the President of the Academic Senate to Senate subcommittees (whose membership is outlined in [Senate Bylaws](#), page 9) make recommendations to the Academic Senate; further faculty appointees represent the Senate in PG groups,

The Responsibility of Classified Staff and Confidential Employees

As provided for in [Board Policy 2510 Participation in Governance and Local Decision-Making](#), the Board recognizes the technical, professional, and skilled expertise of the classified staff and confidential employees and their contributions to governance and decision-making. Classified staff and confidential employees shall be provided with opportunities to participate effectively in the formulation and development of policies and procedures that have a significant effect on them. The opinions and recommendations of classified staff and confidential employees offered through participatory governance will be given every reasonable consideration.

As provided by [Senate Bill 235](#) passed in October 2001, “when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of the classified employees of that college or district appoint the representative for the respective bargaining unit members.” At SBCC, the California School Employees Association (CSEA) is recognized as this exclusive representative. Therefore the CSEA represents non-confidential classified staff in PG.

The appointed Classified Consultation Group (CCG) members of the CSEA, Chapter 289, are recognized as the group which CSEA consults on matters presented to the SBCC College Planning Council. CSEA may also consult with the CCG on any other participatory governance matters which CSEA thinks are appropriate.

Representatives appointed by the Association of Confidential Employees (ACE) are recognized to represent confidential employees in PG committees.

The Responsibility of Administrators

The responsibility of administrators in District governance and decision-making is determined by the scope of responsibility and authority provided to the administrative position as delineated in the applicable job descriptions and as delegated to the position by the Superintendent/President.

In participatory governance (PG), the Advancing Leadership Association (ALA) is recognized as the consultative body for administrators, with members representing the ALA on committees.

Responsibility of Bargaining Unit Representatives and Meet and Confer Groups

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

Collective Bargaining

The Faculty Association (FA) is the exclusive bargaining agent for all full-time as well as credit part-time faculty at SBCC. The FA's scope of representation includes issues related to wages, hours, working conditions, and other terms and conditions of employment.

Among any other duties, the appointed representatives of the FA who serve in PG are charged with analyzing issues, initiatives, agenda items, etc. for their impact on faculty working conditions or other mandatory subjects of bargaining.

The California School Employees Association (CSEA), Chapter 289, is the exclusive bargaining agent for classified staff members at SBCC, and its representatives have responsibility for issues related to wages, hours, working conditions, and other terms and conditions of employment. These items are contained in the written contract between CSEA and the District and are specifically reserved for the collective bargaining representatives in the District's PG policy and procedures as it pertains to contract sections outlined in the Collective Bargaining Agreement. Furthermore, CSEA-appointed representatives who serve in PG analyze issues, initiatives, agenda items, etc. for their impact on classified staff working conditions and employment.

Meet and Confer

The Association of Confidential Employees (ACE) represents confidential staff for matters related to working conditions.

Advancing Leadership Association (ALA) represents managers and supervisors, including educational administrators such as deans and directors, for matters related to working conditions, within the scope of collective bargaining.

The Faculty Association Noncredit (FAN) represents noncredit faculty in matters related to salaries, benefits, and working conditions within the scope of collective bargaining.

OPERATING AGREEMENTS FOR PARTICIPATORY GOVERNANCE COMMITTEES

As described in the Governance Principles section above, participatory governance (PG) relies on a spirit of cooperation. A successful governance partnership is fostered through inclusive and transparent practices in the operation of PG committees. Operating agreements outline the rules of conduct, and the responsibilities of individuals in regard to their group members. The operating agreements and best practices described below are designed to ensure the success of participatory governance at SBCC.

Agreements

To create equitable communication and decision-making in the PG process, all committee members must be committed to participation, dialogue, and the pursuit of useful output that serves the SBCC mission. Committee members acknowledge that in every meeting there are power dynamics, and effort must be made to create an equitable and inclusive environment that is conducive to effective and active participation. To do so, committee members will establish behavioral norms and utilize established PG meeting tools and templates.

All members of PG committees agree to:

- Work for the greater good of students.
 - Treat all participants, from all constituencies, as peers.
 - Be aware of the committee's ***charge***.
-

- Use analytical skills, creativity, and expertise to further College's long-range goals, effective day-to-day functioning, and students' well-being.
- Fulfill committee member responsibilities through:
 - Attendance at meetings
 - Clear articulation of constituent needs
 - Collaboration with other members of the committee(s)
 - Follow-through on tasks
 - Report of meeting outcomes back to constituent groups
- Strive for common understanding and consensus in an atmosphere of respect. Where consensus cannot be reached, commit to presenting dissenting opinion(s).
- Support the forwarding of majority recommendations/decisions.
- Welcome change and innovation.

Best Practices

In PG, a high level of collegiality, respect, communication, and civility is expected and supported by the following best practices:

- Speakers will be heard one at a time and without interruption. Members should be mindful of how often and how long they speak.
- To ensure equity in consensus building, committee chairs will actively invite and ensure contributions from all constituency representatives before closing discussion on any item.
- When contributing to discussion, members should be engaged, and contribute and challenge ideas, not people.
- All meeting attendees will be mindful of and civil in their comments, responses, and body language.
- Each person has the right to disagree and the responsibility to explain their rationale and offer alternatives.
- If an issue arises that is outside the scope of the committee's charge, the chair(s) can forward the issue for consideration by the appropriate committee or constituent group leaders.

CONSENSUS SEEKING AND DECISION MAKING

Seeking meaningful consensus is essential to effective governance and leads to the formation of decisions that advance the college community in a productive direction. Participatory governance is driven by dialogue addressing issues of shared importance that seek consensus. All committee members, especially the chair(s), are expected to make goodwill attempts to listen to and resolve each participant's concerns before asking for agreement and closing discussion regarding a recommendation. When in committee, all participants are treated as peers, including students, both between constituencies and within constituents. Equity in consensus building means including diverse perspectives at all levels of the organization.

Establishing Quorum and Consensus

PG committees may only vote on a recommendation when a quorum is reached. A **quorum** is reached when 50% + 1 voting member (or more) of the total voting members are present. Committees make a proposed recommendation when a **consensus vote** of 75% of the voting members who are present is achieved.

COMMITTEE COMMUNICATION & MEETING MANAGEMENT

Meetings are the primary mechanism for convening participatory governance (PG) committees. Each committee participant has established roles that must be fulfilled to ensure effective participatory governance process. Committee members have the responsibility to understand and fulfill their role, and understand the role of other members to support committee function. The role of each committee member is described in the following section.

PARTICIPATORY GOVERNANCE COMMITTEE MEMBER 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.

Role of the Chair(s)

The role of the chairs of any PG committee is important in managing the business of that PG body. Most importantly the chair(s) are responsible for ensuring all committee members have an opportunity to voice their opinions and ideas, cultivating a safe and welcoming environment for discussion. Whether committee chairs are voting or nonvoting varies by committee.

