

Standard III Resources

Standard III.A Human Resources



SANTA ROSA JUNIOR COLLEGE



Our Values

We value *Diversity* that includes:

- Equal access for all students
- Multi-ethnic global perspectives and cultural competencies
- Employees who reflect the communities we serve
- Honesty and integrity in an environment of collegiality and mutual respect



SANTA ROSA JUNIOR COLLEGE



Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1.

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College aspires to be an inclusive, diverse, and sustainable learning community that engages the whole person. This statement, adopted as SRJC's vision in fall 2013 (III.A.1), applies not only to the student population, but to College personnel as well, and is reflected in the collaboratively developed Strategic Plan, Goal F (III.A.2):

- Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality.
- Foster an environment focused on collegiality and mutual respect in regard to cultural and individual perspectives.
- Recruit and hire outstanding faculty and staff and implement an exemplary Professional

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Development Program for all employees.

- Establish robust programs to improve the health and wellness of students and employees.
- Increase safety planning, awareness, and overall emergency preparedness.

This goal, along with College policies and human resources practices, reflects the value that the College places on hiring well qualified personnel and supporting their growth and expertise within the institution.

Integration with Institutional Planning

Human resources planning is integrated with institutional planning through weekly discussions at the President's Cabinet meetings and with the Institutional Planning Council (IPC), the highest level coordinating bodies within the shared governance system. Priorities for staffing are identified through the Program and Resource Planning Process (PRPP) (III.A.3), the Strategic Plan, or, prior to 2014, the Institutional Master Plan (III.A.4).

Implementation of hiring processes and procedures are achieved through the Human Resources (HR) Department, which provides a comprehensive, fully integrated human resources function at the District level for all segments of the College (III.A.5). Human Resources management and staff are responsible for:

- Interpreting and implementing Board policies and procedures as well as federal and state regulations related to the recruitment, selection, and evaluation of all faculty and staff.
- Facilitating the administration and coordination of employee health and welfare benefits.
- Representing the District in employer/employee relations.
- Providing employees with professional development opportunities and training.
- Addressing regulatory and District compliance issues to ensure equal opportunity employment and equitable treatment for all employees.

The HR department works within the context of the District's comprehensive policies and procedures to ensure that the District employs qualified personnel at all levels to support student learning programs and services and improve institutional effectiveness.

Integrity of Hiring Policies and Practices

The District's hiring policies and procedures, covered mainly in Section 4, Human Resources, of the Board Policy Manual (III.A.6), are developed through the participatory governance process, as described in Standard IV.A.1. In addition to specific human resources policies, Policies 3.27, Faculty Professional

Development (III.A.7), and 8.2.1, Non-Discrimination (III.A.8) ensure equal access, equal employment opportunity, equal treatment and fairness, staff development and training opportunities, fair compensation, accountability and transparency.

Hiring committees consist of a combination of administrators, faculty, classified staff, students and Board of Trustees members, as appropriate to the position or pool. Individuals selected for each committee fully understand how the position relates to the integrity of the program. For example:

- The majority of the members of a hiring committee for a full-time faculty position are discipline faculty, including the department chair.
- Departments that are seeking faculty to teach Distance Education courses review the Special Expertise statements in their Article 16 statements to ensure that this criteria is included in the minimum qualifications (III.A.9).

HR staff clearly communicate hiring policies and procedures to screening committees through face-to-face orientations, which are required for all committee members. HR staff further assist screening committees by overseeing the recruitment process and serving as a resource during the development of hiring criteria (III.A.10).

The institution relies on and respects the expertise and experience of each hiring committee to develop the qualifications appropriate to the position and the program. These criteria must be agreed upon by all participants and accepted by the manager of HR.

Ongoing Support and Evaluation

The College recognizes that the faculty and staff are its most valuable resource, and this is demonstrated by the extensive training opportunities that are offered to employees on a continuing basis. There are systematic evaluation processes in place for all personnel that are addressed in Policy 4.1, Statements of Purposes (III.A.11), and in collective bargaining contracts negotiated with employee unions (III.A.12, III.A.13). These processes are described further below in III.A.1.b.

SELF EVALUATION

The College meets the Standard. SRJC relies on its mission, values, and goals, its comprehensive employment policies and procedures, its PRPP, the expertise and experience of its HR staff and leadership, and the integrity of its hiring committees to ensure that it hires and supports highly qualified personnel appropriate for their respective programs. A long history of careful review and planning has resulted in employees who maintain the integrity of the college and contribute to its improvement.

III.A.1.a.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTIVE SUMMARY

Because every position has an essential role within the mission, the College has a rigorous and systematic employment process, supporting the Strategic Plan goal to “foster student learning by providing excellent instructional programs” (III.A.2). The connection between positions, programs, and institutional goals must be demonstrated in the PRPP. This connection is further ensured through the position request process, where the President’s Cabinet, Faculty Staffing Committee, and/or College president refer to the mission and goals when they give recommendations or approval to fill faculty and staff positions.

Communications about Job Qualifications and Applications

The recruitment and hiring process are shown in Illustration III.A.1. Job descriptions and qualifications are communicated clearly, publicly, and through multiple sources to reach as many qualified candidates as possible. Recruitments for all categories of employment are advertised through the Employment Opportunities page on the HR website (III.A.14), and through local publications, education focused groups, specialized electronic mailing lists, diversity focused sources, and standard industry sources such as Craigslist and other sites recommended by JobElephant.com, the agency that handles recruitment advertising for the District (III.A.15). Targeted sources, used to create a more diverse applicant pool, are used on an as-needed basis with the cost being covered by the HR advertising budget and by a hiring department’s budget if necessary. College representatives attend The Registry job fair(s) sponsored by the Chancellor’s Office, as well as other job fairs if financially feasible (III.A.16).

The Strategic Plan goals and objectives, as well as the

College Initiatives and component goals prior to Fall 2014 (III.A.17), reflect ongoing efforts to raise awareness of cultural competencies in order to increase the diversity of the applicant pools for all job openings at the College. Outreach efforts continue towards this effort to promote inclusiveness in applicant pools. The College has an Equal Employment Opportunity Advisory Committee (EEOAC), which is finalizing an Equal Employment Opportunity Plan that will include recommendations for increasing outreach efforts to diversify the faculty and staff.

In August 2014, the College converted to an online employment applicant tracking system, powered by NEOGOV/Governmentjobs. This conversion was implemented in order to streamline processes and increase sustainability efforts by reducing paper application materials. Only online applications are now accepted, and the system offers automatic notifications to candidates as well as online review of application materials by committee members. Through the Employment Opportunities link on the HR homepage, applicants have the ability to download the job announcements and apply online (III.A.14).

Using the NEOGOV system, job postings are organized by type of position (management, classified staff, regular faculty, and adjunct faculty). Detailed descriptions accurately reflect position duties, responsibilities, and authority and include both minimum and preferred qualifications. Minimum qualifications are defined by the California State Chancellor's Office for faculty and educational administrator positions (III.A.18) and may be augmented with specific qualifications of the program, such as for specific Public

Safety positions (III.A.19). The initial review of minimum qualifications is completed by the hiring committee for faculty and most management positions and verified by HR for classified and educational administrator positions. Equivalency decisions for management positions are determined by the appropriate supervising administrator, the Vice President of Human Resources and the College president (III.A.20). Where degrees are required, the HR Department verifies that degrees are obtained from accredited institutions.

General Hiring Procedures

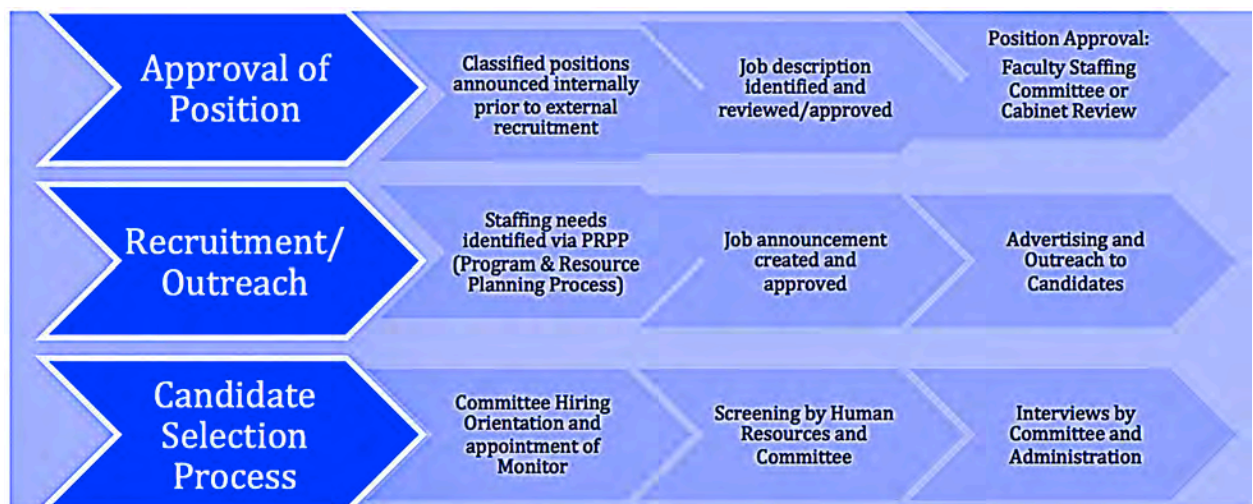
The initial hiring process for faculty, classified staff, and administrators is conducted by an appointed hiring committee, composed of representatives from all appropriate constituent groups, as described in III.A.1.

- Hiring committees for classified positions have a majority of classified representatives with a management team representative or department chair who serves as chair of the committee (III.A.21).
- Committee composition for management recruitments varies by the level of the position for which the committee is hiring (e.g., president, dean, director), but such committees require representation from all constituent groups (III.A.22).
- Hiring committees for faculty must include a majority of faculty members (III.A.23).

A representative from HR presents a comprehensive

Illustration III.A.1

Overview of a Recruitment Process for Regular Positions



mandatory orientation to the committee, coordinates the hiring process, conducts the recruitment, acts as a resource to the committee members, and serves as a liaison with the candidates.

HR provides hiring committees with standard forms to complete the screening of candidates' application materials (III.A.24). Candidates are selected for interview based on a numerical evaluation of application materials in relation to the criteria established by the hiring committee and based on the needs and goals of the program. Committee members evaluate applications individually, share and discuss their ratings, and recommend names of the highest rated candidates to HR to invite for interviews. To ensure fairness, HR suggests that committees seek a natural "break" between those candidates selected for interview and those who are not (III.A.10).

