

Standard IV Leadership and Governance



SANTA ROSA JUNIOR COLLEGE



Our Values

We value *Compassion* that includes:

- Helping students develop a vision for their lives
- Civic engagement opportunities that contribute to real world problem solving
- Empathy to identify the challenges and address the needs of others
- Collaborative leadership



SANTA ROSA JUNIOR COLLEGE



Standard IV Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1.

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College's institutional leaders throughout the organization are committed to a systematic and collaborative decision-making process that inspires and supports empowerment, innovation and institutional excellence. This was most recently reflected in the process that was developed to include all voices and views in the planning and developing of the Strategic Plan from launching to completion. As the College president stated near the conclusion of the effort, "The process to develop this plan has been transparent, inclusive, participatory, and collaborative" (IV.A.1).

The strategic planning process engaged over 400 faculty, staff, administrators, students, community partners, and Board trustees in developing the Sonoma County Junior College District's (SCJCD) District-wide strategic plan. This plan emerged under the guidance of the task force that encouraged all who volunteered to participate in the process. There were full day planning retreats, workshops during Professional Development Activity days, surveys, and Community Conversations held in four different locations in the county.

Inclusivity and Empowerment

The College's culture of inclusivity and respect for diversity and ideas is well represented in the values that emerged as a key component of the Strategic Plan. Through a broad based process, the College collectively developed eight core values, listed in Illustration IV.A.1. The values emphasize "we" and articulate the importance of innovation, academic excellence, community, and compassion.

Illustration IV.A.1: SRJC Values

Our Values

We value *Learning* that includes:

- Excellent and innovative instruction and support services
- A learning- and learner-centered environment
- A welcoming physical environment
- A caring and supportive attitude among faculty and staff
- Access to programs and courses that lead to transfer and/or gainful employment

We value *Academic Excellence* that includes:

- Academic freedom balanced with academic responsibility, integrity and ethical behavior
- Effective and transparent communication with information being shared in a timely fashion
- Collaboration in continuous quality improvement of SRJC's programs and services

We value *Sustainability* that includes:

- The teaching of sustainability principles and concepts
- Research on sustainable development projects/ issues
- Incorporating ecological values and practices in the District's operations
- Support and promotion of sustainability efforts in our community
- Fiscal solvency and stability

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

We value *Community* that includes:

- Community partnerships and advocacy for workforce and economic development
- Cultural enrichment opportunities
- Lifelong learning

We value *Beauty* that includes:

- Well-maintained and aesthetically pleasing facilities and grounds
- Holistic wellness
- Joy in learning and work

We value *Compassion* that includes:

- Helping students develop a vision for their lives
- Civic engagement opportunities that contribute to real world problem solving
- Empathy to identify the challenges and address the needs of others
- Collaborative leadership

We value *Innovation* that includes:

- Creativity, openness and risk taking
- Multiple perspectives
- Response to demographic, global, and technological changes

We balance and integrate core values to assure the success of our diverse learning communities.

Shared Governance

Recognizing that a broad array of perspectives is required to make informed decisions and plans, the College has established systematic participative processes to ensure that stakeholders have multiple opportunities to engage in meaningful dialogue about how to improve institutional quality.

The governance system in the Sonoma County Junior College District is derived from four sources (IV.A.2):

- It is organized around a standing committee system and professional academic traditions that reach deep into the history of the District.
- It is based on State and Federal legislative directives and the California Education Codes.
- It is structured to allow for participatory governance, which is the collective responsibility of the four constituent groups (faculty, administration, classified staff, and students) and the Board of Trustees.
- SRJC's standing committee system works together in the interest of shared governance. Policy and Procedure 2.5 and 2.5P, Governance and the Committee System, identify the standing committees, councils, advisory committees and Academic Senate consultation committees for the SCJCD, including their functions, membership composition, and chairpersons.

While the basic structure and composition of College governance committees is well established, the guiding policies are still open for improvement. For instance, one of the recent changes to ensure meaningful dialogue and classified participation occurred in spring 2014. The College president approved increased release time to be allocated to the Classified Senate president to ensure that the individual in this position would participate in weekly committee and council meetings. Also, the committee

structure was changed to allow the Classified Senate president a permanent position on the Institutional Planning Council (IPC), Program and Resource Planning Process (PRPP) Coordinating Committee, College Council, and President's staff. This has helped to leverage equity between the constituent groups.

The College's support for leadership and shared governance among its constituents was demonstrated in 2014 by two statewide recognitions. First, SRJC's student trustee was elected as the statewide president of California Community College Student Senate. In the same year, the past president of Classified Senate was elected as president-elect of the California Community College Classified Senate.

Ongoing, Collegial Dialogue

The College's goal to involve all constituent groups in the ongoing, collegial dialogue about improvement of student learning and institutional effectiveness is addressed through its homepage, Facebook account, Insider online publication, faculty and student portals, and college wide emails. Face-to-face participation is encouraged through Professional Development Day (PDA) keynote addresses, workshops on PDA days and throughout the year, and community activities such as Day Under the Oaks. Additionally, information about shared governance matters is widely circulated, and aside from formal governance structures, the faculty, staff, administrators and students are able to communicate openly and freely on a regular basis through ad-hoc and standing committees, department meetings, informal, interest-based meetings such as Faculty Inquiry Groups, and department or committee retreats.

Surveys are utilized on a regular basis to assess faculty, management, and staff understanding of governance, the Program Review Planning Process (PRPP), and institutional effectiveness. Feedback is also requested as a means of continuous quality improvement. Comparative employee

Illustration IV.A.2 Governance Survey Comparison Results

PERCENTAGE REFERS TO RESPONDENTS THAT AGREE WITH THE STATEMENT	2011	2013
I am aware of my opportunity to participate in committees at the College.	90%	93.30%
I have an opportunity to participate in committees at the College.	78%	91.10%
I have opportunities to participate in key institutional decisions.	46%	86.40%
Overall, I feel informed and aware of SRJC planning matters that affect me.	59%	88.60%
I am encouraged to take initiative in improving the services in which I am involved.	69%	93.30%

surveys conducted in 2011 and 2013 reflect a self-reported increase in knowledge and understanding regarding governance matters (IV.A.3, 4). As shown in Illustration IV.A.2, there was a 3.1 percent increase in awareness of opportunities to participate in committees, a 13.1 percent increase in the ability to participate in committees, a 40.4 percent increase in the ability to participate in key institutional decisions, and a 29.6 percent increase in awareness about how planning matters affect faculty and staff.

A Systematic, Participative Process in Action

In October 2012, under the leadership of a new College president, along with the Board of Trustees and the past president of the Academic Senate, SRJC began an 18-month long process to build the framework for the Strategic Planning Task Force (SPTF). Illustration IV.A.3 lists the specific goals and the work group organization.

Each of the work groups identified stakeholders, implemented plans for continuous communications, and scheduled updates and forums to inform the College and build on a sense of community and participation. This process, still a live and continuing work in progress, is illustrated in its comprehensive, user-friendly website, which provides an overview of the Task Force, documentation of work group activities, a resource page for inspiration, a public and student discussion board, and updates on progress (IV.A.1).

As the vision, mission, values, goals, objectives, and strategies are institutionalized in 2014/2015, College leaders will begin linking the function of their respective governance bodies and committees to the Strategic Plan's values and goals.

A Culture of Innovation

Within an environment of collegiality and positive leadership, as found at SRJC, innovation thrives. Sometimes through necessity, sometimes supported by external

Illustration IV.A.3 Goals and Organization of the Strategic Planning Process

The task force, composed of administrators, faculty, and classified staff, was charged with:

- Developing and recommending a set of principles, a timeline, an organizational structure and work products of the planning process, including stakeholder involvement and communications strategies;
- Facilitating, monitoring and evaluating progress of work groups and the overall process; and,
- Recommending a final proposed plan to the president for consideration by the Board of Trustees.

Within the framework of the Strategic Planning Taskforce, work groups were created:

1. Continuous Communications
2. Stakeholders/Outreach
3. Environmental Scan and Data Gathering
4. Vision, Mission, Values
5. Goals, Objectives, Strategies
6. Evaluation

Illustration IV.A.4 Innovation Thrives at SRJC

- Informal "TED" types of talks (the "Salon") were initiated by a faculty member through departmental and then interdepartmental discussions.
- Curriculum development, in contextualized math and English courses, included enhancing a pilot project for culinary math with animation, multimedia, and simulation. This was made possible through Carl D. Perkins Vocational and Technical Education Act (Perkins) grants.
- Through the California Community Colleges Success Network (3CSN), SRJC's team initiated a campus-wide "Ask Me" program and English and Math Placement Test "Jams" (test preparation workshops).
- In an effort to remain a cutting edge institution despite budget challenges, SRJC Libraries became the first of the California Community College libraries to beta test and offer the EBSCO Discovery Service, a Google-like search interface that dramatically increases student access to information, regardless of location or format.
- Through the Online College Project, faculty are offered stipends to create and teach online versions of General Education courses. Over the past five years, over 25 online courses have been launched.

funds, and sometimes generated through informal “what if?” conversations, SRJC has many examples of new ideas implemented in a variety of venues including those in Illustration IV.A.4.

Innovation is recognized through the Academic Senate Faculty awards, Classified Senate awards, the internal employee newsletter *The Insider*, Academic Affairs Update emails, and other communications (IV.A.5). The College further supports innovation by helping faculty and staff in applying for grants efforts through the Dean of Instruction and Strategic Program Development, who regularly alerts faculty and staff about grant opportunities and assists them in the application process. This kind of support has led to the College’s success in obtaining the Gateway to College grant, the High School Equivalency Program (HEP) grant, and most recently, a Federal Title V grant for Hispanic Serving Institutions (HSI).

SELF EVALUATION

The College meets the Standard. The structure for participatory governance at SRJC is documented, systematic, and inclusive. It is well established and involves all constituent groups—administrators, faculty, classified staff, and students. Surveys indicate that nearly all employees are aware of opportunities within shared governance roles. Within this context, the College encourages innovation and takes pride in the resulting accomplishments of faculty, staff and administrators.

IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

DESCRIPTIVE SUMMARY

SRJC faculty, staff, students, and administrators are strongly committed to a shared governance structure. This commitment is represented in two sets of policies and procedures in section 2.0, District Governance, of the Policy Manual.

- Policy 2.1 and Procedure 2.1P, Development and Adoption of District Policies and Administrative Procedures, describe the steps, constituent groups, and sequence involved in the creation and revision of policies. (IV.A.6).
- Policy 2.5 and Procedure 2.5P, Governance and the Committee System, define the constituent groups, the means for accessing information about each, and the relationship among them in institutional decision making processes. (IV.A.2).

This collegial governance system honors collaborative participation between all representative members of the College in planning for the future and in developing the policies, procedures, and recommendations that govern the College. The written policies are reviewed and updated regularly and comply with ACCJC Standards, the Education Code, and Title 5 regulations.

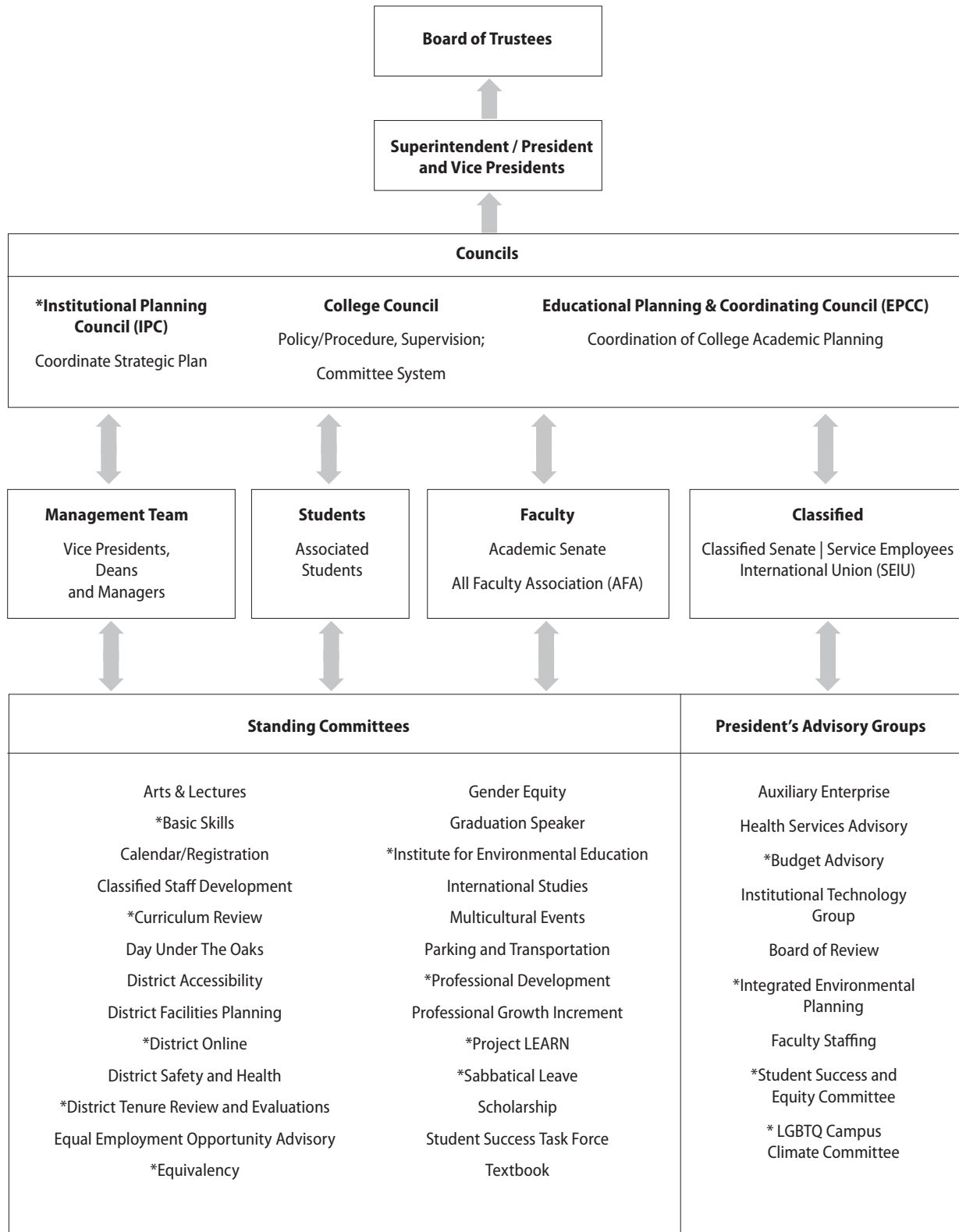
Broad Participation in Decision-Making Processes

Policy and Procedure 2.1/2.1P, Procedures for Developing Board Policies and Administrative Procedures, outline the process by which ideas and recommendations are made and reviewed, moving from their origination within a constituent group through the final Board of Trustees approval. The collegiality, transparency, and organization of this process were well demonstrated in 2012/2013 and 2013/2014, when all policies were reviewed in order to update review policy, update procedures and standardize and clarify the language of the Board Policy Manual. An editor was engaged to establish a clear and uniform tone. All policies and procedures were vetted by the District constituent groups according to Policy and Procedure 2.1/2.1P, resulting in substantive changes in some areas, technical revisions in others, and mutual agreement that no changes were necessary in the remaining.

Illustration IV.A.5

SRJC Participatory Governance Organization Chart

Participatory Governance Organization Chart Santa Rosa Junior College



The extent of the revisions is listed with each policy and revision in terms of the date and category:

- Category 1: No change
- Category 2: Technical change
- Category 3: Substantive change
- Category 4: Splitting/combining/eliminating policy and/or procedure (non-substantive content changes).