Committee chair responsibilities follow.

- Collaborate with co-chairs and chair administrative support to complete the committee business efficiently.
- Request the appointment of constituency representatives.
- Hold an annual meeting and set the agenda to organize the committee
- Hold annual committee training and ensure all members are properly trained, including representatives appointed after the annual training has been completed.
- Facilitate the development of annual committee goals put forward by the committee. (See Committee Goals template in [Appendix C](#).)
- Consult with resource members about the scope of attendance and frequency of participation in the committee.
- Develop meeting agendas to ensure timely discussion, prioritizing agenda topics according to committee goals and timeliness of the issues, especially in those instances where items must be forwarded to the College Planning Council (CPC) for recommendation to the Superintendent/President. (See [Appendix B](#) and [Appendix C](#) for meeting agenda and minutes templates.)
- Include an agenda item at each meeting for reports from committee representatives and clarify followup for the representative to carry back to their committee.
- Include an agenda item at the end of meetings to collectively summarize action and information items to help members fulfill their communicative responsibilities.
- Ensure meeting discussions are focused on agenda items that adhere to the committee's charge.
- Frame meeting discussions with well-designed questions that invite focused participation from all meeting attendees.
- Consistently consult student representatives to ensure their input.

- Identify a committee member to serve as a mentor for student representatives. See the *Role of the Mentor To The Student Representative* section below. (Additionally, identifying mentors for all new committee members, regardless of constituency, is a best practice.)
- Monitor member attendance and following up with constituency leadership regarding nonattendance.
- Collaborate equitably with the committee co-chair, if any, on the aforementioned items.
- Review the committee website and committee [Reference Guide](#) in this Compendium for membership and other needed updates. Ensure the committee administrator facilitates the updates.
- Facilitate completion of the annual committee progress report for prior year's committee goals. (See Progress Report template in [Appendix D](#).)

When a PG committee has co-chairs one is an appointed ***ex officio*** administrator and one is elected by the committee itself from the current membership. Faculty and staff co-chairs will rotate on an annual basis. To prevent one constituent group from occupying both co-chair positions, representatives from the Advancing Leadership Association will not participate as a rotating co-chair. Committee co-chairs are mutually responsible for ensuring that they are co-equal partners in administration of their duties as committee chairs.

Role of the Mentor To The Student Representative

The student mentor will assist the students in preparing for the meeting, accessing the meeting materials and technology, and understanding procedures. Mentors should help student representatives understand any applicable historical context to support informed discussions and decision-making. The student representatives may request of the chairs another mentor to be assigned.

Role of the Voting Committee Member

Voting committee members have an important role in the participatory governance process. Serving as representatives of their constituency, their role is to represent the “we” of their respective constituency as opposed to representing themselves, their respective department or program, or their division.

Forging Two Way Communication: The Communication Loop

Since committee members are appointed by their respective constituency group to represent their group, they are responsible for creating two-way communication between committees and their constituency—a communication loop.

- At committee meetings, committee members report the collective perspectives, questions, feedback, and recommendations from their constituency regarding the committee’s agenda items.
- Committee members then report outcomes from the committee meeting back to their constituency.

If there is failure in completing this communication loop, the strength of participatory governance is mitigated, ultimately impacting the college experience, operations, and student success.

Striving For Consensus

Each committee member brings important viewpoints, experiences, context, and institutional memory to the meeting table. While there is no expectation that constituency representatives must share a single perspective or vote as a unified block on any committee or council, participants should be consensus-seeking rather than position-taking.

Active Participation and Contributions

Collectively, the members of PG committees form governance recommendations, and all committee members contribute to the discussion of items under review. Active participation by all committee members enables our college community to strive for governance outcomes that are inclusive, reflect all constituency perspectives, and that advance student success and the mission of the College.

Participatory governance (PG) works best when all committee members approach their role with a goal of understanding the committee’s purpose and responsibilities, contribute ideas that represent their constituency, listen for understanding, and commit to transparency, equity, civility, mutual respect, and collegial behavior.

Best practices by committee members that support fulfillment of their role follow.

- Attend and actively participate in your constituency meetings.
- Review the committee meeting agenda and minutes prior to each meeting.
Communicate with your constituency to ensure that you understand

constituency's perspectives, feedback, questions, and recommendations regarding the agenda items for effective representation during the meeting.

- Attend all committee meetings as scheduled, arrive on time, and stay for the duration.
- Participate in the committee meeting discussion, contributing constituency's perspectives, feedback, questions, and recommendations.
- Communicate key points from the committee's discussions and actions items back to your represented constituency in a timely manner, and seek constituency feedback to return to the committee meetings. A helpful communication tool is available in [Appendix E](#).

Role of the Proxy Member

When a committee member who represents a constituency is absent, the member may appoint a proxy from the same constituency. Proxy members have the same authority to discuss and vote on issues on behalf of the absent member they represent. A committee member may not hold more than two proxy votes.

Proxy representation on committees is arranged by the constituent group representative who will be absent for an upcoming meeting in conjunction with leadership of their constituency, and this is communicated to the committee chairs and administrative assistant. While there is responsibility for the constituent 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 meeting they will attend, including proper meeting preparation and arriving 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 Resource Member

Similar to the expert/ex officio member, a resource 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. Regular attendance of one or more resource member(s) at committee meetings is decided upon in consultation with the chair of the respective committee.

Role of the Committee Administrative Assistant

Each PG committee will have an assigned administrative assistant to record highlights of discussions, decisions reached, and follow-up questions and tasks. The administrative assistant will distribute and post agendas and meeting minutes in a timely fashion.

Committee administrative assistants will likely be the administrative assistant for the administrative chair. In the event the administrative chair's administrative assistant has been appointed to represent their constituency on the committee, the administrative chair will find an appropriate replacement administrative assistant. If the administrative assistant is absent, the administrative assistant and/or facilitator or chairs will find an appropriate substitute who is not an existing committee member.

The committee administrative assistant is responsible for supporting the committee chairs through the actions, although the list is not exhaustive:

- Collaborating with the committee chairs
- Using the approved digital governance platform to plan and disseminate agendas (adhering to the Brown Act 72-hour posting requirement) and meeting minutes. (See [Appendix B](#) and [Appendix C](#) for meeting agenda and minutes templates.)
- Updating the committee website at the beginning of each year and completing additional updates as needed
- Taking notes for the meeting minutes that establish a record of key findings and commitments, and ensuring they are accessible in a timely manner.
- Scheduling meetings and sending calendar invitations
- Sending reminder emails to committee members
- Coordinating committee submission of annual goal reports to the College Planning Council (CPC) with the committee chair to ensure timely submission of documentation and CPC agenda items by specified deadlines. (See Committee Goals template in [Appendix C](#).)
- Coordinating the submission of year-end progress reports to the College Planning Council (CPC) with the committee chair to ensure timely submission of

documentation and the CPC agenda item by specified deadlines. (See Progress Report template in [Appendix D.](#))

- Providing reports for guests presenting in the meeting
- Sending email invitations/notices of agenda posting as required at least 72 hours in advance
- Reserving rooms and setting up teleconferencing
- Collaborating with committee chairs to assess the progress and process of the committee near the end of the academic year. This can be done through a survey or other type of assessment.