In preparation for interviews, HR and hiring committee chairs communicate to committee members effective types of questions and options for additional assessment tools for the interviews. These range from supplemental questions and submission of work samples (e.g., exams, syllabi) with the initial application to skills tests, inbox exercises, teaching demonstrations, and presentations during the interview itself. Such assessment exercises verify each candidate's job related skill level and ability to perform the functions of the position (III.A.25).

Criteria and Process for Selection of Faculty

While the hiring process for all positions share similar components, faculty, having the greatest responsibility for the academic program, undergo a particularly rigorous and standardized process. The Faculty Hiring Policy and

Procedure, 4.3.2 and 4.3.2P, provide detailed guidelines for all aspects of the hiring process, ensuring that faculty play a significant role in faculty selection (III.A.23). Faculty hiring committee membership must include no fewer than four faculty members, including faculty with discipline expertise (i.e., subject matter experts, and, as appropriate, those with Distance Education experience) and, if appropriate, faculty of a related discipline from outside of the department. Whenever possible, the policy recommends that the composition of the committee be diverse, including consideration of gender, ethnicity, age and background. A manager is required, as is a compliance officer or designee as a non-voting monitor. Additional members such as classified staff and/or a student may be invited as well.

Hiring committees carefully review the qualifications of each applicant. Consideration of candidates who do not meet minimum qualifications for a faculty position requires the candidate and the department chair to submit an equivalency application for review by the Academic Senate Equivalency Committee, which follows the guidelines in the College's Equivalency Procedures (III.A.26). The Equivalency Committee considers the overall qualifications of candidates including such criteria as degrees, certifications, experience, and eminence. Any recommendation for equivalency must be approved by the College president.

In terms of degree requirements, per the provisions of the All Faculty Association (AFA) contract, degrees that are conferred outside of the United States require degree evaluations from a recognized evaluation agency along with a letter from a University of California (UC) or California State University (CSU) verifying acceptance of the degree (III.A.27).

Effective teaching techniques, including those related to

Illustration III.A.2
Degree Level of SRJC Full-time Faculty

Current full-time faculty members are well qualified to significantly contribute to the institutional mission through a variety of professional abilities in addition to teaching.

| Type of Degree | Count of Highest Level Degree (full-time faculty only) |
|-----------------|--|
| Associates | 3 |
| Bachelors | 16 |
| Masters | 196 |
| Doctorate | 61 |
| Other Education | 3 |
| TOTAL | 279* |

**These numbers do not reflect temporary contracts, interim managers or pro-rata faculty.*

Distance Education, are defined and evaluated by the hiring committee and determined through several means. Initially, applications are screened using teaching experience and skills specific to the discipline and/or method of delivery as a main factor. During the interview process, many hiring committees for faculty require teaching demonstrations, the submission of teaching instruments, or sharing of instructional web pages. In some instances, actual students have been invited to participate as the “class” for a teaching demonstration and may even be asked for input about the candidate.

To assess candidates’ potential in contributing to the College’s mission, hiring committees review applicants’ recognition for excellence, scholarship (see Illustration III.A.2), and innovation, especially in areas such as student success, in sustainability efforts, pursuit of research or grants, and publications.

The top candidates are recommended, unranked, as semi-finalists to the Vice President of Academic Affairs and, when appropriate to the position, the Vice President of the Petaluma Campus and/or Vice President of Student Services, who get feedback from committee members regarding each candidate before conducting their own interviews and reference checks. Generally, the vice president(s) forward only one candidate to the College president for a final interview and, if appropriate, a recommendation to the Board to hire.

The quality and appropriateness of the newly hired faculty result from the combination of three main factors: a thorough, collegial, systematic hiring process; knowledgeable, well trained committee members; and final interviews by experienced, well informed administrators. The quality of SRJC’s faculty is reflected in the high percentage who achieve tenure after the rigorous, four-year tenure review process.

SELF EVALUATION

The College meets the Standard. The process of recruitment, screening and selection of applicants for all job categories is clearly outlined, consistent, carefully organized and well communicated. The hiring process for all employee groups complies with District policies and procedures, relevant laws, and the District’s goals and policies on equal employment opportunity. Moreover, faculty play a significant role in the selection of new faculty, based on a policy requiring a greater number of faculty than other college constituents to serve on the hiring committees for faculty positions.

III.A.1.b.

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTIVE SUMMARY

Evaluation of Faculty and Staff

The College has written processes and procedures in place to systematically evaluate all categories of employees at stated intervals. Faculty, classified staff, and management evaluations follow clearly articulated processes defined by collective bargaining agreements and Board policies and procedures (III.A.12, 13, 28). To summarize, the goals of evaluation are to:

- Ensure that all employees are performing at satisfactory levels or above.
- Provide employees with the opportunities to improve their performance.
- Allow employees to receive direct constructive and often positive feedback from their supervisors.

Evaluation procedures and forms are developed through dialogue between management and employee unions. Criteria reflect careful consideration of the expectations of the position and undergo revision as needed. For instance, the faculty evaluation process, observation form, and final report form were significantly revised in 2011 to streamline the observation portion and to include responsibilities outside the classroom (III.A.29). After faculty feedback the form was finalized in 2013 (III.A.13). Also, a revised student evaluation form and a set of guidelines for evaluating instructors of Distance Education courses were approved by the District Tenure Review Committee and the Vice President of Academic Affairs in 2012 (III.A.30).

All employee evaluation processes referred to above have provisions for cases where an employee’s performance needs improvement and requires follow-up. The process includes a plan for remediation with the expected outcomes, timelines for review of progress, and consequences if, despite assistance from the supervisor, expectations are not met.

Illustration III.A.3
Completion Rates for Evaluations for Regular Faculty, Classified Staff, Management and Adjunct Faculty for the years 2010 – 2014.

Evaluation Completion Rates

| Year | Total | Not Received | Percent Completed |
|------------------------|-------|--------------|-------------------|
| Regular Faculty | | | |
| 2013/2014 | 113 | 3 | 97.35% |
| 2012/2013 | 120 | 2 | 98.33% |
| 2011/2012 | 130 | 4 | 96.92% |
| 2010/2011 | 106 | 2 | 98.10% |
| Classified | | | |
| 2013/2014 | 340 | 24 | 92.94% |
| 2012/2013 | 358 | 21 | 99.94% |
| 2011/2012 | 159* | 5 | 99.97% |
| 2010/2011 | 324 | 2 | 99.99% |
| Management | | | |
| 2013/2014 | 82 | 0 | 100.0% |
| 2012/2013 | 67 | 0 | 100.0% |
| 2011/2012 | 59 | 1 | 99.98% |
| 2010/2011 | 50 | 0 | 100.0% |
| Adjunct Faculty | | | |
| Spring 2014 | 272 | 67 | 75.37% |
| Fall 2013 | 258 | 71 | 72.48% |
| Spring 2013 | 212 | 80 | 62.30% |
| Fall 2012 | 183 | 61 | 66.70% |
| Spring 2012 | 249 | 71 | 71.50% |
| Fall 2011 | 264 | 51 | 80.60% |
| Spring 2011 | 251 | 60 | 76.10% |
| Fall 2010 | 172 | 40 | 76.70% |

**In 2011/2012 the College transitioned from classified evaluations being completed in March/April to completion on the employee's anniversary date (beginning in January 2012); therefore, there were no evaluations submitted from July through December of 2011.*

The College has tracking systems through HR and the offices of the deans responsible for faculty evaluations and maintains communications with classified staff, faculty, and supervising administrators to ensure that evaluations are completed in a timely manner. The College's completion rates for evaluations are especially high for all regular faculty, management and classified staff (see Illustration III.A.3). The lower rate of completion for adjunct faculty is related to the higher number of adjunct faculty and the fewer number of tenured faculty who are qualified contractually to conduct evaluations. This issue is currently being addressed by administration and faculty, and strategies such as using volunteer tenured faculty from other disciplines to conduct classroom observations of adjunct faculty were implemented in 2014 (III.A.31).

Overall, the evaluation process effectively maintains a high level of performance among personnel. Most departments, including those with newly hired faculty and staff, have submitted satisfactory evaluations, and evaluations requiring follow-up are relatively few.

SELF EVALUATION

The College meets the Standard. Clearly defined written evaluation process is in place for all employees. The evaluation processes, developed and evaluated by the District and employee unions, assess the effectiveness of personnel, including DE instructors, and encourage growth and improvement in performance.

III.A.1.c.

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTIVE SUMMARY

Student learning outcomes (SLOs) are statements about the knowledge, skills, and abilities that students are expected to gain through college courses, programs, services, and their overall experience at SRJC (III.A.32). The College acknowledges the important role of faculty, staff, and managers in relation to students' achievement of SLOs and includes this relationship as a component of regular faculty, classified staff, and management evaluations.

SLOs as a Component of Regular Faculty Evaluations

Within the evaluation process for regular faculty, instructors demonstrate their involvement in the assessment of student learning in three ways.

- As part of their required District and Department Service, faculty participate in the assessment of student learning outcomes (III.A.33). Their participation is represented by the SLO assessment reports posted in the Project LEARN SLO Assessment SharePoint site. This expectation applies to DE instructors as well.
- The written self-assessment component of each faculty member's evaluation portfolio, whether they teach face-to-face or online classes, must include "reflection on any student learning outcomes assessments in which the evaluatee has participated over the three-year evaluation period" (III.A.34).
- The Instructional Observation Report used for classroom teaching evaluation lists nine criteria, including "Organized course, syllabus and presentation to correspond to the most current Title 5 course outline" (III.A.35). Also, syllabi are required at minimum to include a link to the Course Outline of Record (COR), which states course SLOs, or, as recommended by District Policy, state the SLOs directly in the document (III.A.36). This makes the connection between the course SLOs and the expectations for achievement. For DE instructors, the same expectations for course organization, syllabi, and online organization apply.

SLOs as a Component of Adjunct Faculty Evaluations

Adjunct faculty are evaluated once within the first two semesters in which they have a paid assignment (not including substituting for another instructor), and then every six semesters thereafter. Adjunct faculty are evaluated through the same classroom observation criteria as regular faculty, and are therefore accountable for designing the syllabus and organizing the course in accordance with the COR, which states course SLOs and the methods of evaluation utilized in that course.