Of note is the fact that Policy and Procedure 2.1/2.1P themselves went through Category 3 changes in order to update constituent groups, ensure inclusivity and to clarify and confirm the role of College Council in all policy recommendations.

Constituent Groups

The College provides numerous mechanisms and venues for its four constituent groups—faculty, staff, administrators, and students—to provide input into college wide decisions. Standing Committees and Councils, the President’s Advisory Committees, Senate Consultation committees, and other representative groups offer avenues for participation by any individual or group. All constituent groups, councils and committees share the responsibility of acting together in recommending policies and procedures that will guide the College toward its goals and ensure that it fulfills its mission.

Policy and Procedure 2.5 and 2.5P identify the standing committees, councils, advisory committees and Academic Senate consultation committees and describe their functions, membership composition, and chairpersons. Currently, the College has:

- 3 Councils, which coordinate specific aspects of institutional planning
- 8 President’s Advisory Groups
- 26 Standing Committees
- 9 Senate consultation committees that are also Standing Committees
- Constituent groups
 - o Administrative—Management Team
 - o Faculty—Academic Senate, All Faculty Association (AFA), and California Federation of Teachers (CFT)
 - o Classified Staff—Classified Senate and Service Employees International (SEIU)
 - o Students—Associated Students

The relationship of the groups is shown in Illustration IV.A.5. Not listed on the chart, but included in all appropriate discussions regarding policies and procedures, are: the Department Chairs Council/Instructional Managers (DCC/IM); the Academic Affairs Council (AAC) of academic deans; the Student Services Council (SSC) for managers of Student Services areas; the Petaluma Faculty Forum (PFF); and the President’s Cabinet, consisting of the Vice Presidents and specific area managers.

The primary participatory governance body in the District is SRJC’s College Council, which includes representatives of faculty, classified staff, administrators and students. Its function condensed from Procedure 2.5P, is described on its Committee homepage (IV.A.7):

The College Council is the highest policy recommending body in the District. The Council must involve and utilize the opinion of all constituent groups. Given the Council’s position in the governance structure, the specific areas of responsibility can be delineated as follows:

1. *College Council is responsible for the review and supervision of all District committee systems.*
2. *The Council serves as the final “review” body for all policy recommendations emanating from District committees.*
3. *The Council remains the highest policy articulation group for the District, and therefore must ensure that all District constituencies have had adequate participation in the formation of policy issues.*

In addition to its key role in District policy and procedure development, the College Council closely monitors the college committee system. Every two years College Council requires each committee to review its purpose, membership, meeting dates and times, and also report goals and accomplishments. During the 2010-12 academic year, the Council reviewed all Standing and President’s Advisory Committees, including each committee’s charge and membership structure. Each committee’s information is placed on its own designated Committee homepage and includes: purpose, structure, meeting dates and times, and links to agendas, minutes, and any other key documents so that all constituent groups can more closely follow the activities within the shared governance structure. The web site also contains a calendar of committee meeting times to facilitate participation.

To support the smooth functioning of the shared governance system, the College Council prepared a Committee System’s Best Practices document that is distributed each fall to all committee appointees. The intent of this document is to clarify expectations for committee members and provide consistent guidance (IV.A.8).

Illustration IV.A.6**Formation of Policy, Procedure, and Committee Regarding Textbook Selection**

In accordance with Policy and Procedure 2.1 and 2.1P, the development of Policy 3.19 and Procedure 3.19P pertaining to textbook selection demonstrate the process for formulation of policy and procedure and the inclusivity of multiple participant groups in the decision making process.

**Spring 2012**

Following internal discussions, Associated Students Senate representatives meet with College Council to request revisions to policy 3.19, Textbooks, and the establishment of an accompanying procedure. The Vice President of Academic Affairs and the Academic Senate President assist in forming an ad-hoc committee to review the request.

The Dean of Learning Resources and Education Technology and chair of Library and Information Resources formed an ad hoc committee whose membership include faculty and student representatives. The ad hoc committee created an updated policy and new procedure to include textbook rental information, ADA requirements and new requirements from the California Education Code.

Spring 2013

The Academic Senate, All Faculty Association (AFA) and Associated Student Senate present the new Policy and Procedure to the College Council and recommend it be sent to the Board of Trustees for approval.

Spring 2014

The College Council recommended a new Standing and Academic Senate Consultation Committee—Textbook and Instructional Materials Committee—to the Board of Trustees. This committee will monitor and assist in the implementation of Board of Trustee policy 3.19/3.19P to address the selection, submissions and student access to textbook and instructional materials. Committee membership includes: administrators, faculty, classified staff, and students. The Committee was included as part of the Board's approval of revised Policy and Procedure 2.5/2.5P.

Specific Processes for Working Together

The various committees and councils work within their group, among each other, and through College Council to discuss issues, resolve problems, and recommend policies for adoption by the Board of Trustees. Illustrations IV.A.6 and IV.A.7 show how the process has been applied to both the academic and the operational components of SRJC. The abbreviated excerpt from Procedure 2.1P summarizes the institutional guidelines for individuals and groups to initiate changes to policies and procedures.

1. Obtain current Word version current version of policy/procedure (P/P) from Vice President of Academic Affairs (VPAA).
2. Submit proposed version with edits clearly indicated to VPAA executive assistant.
3. Attend College Council meeting to determine which constituent groups should review P/P.
4. Meet with all designated constituent groups (Associated Students, Academic Senate, Classified Senate, Department Chairs Council/ Instructional Managers, etc.), document feedback and edit accordingly.
5. Submit final edited version to VPAA and prepare for final review at College Council.
6. Once approved, College Council will forward new version to College president for review by Board of Trustees.
7. Component administrator who oversees that section of the Policy Manual will place P/P on Board agenda for approval.
8. After Board approval, VPAA sends college wide email regarding new or revised P/P.

SELF EVALUATION

The College meets the Standard. There are clearly defined, regularly reviewed written policies and procedures that are consistently implemented to ensure participation by all constituents in the College in decision-making processes. The College has organized its governance system to invite and include representation of and dialogue among faculty, classified staff, students and administrators.

Illustration IV.A.7 Revision of Policy 6.8.2 and Procedure 6.8.2P, District Injury and Illness Prevention Program

The revision was introduced as a new item on the agenda of the District Safety and Health Committee (IV.A.9). Over the next year and a half, following Procedure 2.1P, the revision was reviewed and commented upon a minimum of two times by each of the following groups:

- District Safety and Health Committee
- College Council
- Academic Senate
- AFA (bargaining unit)
- Classified Senate
- SEIU (bargaining unit)
- Management Team
- Department Chair's Council/ Instructional Managers (DCC/IM)
- Petaluma Faculty Forum (PFF)
- Student Senate
- Board of Trustees (initial review/final approval)

Each time feedback was received, the policy was re-edited as necessary. The revision was completed by approval of the Board of Trustees on June 11, 2013. The time frame was one year, seven months, 23 days including the end date.

Standard IV.A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTIVE SUMMARY

As outlined in Standard IV.A.2, the College has policies that describe the roles that faculty, administrators, classified staff, and students have in relation to institutional policies, planning, and the budget. Faculty and academic administrators have primary roles regarding student learning programs, while all constituencies have a voice in general institutional policies, planning, and budget. Illustration IV.A.7 demonstrates the organization process behind creating and changing institutional policies.

Faculty

Through shared membership in major institutional advisory committees, including College Council, Institutional Planning Council (IPC) and Educational Coordinating and Planning Council (EPCC), faculty leaders regularly review and assign appropriate topics and decisions to the Academic Senate or to the faculty unions, All Faculty Association (AFA) or California Federation of Teachers (CFT). Specifically, academic matters are referred to the Academic Senate and working conditions are referred to the unions. The roles of the Academic Senate and the bargaining unit representatives are outlined in policies and procedures 2.1, 2.1P, 2.5, and 2.5P, as well as the collectively bargained contracts (IV.A.10).

Faculty, appointed by the Academic Senate Executive Council, comprise at least half the membership of most committees. All Academic Senate consultation committees are co-chaired by faculty. The Academic Senate president co-chairs IPC and EPCC and attends meetings of the President's Cabinet, College Council, the Curriculum Review Committee, and several other committees. The AFA president takes a similar role in regards to committees. Both the Academic Senate and AFA maintain extensive websites. A report by the president of the Academic Senate is included on the agenda of all regularly scheduled Board of Trustees (BOT) meetings.

Administration

Participatory governance goals as well as individual responsibilities for administrative leadership are outlined in the Policy Manual, Section 0.0, Bylaws of the Board of Trustees, Policy; Procedure 2.2/ 2.2P, Management Team Responsibilities, Guidelines, and Procedures; and Policy and Procedure 2.5/2.5P, District Governance (IV.A.11). Management employees, as described in Policy 2.2, "are those individuals collectively responsible for promoting educational leadership, formulating and recommending District policies and procedures, administering District programs, and supervising District employees." In this role, and through the Academic Affairs Council, DCC/IM, Student Services Council, Management Team, President's Staff, and President's Cabinet, administrators demonstrate their collective leadership. With nearly every Council and Standing Committee including administrative representation, often nearly half of all managers are involved in substantive but collegial roles in College policy and operations.

Classified Staff

Classified staff are invited to participate as members of committees and in College events and activities throughout the year. The Classified Senate and the collective bargaining unit, the Service Employees International Union (SEIU) Chapter 1021, collaboratively make individual classified staff appointments to College committees, including hiring committees. The Classified Senate and SEIU maintain web pages on the College's website to publicize statewide news concerning classified employees, events, and activities and to display agendas and minutes of meetings.

The Classified Senate president has a prominent role within the College. This individual, along with the College president and the president of the Academic Senate, address the all-District general session during PDA Day each fall. A report by the president of the Classified Senate is listed on the agenda of all regularly scheduled Board meetings. In addition, the Classified Senate President is a member by position on College Council, IPC, and Program Review Planning Process (PRPP) Coordinating Committee as a part of the participatory governance system for all the other areas not covered by the contract with SEIU. The Classified Senate president also attends meetings of the President's staff.

Illustration IV.A.8**Changing Existing Policy in Response to Constituent Generated Concerns**

Background: In 2009, initiated by students and faculty, major revisions were made to the District Smoke-Free Environment Policy and Procedure Guidelines (6.8.6/P) to prohibit smoking on all District property. (Prior to this, a less restrictive policy allowed smoking in some designated locations on campus.) With the introduction of electronic cigarettes, the College had to deal with a new situation and instituted further changes to the policy to include e-cigarettes in the policy and procedures.

**Fall 2011**

The Director of Student Affairs is approached by a student asking for clarification regarding the College's rules in relation to the use of electronic cigarettes (e-cigarettes).

The Director of Health and Safety Committee (DHSC) confirmed that the 2009 policy included tobacco-related products, thereby preventing the use of e-cigarettes on campus.

Spring 2012

Continued confusion on the use and safety of e-cigarettes prompts the DHSC to make a recommendation, based on research, that clear language specifically banning e-cigarette use on campus should be incorporated into the smoke-free policy/procedure 6.8.6/6.8.6P.

Fall 2012

DHSC proposes changes to the current policy and procedure to College Council. Per Policy and Procedure 2.1/2.1P, constituencies review and confirm the recommendation.

Revised policy/procedure is submitted to the Board of Trustees.

January 2013

New version of Policy and Procedure 6.8.6/P is linked onto the website and advertised through e-mail communication to college community members at all locations.

Students

The Education Code and Title 5 regulations outline the rights of students in the College's governance process, and these rights are reiterated in Board Policy and Procedure 2.5 and 2.5P. Students are offered positions on most committees, and all councils and appointments are made through the Associated Students within the Student Senate structure. Both the Associated Students president and the student Board of Trustees member serve on College Council. The president of the Associated Students also serves on IPC. A report by the President of the Associated Students is placed on the agenda of all regularly scheduled Board meetings and students elect one student to sit as a member on the Board each year. While the strongest leaders among students tend to be those who complete their program requirements within two years and then transfer, SRJC has had a good history of talented and articulate students heading up the student government and participating in the main committees during their time of attendance. Participation in Planning and Budget

SRJC maintains an integrated budget planning process through the PRPP, which is guided by the vision, mission, values, and goals and, prior to 2014, College Initiatives.

The PRPP, described in depth in Standard I and referred to throughout this document, has followed a consistent and inclusive process even though the College has shifted from College Initiatives to the goals and objectives of the new Strategic Plan. In both cases, the IPC, the District's highest level shared governance planning committee, oversees the PRPP. In the past, IPC annually reviewed the College Initiatives to affirm alignment between the vision, mission, and current planning priorities for the District, and a similar review process is now being applied to the new goals and objectives of the Strategic Plan.

The PRPP represents the input and consideration of all constituent groups, though faculty, via department chairs, and management are primarily responsible for organizing the information, interpreting the data and narrating the report from their departments or units before recommendations move to IPC for process review.

SELF EVALUATION

The College meets the Standard. The organizational structure for participatory governance clearly supports and encourages college wide participation in and input from faculty, staff, administrators and students. The College has procedures to ensure that faculty, staff, administrators and students have defined roles and multiple opportunities to participate in decision-making processes. Committees, councils and other organized groups allow all constituencies a substantive voice in appropriate areas, including policies, planning and the budget. The College has many examples where policies and procedures have led to improvement of institutional practices.

IV.A.2.b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTIVE SUMMARY

As mentioned in II.A.2.a, faculty and administrators play a significant part in developing recommendations concerning student learning programs and services through constituent groups, councils and various standing and advisory committees. The number of faculty and administrators on any group related to academic programs is ensured through regular review and approval by the College Council.

Faculty Representation

Academic Senate: The Academic Senate, following Title 5 and guidelines from the Academic Senate for California Community Colleges, takes primary responsibility for areas of academic and professional matters. Senate leadership is represented on numerous College committees and councils and serves to fully link the faculty to the shared governance process and particularly the academic planning component.

The Senate is comprised of 26 faculty members, both regular and adjunct, and each senator is elected either for a specific constituency or at large. Votes cast by adjunct faculty senators are equally weighted with the votes cast by regular faculty senators. The Academic Senate website posts agendas and minutes reflecting the ongoing process of developing policies and procedures that support and describe the responsibilities and authority of faculty and student learning programs and services (IV.A.12). Also present on the website are the Academic Senate Constitution and the Academic Senate Bylaws, which list the 10+1 professional matters that fall under the purview of Senate review.

Examples of discussions and action items directly related to student learning programs in 2014 included:

- Policy 3.9 on Faculty Obligations to Students (IV.A.13)
- Launch of Student Success and Equity Committee (IV.A.14)
- Curriculum issues regarding course duplication and implementation of new state Title 5 language on prerequisites (IV.A.15)
- General Education Learning Outcomes (IV.A.16)

The Academic Senate has several ad hoc committees and subcommittees, but unique among them is the Petaluma Faculty Forum (PFF), a subcommittee of faculty working at the Petaluma Campus (IV.A.17). In an effort to maintain strong communications and consistency in student learning

programs and services between the two campuses, the Academic Senate requests regular reports from the group. PFF holds monthly meetings and keeps the college informed of its concerns and actions on its website.