Role of the Meeting Guest

Three types of guests may attend PG 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 public comment
- Guests who wish to observe the open meeting

Guests do not have voting privileges and are only allowed to comment during public comment or upon invitation, such as during the agenda item for which they are providing expertise. 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.

GOVERNANCE GROUPS SUBJECT TO SPECIAL RULES: THE BROWN ACT

The Ralph M. Brown Act, otherwise known as “the [Brown Act](#),” (Title 5 Chapter 9) upholds 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.

The College has four primary groups that are subject to the Brown Act:

- The Board of Trustees
- The Academic Senate
- The Curriculum Advisory Committee
- The Associated Student Government

Though they are not legislatively required to do so, the SBCC PG committees abide by the Brown Act provision that meetings and their agendas are public.

THE PARTICIPATORY GOVERNANCE COMMITTEES AT SBCC

Santa Barbara City College's participatory governance structure includes committees that serve as the formal mechanism for collaborative decision-making across the institution. Each committee addresses a distinct area of collegewide responsibility while maintaining consistent operating principles and shared commitment to the College mission.

All participatory governance committees report to the College Planning Council, which serves as the recommending body to the Superintendent/President. Through this

integrated structure, recommendations flow systematically from committees through CPC to final decision-makers, ensuring transparency, broad input, and institutional alignment.

The following pages provide helpful committee quick-reference guides to assist anyone seeking to understand how participatory governance committees function at SBCC. Whether you're identifying which committee addresses a particular issue, preparing to serve as a representative, or orienting new members, these guides summarize essential information about each committee's scope and operation, including:

- Committee charge and specific responsibilities
- Relevant accreditation standards
- Applicable Board policies and administrative procedures
- College plans that are developed, implemented, or monitored by the committee as well as specific strategies from the current strategic plan that directly inform the committee.
- Meeting schedule
- Membership composition and appointment process

Board Policies And Administrative Procedures (BPAP)

Website	https://www.sbccc.edu/bpap/
Committee Charge and Responsibilities	Reporting to the Superintendent/President, BPAP is the collegewide advisory committee and consultative body for Board policies and administrative procedures. BPAP is charged with identification of and recommendations for all Board policies and administrative procedures legally required by state and federal law and the Accrediting Commission for Community and Junior Colleges (ACCJC). Additionally, BPAP is responsible for the ongoing review, updating, and maintenance of this material to ensure that policies are legally current and in accordance with Title 5 of the California Code of Regulations. Committee members represent governance groups and communicate with them for input and to provide education regarding policies and procedures.
Accreditation Standards	Standard 1: Institutional Mission and Effectiveness, 1.5 Standard 4: Governance and Decision-Making, 4.2, 4.3
Board Policies (BP) and Administrative Procedures (AP)	BP 2410 Board Policies and Administrative Procedures AP 2410 Board Policies and Administrative Procedures
College Plans	BPAP ensures college plans are provided for in all relevant policies and procedures. SBCC Strategic Plan 2023: Goal 1, Strategy 6, 7; Goal 2, Strategy 1, 2, 4; Goal 3, Strategy 5, 6
Meetings	1st/3rd Fridays, 11 AM - 12:30 PM

Membership**Chair(s)**

Position	Vote	Appointment
Executive Director of Institutional Research and Planning	Non-voting	Superintendent/ President
Faculty Co-Chair	Voting	Academic Senate (AS) President
Classified Co-Chair	Voting	California School Employees Association (CSEA)

Voting Members

Position	Appointment
Executive Representative (2)	Executive Committee (EC)
Classified Representative (3)	California School Employees Association (CSEA)
Faculty Representative (3)	Academic Senate (AS)
Manager Representative (3)	Advancing Leadership Association (ALA)
Confidential Appointee	Association of Confidential Employees (ACE)
Student Appointee	Student Senate

Resource Members (Non-Voting)

Position	Appointment
Executive Assistant (Confidential)	Executive Director of Institutional Research and Planning
Faculty Association Representative	Faculty Association (FA)

Budget Committee (BC)

Website	https://www.sbccc.edu/cpc/budget-committee/
Committee Charge and Responsibilities	The SBCC Budget Committee shall function as a PG committee reporting to the College Planning Council. The Budget Committee's scope of responsibility shall include the following: 1. Review the budget development process and make recommendations for improvement. 2. Identify opportunities for fiscal transparency and budget sustainability. 3. Advise on matters related to resource allocation issues. 4. Ensure compliance with relevant accreditation standards.
Accreditation Standards	Standard 1: Institutional Mission and Effectiveness, 1.4, 1.5 Standard 3: Infrastructure and Resources, 3.5, 3.6, 3.7 Standard 4: Governance and Decision-Making, 4.3
Board Policies (BP) and Administrative Procedures (AP)	BP 6200 Budget Preparation BP 6225 Principles of Budget Development BP 6250 Budget Management BP 6300 Fiscal Management BP 6305 Reserves AP 6200 Budget Preparation AP 6250 Budget Management AP 6300 Fiscal Management
College Plans	The published annual budget books and budget presentations plus additional budgetary information upon request of the committee. Any state-mandated quarterly and annual reports. Any updates or reports provided to the governing board that relate to budget/finances. The Spring 2024 Budget Sustainability Workgroup Report and needed corrections as well as updates to the financial data provided therein.
Meetings	1st/3rd Thursdays, 1 - 2:30 PM

Membership**Chair(s)**

Position	Vote	Appointment
Assistant Superintendent / Vice President, Administrative Services	Non-voting	Superintendent/President

Voting Members

Position	Appointment
Academic Senate Representatives (3)	Academic Senate
Manager Representatives (3)	Advancing Leadership Association (ALA)
Confidential Representative	Association of Confidential Employees (ACE)
Classified Representatives (3)	California School Employees Association (CSEA)
Executive Representative	Executive Committee (EC)
Faculty Association Representative	Faculty Association (FA)
Noncredit Faculty Representatives (2)	Faculty Association Noncredit (FAN)

Resource Members

Position	Appointment
Executive Assistant (Confidential)	Assistant Superintendent / Vice President, Administrative Services

College Planning Council (CPC)