At this time, while many adjunct faculty do participate in SLO assessment, they are not evaluated on this factor. The District and All Faculty Association (AFA, the faculty union) remain in dialogue about a requirement for a Self Assessment component that addresses participation in SLO assessment.

SLOs as a Component of Management Evaluations

The annual evaluation form for managers has two areas that ask evaluatees to comment on their relationship to student learning and achievement (III.A.37).

- The first is a performance factor regarding the manager's ability to fulfill the mission of the College, which is to promote learning, with emphasis on transfer, CTE, and Basic Skills programs. While all managers are rated on their contribution to student learning in the broad sense, this factor is particularly meaningful for those educational administrators who have a more direct role in student progress towards achieving learning outcomes.
- The second is a question intended for educational administrators: For Managers who are directly responsible for or directly support student learning: Identify how you have used the results of the assessment of learning outcomes to improve teaching and learning." Managers for whom this question applies are expected to respond in their evaluation.

SLOs as a Component of Classified Staff Evaluations

The College has approximately 450 classified staff who are evaluated annually using a standard Classified Evaluation Form developed between the District and SEIU, Local 1021, the exclusive representative of classified staff who work at the College (III.A.38).

- In this form, a section titled "Effective Working Relationships" includes a performance factor wherein staff are rated on their ability to "work cooperatively with students, co-workers, and the general public." This category is particularly applicable to instructional assistants, tutors, and learning facilitators.

- Classified staff are also rated in their ability to “demonstrate knowledge of District policies and procedures applicable to (their) job.” Similar to managers, the classified staff are expected to adhere to the College’s mission, particularly in support of student learning.
- Finally, the evaluation form includes a performance factor for Classified Staff who are directly responsible for or directly support student learning: *Identify how the employee has used the results of the assessment of learning outcomes to improve teaching and learning.* This allows the evaluator to provide feedback to instructional assistants and tutors regarding the effectiveness of their support for students’ achievement of SLOs specific to their area.

The College has supported the development of student learning outcomes by adopting a Resolution with the Academic Senate (III.A.39) and by encouraging faculty and staff in all departments to focus on SLO assessment. Standards II.A, II.B, and II.C describe faculty and staff involvement in SLO assessment and how results are used for departmental, program, and institutional discussion towards the improvement of learning.

SELF EVALUATION

The College meets the Standard for regular faculty, management, and classified employees. Formal evaluation forms and processes address the employee’s effectiveness in producing learning outcomes. This includes full-time instructors who teach online.

The District and AFA are currently in discussion regarding a formal means of representing adjunct faculty involvement in the achievement of learning outcomes.

See Actionable Improvement Plan at the conclusion of Standard III.A.

III.A.1.d.

The institution upholds a written code of professional ethics for all its personnel.

DESCRIPTIVE SUMMARY

SRJC has a long tradition of upholding the highest standards of professional ethics for all individuals involved with the College, including faculty, administrators, classified staff, members of the Board of Trustees, and students. Besides the written policies listed below, the new mission and value statements refer to professional and personal ethics (italicized for emphasis here):

- Mission:** SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic, and *ethical* development of our diverse community.
- Values:** We value academic excellence that includes academic freedom balanced with academic responsibility, integrity, and *ethical* behavior.

These statements, collaboratively developed across all college personnel and students, reflect a community committed to upholding ethical behavior among all its members.

Board of Trustees

The Board created and adopted Policy 0.22, Code of Ethics for Board of Trustees, in 1995 (III.A.40). It has been reviewed and revised approximately every five years, most recently in 2012. In summary, the policy states that Board members will perform duties in accordance with their oath of office and commitment to serving the educational needs of the citizens of the College. Their primary responsibility is to provide an educational and employment environment in which no person is denied access or is unlawfully subject to discrimination or harassment. The Board’s specific responsibilities in relation to these general premises are listed within the policy.

The Board also abides by its Conflict of Interest Code, Policy 0.25 (III.A.41). The Board has a longstanding history of ethical behavior and integrity among its members with no breaches of either code.

Management

Professional ethics for managers are included in Board Policy 2.2, Management Guidelines and Procedures (III.A.42), which identifies 14 examples of exemplary ethical behavior to which managers are held accountable.

Faculty

In 2003, the Academic Senate approved a document titled Faculty Professional Ethics Statement and Procedures. The Senate also has a standing Professional Ethics Committee that studies issues referred to it by the Senate, recommends policies to the Senate on matters pertaining to ethical standards, and responds to colleagues when requested to resolve professional and ethical conflicts between faculty members. In 2009, the Academic Senate Ethics Code was adopted as Board Policy 2.6.2 (III.A.43), and in April 2014, substantive revisions to this policy were approved. The Academic Senate Professional Ethics Code is developed solely by the faculty in association with current Education Code, Title 5, and the recommendations of professional associations such as the American Association of University Professors (AAUP). As with all District policies and Academic Senate statements, these expectations for ethical behavior apply to instructors of DE courses as well.

Classified Staff

The Classified Senate has adopted the Professional Classified Employees Code of Ethics (III.A.44). This document states in its preamble that "Classified employees of the Sonoma County Junior College District shall adhere to the highest ethical standards. They shall exercise judgments that are fair, consistent, and equitable. They shall do everything they can to strive for excellence in education and to achieve the stated Mission of the College."

Students

Policy and Procedure 3.11 and 3.11P, Academic Integrity, is published in the College Catalog and Schedule of Classes (III.A.45). The policy and procedures delineate the expected ethical behavior and responsibilities of students and faculty in the context of the college instructional setting and includes a recommendation that statements to this effect be included in course syllabi (III.A.38). This policy addresses issues of cheating, plagiarism, collusion and other academic misconduct.

The College publishes the Student Standards of Conduct (III.A.46) on the College website, in the Schedule of Classes, and in the College Catalog. These standards begin with the expectation that students will act "in a manner that reflects their awareness of common standards of decency and the rights of others," and lists a number of behaviors that can trigger disciplinary action.

SELF EVALUATION

The College meets the Standard. The collaboratively created formal documents identified above demonstrate that the College upholds and expects the highest standards of professional ethics from the Board of Trustees, to all employees, and students in the learning and the working environment.

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III.A.2.

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College maintains a sufficient number of qualified full-time faculty, classified staff, and administrators to provide the necessary support to meet the institution's mission and purposes. The Program and Resource Planning Process (PRPP) has greatly enhanced the College's ability to assess and quantify staffing priorities. In Section 2 of the PRPP, each department is required to review their program's effectiveness, efficiency, and staffing ratios to indicate the degree to which the department has the level of staffing to support the institution (III.A.47). This thoughtful look at current faculty, staff, and administration ratios, as well as a review of all vacant positions, ensures that the College is using its resources effectively. Through the PRPP, each department or unit prioritizes its needs for faculty and non-faculty positions. Staffing requests are then split into two processes: one for faculty and the other for classified staff and administrators. Both are submitted to and reviewed by the supervising administrator and vice presidents, as outlined below.

Faculty Staffing Process

As detailed in III.A.1.a, the College employs faculty who are qualified with appropriate education, training and experience to support student learning outcomes. Given state budgetary restrictions, determining what number of qualified full-time faculty is "sufficient" presents an annual challenge, and the College uses several criteria for determining how many full-time faculty are needed and financially feasible. At the forefront of the decision is the Faculty Obligation Number (FON), as determined by the Chancellor's Office's formula requiring 75% of instructional hours to be covered by full-time faculty (III.A.48).

The College also considers essential program needs. For instance, in the face of massive state budget cuts in 2009/2010, the College hired only one full-time faculty member in the Health Sciences to comply with state program requirements. In recent years, as many of the "baby-boomers" have been retiring, the College has defined "sufficient" as enough full-time faculty to maintain the status quo. Sometimes, in departments such as Math and English that are particularly impacted by increasing numbers of students, the District has added an extra position to provide greater stability to the program.

In several venues, especially the Academic Senate, faculty have requested increased hiring of full-time faculty because replacing full-time faculty with adjunct faculty, while less costly in the short term, destabilizes departments since there are fewer faculty to conduct evaluations, create curriculum, lead assessment work on SLOs, and participate in shared governance (III.A.49). While aware of these issues, both the former and current College president have been mindful of budget restrictions and have kept the number of new positions close to the FON.

The College uses a well-organized faculty staffing process, outlined in Illustration III.A.4, to select which departments are granted the new positions; it does not automatically replace retirees. The Faculty Staffing Committee (FSC), one of the President's Advisory Committees, oversees the process for requesting full-time faculty (III.A.50). In an effort to better represent the faculty perspective, the committee revised the guidelines for its composition in 2013/2014 by appointing a faculty co-chair and adding another faculty representative. The Committee also updated the request process with specific guidelines for requests in order to assist department chairs, deans, and the Faculty Staffing Committee in making the best possible recommendations (III.A.51).

The process begins with department chairs requesting new faculty and justifying the need through program information and data in their PRPPs and faculty staffing narratives. It is at this level that a department would discuss needs for faculty to teach DE courses. Cluster chairs and their deans meet to prioritize their cluster's requests, which the supervising administrator then submits to the FSC. The committee then deliberates over the requests in light of the Faculty Staffing Guiding Principles:

- Support of College Initiatives or Goals
- Program growth/enrollment, including DE
- Full-time/part-time faculty ratios
- Availability of qualified adjunct instructors
- Advisory committee recommendations for Career and Technical Education (CTE) departments
- Legal mandates from accrediting/licensing agencies

Committee recommendations are ranked and submitted for consideration and approval to the Vice President of Academic Affairs (VPAA) and the College president. The positions recommended for hiring are distributed to the college community by the VPAA. This usually occurs in the late fall of each year so that HR and the hiring departments can convene as soon as possible to conduct extensive outreach efforts to fill available positions (III.A.52).

Sufficient Number of Qualified Faculty

Full-time faculty are added judiciously, using the prioritized needs generated through the PRPP process. Illustration III.A.5 shows the College's effort towards filling replacement positions in order to make progress towards the goal of restoring the number of full-time faculty.

The College requires each academic department to ensure that it has enough adjunct faculty in their pool to offer the number of scheduled classes each term. To maintain pools, departments are required to open their adjunct pools and conduct interviews every fall so that an adequate number of qualified instructors are available, especially for emergency situations when other instructors have taken on other assignments, relocated, or are on medical leave (III.A.53). Currently the College employs 281 regular faculty and 1,193 adjunct faculty.