Department Chairs Council (DCC): While department chairs officially attend meetings centered on academic matters through the Department Chairs Council /Instructional Managers (DCC/IM) group, led by the Vice President of Academic Affairs (VPAA), chairs also have an informal monthly meeting apart from the administrators. These meetings, co-chaired by two elected chairs, often center on management and planning issues such as faculty evaluations, scheduling, and the PRPP. They also include concerns directly related to faculty such as assessing student learning outcomes (SLOs), handling student complaints, and implementing new policy or curricular changes. The group reports periodically to the Academic Senate. Chair representatives sit on the PRPP Coordinating Committee and the District Tenure Review and Evaluation Committee (DTREC) by position, and many serve through Academic Senate appointment on other committees, such as Integrated Environmental Planning, Program (Major and Certificate) Review, and the Curriculum Review Committee.

Academic Administrators

Academic Affairs Council (AAC): The Academic Affairs Council (AAC) provides a forum for all academic administrators to meet, confer and collaborate. The AAC serves as a way for these constituents to respond to educational issues and concerns, to determine academic goals and priorities, and to affirm the direction for educational strategic leadership. The Council is composed of all academic deans who report to the Vice President of Academic Affairs and meets on a regular basis throughout the academic year. Academic administrators also discuss and develop recommendations for student learning programs through Management Team meetings and the Student Services Council.

Committees with Mixed Constituents

Most committees at the College have a breadth of membership. Below are examples of key committees. Illustration IV.A.9 shows the composition of those groups.

Basic Skills Committee (BSC): Basic Skills instruction impacts large sectors of the College and ideally involves and integrates all educational programs and services in order to support student equity and success. Basic skills are defined as those foundation skills in reading, writing, mathematics, and English as a Second Language (ESL), as well as learning skills and study skills, which are necessary for students to succeed in college level work. The purpose of the BSC is to enhance persistent, organizational progress on the Basic Skills/Immigrant Education Initiative, a major, long-term, funded priority supported by the State Academic Senate and the Chancellor's Office. The committee has broad constituent representation

and presents a wide range of the College's stakeholders.

The BSC works toward the following vision of student success:

- All students begin their education by taking the basic skills courses they need to succeed in all other coursework and academic endeavors (as per placement).
- All District personnel recognize that the success of basic skills students is a core District priority and that regardless of their position, their job is to support them whenever and wherever possible.
- All instructors are deeply aware of the importance of basic skills student success to the college community; understand the unique and varied learning needs, abilities and styles; and possess a flexible repertoire of instructional strategies and techniques to successfully address them.

The BSC has funds directed to relevant instructional support, such as tutoring and supplemental instruction, and provides student services for all basic skills students and offers professional development on basic skills pedagogy.

Curriculum Review Committee (CRC): The Curriculum Review Committee is a Standing Committee, an Academic Senate Consultation Committee, and the primary mechanism through which faculty provide input and recommendations on all curriculum matters. As collegial consultation between faculty and administrators/Board of Trustees is vital to the faculty-driven curriculum development process, one administrator and one faculty member co-chair the CRC. Besides reviewing proposed and revised course outlines, the CRC also periodically reviews and approves requests for either new or revised certificates and associate degrees and also tackles policy and philosophical issues such as the expectations for transfer level courses, repeatability regulations, perceived course duplication, and new prerequisite rulings.

The CRC and its subcommittees reflect a high degree of collegiality and the College's commitment to participatory governance. The Academic Senate president sits on this committee as well, and the CRC faculty co-chair regularly reports to the Academic Senate.

Cluster Tech Review Committees: In order to streamline the review process, improve the quality of course outlines submitted to the CRC, and promote more faculty dialogue concerning curriculum, Cluster Tech Review committees were formed around individual academic deans and the departments or programs they serve. One administrator and one faculty member from the CRC co-chair the subordinate Cluster Tech Review committees, with the balance of members drawn from discipline faculty. These groups meet at least monthly and serve as preliminary reviewers of new and substantively revised courses and as a recommending

body for the routine updating of existing courses. Teams discuss and provide feedback on matters such as course numbering, description, student learning outcomes, unit-to-hour relationship, Distance Education (DE) components, and prerequisites.

District Online Committee (DOC): The District Online Committee, a Standing Committee, was created to promote the knowledge and understanding of Distance Education across the College and has guided faculty regarding online curriculum and instruction for years. Chaired by the Dean of Learning Resources and Educational Technology, this committee is predominantly faculty and has contributed to the expansion of effective online instruction by:

- Providing a forum for the discussion of online issues;
- Conducting regular assessment to determine online learning needs.
- Developing and recommending District policy and procedures in the area of online learning.
- Providing advice and maintaining a set of best practice recommendations for online instruction.
- Providing input on the Online Learning website.
- Consulting with the Educational Planning & Coordinating Council (EPCC) on matters related to online pedagogy.

Educational Planning and Coordinating Council (EPCC): The Educational Planning and Coordinating Council is a large, multi-constituent council responsible for working with the Academic Senate and all other constituent groups

as appropriate for the following purposes:

- Ongoing development of curriculum and student equity policies and procedures.
- Coordination of college planning, and assisting with or reviewing administrative component goals.
- Reviewing and recommending new degrees, certificates and majors and the revitalization or discontinuance of existing degrees, certificates and majors, per 3.2.2/P and Policy 3.6.
- Reviewing and assisting with educational planning throughout all offices and constituents of the College.
- Acting as a clearinghouse for educational matters not resolved in general committee or governance work.

The Vice President of Academic Affairs (VPAA), the Academic Senate president, and the Director of Academic Records and International Admissions serve on the council by position, and the remaining faculty and administrative members are appointed by the VPAA and the Academic Senate, respectively.

Project LEARN Steering Committee: The Project LEARN (Learning Enhancement through Assessment and Reflection) Steering Committee represents the College's long-standing, multi-constituent initiative that provides vision, direction, goals, communication, trainings and support for student learning outcomes assessment. This permanent Standing and Senate Consultation Committee, co-chaired by an

Illustration IV.A.9

Mixed Constituent Committee Representation

(not including ex officio members)

Committee	Faculty	Classified Staff	Administrators	Students
Basic Skills	10 (includes co-chair)	1	6	2
Curriculum Review	15 (includes co-chair)	1	4	2
Educational Planning and Coordinating Council	5 (includes co-chair)	None at this time	5	2
Project LEARN	6 (includes co-chair)	None at this time	6	1
Student Success and Equity	5 (includes co-chair)	2	7 (all by position)	2
District Online	9	2	2	2

appointed Academic Senate member and the Dean of Liberal Arts and Sciences, is responsible for measuring and reporting institutional effectiveness, primarily in terms of the College's success in producing desired student learning outcomes for courses, certificate and major programs, General Education, student services and the institution itself. Composed of an equal number of administrators and faculty, and with appointed student representation, Project LEARN coordinates and delivers training and support for faculty and student services staff as they develop, assess, and report students' achievement of learning outcomes.

Student Success and Equity Committee (SSEC): As a result of Student Success Act of 2012, the Student Success and Support Program (SSSP) replaced the former Matriculation Program, and, led by the Dean of Student Success and Retention, the Student Success and Equity Committee, a President's Advisory Committee, is charged with creating and implementing plans and practices to meet its mission of promoting student development, equity, retention, success and completion. Recent tasks have included:

- Reviewing and analyzing institutional data to ensure the compliance with SSSP requirements.
- Reviewing and revising policies and procedures related to SSSP and Student Equity.
- Completing a comprehensive Student Success and Support Plan and Student Equity Plan for submission to the Chancellor's Office to demonstrate how the College's will achieve SSSP goals.
- Determining core services delivery methods that address student populations that are disproportionately impacted.
- Redesigning college wide follow-up services (early intervention, college wide coordination) to address student success needs.
- Providing professional development related to SSSP and student equity.
- Building college wide collaboration to integrate student support services and academic programs.

SELF EVALUATION

The College meets the Standard. It has demonstrated that it relies chiefly on faculty and administrator involvement through a systematic process to ensure the integrity of student learning programs and services. Main decision-making bodies include the Academic Senate, Curriculum Review Committee (CRC), the Educational Planning and Coordinating Council (EPCC), and District Online Committee (DOC). These groups, working with Project LEARN and the Student Success and Support Program (SSSP), direct the alignment of college wide practices and ensure that appropriate policies are in place to improve student learning and services at all sites and in all venues.

<http://accreditation.santarosa.edu/>

IV.A.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

DESCRIPTIVE SUMMARY

SRJC values the participation of all constituencies and provide opportunities for regular exchange of information and ideas. The policies, procedures, and structures to promote a high level of involvement by all components of the college community have been discussed throughout the earlier sections of this Standard. The Strategic Plan represents the shared goals towards the good of the institution, which includes supporting student learning to the highest degree possible. The sections below detail areas related to the interactions that make the shared governance system successful.

Communication and Collaboration

Communication and collaboration are essential elements in ensuring that leadership groups, committees, and their members work together for the common good of all College constituents. Faculty, administrators, classified staff and students serving on college wide committees have the same rights and voting privileges and participate in dialogue respectfully and equally. When these committees make recommendations that impact policy, they are vetted through the constituencies of College Council before being recommended to the president for Board approval.

Communication regarding discussion topics and actions within committees is achieved in various ways. Primarily, committees make use of the District Governance Committees and Councils web site to post agendas, minutes, descriptions of committee functions and rosters (IV.A.18). This website as a whole allows the college community to have easy access to matters developed and discussed within committees or council groups. The Committees and councils homepage also contains the College meeting calendar, lists of committees and the committee structure and guidelines for best practices. The site was developed as an informal summary of the District's Policy and Procedure 2.5 and 2.5P, Governance and the Committee System. Documents presented on the governance website specify the academic roles of faculty in the areas of student educational programs and services planning.

Additionally, various constituents openly share information through their newsletters and email communications. Established forms of College governance communication vehicles include:

- AFA Newsletter
- Vice President Academic Affairs: weekly email communication
- Regular updates regarding SLO assessment from Project LEARN
- Summaries of Academic Senate meetings from senators to their constituents
- Staff development announcements of workshops on SLO assessment, Student Success, online instruction, and instruction, District policy updates
- Articles in the Oak Leaf, the College’s student-run newspaper (online and in print)

A governance system educational module, authored by the SRJC Staff Development Committee, is provided to all new employee groups and for staff development for existing employees (IV.A.19). New Faculty workshops, in particular, dedicate at least one workshop to shared governance.

Perception of District Governance Roles

Surveys in 2011 and 2013 assessed faculty, administrators, staff and student perceptions of shared governance roles (IV.A.3, 4). Illustration IV.A.10 shows the percentage of each group that agreed or strongly agreed that governance roles are “substantive and clearly defined.” Aside from the student group, for which no data was collected in 2011, each constituent group demonstrated an increase in understanding of clearly defined governance roles.

Also assessed was how well integration within the governance system is perceived. In the 2011 survey, 50 percent of respondents agreed that “SRJC has clearly defined processes and practices allowing for all constituencies to work together.” In 2013 this number rose to 63 percent, indicating that more than half of the respondents agree or strongly agree that the College has clearly defined governance systems and practices that promote a collegial environment within which all constituencies may effectively participate.

SELF EVALUATION

The College meets the Standard. There are governing processes, practices, and structures in place to ensure that the College community works together for the good of the District, and that these processes involve communication at several levels and through several means. The Board, constituent groups, councils and committees have a strong record, as represented through the District governance website, of working collaboratively towards institutional effectiveness.

Illustration IV.A.10
Perception that governance roles are substantive and clearly defined:
Percent that agree or strongly agree.

	2011 SURVEY	2013 SURVEY
Faculty	57%	66%
Administrators	77%	82%
Staff	42%	52%
Students	Data not collected	47%

Illustration IV.A.11**Examples of SRJC's Compliance with External Agencies**

The Child Development Program adheres to licensing and permitting procedures for administration of the SRJC Children's Center and for the Child Development Department.

The SRJC Children's Center reports and adheres to the guidelines of the following external agencies:

- California Department of Education, Child Development Division (CDD)
- Department of Social Services, Community Care Licensing (CCL)
- Child and Adult Care Food Program (CACFP)
- Program for Infant and Toddler Care (WestEd)

The Child Development Department follows and adheres to the guidelines developed by the California Department of Education, including the following external agencies:

- California Department of Education:
 - o CA Preschool Learning Foundations
 - o CA Preschool Curriculum Framework
 - o CA Infant/Toddler Learning Foundations
 - o CA Infant/Toddler Curriculum Framework
- Child Development Training Consortium Permit Matrix (Guidelines for teacher permitting)
- California Community Colleges Curriculum Alignment Project (CAP) (courses are CAP aligned)
- California Early Childhood Educator Competencies
- California Department of Education
- First 5 California

The Health Sciences instructional programs adhere to the guidelines and licensing requirements of the following external agencies:

- State of California, Department of Consumer Affairs, Dental Board of California and Dental Hygiene Committee of California
- State of California, Department of Consumer Affairs, Board of Vocational Nursing and Psychiatric Technicians
- State of California, Department of Consumer Affairs, Board of Registered Nursing
- State of California, Department of Public Health, Radiologic Health Branch

The Automotive Technology instructional programs adhere to the guidelines and licensing requirements of the following external agencies:

- State of California
- Department of Consumer Affairs
- Bureau of Automotive Affairs
- The Automotive Technology program is also licensed to teach all classes necessary to obtain or renew a State of California smog technician license.

IV.A.4.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College has an outstanding record of honesty and integrity in its relationships with external agencies and in complying with all forms of Accrediting Commission for Community and Junior College (ACCJC) policies and requirements.

Relationships with External Agencies

SRJC complies with accrediting and licensing standards of external agencies in all disciplines where necessitated. This includes numerous grants, such as the High School Equivalency Program and Career Technical Education Act (CTEA) funds. The examples in Illustration IV.A.11—Health Sciences, Career and Technology Education, Veterinary Science, Culinary Arts, Public Safety, and Child Development—all reflect SRJC's level of accountability to all agencies with which it works.

Adherence to ACCJC Policies, Standards, and Guidelines

SRJC complies with Accrediting Commission's standards, policies, and guidelines. All communications and documentation relevant to the requirements of the ACCJC accreditation process are posted on the SRJC Accreditation and Institutional Planning websites to facilitate information sharing and foster transparency (IV.A.20,21).

SRJC has been responsive to the Accrediting Commission by acting upon recommendations and submitting follow-up reports within established timelines. The Commission reaffirmed SRJC's accreditation in June 2009, with four recommendations for improvement. The College addressed all recommendations within a year, as described in the Responses to Recommendations section earlier in this report, and submitted a Midterm Report in March 2012 that documents planning agendas for each area Standard and the progress completed towards each recommendation. SRJC also submitted its Midterm Report on SLO progress in 2013.

SRJC complies with the ACCJC's requirement to submit substantive change proposals that document ongoing efforts to improve programs and services. As stated in the SCJCD College Initiatives for 2013/2014, Initiative IV.D declares that the District will: "Submit any Substantive Change reports required by the ACCJC/WASC." Evidence of compliance includes the following substantive change proposals:

- Culinary Arts Program Relocation from a Temporary Leased Facility Back to the Santa Rosa Campus in a Newly Constructed Culinary Facility. Substantive Change Proposal, March 13, 2013. ACCJC Approval: May 14, 2013 (IV.A.22)
- New Distance Education Programs: Associate Degrees and CTE Certificates. Substantive Change Proposal, April 10, 2012. ACCJC Approval: November 20, 2012 (IV.A.23).
- New Instructional Delivery Mode: Additional Online Degrees and Certificates. Substantive Change Proposal, February 25, 2010. ACCJC Approval: July 20, 2010 (IV.A.24).