Website	https://www.sbccc.edu/cpc/
Committee Charge and Responsibilities	The College Planning Council's (CPC) five-fold purpose is to (1) make recommendations to the Superintendent/President on the budget, the integration of planning and resource allocation, and other matters of the college; (2) promote communication and foster an awareness among the students, faculty, classified staff, and administration concerning the welfare, growth, and sustainable quality improvement at SBCC; (3) identify common areas of concern that require further study and forward them to the appropriate governance or operational group; (4) make recommendations about the development, evaluation, and integration of the SBCC's core plans ; and (5) monitor compliance with accreditation standards related to college functions
<u>Accreditation Standards</u>	Standard 1: Institutional Mission and Effectiveness, 1.3, 1.4 Standard 3: Infrastructure and Resources, 3.5 Standard 4: Governance and Decision-Making, 4.1, 4.3
Board Policies (BP) and Administrative Procedures (AP)	BP 2510 Participation in Governance and Local Decision-Making BP 3250 Institutional Planning BP 3255 Program Evaluation BP 6200 Budget Preparation AP 2510 Participation in Governance and Local Decision-Making AP 3250 Institutional Planning AP 3255 Program Evaluation AP 4010 Academic Calendar AP 6200 Budget Preparation
College Plans	Strategic Plan Educational Vision Plan Facilities Vision Plan Student Equity Plan Distance Education Plan District Technology Plan Strategic Enrollment Plan
Meetings	1st/3rd Tuesdays, 3 - 4:30 PM

Membership (Note: The number of CSEA representatives is under review, pending CSEA negotiations.)

Chair

Position	Vote
Superintendent/President	Non-voting

Executive Committee (Non-voting)

Assistant Superintendent / Vice President, Student Affairs
Assistant Superintendent / Vice President, Academic Affairs
Assistant Superintendent / Vice President, Administrative Services
Chief Technology Officer
Executive Director, Institutional Assessment, Research and Planning
Assistant Superintendent / Vice President, Human Resources
Assistant Superintendent / Vice President, School of Extended Learning
Executive Director of Public Affairs and Communications

Voting Members

Position	Appointment
Academic Senate Representatives (5)	Academic Senate (AS)
Faculty Association Representative (1)	Faculty Association (FA) Academic Senate (AS)
Advancing Leadership Association (3)	Advancing Leadership Association (ALA)
Association of Confidential Employees Representative (1)	Association of Confidential Employees (ACE)
Classified Staff Representatives (6)	California School Employees Association (CSEA)
Student Representatives (6)	Associated Student Government (ASG)

Resource Members

Position	Appointment
Executive Assistant (Confidential)	Office of the Superintendent / President

District Technology Committee (DTC)

Website	https://www.sbccc.edu/dtc/
Committee Charge and Responsibilities	1. Makes recommendations to the College Planning Council on Information Technology (IT) planning priorities, new IT resources and requests, and IT policies; 2. Oversees and implements the District Technology Plan; 3. Assesses the effectiveness of technology planning on each of the following six benchmarks: a. stakeholder needs and expectations b. empowerment of the individual c. efficient, effective, and secure operational processes d. meeting or exceeding the technology provided by peer institutions e. relevance to both the Educational Vision Plan and the District Technology Plan f. support of the District's equity, sustainability, and Section 508 accessibility goals. 4. Functions as technical support and resources to units of the College that are using technology to serve students, faculty, staff, and community-based organizations; 5. Provides a venue for exploring priorities and challenges units of the College are facing related to use of technology.
Accreditation Standards	Standard 1: Institutional Mission and Effectiveness, 1.4 Standard 2: Student Success, 2.7 Standard 3: Infrastructure and Resources, 3.9, 3.10 Standard 4: Governance and Decision-Making, 4.2, 4.3
Board Policies (BP) and Administrative Procedures (AP)	BP 3250 Institutional Planning BP 3250 Institutional Planning BP 3720 Computer and Network Use AP 3720 Computer and Network Use BP 3725 Information and Communications Technology Accessibility and Acceptable Use AP 3725 Information and Communications Technology Accessibility and Acceptable Use BP 3730 Web Standards AP 3730 Web Standards

College Plans [District Technology Plan](#): DTC is responsible for authoring, overseeing, and implementing the SBCC Strategic Plan. [SBCC Strategic Plan 2023](#): Goal 1, Strategy 5; Goal 2, Strategy 2.

Meetings 1st/3rd Fridays, 1:30 - 3 PM

Membership

Chair(s)

Position	Vote	Appointment
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Chief Technology Officer	Non-voting	Superintendent/ President
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Voting Members

Position	Appointment
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Assistant Superintendent / Vice President, Administrative Services or Designee	Superintendent/ President or Assistant Superintendent / Vice President, Administrative Services
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Faculty Representative, Academic Senate President or Designee	Academic Senate
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Faculty Representative, Chair, Instructional Technology Committee	Academic Senate
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Faculty Representative, Educational Support (2)	Academic Senate
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Faculty Representative, Library / LRC	Academic Senate
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Human Resources Representative	Assistant Superintendent / Vice President, Human Resources
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Student Affairs Representative	Assistant Superintendent / Vice President, Student Affairs
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Academic Affairs Representative	Assistant Superintendent / Vice President, Academic Affairs
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Classified Staff Representatives (3)	California School Employees Association (CSEA)
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Director, Infrastructure & Security or Designee	Director, Infrastructure & Security
Director, User Support Services or Designee	Director, User Support Services
Director, Administrative Systems or Designee	Director, Administrative Systems
Executive Director, Institutional Assessment, Research, and Planning or Designee	Executive Director, Institutional Assessment, Research, and Planning
Student Representative	Associated Student Government (ASG)
School of Extended Learning Representative	Assistant Superintendent / Vice President, School of Extended Learning

Resource Members

Position	Appointment
Executive Assistant (Confidential)	Chief Technology Officer

Equal Employment Opportunity Advisory Committee (EEOAC)

Website	https://www.sbccc.edu/eeoac/
Committee Charge and Responsibilities	The institution has established an Equal Employment Opportunity Advisory Committee (EEOAC) to assist the College in implementing its Equal Employment Opportunity (EEO) Plan. EEOAC may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. EEOAC may work in coordination with other groups on campus to sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity. The equal employment opportunity officer shall train the committee on equal employment compliance and the EEO Plan itself. The responsibilities of the Committee shall include but not be limited to the following: • Review and advise on recruitment efforts; job announcements, interview protocols, retention efforts and other aspects of the hiring, retention, and promotion processes that impact the District's ability to attract and retain a diverse faculty and staff. • Advise on implementing the District's obligation to hire employees with a demonstrated sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students. • Promote communication with community groups and organizations for people with disabilities. • To advise the Vice President of Human Resources regarding special training or staff development needs. • Review the [EEO] Plan and monitor its progress. • Recommend changes needed in the Plan. • Review and approve the annual written report to the Superintendent/President, the District's governing board, and the California Community Colleges Chancellor's Office. • Ensure practices within hiring are grounded in diversity, equity, and inclusion.