Staffing for Classified Staff and Administrators

The College assesses its classified staffing levels annually through the PRPP with each department evaluating current staffing ratios, program effectiveness, and whether there are sufficient qualified personnel with the appropriate education, training, and experience to support student learning outcomes and the College's mission.

In terms of classified staffing, the College is still recovering from the "re-engineering" process that occurred in 2010 in response to drastic budget cuts. This process, involving administration and SEIU representatives, reduced and combined percentages of classified staff time and eliminated most short-term, non-continuing (STNC) employees (III.A.54). Since then, many departments routinely list a need for

Illustration III.A.5 Positive Trend in Full-time Faculty Hiring

| Year (as of 8/31 of each year) | Full-time Faculty Hired | Total FT |
|--------------------------------|-------------------------|----------|
| 2010 | 1 | 292 |
| 2011 | 10 | 281 |
| 2012 | 23 | 279 |
| 2013 | 22 | 274 |
| 2014 | 23 | 281 |

more classified support staff in their PRPPs. Given that the College still faces financial limitations (see Standard III.D), most approved positions are replacements for staff who have retired or resigned. Few new classified or management positions have been initiated or expanded, except for positions supported by grants.

All requests for non-instructional positions (classified and management, including those related to Distance Education) undergo a thorough review process, as shown in Illustration III.A.6. New or replacement positions are initiated with a personnel requisition through the NEOGOV system (III.A.55). The request is closely linked to information from the department level PRPP, including the position's relevance to meeting College goals. These requests are prioritized first by the supervising administrators of their respective areas,

and then within each vice president's component area. In both the Academic Affairs Council (AAC) and Student Service Council (SSC), the positions are reviewed by the entire council and ranked using the same guiding principles as those used by the President's Cabinet, which makes the final decisions (III.A.56).

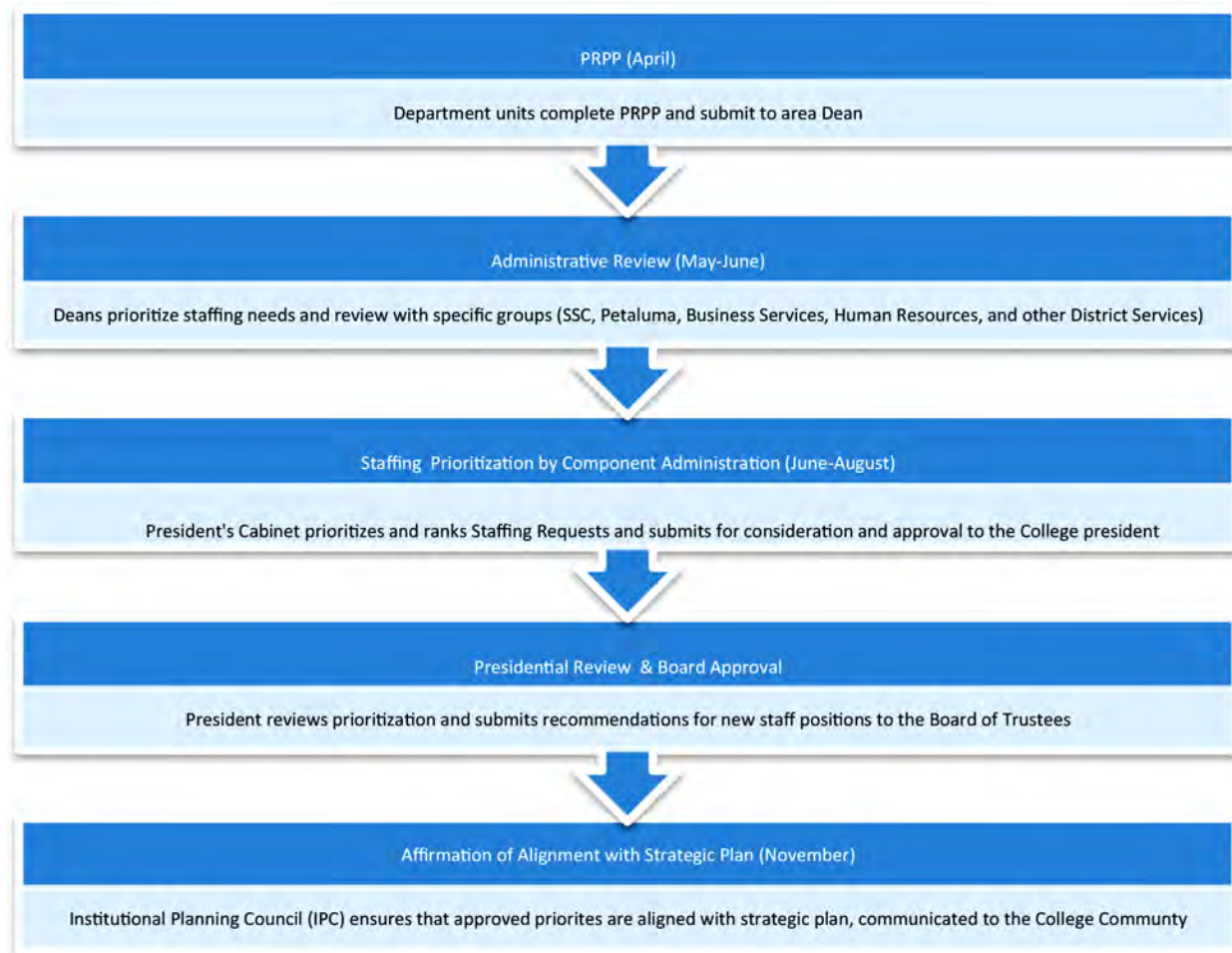
SELF EVALUATION

The College meets the Standard. Even with budget restrictions, the College continually strives to meet its staffing needs by hiring a sufficient number of qualified faculty, classified staff and administrators. The College uses systematic and collaborative processes and considers external factors, its budget, program requirements, and the Strategic Plan in prioritizing new and replacement positions.

Illustration III.A.4 SRJC Annual Faculty Staffing Request Process



Illustration III.A.6 SRJC Annual Non-Faculty Staffing Request Process



III.A.3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

DESCRIPTIVE SUMMARY

The development and ongoing review of College policies and procedures is coordinated by the College's shared governance group, College Council (CC). Policies and procedures in Section 4, Human Resources, of the District Policy Manual are regularly reviewed and revised as needed according to the procedures described in Standard IV.A.

Availability of Policies and Procedures

The College relies on District policies to ensure that employees are treated consistently and in accordance with all state and federal laws and regulations (III.A.6). The District Policy Manual is available online through a direct link on the HR website (III.A.57) as well as the District Governance link under the Administrative menu on the SRJC homepage. These policies are introduced during the new employee orientation process for all regular employees and adjunct faculty, and new employees sign a form acknowledging that they have been informed of the College's policies and procedures and that they will read and follow them. This form, kept in each personnel file, documents every employee's awareness of the College's policies and procedures.

Equitably Administered Policies and Procedures

The HR department is responsible for enforcing all policies and procedures related to hiring and employment, including topics such as the commitment to equal employment opportunity (EEO), unlawful discrimination, sexual harassment, workplace violence, and the employee injury prevention program. HR ensures that applicants for jobs and employees are treated consistently and equitably. The number of EEOC charges, complaints, or employee-initiated lawsuits against the College has been minimal over the past several years, which confirms that these policies and procedures result in the fair treatment of candidates and employees.

Personnel policies and procedures are intended to result in the fair treatment of all personnel. In the event that an employee or candidate feels that an unfair or inappropriate action has occurred, the Vice President of HR is responsible to advise, investigate, resolve conflicts, and ensure fairness in areas of hiring, discipline, and resolution of complaints and grievances (III.A.58).

As described in III.A.1.a., regular faculty and management hiring committees must include a compliance officer—either an HR representative or a trained administrator—to monitor and guarantee that all steps of the hiring process, including the interview, are consistent, equitable and fair. The inclusion of a monitor is optional for classified staff and adjunct faculty hiring. (III.A.10).

SELF EVALUATION

The College meets the Standard. Current policies exist and are easily accessible to all employees. These policies and procedures are regularly reviewed, applied consistently and fairly, monitored by HR and, should concerns arise, adjudicated by the Vice President of Human Resources. The clarity and accessibility, and application of the policies and procedures have resulted in very few complaints over the years.

III.A.3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTIVE SUMMARY

The College adheres to written policies in the District Policy Manual to ensure fairness in all employment procedures. The HR department is currently finalizing the review process for all relevant policies and procedures, mostly in Section 4, with the revised procedures being vetted to the appropriate shared governance groups. Out of 90 policies and procedures under review, nearly 95% have been finalized. The review process for the remaining procedures will be completed by Spring 2015, concluding with approval and adoption by the Board of Trustees.

Hiring. Procedures for hiring faculty, adjunct faculty, management, and classified staff (III.A.21, 22, 23), are communicated to all hiring committees at an initial orientation meeting that emphasizes confidentiality, fairness, and inclusion. This information is posted on the HR website under "District Information." Equal Employment Opportunity (EEO) guidelines and federal and state laws prohibiting discrimination are also carefully followed. The presence of an EEO monitor on hiring committees ensures that all policies are adhered to in the process.

Non-discrimination. The College has a non-discrimination policy to ensure that discrimination is not a factor in decisions relating to admission, access, treatment and employment of students in College programs and activities, including student employment (III.A.59). Statements on non-discrimination policies apply to employees as well. Employee contracts (see below) also include statements on non-discrimination.

ADA/Accessibility. Since the incorporation of the District Compliance function into the component of Human Resources in 2010, the HR website now includes information for District Compliance and ADA/Accessibility issues, including related policies and procedures (III.A.60).

Equivalency. Among the policies reviewed and revised was the Faculty Equivalency Procedures (III.A.26). The new version clarifies the role of the Academic Senate Equivalency Committee and the College president in making equivalency determinations and provides a more detailed description of the equivalency review process and timelines. There are also more specific guidelines for determining equivalencies for vocational and instructional disciplines (III.A.61).

Contracts. Fairness in employment procedures is also supported by agreements with the collective bargaining units for three employee groups: Service Employees International Union (SEIU) Local 1021, for classified staff; the All Faculty Association (AFA) for faculty; and the California Federation of Teachers (CFT) for noncredit programs and services faculty (III.A.62, 63, 64). These agreements include procedures for employment practices and working conditions and are available online through the HR website under District Information and in printed form. Contracts are provided to new employees during their orientation. The rights of the Management Team are supported by the Management Team Liaison group (III.A.65).