SELF EVALUATION

The College meets the Standard. SRJC values and maintains excellent relationships with external agencies, adhering to and meeting licensing regulations to ensure the accreditation of its instructional programs. The College fulfills the requirements for transparency and full disclosure and takes action to meet recommendations made by including ACCJC as soon as possible.

IV.A.5.

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

SRJC's shared governance and decision-making structures regularly undergo evaluative processes to assure their integrity and effectiveness. While this level of evaluation is institutionalized, its manifestation in the various governing bodies and the methods of communication vary.

College Council

College Council is the highest policy recommending body in the College. The Council must involve and utilize the opinion of all constituent groups. Given the Council's position in the governance structure, one of its responsibilities is the review and supervision of all College committee systems. It must ensure that all College constituencies have had adequate participation in the formation of policy issues and that there is no duplication (IV.A.7, 25).

In keeping with the College's policies, the College Council does an annual self evaluation and communicates the results of this assessment through the college wide email

distribution list, which goes to all SRJC employees. The Council also created a Committee System Best Practices that is sent to the administrative chairs of all standing committees at the beginning of the academic year. The best practices document supports optimal participation by all constituent groups in shared governance (IV.A.8, 26).

Institutional Planning Council (IPC)

IPC is the central coordinating body for planning activities of Santa Rosa Junior College. The IPC initiates and leads the collaborative process of creating, modifying, and reviewing the District's vision and mission statement. Through spring 2014, IPC annually reviewed, affirmed, and monitored accomplishment of College Initiatives as outlined in the SCJCD Institutional Planning and Accreditation Cycle. As the College transitioned to its new Strategic Plan, IPC has retained this evaluative role but is applying review criteria to the goals and objectives developed by the College. This new process is described in Standard I.B.

Monitoring Component Goals, PRPP, and College Initiatives

The summary of past practices in Illustration IV.A.12 demonstrates a rigorous process that, while shifting towards Strategic Plan goals and objectives, has been fully applied through 2014 and will apply with equal or greater conscientiousness to guide SRJC towards improvement.

Illustration IV.A.12

2006-2014: Evaluation, Decision-Making and Improvement Based on Component Goals, the PRPP, and College Initiatives

1. The IPC schedules several opportunities throughout the year to review and discuss Component Goals and College Initiatives. This begins in September, when the IPC reviews all Component year-end reports from the previous year during presentations by Component Administrators (vice presidents and sometimes specific managers). Written reports and presentations give the committee an opportunity to ask specific questions about contents of reports, objectives achieved or carried over, and issues related to planning for the coming year.
2. Also in September, Program Review Planning Process (PRPP) Component Priorities that are ranked as the highest priorities within each component area are presented. These may include requests for budget, non-faculty staffing, durable equipment and furniture, and new initiatives. A summary overview of the prioritization process and a synopsis of priorities from each component area are included.
3. After a full review by IPC, the PRPP Component Priorities are made available to the college community via the Planning website, and committee representatives (i.e., faculty, classified staff), who summarize and highlight notable progress, changes and priorities to their constituent groups via department, program and college committee meetings.
4. Finally, IPC reviews all Component and Cross-Component Annual Goals for the coming year and has an opportunity to discuss these with Component Administrators during presentations.

Throughout the year, IPC has reports and presentations from various departments and committees to provide updates on progress, achievements and concerns. Examples include:

- Distance Education (DE) Plan report on the status of SRJC's distance education and online instruction, including plans for the future (IV.A.28).
- Instructional Technology Group (ITG) report on progress to date on technology priorities, recommended options and plans to purchase PC replacements (IV.A.29).
- Sustainability Initiative report on its status and activities of the Integrated Environmental Planning Committee (IEPC) (IV.A.30).
- Facilities Master Plan and Five-Year Scheduled Maintenance/Capital Outlay Plan (IV.A.31).
- Emergency Preparedness Planning report on the current status of the District's emergency preparedness initiative (IV.A.32).

Each report is generally followed by brainstorming, planning discussions, and correlation of the reports with current trends, funding, and news from the Chancellor's Office. Within this context, the role, function, and effectiveness of leadership are discussed.

Evaluating the IPC

The Strategic Planning process was launched with a discussion at IPC in May 2012, followed by a planning retreat in August 2012. The process was completed in February 2014. Overall, this process and the emphasis on continuous quality improvement, inclusiveness, transparency and other values have positively affected the functioning and accomplishments of the IPC. The idea of continuous quality improvement, although not a separate item on IPC agendas, is embedded in the culture of the Council's functions. All feedback and reports are presented to IPC, which provides oversight for the planning and implementation of the finalized Strategic Plan.

Meetings at the beginning of each Academic year include an orientation about shared governance principles, Committee System Best Practices, as well as discussion about whether the agendas and format of meetings of the IPC will accomplish what members envision. This kind of evaluation leads to results. For instance, in response to members' interest in more in-depth discussions, agendas have been restructured to provide time for review of materials, presentations and feedback to presenters.

- IPC decided to postpone their vote to approve the College Initiatives for 2012/2013 when the student representative brought forth feedback and proposed changes to the Sustainability Initiative and additional time was needed to integrate the suggestions.

- In another case, IPC scheduled special discussions on linking budget to planning based on feedback from Strategic Planning staff and faculty input.

IPC agendas have also been restructured to include presentations from different departments on specific research and reports to continue to respond to changing trends, rubrics and standards.

IPC initiates and responds to surveys taken by staff and faculty on such topics as PRPP processes and format, awareness of shared governance, and transparency of planning and decision-making. One example of such a survey is the 2011 College Council/IPC Survey on governance, the PRPP, and Institutional Effectiveness (IV.A.33). Another example is the annual survey on the PRPP process, which has garnered comments from faculty and staff and led to improvements in both the document and process. For instance, due to feedback within the survey, the PRPP template was opened in December instead of the beginning of the spring semester so that chairs and managers could begin the process sooner.

Each committee or council that collaborates with IPC has its own evaluative process, including College Council and Strategic Planning. At the end of each year, IPC reviews the accomplishments of the previous year, challenges, coordination of planning and ideas for the future. This review allows IPC to plan for improving its agendas and functions for the next year and incorporate feedback gained from surveys and department discussions. Results of surveys and evaluative processes are forwarded to the college community in emails and posted on the Institutional Planning website.

SRJC Strategic Planning

As described earlier in this section and in Standard I, the Strategic Planning Task Force (SPTF) was created as an ad hoc group to facilitate the development of SRJC's Strategic Plan. Members of the IPC provided leadership for and participated in the SPTF activities so there was a bridge between all planning efforts.

The Strategic Planning process represents the College's ongoing self evaluation on a grand scale. Emerging trends such as the strengthening state economy, the growing number of the College's work force eligible to retire, the increasing Latino/a student population, as well as changes in legislation and community college regulations have presented new challenges. With the SPTF's interest in the perception and ideas of all stakeholders, SRJC thoroughly analyzed its rich and successful history in the local community, the challenges ahead, and the resources and energy available to make changes.

One of the six Strategic Planning workgroups was the Evaluation workgroup. Its tasks were to:

- Evaluate the planning process using the process/planning principles.
- Seek feedback from internal and external stakeholders.
- Develop a plan to evaluate results achieved throughout implementation of the Strategic Plan.

The Evaluation workgroup was responsible for working with the other groups and the SPTF to develop measures for determining the success in meeting the goals and objectives, which were modified and incorporated during the Strategic Plan Summit in spring 2014. This workgroup also assessed the strategic planning process itself, asking all workgroup and task force members to assess their experience in the development of the plan (IV.A.34). The evaluative processes and mechanisms may continue to undergo some changes as the Strategic Plan is fully implemented, but the principle of a strong evaluative and self reflective component remains.

Academic Senate

A major responsibility of the Academic Senate as a whole is to carry out all responsibilities delegated to a community college academic senate by state law, the Board of Governors of the California Community Colleges, and the Board of Trustees.

The Senate holds a retreat early each academic year to plan and prioritize items to accomplish for the ensuing year. The Senate reviews the accomplishments of the preceding year and in this fashion evaluates effectiveness. There are 26 elected representatives who represent at least 14 different areas of the electorate and the Senators communicate this information and other pertinent matters to their electorate. Faculty gives feedback to the Senate in various ways: speaking to a senator; emailing one or more senators; and attending Senate meetings. One example of an improvement made based on faculty request was the regular broadcasting of Senate meetings to the Petaluma Campus to better serve and inform constituents.

Classified Senate

In the spirit of shared governance, one of the purposes of the Classified Senate is to promote the classified staff in designing the future of the College and involve them in the ongoing activities, planning and decision-making processes of the institution. Recent evaluations of Classified Senate activities resulted in the inclusion of the Classified Senate president in the President's staff meetings. Also, the committee structure was changed to allow the Classified Senate president a permanent position on the Institutional Planning Council, Program Review Planning, and College Council.

SRJC Associated Students

As described in Associated Students (AS) mission, the Associated Students organization, in order to promote the general welfare of the students:

- works to guarantee the equality of opportunity among students
- offers experience in moral, aesthetic, social and economic values under an atmosphere of intellectual freedom
- encourages student participation, planning and activities as permitted under the rules, regulations and policies of the State of California and the Board of Trustees of the Sonoma County Junior College District (IV.A.35).

The organization relies on feedback and input from their student constituency, who are invited to visit the Associated Students offices or speak during the public comment section of AS Senate meetings. Associated Students committee members attend two retreats during the year wherein information is gathered, evaluations are made of progress on current goals and new goals are established. The Associated Students group organizes panel discussions/forums with groups of students one to two times a month to outline goals and list accomplishments, as well as to seek feedback to better align the organization's goals with those of their constituents.

Information is publicly available through the AS website, postings of AS Senate agendas and minutes, the Bearfacts student email system run by the Student Affairs Office, and posters and flyers on Associated Students bulletin boards in public areas (IV.A.36).

Improvements made based on constituent feedback and the evaluation process include:

- New reporting systems/methods of communications with students on district wide-committees using a new committee report form.
- Revision of internal documents that garner revenue for the Associated Students organization.
- Outreach to local businesses to provide more benefits to students via their ASP memberships.
- More music/entertainment in the quad area to promote student life.
- Over \$70,000 in budgetary allocations for instructional support/student services on campus.
- A recent rise to 73 active student clubs from 25 (SRJC is in the top three community colleges in the state in terms of the number of students active in clubs).
- Sustainability initiatives in food and purchasing services and regular sustainability information available for all students.

Board of Trustees

The Board has asserted that in order for it to know how well the District is progressing toward its goals and objectives, it needs regular and comprehensive information. The College president is directed to develop procedures for gathering and presenting data needed by the Board. The Board's appraisal and evaluation activities include:

- Periodic review of the Board's operation and performance.
- Review of continuing financial operations through receipt and study of periodic financial and audit reports.
- Study of regular reports and presentations on District operations with particular emphasis on aspects of the instructional program.
- Assessment of the effectiveness of the College's instructional programs in relation to the instructional goals and outcomes.
- Appraisal of performance of personnel in relation to established performance criteria.
- Annual appraisal of the performance of the College president.
- Continuing review of District policies, regulations and bylaws to ensure accurate reflection of the concerns of the community for the educational system, and to encourage soundly based improvement in District programs and services.

This process is described in further detail on IV.B.1. The Board uses its annual self evaluation process to develop its annual goals and communicates these to the college community through its minutes.

SELF EVALUATION

Santa Rosa Junior College has a healthy logistical structure that supports shared governance. Management, faculty, classified staff and students have the opportunity to participate in shared governance, and the various senates, committees, associations, and councils have clearly defined roles in the organization. Each committee, council, and constituent group, as well as the Board and the College president, use methods of self evaluation to ensure effective progress towards College goals. As the College transitions to the Strategic Plan goals and objectives, shared governance groups will evaluate themselves against these goals and respond accordingly, as they have with the College Initiatives in the past.

Actionable Improvement Plans

None.

Standard IV.B Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

DESCRIPTIVE SUMMARY

The Board of Trustees (BOT) of the Sonoma County Junior College District (SCJCD) is the governing board of the District. The Board reviews and maintains a Board Policy Manual that covers all aspects of the College's learning programs, student services, and finances, as well as its policies regarding the chief administrator (IV.B.1). The Policy Manual defines and reflects the Board's involvement in the establishment and revision of policies within the scope of the California State Constitution and acts of the State Legislature in Section 0, the Bylaws of the Board of Trustees.

The Policy Manual has statements throughout regarding the quality of the College's programs, integrity of its institutional actions, and effectiveness of student learning programs and services. As a living document, the Policy Manual is referred to throughout all of the College's operations and decisions, and its timeliness and applicability are maintained through regular review, revision, and when needed, creation of new policies or procedures to address changed conditions within the College or external agencies.

Examples of newly developed or significantly revised policies and procedures that maintain or improve the quality and effectiveness of College programs are:

- **Policy 1.1**, which was significantly revised to reflect new vision, mission, and values developed through a comprehensive strategic planning process. Of note is the list of values, which emphasize integrity, ethical behavior, sustainability, and diversity.

- **Policy 2.0**, which clearly states expectations of compliance by District employees regarding District Policies and Administrative Procedures.
- **Policy and Procedure 2.1 and 2.1P**, which clarify the processes involved in drafting or revising District policies and procedures.
- **Policy and Procedure 3.6 and 3.6P**, which, after extensive dialogue across the College, define the evaluation process in terms of viability for major and certificate programs.
- **Policy and Procedure 8.6 and 8.6P**, which describe student and District rights and responsibilities within the Student Success and Support Program (SSSP), which was developed in response to the recently launched California State Student Success Act.

Guided by the policies, the Board assures the quality, integrity, and effectiveness of programs, services, and financial operations through ongoing reports and communications with all constituents. It holds regular public meetings, annual retreats, special study sessions, and closed sessions, as appropriate. Its actions are visible and recorded in minutes posted on the College website.

Beyond its adherence to its bylaws, the College's BOT has demonstrated its commitment to the SCJCD's mission, goals, and programs through its historic stability and the integrity its board members. Board members' excellent attendance, their years of experience as trustees, their participation in numerous committees, and their status in the community all contribute to their depth of understanding of the College and to the actions and policies that enhance its effectiveness. The Board also has a reputation of setting aside political and ideological differences to promote the overall health and prosperity of the institution.

Sonoma County Junior College District Policy Manual

- Section 0: Board of Trustees
- Section 1: Philosophy, Mission, and Goals
- Section 2: District Governance
- Section 3: Academic Program
- Section 4: Human Resources
- Section 5: Finance
- Section 6: Facilities Planning
- Section 7: Community Relations
- Section 8: Student Services
- Institutional Quality, Integrity, and Effectiveness

Selection and Evaluation of the Chief Administrator

The College has experienced considerable longevity in office of its Superintendent/Presidents (one position, referred to in this document as the College president, or president, for ease of reading). This continuity has provided exceptional stability and integrity for District governance. When the imminent retirement of the president in 2011 initiated the hiring process for a new president in 2011, the Board referred to and followed Policy 4.3.10 for filling the position, working with representatives of College constituents and the community, and later with a professional job search organization. Following the new president's installation, the Board has proceeded with the annual evaluation of the College president, as stated in Policy 0.20, which has been applied regularly since the policy's approval in 2001.

SELF EVALUATION

The College meets the Standard. Since SRJCD was founded in 1918, the continuity and integrity of elected trustees and of the presidents has been a source of pride for the College, representing the clear policies, regular and thorough communications, and leadership on the behalf of all parties.

IV.B.1.a

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTIVE SUMMARY

The stability of Santa Rosa Junior College's Board of Trustee members provides a longitudinal view of a body fully supportive of the College's mission and, at the same time, intrinsically aware of the community it serves. Throughout both presidential administrations, the Board has made carefully considered decisions to protect the integrity of the institution.