Accreditation Standards	Standard 3: Infrastructure and Resources, 3.1, 3.2
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Board Policies (BP) and Administrative Procedures (AP)	BP 3420 Equal Employment Opportunity AP 3420 Equal Employment Opportunity
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College Plans	Equal Employment Opportunity Plan : EEOAC assists the District in developing, revising, and implementing the SBCC Strategic Plan. SBCC Strategic Plan 2023 : Goal 1, Outcome Measure 5; Goal 2, Strategy 4, 5; Goal 3, Strategy 1, 2, 3, 4, 5, 7, 8
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Meetings	2nd Tuesday 2 - 4 PM
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Membership

Chair(s)

Position	Vote	Appointment
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Assistant Superintendent / Vice President, Human Resources	Non-voting	Superintendent/ President
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Voting Members

Position	Appointment
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Executive Representative	Executive Committee (EC)
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Faculty Representatives (2)	Academic Senate (AS)
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Management Representatives (2)	Advancing Leadership Association (ALA)
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Classified Staff Representatives (2)	California School Employees Association (CSEA)
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Student Representative	Associated Student Government (ASG)
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Resource Members

Position	Appointment
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Executive Assistant (Confidential)	Assistant Superintendent / Vice President, Human Resources
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Institutional Effectiveness Committee (IEC)

Website	https://www.sbccc.edu/institutional-effectiveness-committee/
Committee Charge and Responsibilities	IEC has an interim charge from 2023-24 to 2025-26: Interim Charge. The following charge predates the interim charge and is subject to reevaluation in 2026. 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 Vision 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 Planning 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.

Accreditation Standards	Standard 1: Institutional Mission and Effectiveness, 1.1, 1.2, 1.3, 1.4, 1.5 Standard 2: Student Success, 2.9 Standard 3: Infrastructure and Resources, 3.2, 3.5, 3.6
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Board Policies (BP) and Administrative Procedures (AP)	BP 1200 Mission BP 3250 Institutional Planning AP 3250 Institutional Planning BP 3255 Program Evaluation AP 3255 Program Evaluation
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College Plans	IEC advises and evaluates the College's integrated planning processes and analyzes data for and supports the development of College plans and planning activities. This work involves all college plans. IEC reviews the progress of the Educational Vision Plan, and the the SBCC Strategic Plan. SBCC Strategic Plan 2023 : Goal 1, Strategy 6; Outcome Measure 1, 2, 3, 4; Goal 2, Strategy 2, 3; Outcome Measure 2, 3; Goal 3, Strategy, 1, 2, 7; Outcome Measure 1, 2.
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Meetings	2nd/4th Tuesdays, 3 - 4:30 PM
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Membership

Chair(s)

Position	Vote	Appointment
Executive Director, Institutional Assessment, Research, and Planning	Non-voting, Tie-breaker	Superintendent/ President
Faculty Co-Chair, Academic Senate President	Non-voting	Academic Senate (AS)

Voting Members

Position	Appointment
Faculty Representative, Instructional	Academic Senate (AS)
Faculty Representative, Student Support Services	Academic Senate (AS)
Classified Staff Representatives (2)	California School Employees Association (CSEA)
Management Representatives (2)	Advancing Leadership Association (ALA)
Student Representatives (2)	Associated Student Government (ASG)

Resource Members

Position	Appointment
Executive Assistant (Confidential)	Assistant Superintendent / Vice-President, Human Resources
Assistant Superintendent / Vice President of Academic Affairs	Executive Committee (EC)
Executive Director, Public Affairs and Communications	Executive Committee (EC)

Professional Development Advisory Committee (PDAC)

Website	https://www.sbccc.edu/pdac/
Committee Charge and Responsibilities	Based upon the language in Education Code and Title 5, PDAC shall: • 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 that includes the following: ○ The results of the survey identified above ○ A 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 PDAC ○ Aligning the plan with District strategic goals and the Educational Vision Plan* ○ Maintaining records on the description, type and number of activities scheduled and the number of District employees and students participating in these activities • Reviewing and recommend use of State funded professional development allocation to CPC* • Collaborating with the Faculty Professional Coordinator* and the Teaching and Learning Committee* • Plan and implement bi-annual All-Campus Kickoff *not specified in code or legislation
Accreditation Standards	Standard 1: Institutional Mission and Effectiveness, 1.2, 1.3, 1.5 Standard 3: Infrastructure and Resources, 3.2
Board Policies (BP) and Administrative Procedures (AP)	BP 7160 Professional Development AP 7160 Professional Development
College Plans	Professional Development Plan: PDAC is responsible for creating and annually updating the SBCC Strategic Plan.

[SBCC Strategic Plan 2023](#): Goal 1, Outcome Measure 5; Goal 2, Strategy 5; Goal 3, Strategy 8.

Meetings 2nd/4th Thursdays, 1 - 1:45 PM

Membership

Chair(s)

Position	Vote	Appointment
Chair, Management Appointee	Non-voting	Advancing Leadership Association (ALA)

Voting Members

Position	Appointment
Faculty Representatives (3)	Academic Senate (AS)
Classified Staff Representatives (3)	California School Employees Association (CSEA)
Management Representative	Advancing Leadership Association (ALA)
Executive Director of Public Affairs and Communications	Superintendent/ President
Faculty Distance Education Coordinator	Academic Senate (AS)
Faculty Professional Development Coordinator	Academic Senate (AS)
Assistant Superintendent / Vice President, Human Resources	Superintendent/ President
School of Extended Learning	Vice President of SEL

Resource Members

Position	Appointment
Executive Assistant (Confidential)	Assistant Superintendent / Vice-President, Human Resources

Program Evaluation Committee (PEC)

Website	https://www.sbccc.edu/pec/
Committee Charge and Responsibilities	PEC has an interim charge from 2024-25 to 2025-26: Interim Charge. The following charge predates the interim charge. Program Evaluation Committee (PEC) is a District committee, which reports to the College Planning Council (CPC), tasked with analyzing program reviews in order to give feedback to the educational program or administrative unit as well as to ensure due process in the establishment, modification, or discontinuance of a program. PEC will also produce a report linking program review to the strategic directions and goals of the Educational Master Plan. PEC oversees the full program review cycle by managing logistics, templates, communication, training, and process evaluation. It coordinates timelines, supports participants, and ensures consistent, effective implementation. PEC conducts peer evaluations of submitted reviews, providing constructive, actionable feedback aligned with accreditation standards and College strategic priorities. It also leads collegewide messaging to promote the value of program review, prepares annual and accreditation-related reports, and maintains transparent public documentation, including the program review website. Program reviews are organized from three major areas of the College that include: student support services, instructional programs, and operational programs.
Accreditation Standards	Standard 1: Institutional Mission and Effectiveness, 1.4 Standard 2: Student Success, 2.9
Board Policies (BP) and Administrative Procedures (AP)	BP 3255 Program Evaluation AP 3255 Program Evaluation BP 4021 Establishing, Modifying, or Discontinuing Programs
College Plans	PEC produces a report linking program review to the goals and strategies of the Strategic Plan. Program, unit, and department goals in program review are connected to Strategic Plan goals

and strategies. Note: While reference is made to the Educational Master Plan in AP 3255 Program Evaluation, the current highest-level plan at SBCC is the Strategic Plan. [SBCC Strategic Plan 2023](#): Goal 1, Strategy 3; Goal 2, Strategy 2, 3; Goal 3, Strategy 6.