Complaints and Grievances. The College also has a well-defined and publicized process for submitting complaints or grievances related to employment or hiring. These procedures are listed through links on the websites for each of the unions, on the HR website on the District Compliance page, and in Policy 4.14 (III.A.66).

SELF EVALUATION

The College meets the Standard. The College adheres to written policies in the District Policy Manual and in employee union agreements and contracts. These policies are regularly reviewed and consistently applied. The College communicates processes for submitting complaints or grievances related to employment or hiring. The Vice President of Human Resources is responsible for accepting, reviewing, and resolving such complaints. The College has a strong record of fair employment practices.

III.A.3.b.

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTIVE SUMMARY

Personnel records, including personnel files, Notice of Absence (NOA) forms, and other confidential personnel records are maintained in a securely locked room in the HR Department on the Santa Rosa Campus. Access to employment files is overseen by HR Department staff. Employees of the department enter the building with a standard key and pin code entry system. The building is alarmed during non-work hours, with the alarm monitored by District Police.

The collective bargaining agreements for all employees include procedures for maintenance of personnel records and access to these records, ensuring that security and confidentiality of records is maintained. (III.A.7, 8)

SELF EVALUATION

The College meets the Standard. Clear procedures and conscientious practices are in place to ensure the security and confidentiality of personnel records through strictly limiting access to personnel files. Employees have access to their personnel file in accordance with the provisions of their collective bargaining agreement and Education Code.

III.A.4.

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College demonstrates a commitment to promoting diversity and acknowledging the significant role played by employees of diverse backgrounds. This commitment is affirmed by statements within the collaboratively developed Strategic Plan, as shown in Illustration III.A.7. In addition to these institutional statements, support for diversity is reflected in a number of Board policies and procedures. For instance, Policy 2.5P, Governance and Committee System, opens with:

The Sonoma County Junior College District recognizes the importance of broad inclusion of perspectives on district committees. Every effort will be made to reflect this commitment to diversity in committee membership varied by race and ethnicity, gender, disability status, belief, age, nationality, cultural background, life experiences, and other enriching characteristics. The responsibility for promoting broad inclusion is shared by all segments of the District community (III.A.67).

One way the College demonstrates its commitment to diversity is through its hiring process. Job announcements for recruitments, employment applications, and requirements for screening and interviewing criteria used to hire faculty, management, and classified staff reflect the College’s respect for diversity. For instance, as a requirement on the employment application for all positions, applicants are required to address their “sensitivity to, and respect for, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students, faculty, and staff” (III.A.68). Screening committees award points to those applicants who demonstrate the highest levels of understanding of and experience with people from a variety of backgrounds and cultures.

The College’s efforts to promote diversity within the workplace have been successful, as shown in Illustration III.A.8 (III.A.69, 70).

SELF EVALUATION

The College meets the Standard. Institutional statements, policies, and procedures in hiring reflect an understanding and concern for diversity. The College has recently reaffirmed this commitment through its vision, mission, values, and goals, all of which assert an appreciation of diversity and multi-cultural perspectives. Employee surveys show a positive trend in employee perception of the College’s active pursuit of a diverse and equitable culture.

Illustration III.A.7 Institutional Statements on Diversity

During its 2012-2014 Strategic Planning Process, the SRJC community collaboratively developed its vision, mission, and values statements, along with the goals to support them. Diversity among all members of the College was a consistent theme.

Vision

Santa Rosa Junior College aspires to be an inclusive, diverse and sustainable learning community that engages the whole person.

Mission

SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.

- *We promote personal and professional growth and cultivate joy at work and in lifelong learning.*
- *We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.*

Values: We value Diversity that supports:

- *Equal access for all students;*
- *Multi-ethnic global perspectives and cultural competencies;*
- *Employees who reflect the communities we serve; and,*
- *Honesty and integrity in an environment of collegiality and mutual respect.*

Goal F: Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality.

- Objective: Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives.

Illustration III.A.8 Employee Trends Related to Diversity

Statement in Employee Surveys (Survey was sent out college wide; response was voluntary.)

| AGREE OR STRONGLY AGREE | 2007 | 2013 |
|---|-------------|-------------|
| SRJC regularly assesses employment equity and diversity, consistent with its mission. | 45% | 61% |
| SRJC advocates for and demonstrates integrity in the treatment of all employees. | 68% | 76% |
| SRJC provides programs and practices that support its diverse personnel. | 62% | 70% |

III.A.4.a.

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTIVE SUMMARY

The College provides a variety of resources, programs, and services to support its diverse employees, as shown in Illustration III.A.9. In addition, a wide range of Staff Development flex activities, including online sessions and DE related topics, are offered throughout each semester. Recent examples include workshops and trainings on Cultural Competency, Cultivating Respectful and Civil Conversations, Online Library Resources, and Preventing Sexual Harassment trainings, as well as those listed in Illustration III.A.10 (III.A.71).

SELF EVALUATION

The College meets the Standard. Appropriate programs, trainings and services are provided throughout the academic year to support its diverse personnel.

Illustration III.A.9 Examples of SRJC's Support for Diversity

- The Equal Employment Opportunity Advisory Committee (EEOAC) was established to advise the Vice President of Human Resources in non-discriminatory hiring practices. This committee is currently in the final stages of implementing an EEO Plan as required under Title 5, section 53003. See III.A.3.a.
- Every year the English Department chooses a Work of Literary Merit (WOLM) that is taught across multiple sections and promoted throughout the College through related activities such as guest speakers, related film or art, and class lectures and discussions, which are offered for flex credit for faculty. Books selected focus on issues related to diversity and a range of cultural perspectives. In 2014, *Passing* by Nella Larsen was chosen for this recognition, allowing all members of the college community to consider and discuss race and gender issues. (III.A.72)
- The SRJC Foundation annually provides Randolph Newman Cultural Enrichment Grants to support and sponsor cultural enrichment activities that benefit the general college community. Activities have included Cuban Film and Music Night, Basketry Traditions of Eritrea, Honoring Culturally Diverse Women, Sol Flamenco Dance Troupe, and many more. (III.A.73)
- SRJC celebrates Black History Month annually with various events and activities for the campus community. This has included panel discussions, films, and guest speakers. In February 2012, former mayor and Speaker of the California State Assembly Willie Brown visited the College by invitation of the College president and spoke to more than 450 community members, including many employees and students (III.A.74).
- This past year SRJC was recognized for a Disability Awareness award by Sonoma County Mayors' Committee on Employment of People with Disabilities (III.A.75).

III.A.4.b.

The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

DESCRIPTIVE SUMMARY

At least annually, and upon request, the College assesses its record regarding employment equity and diversity to ensure consistency with its mission. The College submits various reports to the California Community College Chancellor's Office, including the Equal Employment Opportunity (EEO) Plan, the Faculty and Staff Diversity Report, and the Integrated Postsecondary Education Data System (IPEDS) report wherein demographic data of the College's employees are reported and reviewed (III.A.76, 77). Illustration III.A.11 gives a breakdown of the ethnic make-up of SRJC employees.

While the College has established hiring procedures for selecting highly qualified faculty and staff who are responsive to the needs of diverse students, the diversity of the SRJC faculty and staff does not yet match the demographics of the students or the community.

For example, according to the Office of Institutional Research, in spring 2014, Latino/as constitute almost 31% of SRJC's student body, with Asians and African Americans constituting

4% and 2% respectively. In contrast, the faculty and staff who identify as Latino/a are 7%, and the percentage of faculty and staff who identify as Asians and African Americans are 3.3% and 3.4%, respectively (III.A.78). However, the percentage of employees who reported themselves as non-white in 2009 was 15.96%, while in 2013 the percentage of employees who reported themselves as non-white was 17.13%, representing a positive trend over the past four years.

In keeping with its mission and goals, the College was designated as a Hispanic Serving Institution (HSI) in 2014 (III.A.79). The College received a \$2.6 million Federal Title V grant, which will enhance efforts towards appropriately diverse staffing to serve Latino/a students.

SELF EVALUATION

The College meets the Standard. The College regularly assesses its record in employment equity and diversity and is well aware of its goals to diversify its employee population. An analysis of the data recording the number of actual employees hired during the past five years does reflect a minimal increase in the percentage of the employees who identify themselves as "non-white," and the College continues to apply procedures and practices to support this trend.

Illustration III.A.10 Screen Shot from Staff Resource Center Menu of Activities, Fall 2014



Illustration III.A.11 SRJC Employee Ethnicity Data

The table below illustrates the self-reported ethnicity of SRJC employees from the years 2009-2013 and includes classified staff, management, regular and adjunct faculty, student employees, and short-term non-continuing (STNC) employees.

| ETHNIC CATEGORY | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|
| Asian, Combined | 93 | 82 | 88 | 96 | 111 |
| African American/Black (B) | 98 | 103 | 104 | 102 | 113 |
| Filipino (F) | 33 | 26 | 30 | 24 | 25 |
| Hispanic (H) | 258 | 238 | 218 | 211 | 241 |
| American Indian/Alaskan (N) | 40 | 33 | 32 | 28 | 33 |
| Pacific Islanders, Combined | 11 | 17 | 11 | 12 | 13 |
| Other Non-white (O) | 31 | 49 | 40 | 28 | 26 |
| White (W) | 2581 | 2508 | 2377 | 2266 | 2366 |
| Unknown/Decline to State * | 389 | 357 | 354 | 352 | 352 |
| % Unknown/Decline to State * | 11.01 | 10.46 | 10.88 | 11.29 | 10.73 |
| % Non-white | 15 96 | 16 06 | 16 07 | 16 06 | 17 13 |
| Total Non-white Employees | 564 | 548 | 523 | 501 | 562 |
| Total Employees | 3534 | 3413 | 3254 | 3119 | 3280 |

* These totals could affect the actual number of non-white employees

III.A.4.c.

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

DESCRIPTIVE SUMMARY

The College maintains and follows policies regarding the equal treatment of all personnel and of students (listed in Illustration III.A.12). Board Policy 8.2.1 (III.A.8) states that the College “does not discriminate on the basis of race, religious creed, color, national origin, ancestry, ethnic group identification, physical disability, mental disability, medical condition, genetic condition, marital status, sex, gender, gender identity, gender expression, genetic information or sexual orientation in any of its policies, procedures or practices; nor does the District discriminate against any employees or applicants for employment on the basis of their age.”

As described in Standard III.A.3.a, to ensure fairness in its employment practices and working conditions, the College

has written contracts with three collective bargaining units. These contracts are available for review online as well as in the HR Department. Copies are also provided to all new employees and their supervisors (III.A.62, 63, 64).