Board Independence and Reflection of Public Interest

As described in Policy 0.4, the seven-member Board of Trustees represents the five geographic areas of the single college district (IV.B.2). The Board also includes a Student Trustee, elected by the student body, who serves a one-year term on the Board and votes on College business (except for closed-session issues) in an advisory capacity (IV.B.3). The Board also has a policy for board member replacement should a member need to vacate the position before the next election. This occurred in spring 2014, and the policy ensured a smooth transition, characterized by opportunities for interaction between applicants and members of the college community, to an interim member appointed by the Board.

In keeping with Board policies, the November 2014 elections resulted in the installation of three new trustees representing three different areas (IV.B.4). The new members took office at the December 2014 Board meeting.

Broad representation, independence, and reflection of public interest are ensured by policies that define residency, prohibitions regarding college employment and memberships on other boards, and election terms. Adherence to this policy is reflected in the fact that the majority of Board members do not have employment or family/personal financial interests in the decisions they make on behalf of the District. This is codified in Board Policy 0.25 (IV.B.5), Conflict of Interest, which applies to Board members and all employees. Board members "are expected to be vigilant in the area of conflicts of interest (real and perceived)" and are not allowed to serve simultaneously on publicly elected boards. Board minutes document that Board members abstain from a vote when they believe that a conflict exists or appears to exist (IV.B.6).

The reflection of public interest is also assured by regular and formal communications with the public regarding

Board activities and decisions through its public meetings. The president's office sends emails with Board meeting agendas to the college community and also posts agendas and minutes (except those from closed sessions) on the Board website (IV.B.6). There is a standing item on every regular meeting agenda for public comment, and minutes reflect that members of the public and college community frequently use this as an opportunity to voice their views on issues relevant to the Board (IV.B.7).

Finally, to accommodate public interest and queries, the Board allows public concerns to be brought to it through personal contact, letters, email, and phone contact. The members of the Board and administration are also very active in civic organizations and activities, through which they are made aware of community concerns regarding district business.

Board Decision-making and Public Interest

The SRJC Board Policy Manual, published and updated on SRJC's District Governance website, represents clear and accessible documentation of current policies and the administrative procedures for applying them. With each new or revised draft of policy material, the Board solicits appropriate constituent review, but then reaches its own independent decisions.

According to Policy 0.3, once a decision has been reached by the Board, "...all Board members, even those who may have voted against it will support that decision until amended or rescinded by Board action." This has historically held true for the Board and was well illustrated when the Board began its formal consideration of a new bond. After several sessions of discussion and reports on SRJC's facilities and technology, Board members unanimously approved the launch of Measure H, a bond for upgrading SRJC's facilities and technology (IV.B.8, 9). The bond was passed in November 2014.

The Board has remained a stable advocate for the College. While it has faced challenges from the community regarding actions and policies, such as public uproar over cutting the noncredit program for seniors during the severe budget crisis in California, the Board has maintained a stance based on data analysis, reports, and recommendations from the College president, the Vice President of Business Services, and related program managers and faculty. While the Board listens to individual public interests, it makes the well-being of the institution its priority. Similarly, the Board respected the Policy Manual and the president's actions when several of the Santa Rosa Campus's historic oak trees had to be cut due to disease. While there was College and public outcry, the clear policy 6.5.4, Native Oak and Landmark Tree Protection guided their support (IV.B.10, 11).

Overall, Trustees have maintained a very positive relationship with both the College and its public. The Board advocates for and supports a wide range of activities that directly benefit the public. Trustees often participate informally or personally at district events and activities such as:

- The Annual Day Under the Oaks, coupled with the Native American Celebration
- North Bay Science Discovery Day
- Summer Repertory Theatre
- Monthly lectures and forums
- Strategic Planning activities
- Program and College graduation ceremonies.

SELF EVALUATION

The College meets the Standard. The Board acts in the best interest of the College, serves the College well on both a local and statewide level, and avoids conflicts of interest. Board Policies and Procedures are clearly defined and adhered to, and, according to the president's office, there have been no reported cases of conflict of interest.

Illustration IV.B.1

Santa Rosa Junior College Mission Statement

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

- *We focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.*
- *We provide a comprehensive range of student development programs and services that support student success and enrich student lives.*
- *We support the economic vitality, social equity and environmental stewardship of our region.*
- *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.*
- *We regularly assess, self-reflect, adapt, and continuously improve.*

Illustration IV.B.2.**Examples of Mission, Policy, and Program Relationships and Improvement**

Mission statement	Policy/Date of Revision	Student Learning Program or Institutional Support
<i>We focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.</i>	3.1 General Education (5/14/2013)	Reference for development of General Education Learning Outcomes (GELOs)
	3.2.1 Development of Majors (5/14/2013)	Integrates Chancellor Office requirements for Transfer Model Curriculum
	3.6 Program Review, Evaluation, Revitalization and Discontinuance (3/11/2014)	Assures integrity of all majors and certificates.
	3.12.1 Curriculum Development, Prerequisites, Corequisites, Advisories (6/10/2014)	Complies with Title 5 regarding option of adding math or English prerequisites for courses in other disciplines, especially transfer level
	3.28 Distance Education (3/11/2014)	Affirms District commitment to support and extend DE courses in all areas to offer more learning opportunities for students. Faculty responsibilities for improving the quality of student learning through Distance Education
<i>We provide a comprehensive range of student development programs and services that support student success and enrich student lives.</i>	8.6 Student Success and Support Program (3/11/2014)	Responds to Student Success Act. Student Success and Support—articulates how students will be served through orientation, assessment, counseling, advising, and educational planning to better support their success through SRJC programs
	8.3.4 Assessment (6/10/2014)	Ensures consistent placement test procedures for all students and all programs. Assessment—clarifying student opportunities to retake Math and English Placement Tests and potentially move more quickly through Math and English Pathway
<i>We promote personal and professional growth and cultivate joy at work and in lifelong learning.</i>	3.27 Faculty professional development to improve teaching and work skills (7/9/2013)	Faculty professional development to improve teaching and work skills
	5.15 Employment Fee Reimbursement Program (2/12/2013)	Reimburses faculty and staff for tuition fee for SRJC classes designed to increase knowledge and skills related to work
<i>We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.</i>	7.1 Communication with the public	Defines responsibilities of Public Relations Manager to increase District communications and connections with community

IV.B.1.b

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTIVE SUMMARY

As described in I.A, the Board approved a new, collaboratively developed mission statement in fall 2013, shown in Illustration IV.B.1. This statement is on the College's website and listed as Policy 1.0 within the Policy Manual. The Board also adopted new statements of the vision, values, and Strategic Plan goals and objectives to guide the College in fully meeting its mission.

Quality, Integrity, and Improvement

Throughout the 2014/2015, the College has been transitioning from College Initiative-driven actions to the Strategic Plan's methods for assessing goals and objectives. This transition and the new processes are described in depth in Standard I.B. During this transition, general policies that relate to the quality, integrity, and improvement of student learning programs have continued to apply, even as specific parts of policies have been updated to more directly relate to the current mission. Examples of recently reviewed, revised, and approved policies that support improvement of student learning programs and institutional support are shown in Illustration IV.B.2.

Besides approving and supporting policies recommended by faculty and shared governance committees related to student programs, the Board regularly receives information and updates from College administrators in order to monitor how effectively the College is promoting student learning. Examples of this are:

- College Initiative status final update presented at the November 2014 Board meeting (IV.B.12)
- Strategic Plan finalized and approved by Board at February 2014 meeting (IV.B.13)

- Student Success Scorecard 2014 report presented to the Board at its May 2014 meeting (IV.B.14)

Ensuring Resources

Through its policies and commitments, the Board continues to provide the College with the resources necessary to implement successful educational programs and services, within the allowance and recommendations of the vice president of finance, who regularly provides an in-depth report to the Board at the regular open meetings. Board members have a history of requiring full information about financial impacts in light of expected outcomes when additional funding is required.

Policy 5.1, Role of Board: Financial, describes the Board's role in approving a budget that provides the necessary resources for College learning programs within available revenues from all sources. Specific Board members sit on the president's Budget Advisory Committee (BAC) and have direct knowledge of the needs of student learning programs and budgetary challenges (IV.B.15,16). Policies 5.2, The Superintendent/President's Budget Activities, and 5.3, Budget Development and Administration, clarify the Board's relationship within District Finances. Illustration IV.B.3 gives an example of the Board's careful consideration of budgetary issues.

Employees who responded to the 2013 Accreditation Faculty/Staff Survey (IV.A.8) believe that Board policies support the appropriate allocation of resources. Over 75 percent agreed with the statement, "Governing policies support the quality, integrity, and effectiveness of student learning programs and services."

SELF EVALUATION

The College meets the Standard. Through Policy 2.1, Procedures for Developing District Policies and Administrative Procedures and other governance-related policies, student learning services and programs and are ensured integrated and coordinated support. The Board has historically approved policies and taken other actions that are recommended by College administrators and faculty who are experts in their fields and have firsthand knowledge of student programs, success and improvement. The Board's careful fiscal management and support of the College are well known by employees and the community.

Illustration IV.B.3 Preparation for the Measure H Bond Proposal

The Board's careful consideration of its responsibility in terms of supporting College finances was demonstrated in the process for launching a bond. The process started in fall 2013 when the College president introduced the feasibility of a new bond to be placed on the November 2014 ballot. The vice president of Business Services and the director of Institutional Technology (IT) submitted reports regarding the College's need for technological resources and facility improvement (see Standard III.C and II.D) to support student learning. The Board discussed at length whether this request was appropriate to voters at this time. Understanding their responsibility to both the public and the students, the majority of Board members approved funds for a survey to determine county support for such a bond. Several months later, results demonstrated that a clear majority of citizens would be willing to vote for such a bond. With this information, the Board as a whole moved forward to approve District action to launch the bond measure. The initial indications of support were borne out in November 2014, when the \$410M bond measure was approved by 61 percent of voters.

IV.B.1.c.

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

In accordance with College policies, the Board has ultimate responsibility for the educational quality, financial integrity, and legal matters of the institution. Trustees are responsible for overseeing and maintaining the financial health and integrity of the institution and confirming that institutional practices are consistent with the Board approved institutional mission statement, strategic plan, and other policies.

Educational Quality

The Board ensures the quality of SRJC's educational programs by approving curriculum and by receiving and discussing reports on significant programmatic changes and student achievement. Curriculum Review Committee deadlines are established so that all new courses and new and substantively revised majors and certificates appear on Board agendas in a timely manner. All curriculum changes, program development, and audited activities are provided to the Board for review, study, comment, and/or action.

The Office of Institutional Research and lead administrators and faculty for Career Technical Education (CTE) programs, degree and transfer majors, basic skills programs, and student services regularly report on student success and implications of state initiated changes, such as the Transfer Model Curriculum and the Student Success Act, upon students and curriculum. In addition, formal informational reports regarding education related efforts such as the integration of Student Learning Outcomes, academic achievements of specific student groups (for example, student athletes), and new grants and programs (such as the Gateway to College program) are presented to the Board at monthly meetings. Board minutes reflect the Board's consistent support of College educational activities.

Legal Matters

The Board has policies and procedures in place for taking ultimate responsibility for all legal matters of the District. Policy 0.12 states, "The Sonoma County Junior College District contracts with the Sonoma County Superintendent of Schools office for legal services and with such other sources of legal advice as the Board may from time to time deem appropriate." Any anticipated or ongoing litigation is considered and acted upon during the closed session of each monthly Board meeting. Any reportable actions taken during the closed sessions are announced during the open session of each monthly Board meeting.

Financial Integrity

The Board of Trustees, guided by Policy 2.1, take full responsibility for the financial integrity of the College. The Board Finance Committee, comprised of three trustees, meets as necessary to help review, evaluate, and assess the financial data and recommendations provided by administrators prior to final Board review and approval. The Finance Committee report is a part of every regular Board meeting (IV.B.17).

The Board is involved in College financial affairs through other means as well. The Board makes recommendations for collective bargaining. Trustees serve on other committees, including the Board Facilities Committee and the SRJC Foundation Board, and provide reports at each Board meeting. The Board is presented with periodic budget updates, and annually approves the new fiscal year budget (IV.B.18) nearly a year before it is implemented. Additionally, the independent auditor's report is presented to the Board annually for approval (IV.B.19). Finally, demonstrating its leadership in financial decisions within Policy 5.1, in 2014 the Board executed its responsibility to "[decide] the size and time of bond levy proposals to the electors."

SELF EVALUATION

The College meets the Standard. The Board of Trustees is directly engaged in all components of educational quality, supporting faculty, staff, administration, and students through discussion and approval of recommended courses and programs. The Board follows established policies for dealing with legal matters, and their active interest in and decisions regarding College finances reflect their fiduciary responsibility and integrity.

IV.B.1.d.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTIVE SUMMARY

The Board of Trustees is the legal entity responsible for establishing all District policies and procedures, and it maintains a strong tradition of participatory governance in matters of policy development. The publication and accessibility of Board bylaws is the responsibility of the president, as stated in Policy 2.1:

The Superintendent/President shall establish and maintain an orderly procedure for preserving and making accessible the District Bylaws and Policies, and Administrative Procedures found in the Board-approved District Policy Manual. These documents shall be accessible, updated periodically, and made available to all persons concerned.

In keeping with this policy, the bylaws of the Board of Trustees are published in the District Policy Manual, available online under the "District Governance" link from the College homepage and in a binder in the College president's office (which also houses hard copies of earlier versions of all policies). The bylaws, which comprise Policies 0.1-0.31, address all aspects of the Board, including composition, structure, operating procedures, responsibilities, conduct, and operating procedures. This entire section was reviewed, revised, and readopted in January 2012.

Section 2 on District Governance, Section 5 on Finance, and several other policies also refer to the Board's role in relation to College governance and relations with the community.

SELF EVALUATION

The College meets the Standard. Policy records show that policies regarding the Board's function in the District are well established and undergo a regular review, revision, and adoption or re-adoption process. The bylaws are readily accessible to the public through the College website.

IV.B.1.e.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTIVE SUMMARY

The Board acts in a manner consistent with its policies and bylaws, referring to them for all decisions. Its policies and practices, like all of those within the District, undergo a regular cycle of review and revision, per Policy 2.1.

Actions Consistent with Policies

Board actions always reflect District policies. Recent examples beyond routine actions include:

- Selecting president, Policy 4.3.10: Board consults with college community to develop specific hiring procedures.
- Selecting interim member, Policy 0.27: All procedures followed, including public meetings
- Bond, Policy 5.1: Board decides the size and time of bond levy proposals to the electors.
- Citizens' Bond Oversight Committee, Policy 0.29: Board establishes independent Citizens' Bond Oversight Committee to oversee new bond.

While adhering to existing policies, the governing Board also understands the need to regularly evaluate its policies and procedures and revise them as necessary. In accordance with AB1725 and Title 5 (IV.B.20), the revision and adoption of policies is based on participatory governance. Policy 2.1 and 2.1P, Procedures for Developing Board Policies and Administrative Procedures, define the Board's relationship with College Council and the governance committee system. The Board looks to the College Council as a resource and clearinghouse when establishing and reviewing policy and administrative procedures. While the College Council is representative of all core constituents—faculty, administrators, classified staff, and students—the Academic Senate representatives' have final recommending powers to the Board over the 10+1 topics covered in AB1725 (IV.B.21). The College Council generally operates efficiently and effectively, and although the transient nature of the student population sometimes makes students' attendance less consistent, the College Council is very inclusive and representative.