Meetings 1st/3rd Thursdays, 2:30 - 4 PM

Membership

Chair(s)

Position	Vote	Appointment
President, Academic Senate	Non-voting	Academic Senate (AS)
Dean, Instructional Programs	Non-voting	Assistant Superintendent / Vice President, Academic Affairs

Voting Members

Position	Appointment
Director, Human Resources	Assistant Superintendent / Vice President, Human Resources
Management Representative	Advancing Leadership Association (ALA)
Student Representative	Associated Student Government (ASG)
Classified Staff Representatives (2)	California School Employees Association (CSEA)
Information Technology Representative	Chief Technology Officer
Education Support Division	Chief Technology Officer
Faculty, English/English Skills Division Representative	Academic Senate (AS)
Faculty, Fine Arts Division Representative	Academic Senate (AS)
Faculty, Health and Human Services Division Representative	Academic Senate (AS)

Faculty, Mathematics Division Representative	Academic Senate (AS)
Faculty, Modern Languages/ESL Division Representative	Academic Senate (AS)
Faculty, Physical Education/Athletics Division Representative	Academic Senate (AS)
Faculty, Science Division Representative	Academic Senate (AS)
Faculty, Social Science Division Representative	Academic Senate (AS)
Faculty, School of Extended Learning Representatives (2)	Academic Senate (AS)

Resource Members

Position	Appointment
Faculty Association Representative	Faculty Association (FA)
Assistant Superintendent / Vice President, Business Services	Superintendent / President
Office of Institutional Research and Planning Representative	Executive Director, Institutional Assessment, Research and Planning

Student Equity And Achievement Committee (SEA)

Website	https://www.sbccc.edu/sea/
Committee Charge and Responsibilities	The Student Equity and Achievement Committee (SEA) is a Participatory Governance committee charged with recommending, coordinating, supporting, and funding the strategies that enhance student equity and student academic achievement institutionally at SBCC. The committee produces and champions the Student Equity Plan. SEA makes recommendations to the College Planning Council for the expenditures of SEA funds in support of the Student Equity Plan. The intent of the Student Equity Plan is to: • Align institutional goals and priorities for enhancing student equity and achievement on campus; • Improve implementation of goals and objectives related to student equity and achievement; • Increase communication and coordination to leverage resources to have a greater impact on student equity and achievement; • Increase collaborative efforts to bring intentional alignment between the Student Equity Plan and diversity, equity, inclusion, belonging and accessibility (DEIBA); • Coordinate the data management for outcomes assessment and evaluation of the College's efforts to achieve student equity and achievement; • And provide seamless delivery of services that support student equity and achievement. • Ed Code 78222(a)1 SEA ensures designated equity funds are used to support outcomes with measurable or clearly defined equity goals. The committee monitors and reports progress on the Student Equity Plan and the SEA allocations.
Accreditation Standards	Standard 1: Institutional Mission and Effectiveness, 1.2, 1.3 Standard 2: Student Success, 2.2, 2.7, 2.8 Standard 3: Infrastructure and Resources, 3.4, 3.5 Standard 4: Governance and Decision Making, 4.2
Board Policies (BP) and	BP 5300 Student Equity AP 5300 Student Equity

Administrative Procedures (AP)

College Plans [Student Equity Plan](#): SEA is responsible for developing and facilitating implementation of this plan.
[SBCC Strategic Plan 2023](#): Goal 1, Strategy 1, 3; Goal 3, Strategy 8.

Meetings 2nd/4th Mondays, 1 - 2:30 PM

Membership

Chairs

Position	Vote	Appointment
Management Representative	Non-Voting	Assistant Superintendent / Vice President, Student Affairs
Faculty Representative	Non-Voting	Academic Senate (AS)
Classified Representative	Non-Voting	California School Employees Association (CSEA)

Voting Members

Position	Appointment
Classified Staff Representatives (4)	California School Employees Association (CSEA)
Faculty Representatives (3)	Academic Senate (AS)
Confidential Representative	Association of Confidential Employees (ACE)
Student Representative	Associated Student Government (ASG)

Area Experts

Position	Appointment
SEL/Non-Credit Member	Assistant Superintendent / Vice President, School of Extended Learning

Director of Student Equity and Engagement Programs	Director of Student Equity and Engagement Programs
Umoja, Dream Center, Rising Scholars, BNC, LGBTQ+	
Academic Counseling Department Chair or Designee	Academic Counseling Department Chair
Director Financial Aid or Designee	
Director Financial Aid or Designee	Director Financial Aid
Director DSPS or Designee (As per CO Definition of SEA)	Director DSPS
Director EOPS/NextUp/CARE or Designee (As per CO Definition of SEA)	Director EOPS/NextUp/CARE
Veterans Resource Center (As per CO Definition of SEA)	
Chair, Committee on Teaching and Learning or Designee	Committee on Teaching and Learning
Chair, Professional Development Advisory Committee	Professional Development Advisory Committee

Dean Appointments (Non-Voting)

Position	Appointment
Instructional Program Dean*	Assistant Superintendent / Vice President, Academic Affairs
Student Affairs Dean*	Assistant Superintendent / Vice President, Student Affairs

*may not be PDAC chair

Resource Members - updated to align with each new Student Equity Plan (Non-Voting)

Position	Appointment
Math Department Chair or Designee	Math Department Chair
English Department Chair or Designee	English Department Chair

Umoja Representative

Transfer Center Director or Designee

Transfer Center Director

Institutional Research Designee

Fiscal Services Designee

Guided Pathways Coordinator or Designee

Guided Pathways Coordinator

Executive Director Marketing and Communications
or Designee

Executive Director Marketing and
Communications

Director of Enrollment and Retention Services or
Designee

Director of Enrollment and
Retention Services

OPERATIONAL MEETING GROUPS

In addition to participatory governance committees, there are several distinct types of operational groups that address functional areas in meetings that include personnel involved in those area operations. Their purpose is to maintain smooth routine functioning in the conduct of regular business. The authority for the representatives of operational groups is derived from the Board of Trustees or the Superintendent/President through the assignment of job responsibilities.

Operational groups are not constituency based; rather, they include the personnel to accomplish their operational tasks and conduct regular business. They make decisions on specific, functional issues, based on established local, state, and federal regulations, protocols, or procedures, or they may be established for other standing or temporary purposes. Operational committees also implement the decisions made as part of the participatory governance process. All operational groups should follow best practices described in this manual.

Types of Operational Meeting Groups

Advisory Committee

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

Council

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

Standing Committees

Standing committees provide recommendations on topics/issues related to the purpose of the committee. Depending on the nature of the recommendation, the president may be involved as deemed necessary.