Students’ rights and responsibilities are described in Policy 8.2 and its subsections. The main policies are also listed in the College Catalog, the Schedule of Classes, and the “rights and responsibilities” website (III.A.46). Included are the Equal Opportunity Statement, Unlawful Discrimination Policy, Sexual Harassment Policy, and Academic Freedom Policy. Additionally, the pages include a summary of those policies in Spanish. (See Standard II.B for more detail about policies and complaint processes.)

The College has a strong record of integrity in its relations with both students and employees.

Illustration III.A.12 SRJC Policies Regarding Fair and Equal Treatment

- 2.7 and 2.7P, Unlawful Discrimination and Sexual Harassment
- 4.14, Guide to Complaint and Grievance Processes
- 4.20, Reasonable Accommodations for Employees
- 8.2.1, Non-Discrimination

Illustration III.A.13 Recognition for Integrity in the Workplace

SRJC Recognition Categories for Chronicle of Higher Education Survey

| CATEGORY | 2013 | 2014 |
|---|------|------|
| Collaborative Governance | ■ | ■ |
| Compensation and Benefits | | ■ |
| Confidence in Senior Leadership | ■ | ■ |
| Job Satisfaction | | ■ |
| Professional/Career-Development Programs | ■ | ■ |
| Respect and Appreciation | ■ | ■ |
| Supervisor/Department Chair Relationships | ■ | ■ |
| Teaching Environment | ■ | ■ |
| Work/Life Balance | ■ | |

Recent verification occurred in both 2013 and 2014 when employees participated in an in-depth survey measuring job satisfaction and perceptions of how they were treated in the workplace (III.A.80, 81). Based on responses to this survey, The Chronicle of Higher Education, in its July 2013 and 2014 editions, recognized SRJC among the top 97 colleges nationally in its “Great Places to Work For” articles. SRJC was the only California community college chosen for this honor. See Illustration III.A.13.

SELF EVALUATION

The College meets the Standard. Policies for fairness and integrity in the treatment of employees and students are well established in policies and College practices. Employees’ perceptions of a high level of respect and appreciation, as well as other components of job satisfaction, reflect a culture of integrity.

III.A.5.

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

DESCRIPTIVE SUMMARY

The College is strongly committed to professional development and training, and provides a variety of programs and professional opportunities for faculty, classified staff, and managers. Ongoing professional development is a recognized priority in the Strategic Plan (see Illustration III.A.14).

To support the professional development of all employees, the College has a fully functioning Staff Resource Center within the Office of Professional Development, which was recently assigned to operate as a unit within the HR Department. This restructure was intended to broaden opportunities for all employees of the College and to increase the amount of support for this function. Enhancements brought about through this restructuring include:

- An expanded two-part, required orientation for all newly hired classified and management staff that provides a monthly orientation on benefits and safety and a quarterly campus orientation, which includes department overviews and a campus tour.
- A collaboration with the city of Santa Rosa to provide joint training opportunities in leadership and diversity training for faculty, classified, and management employees.

The Staff Resource Center office is overseen by a full-time Professional Development Coordinator who works in concert with three faculty who each have 10-20 percent reassigned time for programs specific to the Santa Rosa Campus, Petaluma Campus, and new faculty, respectively.

Overcoming Budget Challenges

In the last several years, the College has not received professional development funds from the State, but despite these cutbacks, through general funds and departmental funding, SRJC employees have been offered a regular calendar of professional development events, workshops, and trainings. The District also uses general funds to support additional professional development such as safety training, the faculty sabbatical leave and professional growth increment (PGI) programs, two Professional Development Activity (PDA) days, New Employee Orientation Programs, and New Faculty Workshops.

Illustration III.A.14
Supporting Professional Growth

SRJC’s Strategic Plan supports the professional and personal growth of all employees.

Mission:

We promote personal and professional growth and cultivate joy and work and in lifelong learning.

Values:

We value Beauty that includes joy in learning and work.

Goal F: Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality.

Objective: Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees.

Illustration III.A.15
A Place for Faculty Innovation

To represent the value of ongoing faculty training and innovation, in 2013 the College renamed a spacious, media-supported room in the Santa Rosa library as the Center for Excellence in Teaching and Learning. This location provides a venue for faculty interaction and innovation through thematic workshops or discussion groups. For instance, Reading Apprenticeship, a cross-discipline approach to strengthening students’ college level reading abilities, has been offered as a six-session series in 2014/2015 (III.A.82).

While the lack of state funds has limited the extent to which faculty and staff attend conferences and workshops outside of the College, the College does provide a full scholarship to a faculty member selected by a committee of their peers to attend the annual National Institute of Staff and Organizational Development (NISOD) conference each year. Also, budgets of some shared governance and faculty groups, such as the Academic Senate, Basic Skills Committee, Faculty Fund for Advanced Studies, and Project LEARN, support participation in statewide and national conferences so that key members stay abreast of current issues and learn strategies to share with their colleagues.

In terms of professional development for Distance Education (DE) faculty, PDA and flex workshops related to online instruction have been consistently offered. Despite budget restrictions, the Professional Development Office has coordinated alternatives through Information Technology employees, Computer Studies faculty, and online programs through licenses such as Lynda.com. Also, the Staff Resource Center offers many online and podcast options for DE faculty who want to earn flex credit or extend their learning without physically coming to the college.

To further meet the professional development and training needs of personnel, in spring 2014 the College launched a tuition reimbursement program for employees taking SRJC courses that are reasonably related to their jobs or increase their professional development. Employees may have up to six units reimbursed per semester, with appropriate approval. The College also provide venues for faculty and staff discourse and innovation, as shown in Illustration III.A.15.

SELF EVALUATION

The College meets the Standard. SRJC explicitly states the importance of ongoing professional development for all employees and supports this with a robust and organized program of workshops, presentations, and online sessions that extends throughout the year. Despite state budget restrictions, the Office of Professional Development and College groups have managed to sustain the program and offer multiple venues for training and professional education.

III.A.5.a.

The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTIVE SUMMARY

Professional development activities are presented through the formal PDA days (one each semester) and through an ongoing program of trainings and workshops throughout the year. The needs of employees are determined by the Professional Development Committee (PDC) and the Professional Development Coordinator. Based on their assessments, programs are created and implemented.

In accordance with Chancellor's Office requirements, Academic Senate recommendations, and the faculty contract, faculty have specific professional development obligations based on their full-time or adjunct status (III.A.13). The Professional Development Office is instrumental in communicating and tracking flex credit hours so that faculty meet their obligation through optimal programs, workshops, and media offerings. Thus, the majority of offerings relate to instructional programs. However, all employee interests and needs are considered in planning and offering professional development opportunities.

Professional Development Activities (PDA) Days

The College plans professional development activities through the PDC, which is a shared governance body of faculty, classified staff, and managers (III.A.83). The PDC is charged with developing, programming, and coordinating workshops and trainings for the two PDA days each academic year. Planning begins the semester prior to the PDA day, and the PDC and Professional Development Coordinator put out an all-college message soliciting workshops and trainings. This results in direct input from faculty and staff regarding perceived needs and interests of their colleagues.

The PDC reviews the proposals and approves a variety of workshops that will address the needs and feedback from various employee group representatives including the Academic Senate, Classified Senate, and the administration leadership, as well as the results of the previous PDA day survey feedback, the Needs Assessment survey (see III.A.5.b in this standard), the established professional development learning pathways (III.A.84), and College goals. Recent examples are listed in Illustration III.A.6.

Ongoing Professional Development Activities

Beyond PDA days, training needs that are identified by individual employees or departments are brought to the Professional Development department for consideration. Requests and proposals often result in workshops available for flex credit for all employees, with the Professional Development Office assisting in the logistics and communication of workshops. The Professional Development coordinators also review all individual and group flex credit proposals so that faculty, staff, and departments can get flex credit for trainings in their specific areas.

Professional development workshops and trainings are offered throughout the year on the Santa Rosa and Petaluma campuses, as well as online and through podcasts. Instructional topics include instructional strategies,

integrating technology, pedagogy for basic skills students, assessment of student learning outcomes, and integrating environmental education across disciplines. Ongoing trainings provided by the Environmental Health & Safety Department, of particular interest to many classified staff, include:

- New Employee Back Injury Prevention
- CPR Training
- First Aid Training
- Disaster Safety Leader Training
- Hazard Communication.
- Wellness workshops

Illustration III.A.16

Excerpt from PDA Workshop Schedule, 2014

Andy Lopez Community Forum: SRJC Teach-In (Presenters: Alicia Sanchez, Ann Gray-Byrd, Efren Carrillo, Elbert Howard, Arnie Barragan, Jill Ravitch, Robert West Edmunds)

Mark your calendars to attend this significant “campus dialogue” about gun violence and accountability. On October 22nd, a tragedy occurred in the Santa Rosa community. You are cordially invited to attend an open conversation about this incident with community organizers and public officials as part of an SRJC “Teach-In.”

Pursuing and Finding Happiness

(Presenter: Dr. Celestino Fernandez)

Del Monte Lecture (co-sponsored with Student Affairs)

Dr. Fernandez explores recent research which shows how social factors influence happiness. The answers offer insight into our pursuit and finding of happiness as individuals as well as guideposts for fostering greater happiness for society as a whole. Celestino Fernandez is a University Distinguished Outreach Professor and Director of Undergraduate Studies in the School of Sociology at the University of Arizona. He conducts research on various issues pertaining to culture, Mexican immigration, ethnic diversity, and education.

Turnitin: Getting Started

(Presenter: Jennifer Royal)

At this workshop, faculty will learn to use Turnitin.com’s originality checker, and assessment and peer response tools. The emphasis in part 1 will be on GradeMark, a tool that allows instructors to provide students with in-depth written or voice comments, speed scores via rubrics, and drag-and-drop comments from a customized “QuickMark” library. In part 2, the focus is on using the originality checker and PeerMark, a sophisticated peer review tool to improve student collaboration on writing assignments.

Professional development opportunities are also enriched by the Arts and Lectures Program, Environmental Forums, Women's History Month events, and the Work of Literary Merit lectures, which are all included on the Staff Resource Center website, under "Menu of Activities" for flex credit (III.A.71). Weekly college wide emails inform and remind personnel about current professional development opportunities available on-site, online, or via podcast. The Staff Resource Center also has a library of materials and DVDs of previously recorded workshops or events available for employees to check out.