As needed or periodically, College Council reviews all nine sections of the SRJC Board Policy Manual are reviewed for currency with education codes and College practices. The most recent periodic master review occurred at the end of spring 2014. However, given the size and complexity of the District, there is rarely a time when there is not a policy or

administrative procedure in some form of development or review. For this reason, College Council or policy/procedure work is seen as ongoing and regular district business.

As College Council review means that all constituent groups have had an opportunity to read and make comments on drafts, the District Policy Manual represents a broad record of Board and constituent group communication.

The Board requires that policies and procedures brought to it for final review and adoption, as well as periodic evaluation, undergo College Council review. This process ensures input from faculty, students, classified staff and administrators prior to final review or adoption by the Board. The Board sees all new policy material for a first and second reading during regular public meetings. Board Policy 0.16 states, "The formal adoption of policies shall be by majority vote of all members of the Board and the action shall be recorded in the minutes by the Board. Only those written statements so adopted and so recorded shall be regarded as official policy."

Examples of typical Board actions regarding policies appear in the minutes of the March 11, 2014, Board meeting, where the Board approved minor or technical changes to four policies, deletion of one policy, and substantial revisions to six other policies. In addition, at this same meeting the Board was presented with an informational first reading of a revised version of policy 2.6.2, Academic Senate Professional Ethics Code (IV.B.22).

Procedure 2.1P, (IV.B.23) lists the administrative offices and governance groups that are responsible for reviewing new material and significant revisions to policies that are forwarded from College Council. These constituent groups are:

- Academic Senate
- Classified Senate
- Associated Students Senate
- All Faculty Association

- Service Employees International Union
- Superintendent/President's Cabinet

Often, the Academic Affairs Council (AAC), The Educational Planning and Coordination Council (EPPC), the Student Services Council, the Department Chairs Council/Instructional Management (DCC/IM), and, as appropriate, related standing committees (e.g., Basic Skills Committee, Student Success and Equity Committee) review and provide feedback regarding new and revised policies as well.

The regular evaluation of existing policies is institutionalized through Policy and Procedure 2.1/ 2.1.P. Specific administrative offices are named within the policy as responsible for reviewing and maintaining currency in their policy/procedures areas, as shown in Illustration IV.B.4.

As stated in Policy 2.1P, the Board is informed of the recommendations of the constituents and generally votes in support of them. In terms of procedures, the Board follows Policy 0.1: "The Board shall concern itself primarily with broad questions of policy, rather than with administrative details." This is reiterated in Policy 0.17 (IV.B.24, 25). The Board has a solid record of focusing on policy-making and strategic planning, allowing the administration, faculty, and staff to autonomously apply District policy to College educational programs and services.

SELF EVALUATION

The College meets the Standard. The Board uses a well-established, detailed, and current Policy Manual to govern its actions and decision-making. Policies and procedures for the regular evaluation and revision of policies are in place and routinely applied by all administrative offices. Minutes of College Council, constituent groups, and Board meetings, as well as the record of revision dates listed with each policy, demonstrate a thorough and consistent evaluation and revision process for all policies.

Illustration IV.B.4

Policy No.	Policy Name	Responsible Administrative Office
0.0	By-Laws of the Board of Trustee	Superintendent/President
1.0	Philosophy, Mission and Goals	Superintendent/President
2.0	District Governance	Superintendent/President
3.0	Academic Program	Academic Affairs
4.0	Human Resources	Human Resources
5.0	Finance	Business Services
6.0	Facilities Planning	Facilities Operations
7.0	Community Relations	Superintendent/President
8.0	Student Services	Student Services

IV.B.1.f.

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTIVE SUMMARY

The first section of the District Policy Manual, Bylaws of the Board of Trustees, has established procedures for orienting new members, supporting their development, maintaining continuity, and staggering terms of office.

Board Development and Orientation

Policy 0.30 (IV.B.26) states that the Superintendent/President shall develop and conduct an orientation for each new trustee, including the student trustee, within two months of election to the Board. The policy lists specific preparatory documents that are provided to new trustees, including the College Catalog and Schedule of Classes, organizational charts, recent accreditation reports, the current approved budget, the Bylaws, and the Brown Act.

New trustees attend the earliest possible orientation session of the annual statewide Community College League of California (CCLC) orientation. The student trustee is expected to attend the conference developed by CCLC for students.

The development of a Board member's knowledge and experience continues throughout each trustee's term in office. All trustees are required to participate in an annual retreat at the start of each calendar year, an occasion that begins the mentoring process for new Board members. In addition, the Board shares membership in several statewide organizations, including the CCLC, the Accrediting Commission for Community and Junior Colleges (ACCJC), the American Association of Community Colleges (AACC), the Council for Higher Education Accreditation (CHEA), the League for Innovation in the Community College (LIICC), and the California Community Colleges Trustees (CCCT) organization. The Board's annual self evaluation process reflects the expectation of growth and development through criteria such as:

- Board members are knowledgeable about community college and state related issues.
- Board meetings include some education or information time.
- The Board demonstrates a good understanding of collegial consultation and related processes.

Mechanisms for Board Membership

The mechanisms to ensure continuity of Board membership and staggered terms of office are described in Policy 0.4 (IV.B.2). To provide appropriate representation of the public interest, District Policy 0.4 divides the composition of the seven publicly elected members into areas representing the various geographic areas of the district. Three members are elected from the most populated area, central Santa Rosa, and the remaining four represent surrounding areas within the county.

Trustee terms are staggered by an election process that opens only a portion of the seven seats every two years, and at all times at least one of the three members from the central district remains in office. Each term lasts four years, with an option for re-election, except the student trustee, which is one year. The democratic process behind this policy was demonstrated in November 2014 when three new trustees were elected.

SELF EVALUATION

The College meets the Standard. The calendar and outline for the orientation and continuity of Board development is clearly stated in policies and is supported by the College president and his administrative staff. This provides new members with a consistent program for training and familiarizing themselves with the protocols and practices of the current membership. Annual Board retreats, informative presentations at Board meetings, and opportunities for statewide involvement and training allow for ongoing development of all Board members in areas of state legislation, accreditation and college programs. The continuity of the Board has remained due to stable and well-qualified membership and staggered elections.

With the installation of three new Board of Trustees members in December 2014, the president and the Board will take the necessary actions to ensure that these trustees receive comprehensive orientation, mentoring, and development through all means possible.

See Actionable Improvement Plan at the conclusion of Standard IV.B.

Illustration IV.B.5 Policy 0.31, Board Self Evaluation

Ratings: 4=Excellent; 3=Acceptable; 2=Needs Improvement; 1=Unsatisfactory

1. Board meetings are conducted in a manner that the purposes are achieved effectively and efficiently.
2. Board members are punctual to and attend all meetings to conclusion.
3. The Board reviews agenda materials and is prepared for Board meeting.
4. Board members respect the opinions of one another.
5. Discussions are structured so that all members have an opportunity to contribute to the decision.
6. Board members have adequate information upon which to base decisions.
7. The Board reaches decisions on the basis of study of all available background data and consideration of the recommendation of the Superintendent/President.
8. New Board members, including student trustees, receive an orientation to rules and responsibilities and District mission and policies.
9. Board members are knowledgeable about community college and state related issues.
10. The Board acts as an advocate for community colleges.
11. The Board shows its support for the District through members attending various events.
12. The Board is sensitive to the concerns of students and employees while maintaining impartiality.
13. The Board is knowledgeable about the District's history, values, strengths and weaknesses.
14. Members of the Board reflect Board policy in individual answers to public questions and in public statements.
15. The Board reflects the interests of the District.
16. The Board has processes in place for appropriately involving the community in relevant decisions.
17. The Board helps promote the image of the District in the community.
18. The Board agendas focus on policy issues that relate to Board responsibilities.
19. The Board conducts its meetings in compliance with state laws including the Brown Act.
20. Agendas include legislative and state policy issues that will impact the District, as appropriate.
21. The Board understands the collective bargaining process and its role in that process.
22. Board meetings include some education or information time.
23. The Board is involved in and understands the budget process.
24. Board meetings provide adequate time for discussion.
25. The Board gives adequate attention to the mission and goals of the District.
26. The Board gives adequate attention to future planning.
27. The Board has a procedure for the annual evaluation of the Superintendent/President.
28. The Board demonstrates a good understanding of collegial consultation and related processes.
29. In general, what rating does the Board as a whole deserve?

IV.B.1.g.

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTIVE SUMMARY

The Board of Trustees conducts an annual self-evaluation as part of the Policy 0.20, Periodic Review and Evaluation, which is published online in the Policy Manual to maintain currency and accessibility (IV.B.27).

The specifics of this review are detailed in Policy 0.30, Board Self Evaluation (IV.B.28). This policy, instituted in 2006, calls for an annual self evaluation in conjunction with the evaluation of the superintendent/president as part of the summer retreat. The purpose of the self-evaluation is to review the functioning, strengths, and weaknesses of the Board and identify specific functions working well and those needing improvement. Illustration IV.B.5 shows the criteria and ratings that the Board uses. A summary of the evaluation is prepared by the Board president, a Board sub-committee, or the president, as determined by the Board.

The Board annually reports at a public meeting following the retreat that the self evaluation of the Board and the evaluation of the superintendent/president have been performed and no action is required when evaluations are satisfactory. Historically, reports have required no action.

SELF EVALUATION

The College meets the Standard. The District has a policy that includes a formal assessment instrument for self evaluation to assess how the Board can be more productive and effective. The Board uses this instrument, along with open and honest dialogue, at the annual retreat and then reports to the public that this has occurred.

IV.B.1.h.

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTIVE SUMMARY

The Code of Ethics for the Board of Trustees is listed in Policy 0.22 of the Board Policy Manual (IV.B.29). Trustees perform duties in accordance with their oath of office and commit to serving the educational needs of the citizens of the district in both the educational and employment environments of the District.

In the adoption and review of this code of ethics, the Board develops, reviews, and complies with its own Code of Ethics statement. These policy-level practices include obligations that encompass objectivity, teamwork, stewardship of resources, and responsibility. In addition, the Board complies with the open meeting law, the Brown Act. The college community is invited to Board meetings and has access within the appropriate time span to agendas and minutes either electronically on the SRJC website or through hard copies in the College's libraries.

Also included in the Board's Code of Ethics are clearly stated procedures for censure and for addressing any charge or complaint of trustee misconduct. Conflict of interest is addressed in Policy 0.25, and Removal from Office in Policy 0.26 (IV.B.5, 30). The Board has a long history of following its code of ethics and treating each other and the college community with courtesy and respect. No apparent or known incidents deserving censure or reflecting conflict of interest have been reported in at least 20 years.

SELF EVALUATION

The College meets the Standard. District policy, minutes, and other records demonstrate that the Board consistently follows its own Code of Ethics and, while the policy for dealing with unethical conduct is clearly stated, those procedures have not needed to be applied in recent history.

IV.B.1.i.

The governing board is informed about and involved in the accreditation process.

DESCRIPTIVE SUMMARY

Understanding that the accreditation and self-evaluation process is ongoing within each six-year cycle, the Board receives regular updates from the Vice President of Instruction and the Academic Senate on all significant actions and stages of the process. The five current Board members who were involved in the 2009 Accreditation process have provided a context for the full Board’s understanding of the current process. Board members are invited to participate in all parts of the accreditation self-evaluation, and one Trustee serves on the Accreditation Steering Committee to ensure the Board’s direct involvement in every stage. The Accreditation Liaison Officer (ALO, the Vice President of Academic Affairs) and the Self Evaluation Chair (a faculty member) regularly provide informative and often interactive reports to the Board.

Activities related to the accreditation process that have Board participation include matters such as submission of Substantive Change reports to ACCJC related to Distance Education and Relocation of the Culinary Arts Program

IV.A.22, 23). Another is the College’s new vision, mission, and values statements, developed as part of the recent strategic planning process and adopted as revised Policy 1.1 by the Board at its November 2013 meeting (IV.B.31). Illustration IV.B.6 lists the Board’s involvement with accreditation since the 2011 Midterm Report.

SELF EVALUATION

The College meets the Standard. Board members not only receive regular reports on matters related to accreditation, but have been directly involved in the self evaluation process through interactive presentations, communications with the ALO, and Steering Committee membership.

Illustration IV.B.6 Board of Trustees Activities Related to Accreditation 2011-2014	
DATE	ACCREDITATION REVIEW, ACTIVITY, OR APPROVAL
September 2011	Summary and approval of Midterm Report
March 2012	Student Learning Outcomes and Accreditation presentation
November 2012	Academic Senate reports on selection of Self Evaluation chair
March 2013	Submission to ACCJC of Substantive Change Proposal—Culinary Arts Program
	Submission to ACCJC of College Status Report on Student Learning Outcomes
July 2013	Update on launch of Self Evaluation
October 2013	Board update on Self Evaluation progress
February 2014	Board update on Self Evaluation, with invitation/link to review first draft
June 2014	Board special study session on Accreditation and Self Evaluation
August 2014	Accreditation Steering Committee meeting with Board representation
November 2014	Board notified and final draft of Self Evaluation submitted for Board review
December 2014	Board report on Self Evaluation and subsequent approval
January 2015	Board included in communications in preparation for March visiting team

IV.B.1.j.

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

DESCRIPTIVE SUMMARY

The Board of Trustees has policies and procedures for selecting and evaluating the superintendent/president (referred to as “president” in this document). The Board also follows clear policies for the delegation of the president’s responsibilities and his accountability for the operation of the College.

Selection of the President

In its 97-year history, SRJC has had only five presidents. The current president took office in January 2012, replacing his predecessor, who had served for 22 years before retiring. Because terms of office have lasted so long, the specific procedures for the recruitment and selection process between one decade and another may need to change significantly. Thus, Policy 4.3.10, Management Team Hiring, contains an intentionally general statement regarding the hiring of the president:

The Sonoma County Junior College District will maintain procedures for the hiring of all Management Team positions, with the exception of the Superintendent/President. The process for filling that position will be established by the Board of Trustees in consultation with the campus community. (IV.B.32)

This policy, readopted with no change in January 2012 after the new president was installed, served the College well during the 2011 hiring process, setting the stage for the Board’s communication with the college community to develop the most appropriate approach. This is shown in Illustration IV.B.7, the 2010-2011 hiring process. Of note is the inclusion of representative bodies in the initial decisions about the process, the responsiveness of the Board during the first round, and the decision to hire a professional firm to broaden the search for more experienced, higher caliber candidates.

Illustration IV.B.7

The Hiring Process for the Superintendent/President, 2010-2012

1. Through consultation with Human Resources (HR) and other College representatives, Board decide to follow the Procedure 4.3.10P for management hiring (IV.B.33) except that:
 - The screening and interviewing committee for the position of superintendent/president was appointed by constituent groups and considered advisory to the Board.
 - Faculty and classified representation on the hiring committee expanded.
 - The Board of Trustees filled the role of the “component administrator” in terms of receiving recommendations and interviewing semi-finalists and consulting with the hiring committee chair.
2. Three candidates were selected and met with college community through District arranged forums.
3. Based on college community feedback and their own evaluation of candidates, the Board decided to launch a second recruitment process, this time in consultation with a search firm.
4. Consultants expanded the recruitment field and advised the hiring committee and Board on the interview and public forum processes.
5. A proposed process was approved by Board, documented by HR, and communicated to the college community (IV.B.34).
6. Two well qualified, high profile candidates participated in public forums, allowing for feedback to the Board from all interested parties.
7. Based on input, hiring committee recommendations, and their own evaluation, Board selected the new (and current) superintendent/president, who took office in January 2012.