Steering Committee

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

Work Group / Ad Hoc Committee / Task Force

These groups are typically convened for a time-limited period and are responsible for specific, time-constrained tasks. Depending on their purpose, they may or may not have broad representation for all constituencies. Each group convenes within a limited time frame and/or the completion of the group's stated goal. Membership is determined by need, skillset, and representation from across the College.

Current Operational Bodies

The following list contains current or intermittent operational bodies. They are organized by administrative division. Links to the bodies' websites are provided where available.

Superintendent/President's Office
Accreditation Steering Committee
Behavior Intervention Team (BIT)
Executive Committee
President's Leadership Team
Strategic Planning Steering Committee
Strategic Enrollment Management Committee (SEM)
Student Equity and Achievement Committee (SEA)
Administrative Services Division
Campus Safety Committee
Emergency Response Planning Team
Administrative Services Leadership
Academic and Student Affairs Divisions
Online Instruction Committee
Deans' Council
Deans' Council Plus

Honors Program Advisory Committee
International Education Committee
Non-Teaching Compensation Committee
Human Resources Department (HR)
Personal Benefits Advisory Committee
Information Technology Division (IT)
Information Security Group (ISG)
Technology Accessibility Group (TAG)
Administrative Systems Steering Committee
Fraudulent Activity Committee
Student Support Services (Student Affairs)
EOPS/CARE, CalWORKs, and NextUp Advisory Committee
Financial Aid Satisfactory Academic Progress Appeals Committee
Scholastic Standards Committee
Student Services Leadership Advisory Committee (SSLAC)
Student Discipline Hearing Committee
Student Grievance Hearing Committee
School of Extended Learning (SEL)
SEL Managers Group
Noncredit Committee

Current Standing Committees

Committee
Student Learning Outcomes Committee
Accreditation Steering Committee
Equivalency Committee
Faculty Lecture Committee
Non-Teaching Compensation Committee
Personnel Benefits Committee
Sabbatical Leave and Faculty Recognition Committee

PARTICIPATORY GOVERNANCE EVALUATION CYCLE AND TIMELINE

The governance evaluation process includes two ongoing cycles:

1. Annual Documentation Review: The College Planning Council reviews this Compendium each year to update names, structures, and other details, ensuring accuracy and currency. Employees can recommend edits throughout the year, prior to the review, using this [Ongoing Compendium Feedback Form](#).

2. Biannual Governance Process Review: Every two years, the effectiveness of governance structures is assessed through committee surveys administered by the Office of Institutional Research and Planning. Committees review results, evaluate their performance relative to their purpose, and implement structural or process improvements. This review typically occurs in February so revisions can be incorporated into the April annual update.

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

Volume 3

The College Planning Handbook

VOLUME 3 PLACEHOLDER

Content to be developed in 2026.

Format Notes: {[American River College](#) makes good use of color, bolding & font size, call-out boxes, graphics, columns & spacing, and other design and page layout to facilitate the ease of navigation and enhance understanding for readers.

In particular:

- 1-pagers for each plan (pp. 9-17)
- Infographic for the Program Review cycle on page 18}

Appendix

APPENDIX INTRODUCTION

The Appendix provides a collection of practical tools and reference materials designed to support the effective functioning of Santa Barbara City College's **Participatory Governance System (PG)**. While the body of the *Handbook* outlines the structure, roles, and principles that guide shared decision-making, this section offers the day-to-day resources that committee members need to apply those principles in practice.

Included in the Appendix are templates for meeting agendas, minutes, reports, and annual evaluations; guidance documents for committee chairs, administrative support, and constituent representatives; and samples of communication tools that facilitate transparency and accountability across the governance structure. Training materials and quick-reference guides are provided to help new and returning committee members understand their responsibilities and engage meaningfully in the governance process. A glossary of commonly used acronyms and terms is also included to promote clarity and consistency across committees.

Together, these resources are intended to strengthen SBCC's commitment to inclusive, collaborative, and informed participatory governance. Committee members are encouraged to use, adapt, and share these tools to ensure that governance work is effective, equitable, and aligned with the mission and values of the College.

APPENDIX A: DISTRICT ORGANIZATIONAL CHARTS

SBCC organizational charts can be found on the SBCC website at the links below.

[SBCC Organizational Charts Page](#)

- [Academic Affairs](#)
- [Administrative Services](#)
- [Human Resources](#)
- [Information Technology](#)
- [Institutional Research and Planning](#)
- [Office of Communications](#)
- [Superintendent/President's Office](#)
- [School of Extended Learning](#)
- [Student Affairs](#)

APPENDIX B: COMMITTEE MEETING AGENDA TEMPLATE

Santa Barbara City College

[COMMITTEE]

[MONTH, DAY, YEAR] | [TIME] | [LOCATION]

1. MEMBERS

- 1.1. Members [List members by constituency and whether voting or non-voting]

2. CALL TO ORDER

3. APPROVAL OF MINUTES

- 3.1. Approval of the Minutes of [DATE]
[LINK TO MINUTES]

4. PUBLIC COMMENT

- 4.1. Public Comment Guidelines

5. INFORMATION/REPORTS

- 5.1. Reports from Constituency Leaders
5.2. [ITEM] - [PRESENTER]
[DESCRIPTION]

6. DISCUSSION/POSSIBLE ACTION

- 6.1. [ITEM] - [PRESENTER]
[DESCRIPTION]

7. ACTION ITEMS

- 7.1. [ITEM] - [RESPONSIBLE MEMBER]

8. FUTURE AGENDA ITEMS FOR CONSIDERATION

- 8.1. [ITEM] - [PRESENTER]
[DESCRIPTION]

9. MEETING DATES

- 9.1. Meeting Schedule and Agenda Item Due Dates
The next meeting of the College Planning Council will be held [WEEKDAY],
[MONTH DAY], [YEAR] at [TIME].

10. ADJOURNMENT

- 10.1. Adjourn Meeting
10.2. [CHAIR] adjourned the meeting at [time]

APPENDIX C: ANNUAL COMMITTEE GOALS FORM

At the start of every fall, each participatory governance committee will review operating agreements for participatory governance committees, the College mission, the committee charge, committee responsibilities, relevant institutional plans, accreditation standards, and other relevant College priorities. Following this review, committee members will discuss and set annual goals for the academic year.

Using this form to record, committees forward their annual goals to the College Planning Council (CPC) on the date specified by the Executive Assistant to the Superintendent / President during fall semester. Committees use the [Annual Committee Goals Report of Progress](#) form to evaluate their progress in achieving their annual goals and determine whether to carry forward any of the work to the coming year. That assessment will also be submitted to CPC during the spring semester on the date specified by the Executive Assistant to the Superintendent / President.

Please complete this Annual Committee Goals Form and submit it to the College Planning Council.