Workshops to assist staff and faculty with incorporating current technology in the workplace and the classroom or to enhance DE or hybrid classes are provided on a year-round basis through the Distance Education Office.

In addition to the orientations for new classified and management employees mentioned earlier, the College offers orientations and informational workshops for adjunct faculty as part of the flex program (III.A.85). A comprehensive new dean and manager training and orientation series was offered for the first time in Fall 2013 (III.A.86). For new tenure track faculty, the College requires attendance at monthly New Faculty workshops and related activities during the first two years of employment (III.A.87).

SELF EVALUATION

The College meets the Standard. The College uses a variety of approaches to determine the professional development needs of its personnel. The PDC and Professional Development Office work together to provide PDA day formats, workshops and events addressing institutional, department, group and individual needs, goals and interests.

Illustration III.A.17 Responding to Employee Feedback About PDA Programs

In keeping with its Strategic Plan and in response to employee feedback in PDA evaluations, SRJC has adopted the practice of closing the College for business for the first half of each PDA day. This allows all employees to participate the program, thereby increasing inclusivity and opportunities for sharing perspectives. The PDC has also expanded PDA programming to include more workshops to meet the needs and interests of classified staff and management, as well as faculty (III.A.91).

III.A.5.b.

With the assistance of the participants, the institution systematically evaluates professional development programs and uses results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

The College routinely evaluates its professional development activities in multiple ways and uses this feedback for the improvement and the development of future programs.

Following each PDA day, the PDC conducts a Needs Assessment Survey of all employees to evaluate the workshops or trainings offered during the PDA Day (III.A.88). The committee uses this feedback to help develop a theme and programming for the next PDA day. Feedback is also provided to workshop presenters and used to plan workshops held throughout the year (III.A.89). The Classified Staff Development Committee and the President's Cabinet regularly evaluate and respond to these evaluations as well, as shown in Illustration III.A.17.

Up until mid-2014, flex workshops collected paper evaluation forms to provide presenters and the Professional Development Office with feedback about presentations and workshops. In 2014, the College switched to an entirely online flex verification system, which includes a field for providing feedback about the workshop, presentation, or online experience. Feedback is still incorporated in planning.

Survey Results

According to the 2013 Professional Development Needs Assessment Survey, 85% of respondents indicated that they felt the current professional development offerings at SRJC were fair, good, or excellent. In response to the spring 2014 PDA day program, when asked, "Did the program provide workshops to meet your interests?" 96% of respondents said "yes" or "somewhat," and only 4% said "no" (III.A.88).

Results from the new faculty and new staff orientations show consistently high scores for planning and content (III.A.90). Survey results from the "Great Colleges to Work For" (see Illustration III.A.13) indicated that at least 80 percent of all respondents felt that there were sufficient professional development opportunities available.

SELF EVALUATION

The College meets the Standard. Programs are tailored to match the teaching and learning requirements of each group of employees and are constantly being updated, revised, and improved upon to satisfy the dynamic needs of instructors, management, and classified staff. Feedback from post-event forms and surveys are evaluated by the PDC, Classified Staff Development Committee, and President's Cabinet to identify needs and areas of improvement.

III.A.6.

Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

As documented in section III.A.2, the Program and Resource Planning Process (PRPP) integrates human resource and institutional planning by considering staffing requests as a part of the college wide resource allocation process. The PRPP leads to planning and prioritization through the Institutional Planning Council (IPC), which is described in detail in Standard I.

All regular staffing requests start at the departmental level in the PRPP (III.A.2). The prompts and guidelines for staffing in section 2 of the PRPP require statements about department need, supporting data (e.g., enrollment levels, faculty ratios), the relationship of the position to institutional goals, and any external factors (such as licensing requirements). In the event of a sudden departure of an individual filling a classified position, requests are made via a requisition that

includes PRPP planning information. Positions are never filled automatically. All positions go through a systematic review process that assesses the effectiveness of that particular position in light of college priorities, budget restraints, and long term goals.

Planning for Faculty Positions

The information regarding faculty position requests is generated through the PRPP into a separate report, which is incorporated into the Faculty Staffing request process (see section IIIA.2) and accompanied by a narrative summary and ultimately, presentation of the request to the Faculty Staffing Committee (FSC). The FSC uses this report as part of the faculty prioritizing process for requesting new or replacement positions. The committee also refers to data from the recently adopted Enrollment Management System (EMS), which helps determine how many FTES will be served by specific positions (III.A.92). All positions are reviewed and ranked by the FSC in light of the goals and priorities set by the IPC and are then forwarded to the College president to affirm or change ranked priorities.

Planning for Non-Instructional Positions

As with faculty position requests, all non-instructional (i.e., classified staff and management positions) are included in the PRPP, where they are ranked by the supervising administrators and forwarded to the respective vice presidents, who compile their highest priorities within their own component area. Those priorities are reviewed by the IPC, which considers rationale, data analysis, compliance issues (e.g., licensing, health and safety) and urgency. Priorities that are deemed critical are funded through a reallocation of existing internal resources within a given component area either during budget development or after the beginning of the fiscal year. All position requests are connected back to the PRPP through the personnel requisition in the NEOGOV system (III.A.55). The source of funding must be identified and documented in order for each new position to be approved. Illustration III.A.18 summarizes the kind of considerations involved at the IPC level.

In 2014, the Strategic Plan was integrated into the staffing planning process. This allows the College to evaluate its staffing levels and provide the necessary support to meet the College's mission and purposes (III.A.2).

Illustration III.A.18 Excerpt from 2012-2013 IPC Report—Staffing

From the PRPP review by Component Administrators (i.e., vice presidents) to the linkage from planning through the PRPP process, review by the IPC is evident (III.A.93):

Component Administrators compiled what they considered to be the highest priorities for 2012-13 within their component area. Those priorities were reviewed by the Institutional Planning Council (IPC) during September 2012 and subsequently posted to the SRJC Planning website. Priorities judged to meet the urgency or compliance criteria were funded through a reallocation of existing internal resources within a given component area either during budget development or after the beginning of the 2012-13 fiscal year. The vast majority of priorities, however, remained unfunded because no new funds were available for distribution. In looking towards 2013-14, the District anticipates no improvement in the State's fiscal condition and that funding for community colleges will continue to be meager.

SELF EVALUATION

The College meets the Standard. Through the PRPP and IPC review processes, the College regularly assesses its human resources needs and priorities. The PRPP and several levels of dialogue and review ensure that all instructional and non-instructional staffing is firmly connected to institutional goals and budget considerations. The PRPP has been instrumental in the decision making process, providing a data-based, goal linked system for institutional decision making to help determine whether the College contracts during an economic downturn or expands in response to restored funding.

Standard III.A Human Resources**Actionable Improvement Plan**

| Standard | Plan | Responsibility | Implementation Date |
|-----------------|--|---|----------------------------|
| IIIA.1.b | Student learning outcomes assessment will be incorporated into the adjunct faculty evaluation process. | Negotiating teams for the All Faculty Association (AFA) and the District. | Fall 2017 |

Evidence:

Standard IIIA Human Resources Evidence

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|----------|---|----------|---|
| III.A.1 | Board Policy 1.0, Vision, Mission Statement, Values http://www.santarosa.edu/polman/1mission/1.1.pdf | III.A.19 | Public Safety Minimum Qualifications (Screenshot from NEOGOV) http://www2.santarosa.edu/f/?nDzxYzJW |
| III.A.2 | Sonoma County Junior College District (SCJCD) Strategic Plan, 2014-2019 http://www.santarosa.edu/administration/planning/pdfs/strategic-plan-2014-4-22.pdf | III.A.20 | Board Policy and Procedure 4.3.11/4.3.11P: Management Equivalency http://www.santarosa.edu/polman/4person/4.3.11.pdf http://www.santarosa.edu/polman/4person/4.3.11P.pdf |
| III.A.3 | Program and Resource Planning Process (PRPP) Website http://goo.gl/n9F0jG | III.A.21 | Board Procedure 4.3.9P, Classified Hiring http://www.santarosa.edu/polman/4person/4.3.9P.pdf |
| III.A.4 | Institutional Master Plan http://www.santarosa.edu/administration/planning/college-initiatives.php | III.A.22 | Management Team Hiring 4.3.1P http://www.santarosa.edu/polman/4person/4.3.10P.pdf |
| III.A.5 | Human Resources Homepage http://www.santarosa.edu/hr/ | III.A.23 | Faculty Hiring, Regular and Adjunct 4.3.2P http://www.santarosa.edu/polman/4person/4.3.2P.pdf |
| III.A.6 | Board Policy Manual, Section 4, Human Resources http://www.santarosa.edu/polman/4person/index.php | III.A.24 | Candidate Screening Form, Faculty (Example) http://www2.santarosa.edu/f/?nAvGwZv |
| III.A.7 | Board Policy 3.27, Faculty Professional Development http://www.santarosa.edu/polman/3acadpro/3.27.pdf | III.A.25 | Interview Request Form and Interview Record Sheet http://www.santarosa.edu/hr/forms-linked/InterviewInfoForm%20-%202012.pdf http://www2.santarosa.edu/f/?nCTFHLyV |
| III.A.8 | Board Policy 8.2.1, Non-Discrimination http://www.santarosa.edu/polman/8stuserv/8.2.1.pdf | III.A.26 | Board Procedure 4.3.2bP, Equivalency of Faculty Qualifications http://www.santarosa.edu/polman/4person/4.3.2bP.pdf |
| III.A.9 | All Faculty Association (AFA)/District Contract, Article 16, Hourly Assignments, 16.04.A.3, "Special Expertise and Experience" http://www.santarosa.edu/afa/Contract/Articles/art16.pdf | III.A.27 | AFA/District Contract 2014-2019, Article 27, Salary Placement, Section 27.01.C.2, Equivalency Evaluation http://www.santarosa.edu/afa/Contract/Articles/art27.pdf |
| III.A.10 | Hiring Process Overview http://www.santarosa.edu/hr/PDFs/HiringProcedureOverview.pdf | III.A.28 | Board Procedure 2.2P, Management Guidelines and Procedures, Section VII A, Evaluation http://www.santarosa.edu/polman/2govern/2.2P.pdf |
| III.A.11 | Board Policy 4.1, Statement of Purposes http://www.santarosa.edu/polman/4person/4.1.pdf | III.A.29 | Memo of Understanding (MOU): Faculty Evaluation Pilot http://www.santarosa.edu/afa/Contract/MOU/mou_14_pilot_fa11-su12.pdf |
| III.A.12 | Service Employees International Union (SEIU) Local 1021/District Contract, Article 4, Evaluations and Personnel Files http://www.santarosa.edu/seiu/pdf/13_14_contract/index.html | III.A.30 | Distance Education Guidelines for Evaluation http://www.santarosa.edu/afa/Misc/guide_for_evaluating_online_instruction.pdf |
| III.A.13 | AFA/District Contract 2014-2019, Articles: Article 14A, Regular Faculty Evaluation; Article 14B, Adjunct Faculty Evaluation; Article 30, Tenure Review http://www.santarosa.edu/afa/articles.shtml | III.A.31 | Approved District Tenure Review and Evaluation Committee (DTREC) Recommendation, February 5, 2013 http://www2.santarosa.edu/f/?nCQPPLfI |
| III.A.14 | Human Resources Website: Employment Opportunities (Screenshot) http://www2.santarosa.edu/f/?nEwDJSMI | III.A.32 | Student Learning Outcomes (SLO) Website http://www.santarosa.edu/slo/ |
| III.A.15 | JobElephant.com http://joelephant.com/ | III.A.33 | AFA/District Contract, Article 17, Job Descriptions, Section 17.02 http://www.santarosa.edu/afa/Contract/Articles/art17.pdf |
| III.A.16 | The Registry https://www.cccregistry.org/recruit_events/eventDetails.aspx?eventID=70 | III.A.34 | AFA/District Contract, Article 14.A, Regular Faculty Evaluations, Section 14.A.10.b.1 http://www.santarosa.edu/afa/Contract/Articles/art14A.pdf |
| III.A.17 | College Initiatives and Component Goals 2013/2014 http://goo.gl/VKGGZU | III.A.35 | Observation Report, Instructional http://www2.santarosa.edu/f/?nDNGCJKA |
| III.A.18 | Minimum Qualifications for Faculty and Administrators in Community Colleges http://goo.gl/TRo1QN | | |