Evaluation of the President

The Board of Trustees annually evaluates the performance of the president per Policy 0.20 and invites input from the major constituent groups of the College (IV.B.35). The evaluation includes meetings with representatives of the constituent groups prior to the annual retreat in June, a self evaluation by the president regarding his/her achievement of goals, a review of the president's goals, and the setting of new goals and evaluation at the retreat. The outcomes of the evaluation are finalized during a closed session at the next regular Board meeting, and the general outcome and Board's decision regarding the president's contract are shared with the college community at a Board meeting immediately following the closed session. The evaluation becomes part of the president's permanent personnel file.

The Board has continued to follow the evaluation process during the current president's tenure, reporting results at its public meetings and, in response to a favorable evaluation, extended the president's contract through June 2016 with a salary adjustment consistent with other management (IV.B.36).

Delegation of Responsibility and Authority

Policy 2.2.1 begins, "The basic authority for the administration of the Sonoma County Junior College District and Santa Rosa Junior College is delegated by the Board of Trustees to the Superintendent/President." The remainder of that policy and its procedures (2.2.1P) specifically defines the president's responsibilities involved in that authority. Among there are:

- His/her role in recommending, organizing and assigning all staff positions;
- Supervision and coordinating all planning, from curriculum to facilities;
- Acting as liaison with external (e.g., county, state) organizations; and,
- General responsibilities such as budget, reporting, and maintaining policies.

The Board strictly limits its own role as stated in Policy 0.1: "The Board shall concern itself primarily with broad questions of policy, rather than with administrative details. The application of policies is an administrative task to be performed by the Superintendent/President and staff, who shall be held responsible for the effective administration and supervision of the District's programs."

The president maintains accountability to the College in several ways. One is by communicating and setting goals in consultation with the Board so all parties are focused on the same areas for improvement, development, or maintenance, as stated in Policy 0.20 (IV.B.27). Another is by providing clear, complete, and accurate information and analysis at the Board meetings. To this end, a typical Board meeting involves reports and information on many aspects of the College, including:

- The College president's direct report
- Information pertinent to college operations such as facility and technology needs and development
- Regular and by invitation presentations by the Vice President of Business Services
- Presentations by the director of Institutional Research on aspects of student achievement and institutional effectiveness, especially prior to state reports
- Regular reports from groups representing faculty, classified staff, and students

The president also ensures accountability to the Board by responding promptly to questions and concerns or finding a source that will address them.

SELF EVALUATION

The College meets the Standard. The College has had a general policy regarding the selection and evaluation of the president in place for many years. The flexibility within the policy served the College well during the 2011 hiring process, confirmed by the Board's approval of the policy with no changes in 2012. The process for evaluating the president is particularly well defined, and the Board has a long record of adhering to those procedures.

Policies that define the president's role and relationship to the Board and that specify the position's responsibilities are clear, detailed, and accessible. Again, based on a history of respectful and constructive relationships between the Board and each president, the policies have been consistently applied. The president's accountability for district operations is illustrated in ongoing communications with the Board regarding goals, college activities and results.

Policies, procedures, and practices regarding the selection, evaluation, and defined responsibilities of the president have resulted in highly successful presidential leadership throughout the College's history.

IV.B.2

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

DESCRIPTIVE SUMMARY

SRJC has policies, procedures and practices that define the role and responsibilities of the College president. The effectiveness of these policies has been well demonstrated as SRJC transitioned from the 22-year long administration of one president to the current president, who brought a new perspective and set of experiences to the College. The policies and organizational structure set the stage for a smooth shift in leadership and allowed the College to maintain the high level of responsibility, communication and accountability expected of the president. The current president has demonstrated effective leadership in all duties defined in the policies and the job description while bringing his own style to the organization. Particularly representative of his leadership was his role in initiating and then actively supporting the College's inclusive, collaborative effort to create the Strategic Plan, which is described in depth in Standard I.

SELF EVALUATION

The College meets the Standard. The College, having the advantage of very stable presidential leadership throughout its history, has well established policies and systems that support the president's role in shared governance and Board relations. Within this framework, the current president was able to "hit the ground running," not only carrying on effective practices, but initiating new approaches and soliciting innovative ideas from the college community to deal with ongoing issues.

IV.B.2.a

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTIVE SUMMARY

The president is the chief executive and administrative officer of the College and the District, as defined in Policy 2.2.1 and Procedure 2.2.1P, District Superintendent/President and Policy 5.2, Superintendent/President's Budget Activities (IV.B.37, 38, 39). These policies and procedures describe the president's duties as both an over-arching set of responsibilities and a series of specific leadership activities within the College. The president brings to this structure a codified list of duties and a philosophy that fosters the ongoing stability of the institution as well as valuing a dynamic approach to meeting the College's ever-changing needs.

Organization of and Delegation within the Administrative Structure

In his central leadership role, and in accordance with Policy 2.2.1P, II.A, the College president plans and oversees an administrative structure outlined in Policy 2.2.2 and Procedure 2.2.2P (IV.B.40,41). The areas of delegation currently include more than 85 individual positions throughout the College, including the two campuses and numerous sites where SRJC offers instruction or services. The first level of supervision is shown in the organizational chart in Illustration IV.B.8, and the subsequent levels are in the organizational charts in Institutional Information section at the beginning of this report. This structure, while undergoing periodic review and revision, has remained fairly stable over the years, reflecting that it adequately supports the size and complexity of the College. An example of a recent revision to meet the newly developed Strategic Plan goals of the College was the reorganization of clusters (groups of related departments) so that one of the cluster deans, re-titled Dean of Instruction and Strategic Program Development, could take on the additional responsibilities of coordinating grants and other alternative funding approaches.

The College president delegates authority to administrators and others consistent with the responsibilities listed in Policy 2.2.2 and in the job descriptions of the individual management positions. He maintains close contact with all aspects of the College through his Cabinet, his advisory committees, and other governance groups such as Institutional Planning Council (IPC).

Illustration IV.B.8
The President’s Cabinet and Administrative Positions

President’s Cabinet

The President’s Cabinet comprises five vice presidents and four key managers. The vice presidents work directly with the College president and coordinate their respective specific component areas, taking direction from and reporting directly to him. In keeping with the policy and reflecting the collegial culture of SRJC, the vice presidents serve as a team for and source of support to the president’s ultimate responsibility for the institution. The president meets regularly with the vice presidents through weekly Cabinet meetings, in one-on-one meetings, and as part of the larger shared governance structure such as the weekly IPC meetings, which are chaired by the Vice President of the Petaluma Campus and attended by the four other vice presidents.

The College president meets with the specific managers, directors, and officers that report directly to the him through Cabinet meetings and on an as-needed basis to ensure that institutional concerns that cross all areas of the College are directly communicated and addressed.

VICE PRESIDENT	AREAS OF RESPONSIBILITY
Vice President of the Petaluma Campus	All operations located on that campus, and Institutional Research
Vice President of Academic Affairs	Faculty and Instructional programs Grant development and oversight for all Policies and Procedures
Vice President of Business Services	Fiscal Services, Bookstore, Purchasing and Graphics, Facilities Operations, Environmental Health and Safety, and District Police
Vice President of Student Services	Admissions, Records and Enrollment Development, Counseling, Student Health Services, Student Affairs, Matriculation, Financial Aid, Extended Opportunity Program and Services [EOPS], CalWORKS, and Disability Resources
Vice President of Human Resources	Human Resources, Compliance, and Staff Development
KEY MANAGERS	GENERAL RESPONSIBILITIES
Director, Communication and Marketing	Public Relations and SRJC communications
Director, Information Technology	Technology supervision, planning, implementation
SRJC Foundation Director	Administration regarding donations, gifts, scholarships
Director, Institutional Research	Research, data analysis, institutional reports, assessment, and communications institutional effectiveness

Each administrative/management position has specific areas of responsibility, detailed in Policy 2.2 and the job descriptions on the Human Resources website (VI.B.42).

The president participates actively in the selection of senior administration. To foster the professional development of newly hired deans, the president arranges for them to have leadership training. He directs the annual evaluation process of all administrators to ensure that duties are fully and appropriately fulfilled. Furthermore, according to the guidelines in Policy 2.2, he works with his administration to periodically evaluate the management structure itself.

Advisory and Governance Committees

The president has established and leads seven active President's Advisory Committees that also serve to ensure the College's stability, collaboration and balance of authority. These Advisory Committees enjoy robust representation and participation from all constituent groups:

- Auxiliary Enterprise
- Board of Review
- Budget Advisory
- Faculty Staffing
- Health Services Advisory
- Institutional Technology Group
- Integrated Environmental Planning
- Student Success and Equity
- LGBTQ Campus Climate Committee

It is through these committees that the president remains directly involved in College issues and activities and executes leadership as appropriate.

Faculty and Staff

The president supports faculty and staff in several ways. While the hiring of full-time faculty is a highly collaborative, department-centered process that recommends to the appropriate vice president, the president interviews the finalist and makes final recommendations to the Board for all contract faculty hiring. He demonstrates support for the professional development of all employee groups at the College and has been instrumental in bringing in invited nationally recognized leaders in higher education to broaden perspectives and generate dialogue among College employees. For instance, for the Fall 2012 PDA Day, the president invited Rob Johnstone, a senior research fellow for the Research and Planning (RP) group, to act as keynote speaker and workshop facilitator. Dr. Johnstone, who served as an evaluator for the Aspen Institute Community College Excellence competition, shared ideas that were later incorporated into the strategic planning process (IV.B.43).

According to the 2013 Employee Accreditation Survey, 84.6 percent of respondents from all constituencies Agree or Strongly Agree that the Superintendent/President "... provides effective leadership for SRJC" (IV.B.44).

SELF EVALUATION

The College meets the Standard. Policies and procedures are in place to ensure that the president takes ultimate responsibility for the quality of the institution and the structure and effectiveness of personnel while delegating authority appropriately within an administrative structure that reflects the size, complexity, and mission of the College. Based on College functioning, Board evaluation, and the continued strength of College management during the administrative transition, the president has fully adopted his responsibilities. His leadership is visible and collegial, and he strives to cultivate a culture of respect, dialogue, and professionalism.

IV.B.2.b

The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that sets values, goals, and priorities;**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and,**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

DESCRIPTIVE SUMMARY

The president supports institutional improvement and the evaluation and planning for the teaching and learning environment in multiple ways. Once again, the policies, procedures and structures that have been established at the College have proven to be successful platforms for the succession of leadership. Even as leadership style has changed, the dialogue, collegiality, and integration of responsibilities within the administrative and shared governance structure have allowed the president to provide guidance and initiative to the instructional program.

Specific to the current administration, immediately after being installed in his new position in January 2012, the president initiated a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, asking for input from all constituency group leaders in the District: the Academic and Classified Senates, the faculty and classified unions, department chairs, supervising administrators, and student leaders. The president personally visited nearly all groups on campus, including shared governance committees and councils, instructional departments, and student groups. One of the main outcomes of this effort was the establishment of the Strategic Planning Task Force, (IV.B.45).

Establishing a Collegial Process

Santa Rosa Junior College's Policy 2.5 states the collegial process for shared governance and the structure that supports the development of values, goals, and priorities:

Participatory governance is the collective responsibility of the Board of Trustees and four constituent groups: faculty, administration, classified staff and students. The Board of Trustees and its designee, the Superintendent/President, receive advice and recommendations through the District governance committee system, collegial consultation with constituent groups, and the drafting or revising of written policy and procedures (IV.B.46).

Within this policy the prescribed structure, goals, plans, and priorities are formulated and discussed and then provided ample time and support to develop prior to Board action. The president's office provides the organizational opportunity for the college to communicate goals and priorities to the Board of Trustees through periodic Board reports, frequent Board briefs, and monthly Board agenda items.

The application of these policies, plus the energy spurred by the change in leadership, is well illustrated by the College's Strategic Planning process, initiated in spring 2012. The president, in partnership with the immediate past president of the Academic Senate and the executive vice president for the Petaluma Campus, provided the leadership for the Strategic Planning process and was instrumental in setting the stage for a process that was embraced by the entire college community. The Strategic Planning Task Force (SPTF) and the six work groups subsequently formed had membership from all constituency groups—management, faculty, classified staff, and students—and worked collegially with all stakeholders to accomplish the following:

- Revise the College's Vision, Mission, and Values statements.
- Conduct research via internal and external environmental scans.
- Articulate goals, objectives, and strategies for the College for the next five to seven years.
- Continuously communicate the ongoing work to communities within and surrounding the College.
- Evaluate the Strategic Planning process as well as the resulting Strategic Plan and its effectiveness in improving all aspects of work at the college, from quality of instruction to student services, facilities and resource use, and integrated planning.

Using email, a website, town hall "community conversations," and mandatory professional development days, the president, SPTF, and work groups sought constant feedback and participation from the college community, as well as from key stakeholders, elected officials, and residents of

Sonoma County. The president and work groups kept the Board apprised of the progress of the Strategic Planning work (IV.B.47), and the final draft of the Strategic Plan was approved by the Board in February 2014. Finally, as a result of the leadership of the SPTF and the president, a summit in April 2014 composed of members from all constituent groups began developing the plans for evaluating the College according to the new goals and objectives. While institutional improvement has always been an ongoing effort at SRJC, this summit marked the first substantive step towards institutional improvement in the context of the new Strategic Plan.

Evaluations and Planning

SRJC has a history of collecting and analyzing data to inform decision making at all levels of governance. For instance, data and reports from the Office of Institutional Research (OIR) were integral elements when the previous administration established planning groups:

- Linkage Task Force, which led to the current Program and Resource Planning Process, (PRPP),
- Multi-Site Task Force, to enhance planning and activity between campuses
- Roseland Task Force, to explore needs and opportunities in this region of Santa Rosa

In more recent years, as external agencies demand greater attention to research analysis, and as the College uses data and analysis to demonstrate its effectiveness and areas for improvement, the president has increased communication with OIR by including the director as part of his Cabinet, recommended additional funding, and advocated for more frequent updates, greater accessibility to data, and more reports regarding student success, budget effectiveness and college trends.

The Program and Resource Planning Process (PRPP) that the College uses to document the effectiveness of every program relies on data and its analysis to support requests for resources to achieve that improvement (IV.B.48). The president receives the PRPP summaries and recommendations from the vice presidents, confers with the vice president of Business Services and the rest of the Cabinet, and makes his final decisions and recommendations to the Board for the allocation of resources. His reliance on the data analysis demonstrates that high quality research and analysis are driving factors in his decision-making.

The president's emphasis on the use of high quality research and analysis is also illustrated in the Strategic Planning process. From the start, the Strategic Planning process has been data-driven, utilizing research from both the Environmental Scan and Data Gathering work group in concert with information from OIR. The research included internal studies as well as pertinent data about the county, state, and nation (IV.B.49).

<http://accreditation.santarosa.edu/>

Integrated Educational Planning

As mentioned above, the PRPP ensures a direct and transparent relationship between educational planning and resource distribution in support of student learning outcomes (SLOs). The president's reliance on PRPPs, which reference SLOs throughout, demonstrates his support of an institutional process connecting resource allocation to student achievement.

As the new mission, values, goals and objectives have been established through the Strategic Planning Process, the president has been instrumental in ensuring a strong evaluative component within the entire structure. One Strategic Plan work group, Evaluation, was charged with evaluating the Strategic Planning process as well as the resulting Strategic Plan and its effectiveness in improving all aspects of work at the College, from quality of instruction to student services, facilities and resource use, and integrated planning. During the summit, this effort led to the establishment of the mechanisms for evaluating how well the College meets the goals and objectives. This includes not only data on student achievement, but results from the assessment of SLOs at the course, program, and institutional level.