Committee Name

Year

Goal [#], brief description

Describe how it aligns to the committee charge, the College mission, major institutional plans and/or, accreditation, etc.

Action Item(s)

Measure(s) of success

Goal [#], brief description

Describe how it aligns to the committee charge, the College mission, major institutional plans and/or, accreditation, etc.

Action Item(s)

Measure(s) of success

(Continue for all goals.)

APPENDIX D: ANNUAL COMMITTEE GOALS REPORT OF PROGRESS

Committee Name

Year

List each of the committee's established goals and select a status:

1. Completed, 2. In Progress, 3. Continued to Next Academic Year, 4. Deleted.

Also provide additional context. For example, if a goal is completed, describe the outcome or impact. If in progress, outline accomplishments and items in progress. If continued, outline actions to be undertaken in the coming year. If deleted, describe why the goal is no longer relevant.

Goal [#], brief description

Describe how it aligns to the committee charge, the College mission, major institutional plans and/or, accreditation, etc.

Action Item(s)

Measure(s) of success

Status:

Context:

Goal [#], brief description

Describe how it aligns to the committee charge, the College mission, major institutional plans and/or, accreditation, etc.

Action Item(s)

Measure(s) of success

Status:

Context:

Continue for all goals.

APPENDIX E: COMMITTEE REPRESENTATIVE MEETING REPORT

As a Constituent Representative to participatory governance (PG) committees, you have a responsibility to report about committee activities to the constituents you represent, and to communicate the positions and recommendations of your constituents to the committee(s) you serve on. This form is provided to help you fulfill that continuous feedback loop responsibility. The form provides space to address key agenda topics, discussions, activities, and recommendations that take place at each PG committee meeting you attend. You will use this information to:

- *Report back to your constituents about the meeting*
- *Prepare information from your constituents to bring to the next regular meeting of the committee.*

Representative Name:

Constituent Group:

Committee Name:

Date of Committee Meeting:

Date Report Delivered to Constituents:

1. Meeting Summary of Topics (Concise overview of agenda items discussed)

2. Key Decisions / Actions (Motions passed, recommendations made to larger bodies)

3. Discussion Highlights (Major issues, differing viewpoints, data presented, and implications)

4. Follow-Up / Next Steps

- Action Items, Responsible Person/Group; Due Date

5. Input Needed From Constituents (Questions, calls for feedback or new ideas)

6. Announcements / Updates Relevant to Constituents (Optional)

7. Attachments / Reference Links (Agendas, minutes, reports, policy drafts, etc.)

8. Representative Notes (Optional – Context, Clarifications, Concerns)

APPENDIX F: COMMITTEE OPERATIONS PLAN TEMPLATE

Committee [name]	Meeting Schedule [day/time/location]
Membership Structure	
# Voting Members + 1 Non-Voting Chair Chair: [name] # Managers (ALA) # Vice President (EC) # Classified (CSEA) # Confidential (ACE) # Credit Faculty (AS & FA) # Non-Credit Faculty (FAN) #Students (ASG) Quorum = 50% +1 of voting members; Consensus is 75% of voting members present.	
Committee Charge	
Chair Responsibilities	
Member Responsibilities	
20XX Goals	
• • •	
Related Subcommittees/Subgroups	
Essential Resources [insert hyperlinks each year]	
• Academic Calendar • Accreditation Standards • Budget Development Timeline • Institutional Planning Calendar • Institutional Core Plans	• Program Review Guide • Compendium • Schedule of Committee and Division reports

APPENDIX G: SAMPLE PARTICIPATORY GOVERNANCE CALENDAR

Per law, ACCJC standards, and Board Policy, Office of the President is responsible for administering participatory governance, and therefore updates the participatory governance calendar each academic year. Below is a sample calendar.



DRAFT 8/19/2025

Santa Barbara City College 2025-2026 District Meetings Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		3:00 PM CPC		2:30 PM PEC	9:00 AM ASG 11:00 AM BPAP 1:30 PM DTC
Week 2	2:30 PM SEA	12:45 PM SEM 1:30 PM EEOAC 3:00 PM IEC 3:15 PM P&R	3:00 PM AS	1:00 PM ITAS 1:00 PM PDAC	9:00 AM ASG 11:00 AM SSLAC 2:00 PM ITC
Week 3		3:00 PM CPC		2:30 PM PEC	9:00 AM ASG 11:00 AM BPAP 1:30 PM DTC
Week 4	2:30 PM SEA	12:45 PM SEM 1:30 PM EEOAC 3:00 PM IEC 3:15 PM P&R	3:00 PM AS	11:00 AM CSC 1:00 PM PDAC	9:00 AM ASG 11:00 AM SSLAC 2:00 PM ITC
Bold = Participatory Governance Committee					
Committee Acronyms and Information					

Term	Translation	Committee Type	Chair	Meeting Day	Meeting Time
AS	Academic Senate	Governance Group - Faculty	Joshua Ramirez	2nd and 3rd Wednesday	3:00-5:00 PM
ASG	Associated Student Government	Governance Group - Students	Samuel Gustafson	Every Friday	9:00-11:00 AM

APPENDIX H: SAMPLE SLIDES FOR COMMITTEE TRAINING

This [slide deck](#) provides sample content to support training in participatory governance. Committee chairs and committee administrators need this training each summer or fall kickoff/in-service, before participatory governance committees return to operations. Committee chairs then lead training with their committee members when their committee returns to operations.

APPENDIX I: ACRONYMS AND TERMS

The list of common acronyms and terms is available at this link: [SBCC Acronyms and Abbreviations](#)

APPENDIX J: EXTERNAL RESOURCES

Constituency Organizations

[Academic Senate for California Community Colleges \(ASCCC\)](#)

[California School Employees Association \(CSEA\)](#)

[Community College League of California \(CCLC\)](#)

Legal References

California Code of Regulations for Collegial Consultation

[Title 3 §70901.2. Staff Representation](#)

[Title 5 § 53200. Definitions](#)

[Title 5 § 53201. Academic Senate or Faculty Council](#)

[Title 5 § 53202. Formation; Procedures; Membership](#)

[Title 5 § 53203. Powers](#)

[Title 5 § 53204. Scope of Regulations](#)

[Title 5 § 53205. Duties Assigned by Administration and Governing Board](#)

[Title 5 § 53206. Academic Senate for California Community Colleges](#)

[Title 5 § 51023.5. Staff](#)

[Title 5 §51023.7 Students](#)

California Legislative Information

[54952 Definition of Legislative Body](#)

APPENDIX K: DOCUMENT REVISION HISTORY

Cycle	Term	Description
Initial Publication Volumes 1 & 2	Spring 2026	Volumes 1 & 2 presented in CPC and approved by S/P
Initial Publication Volume 3		
Annual Documentation Review		
Annual Documentation Review		
Bi-annual Governance Process Review		
Annual Documentation Review		
Annual Documentation Review		
Bi-annual Governance Process Review		
Annual Documentation Review		