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| III.A.36 | Board Procedure 3.9.1P, Course Syllabi http://www.santarosa.edu/polman/3acadpro/3.9.1P.pdf | for NEOGOV's Online Hiring Center, pages 2-7 http://www2.santarosa.edu/f/?nDz0vwPU |
| III.A.37 | Management Team Performance Appraisal, Supervisor Summary http://www2.santarosa.edu/f/?nAyHKMHw | III.A.56 2012/2013 Component Administrators' PRPP Review http://www2.santarosa.edu/f/?nDSUFUVU |
| III.A.38 | Classified Evaluation Form http://www2.santarosa.edu/f/?nDBwCBJP | III.A.57 SRJC Web Access to Board Policy Manual through Human Resources Website (Screenshot and link) http://www2.santarosa.edu/f/?nBAEIOME http://www.santarosa.edu/polman/4person/index.php |
| III.A.39 | Academic Senate Resolution, Student Learning Outcomes, September 18, 2013 http://www.santarosa.edu/slo/assets/SLO-Assessment-Resolution-F2013.pdf | III.A.58 Job Description, Vice President of Human Resources http://goo.gl/li6HhM |
| III.A.40 | Board Policy 0.22. Code of Ethics for Board Trustees http://www.santarosa.edu/polman/0bylaws/0.22.pdf | III.A.59 Board Policy 8.2.1, Non-Discrimination http://www.santarosa.edu/polman/8stuserv/8.2.1.pdf |
| III.A.41 | Board Policy 0.25, Conflict of Interest Code http://www.santarosa.edu/polman/0bylaws/0.25.pdf | III.A.60 ADA (Americans with Disabilities Act) and Accessibility Website http://www.santarosa.edu/hr/ADA/index.shtml |
| III.A.42 | Board Procedures 2.2P, Management Guidelines and Procedures http://www.santarosa.edu/polman/2govern/2.2P.pdf | III.A.61 Equivalency Review Sheet http://www.santarosa.edu/hr/forms-linked/EquivReviewSheet%20-%20BD.pdf |
| III.A.43 | Board Policy 2.6.2, Academic Senate Professional Ethics Code http://www.santarosa.edu/polman/2govern/2.6.2.pdf | III.A.62 SEIU/District Contract http://www.santarosa.edu/seiu/pdf/12_13_contract/index.html |
| III.A.44 | Classified Employees Code of Ethics http://www2.santarosa.edu/f/?nASxRyzN | III.A.63 AFA Contract http://www.santarosa.edu/afa/articles.shtml |
| III.A.45 | Board Policy and Procedure 3.11/3.11P, Academic Integrity http://www.santarosa.edu/polman/3acadpro/3.11.pdf http://www.santarosa.edu/polman/3acadpro/3.11P.pdf | III.A.64 California Federation of Teachers Contract http://www.santarosa.edu/hr/PDFs/CFTUnitBContract.pdf |
| III.A.46 | Student Standards of Conduct http://www.santarosa.edu/for_students/rules-regulations/scs/section1.shtml | III.A.65 Board Procedure 2.2P, Management Guidelines and Procedures, Section II, Management Team Liaison Group http://www.santarosa.edu/polman/2govern/2.2P.pdf |
| III.A.47 | PRPP Writer's Guide, Section 2, Resources (highlighted areas in document) http://www2.santarosa.edu/f/?nBLyJSID | III.A.66 Board Policy 4.14, Guide to Complaint and Grievance Processes http://www.santarosa.edu/polman/4person/4.14.pdf |
| III.A.48 | Faculty Obligation Number (FON), California Community Colleges Chancellor's Office http://goo.gl/ikFqyZ | III.A.67 Board Policy and Procedures 2.5/2.5P, Governance and the Committee System http://www.santarosa.edu/polman/2govern/2.5.pdf http://www.santarosa.edu/polman/2govern/2.5P.pdf |
| III.A.49 | SRJC Academic Senate Resolution, Full-Time Faculty, October 19, 2011 http://www2.santarosa.edu/f/?nDKPIYHR | III.A.68 NEOGOV Application Requirements (Screenshot, Consumer and Family Studies) http://www2.santarosa.edu/f/?nCwUWZB |
| III.A.50 | Faculty Staffing Committee https://bussharepoint.santarosa.edu/committees/faculty-staffing/ | III.A.69 Accreditation Employee Survey 2007 http://goo.gl/TvAz79 |
| III.A.51 | Faculty Staffing Committee Guidelines and Timelines for Faculty Staffing Request Process http://www2.santarosa.edu/f/?nDEBUFBw | III.A.70 Accreditation Employee Survey 2013 http://goo.gl/ywUh8n |
| III.A.52 | Regular Faculty Recruitment Planning Guide http://www2.santarosa.edu/f/?nAMJUVSP | III.A.71 Staff Resource Center Website, Menu of Activities http://www.santarosa.edu/src/menuOfActivities_current.html |
| III.A.53 | Fall 2014 Adjunct Pool Recruitment, Human Resources Department Email, August 20, 2014 (Screenshot) http://www2.santarosa.edu/f/?nBGQB0ZS | III.A.72 English Department Work of Literary Merit, Spring 2014: The Brief Wondrous Life of Oscar Wao http://www.santarosa.edu/media/wolm/2014-spring-wolm.html |
| III.A.54 | Re-engineering Website (Institutional Planning Archives) http://www.santarosa.edu/administration/planning/re-engineering-sjcd.php | III.A.73 SRJC Arts and Lectures Website http://www.santarosa.edu/communityeducation/arts-and-lectures/ |
| III.A.55 | NEOGOV Requisition Description, Training Guide http://accreditation.santarosa.edu/ | III.A.74 SRJC Black History Month Speaker, Willie Brown https://www.youtube.com/watch?v=kZYu9JbNcLU |
| | | III.A.75 Disability Awareness award by Sonoma |

County Mayors' Committee on Employment of People with Disabilities
<http://sonomacountymayorscommittee.com/recognition/>

- III.A.76 **Equal Employment Opportunity Plan (Draft), 2014**
<http://www2.santarosa.edu/f/?nBKNNWFD>
- III.A.77 **Integrated Postsecondary Education Data System (IPEDS)**
<http://goo.gl/Y87etx>
- III.A.78 **2013 SRJC Fact Book, Employee Demographics**
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf
- III.A.79 **SRJC Insider (Online Newsletter)**
<http://www.santarosa.edu/insider/d/?INSIDER.SEPT15-30.2014.pdf>
- III.A.80 **Chronicle of Higher Education, July 22, 2013**
<http://chronicle.com/article/great-colleges/140369#id=big-table>
- III.A.81 **Chronicle of Higher Education, July 21, 2014**
<http://chronicle.com/article/Great-Colleges-To-Work-For/147387/#id=big-table>
- III.A.82 **Reading Apprenticeship Announcement, Fall 2014**
<http://www2.santarosa.edu/f/?nARMRyAZ>
- III.A.83 **Professional Development Committee**
<https://bussharepoint.santarosa.edu/committees/pdc/SitePages/Committee%20Home%20Page.aspx>
- III.A.84 **Professional Development Learning Pathways**
<http://www.santarosa.edu/src/pathways.html>
- III.A.85 **Orientation programs for New Employees** <http://www.santarosa.edu/src/orientation.html>
- III.A.86 **Academic Affairs Training Series**
<http://www2.santarosa.edu/f/?nCGFJNXZ>
- III.A.87 **New Faculty Orientation and Workshop Schedule, August 2014**
<http://www2.santarosa.edu/f/?nDALRzKv>
- III.A.88 **Staff Development Needs Assessment Survey (with results)**
<http://www2.santarosa.edu/f/?nAGUNKZz>
- III.A.89 **Workshop Evaluation Form**
<http://www2.santarosa.edu/f/?nCEP0vXN>
- III.A.90 **2013 Orientation (Faculty and Classified) Evaluation Results**
 Adjunct Faculty: <http://www2.santarosa.edu/f/?nCKyCXPg>
 New Full-time Faculty: <http://www2.santarosa.edu/f/?nENzYEFp>
 Classified: <http://www2.santarosa.edu/f/?nBWylRPv>
- III.A.91 **Spring 2014 PDA Day Summary**
<http://www2.santarosa.edu/f/?nEEUyTXL>
- III.A.92 **Enrollment Management System (EMS) Guide, 2014**
<http://www2.santarosa.edu/f/?nEKxyJEA>
- III.A.93 **President's Cabinet Rankings of Faculty Positions** Link does not work
<http://online.santarosa.edu/presentation/schedule/?6145>