Within established processes for resource planning, one of the most important tasks facing the president and the College is to plan for improvements and expansion of College facilities, technological enhancements to classrooms, and faculty hiring. These areas of responsibility include the faculty through participatory governance (Academic Senate); the departments under the leadership of the department chairs; and, under the leadership of the vice presidents, the Academic Affairs staff, Student Services staff, and deans. The president is responsible for ensuring there is appropriate and integrated input from all constituent groups as well as overseeing the planning process for facilities improvement and new construction. Examples of the president's leadership include:

- During the previous administration, the College president was instrumental in advocating for funding and building major construction projects at the college, including the Doyle Library, the multilevel parking structure at the Santa Rosa Campus, the Bertolini Student Services building, and Phases I, II, and R on the Petaluma Campus.
- The current College president, focusing on SRJC's stated value of diversity, led SRJC in developing its "multi-ethnic global perspectives and cultural competencies" by supporting the International Students program. The program has expanded to include a director, a website, a recruitment plan, and a growing number of students, currently representing over 36 countries and six continents (IV.B.50).

Establishing Procedures: Evaluate Institutional Planning and Implementation Efforts

College policies and procedures, such as 2.5 and 2.5P, state the role of the president in reviewing the shared governance system:

The Office of the Superintendent/President maintains the District Policy Manual and will request periodic review of those sections of policy and/or procedures associated with the committee system.

It is through shared governance that institutional planning and implementation occur, so the policy ensures that the president is highly involved in evaluating these processes.

The current president's leadership in establishing, evaluating, and revising procedures related to teaching and learning has been clearly demonstrated by his active role in the Strategic Planning process. He used his position to draw attention to this inclusive and often exciting movement to create a new college vision as well as the mission, values, and goals to support that vision. Through frequent college-wide email communications, articles and speeches in the community, and reports to the Board, the president supported an inclusive approach to evaluating and re-envisioning the College.

The president strongly supports and provides leadership for the examination and review of the governance and administrative organization of the College in other venues as well. He requires that all matters concerning the development or review of policy or procedures undergo constituent review in the College Council process and that appropriate Education Code or Title 5 statute research is completed prior to new or revised policy material being placed on the Board Agenda. He also works with College Council (cite) to ensure the effectiveness of all participatory governance committees and reporting structures, seeking ways to streamline processes and eliminate redundant or inoperative committees. For instance, the Strategic Enrollment Planning (StEP) committee was phased out as the new Student Success and Equity Committee, created to address the state's required Student Success and Support Plan, absorbed the tasks of the former committee (IV.B.51).

The president meets his responsibility to guide and delegate institutional improvement by receiving input from appropriate administrative, constituent, and governance leaders and groups. He reviews all annual or periodic reports on administrative structure, faculty composition, facilities, research data, and the organization of the major instructional sites. Key reports or data regularly submitted for his review come from:

- Educational Planning and Coordinating Council
- Academic Senate
- Component Administrators
- College Council
- Office of Institutional Research
- Program and Resource Planning Process

SELF EVALUATION

The College meets the Standard. The president not only follows established policies and practices that ensures the use of research and analysis to connect achievement and resources, he does so through his Cabinet, standing committees, the strategic planning process, and other mechanisms that ensure collegiality and integrated planning. The current president has also initiated a higher profile for OIR, collaborative planning processes through strategic planning, and greater community connections, carrying on the SRJC legacy of quality leadership.

IV.B.2.c

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

DESCRIPTIVE SUMMARY

Policies and procedures undergo review and are updated by the Board of Trustees, the president, and the constituent governance groups on a regular basis to ensure that they are consistent with the requirements of statutes as well as the College's mission and goals. The president ensures implementation of statutes, regulations, and District policies by reviewing items presented to the BOT for action and by directing administrative staff to follow rules and regulations. In spring 2014, the College thoroughly revised Policy and Procedure 2.1 and 2.1P, Procedures for Developing Board Policies and Administrative Procedures, significantly clarifying and detailing the roles, including that of the president, plus the expectations and procedures involved in revising and introducing policies and procedures.

This means that all policies and procedures of the District Policy Manual are cross-referenced with pertinent provisions in the Education Code, state law, and federal law. The president may utilize legal counsel or other specialists as needed to ensure compliance with statutes, regulations, and governing policies. He also meets and confers with the District Compliance Officer on a regular basis.

This policy was applied in spring 2014 when, under advisement from the Office of Civil Rights, the college revised policy and procedure 2.7 and 2.7P, Discrimination and Complaint, to bring it into compliance with the most recent federal regulations. The vice president of Human Resources, with input from all interested constituency groups, is responsible for this revised policy, which is essential to the College's mission of fostering a first-rate learning environment. Under the president's guidance, the proposed revision followed all the steps prescribed in Policy and Procedure 2.1 and 2.1P and was approved by the Board in June 2014.

SELF EVALUATION

The College meets the Standard. The president reviews all Board agenda material and ensures that all proposed and revised policies and procedures added to the agenda have undergone constituent review, relevant research and appropriate statute references.

IV.B.2.d

The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY

The president's role in relation to the College budget is defined in policies, procedures, and his job description.

- 2.2.1P, The Superintendent/President shall... prepare recommendations on all matters including...(1) budget and fiscal affairs; Salary schedules; make periodic reports to the Board of Trustees on academic and fiscal affairs; supervise long-range planning in district finances; be responsible for overseeing and finalizing the composition of the District budget.
- Job description: Consistent with educational excellence the Superintendent/President shall provide sound financial management of the College. Directs the development of the College budget for submission to the Board.

The past president and current president both have a strong record of adhering to these prescribed responsibilities. The president regularly reviews the budget with the vice president of Business Services and performs a detailed analysis of revenues and expenditures for the college. He actively participates in the budget development process by meeting with the Budget Advisory Committee and through personal communication with his cabinet, district administrators, the SRJC Foundation, and other college leaders. The procedures used by the College and the president to develop and monitor the budget throughout the years have been effective in ensuring that the College consistently maintains a reserve above the state-mandated minimum. This occurs in spite of state budget cuts and increasing costs necessary to achieve desired enrollment levels.

At a time with restricted and unstable state financing, both presidents worked closely with the Board, the vice president of Business Services, and college leaders to strategize approaches. In the worst crises from 2008-2011, the president managed the painful district wide efforts to reduce the schedule, re-engineer classified positions to avoid layoffs, and make cuts in facilities and other budgets. While the District remained financially afloat, and state financing has strengthened somewhat, the District has faced continuing challenges that the current president has addressed on multiple fronts.

Recent efforts to regain lost enrollments include:

- Enhanced outreach
- Building specific programs to attract students, such as the International Students program
- Qualifying for grants, such as the recently awarded Federal Title V Hispanic Serving Institution (HSI) grant
- Managing substantial monetary gifts through the Foundation
- Launching a successful bond measure in fall 2014

The presidents, past and present, have maintained their accountability to the Board and the college community by providing regular financial reports at Board meetings and to employees and the public via email messages and memos. As part of that communication effort, the vice president of Business Services is often asked to provide the Board and any other constituents such as the Academic Senate or Department Chair Council/Instructional Managers (DCC/IM) with detailed information on College finances from the local, state, and federal perspectives along with the potential impacts on students and/or employees.

The communication among constituencies and the dialogue between the Board and the president regarding a bond proposal illustrate the president's ability to manage the budget in the best interests of students and the College's fiscal stability. Once the Board approved the College's bond measure effort, the president exercised strong leadership, initiating a sequence of communications to educate his administration and then other College employees about their role in relation to the voting process.

SELF EVALUATION

The president has continued to demonstrate sound leadership in fiscal matters. In the face of ongoing financial challenges due to external circumstances, the president has ensured that the budgetary actions taken by the college have ensured stability and set the stage for well-managed growth.

IV.B.2.e

The president works and communicates effectively with the communities served by the institution.

DESCRIPTIVE SUMMARY

SRJC has a long and prominent history in Sonoma County, and the president has always been a key figure in the very positive relationship with the many constituents of the community. Communications have been maintained by the president's active involvement in both formal events and regular activities throughout the region. As the current president has said, "You have to go out into the community, if you're a president of a community college, to know what's going on out there" (IV.B.52).

The "Office of the President" webpage represents the current president's leadership and his work at the College and in the community (IV.B.53). This resource provides biographical information as well as access to articles, speeches, media coverage, and upcoming events in which the president will participate. Examples of ongoing and recent communications include:

- The annual President's Address to the Community, a large, formal event where the president presents a report to the community that highlights facts and activities of the College, informs community members about services available at the College, and recognizes significant contributions of key individuals to the College (IV.B.54).
- Involvement in local boards and organizations such as the North Bay Leadership Council, the Santa Rosa Chamber of Commerce, the Rotary Club, the Health Action Coalition of Sonoma County, and the Sonoma County Economic Development Council.
- Dialogue with administrators of local high schools and community centers, including a forum with the Superintendent of Santa Rosa City Schools and Sonoma County Supervisors who presented research on the county's demographics, workforce and industries, and environmental challenges and successes.
- Speaking engagements at non-profits and church-based organizations such as the Redwood Empire Chinese Association, NAACP of Sonoma County, and the Sonoma Taxpayers Association.

- Interviews, reports, responses, and op-ed pieces to local newspapers regarding College developments and issues. For example, the president provided an interview to the North Bay Business Journal of Sonoma, Marin, and Napa Counties (IV.B.52).
- Community Conversations to inform the community about the College's Strategic Planning process and opportunities to participate (IV.B.55).

Ongoing communication with the community and at state and national levels has been a high priority for the current president and has served to maintain a strong support network for the college.

SELF EVALUATION

The College meets the Standard. The president has an excellent working relationship with the media and communicates effectively with the community. The success of the bond measure reflects the regions respect and support for the College, and the president has been involved in maintaining the College's strong reputation.

IV.B.3

This section is for multi-college districts and does not apply to SRJC, as it is a single-college district.

Standard IV.B Actionable Improvement Plan

Standard	Plan	Responsibility	Implementation Date
IV.B.1.f	In accordance with Policy 0.30, new Board members will receive full orientation through the District and the Community College League of California, and their development will be supported through mentoring, the Board retreat, conferences, Board evaluation mechanisms, and any other appropriate means.	Superintendent/President Board of Trustees President's Cabinet	Fall 2015

Evidence:

Standard IV.A Decision Making Roles and Processes

- IV.A.1 **Strategic Planning Task Force Website**
<http://libguides.santarosa.edu/strategicplanning>
- IV.A.2 **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>
- IV.A.3 **2011 Faculty/Staff Survey Results**
<http://www.santarosa.edu/administration/planning/pdfs>
- IV.A.4 **2013 Accreditation Employee Survey**
<http://goo.gl/ywUh8n>
- IV.A.5 **The Insider Online Newsletter Website**
<http://www.santarosa.edu/insider/>
- IV.A.6 **Board Policy and Procedure 2.1/2.1P, Development and Adoption of District Policies and Administrative Procedures**
<http://www.santarosa.edu/polman/2govern/2.1.pdf>
<http://www.santarosa.edu/polman/2govern/2.1P.pdf>
- IV.A.7 **College Council Homepage**
<https://bussharepoint.santarosa.edu/committees/college-council/SitePages/Committee%20Home%20Page.aspx>
- IV.A.8 **Sonoma County Junior College District (SCJCD) Committee System Best Practices**
<http://www2.santarosa.edu/f/?nBvPWQyA>
- IV.A.9 **District Health and Safety Committee Homepage**
<http://goo.gl/scHRDS>
- IV.A.10 **Human Resources Website Page: District Information, Union Contracts**
<http://www.santarosa.edu/hr/district-information/index.shtml#union>
- IV.A.11 **Board Policy Manual, Section 0.0, Bylaws of the Board of Trustees** <http://www.santarosa.edu/polman/0bylaws/index.php>
- IV.A.12 **Academic Senate Website**
<http://www.santarosa.edu/senate/>
- IV.A.13 **Board Policy 3.9, Faculty Obligation to Students**
<http://www.santarosa.edu/polman/3acadpro/3.9.pdf>
- IV.A.14 **Student Success and Equity Committee Homepage**
<http://goo.gl/MZGrjl>
- IV.A.15 **Academic Senate Minutes, October 12, 2012, Discussion on Prerequisite Pilot**
<http://www.santarosa.edu/senate/archive.shtml>
- IV.A.16 **Academic Senate Minutes, April 2, 2014, Approval of General Education Learning Outcomes**
<http://www2.santarosa.edu/f/?nALTzTK>
- IV.A.17 **Petaluma Faculty Forum (PFF) Website**
<http://www.santarosa.edu/senate/PFF/>

- IV.A.18 District Committees and Councils Website**
<http://bussharepoint.santarosa.edu/committees/default.aspx>
- IV.A.19 Staff Resource Center Website, New Employee Orientation**
<http://www.santarosa.edu/src/orientation.html>
- IV.A.20 Accreditation 2015 Website**
<http://accreditation.santarosa.edu/>
- IV.A.21 Institutional Planning Website**
<http://www.santarosa.edu/administration/planning/>
- IV.A.22 2013 Substantive Change Proposal, Culinary Arts Program Relocation**
<http://www.santarosa.edu/accred2015/pdfs2>
- IV.A.23 2012 Substantive Change Distance Education Degrees and CTE Certificates**
<http://www2.santarosa.edu/f/?nBCyUxUJ>
- IV.A.24 2010 Substantive Change Proposal: Additional Online Degrees and Certificates**
<http://www.santarosa.edu/administration/planning/pdfs>
- IV.A.25 College Council Minutes, March 6, 2014 (Example of Cross-constituent Involvement in Policy Issues)**
<http://goo.gl/5zWKkq>
- IV.A.26 College Council Committee Review Sheet**
<http://www2.santarosa.edu/f/?nDzyGQGw>
- IV.A.27 Institutional Planning Council (IPC) Homepage**
<http://goo.gl/6FeLJ9>
- IV.A.28 Report on Distance Education to IPC**
<http://online.santarosa.edu/presentation/schedule/?6145>
- IV.A.29 Instructional Technology Group (ITG) Report to IPC**
<http://online.santarosa.edu/presentation/schedule/?6145>
- IV.A.30 Sustainability Initiative Report to IPC**
<http://online.santarosa.edu/presentation/schedule/?6145>
- IV.A.31 Facilities Master Plan and Five-Year Scheduled Maintenance Plan Report to IPC**
<http://online.santarosa.edu/presentation/schedule/?6145>
- IV.A.32 Emergency Preparedness Planning Report to IPC**
<http://online.santarosa.edu/presentation/schedule/?6145>
- IV.A.33 2011 College Council/IPC Survey on Governance**
<http://www.santarosa.edu/administration/planning/pdfs>
- IV.A.34 Strategic Planning Task Force, Evaluation Work Group Web Page**
<http://libguides.santarosa.edu/SPevaluation>
- IV.A.35 Associated Students Constitution**
http://www.santarosa.edu/for_students/as/pdf/constitution.pdf
- IV.A.36 Associated Students Minutes and Agendas Website**
http://www.santarosa.edu/for_students/as/agendas-minutes/
- IV.A.37 SCJCD Board of Trustees Agendas and Minutes**
<http://goo.gl/LeCpT1>
<http://accreditation.santarosa.edu/>

Evidence:

Standard IV.B Board and Administrative Organization

- IV.B.1 Sonoma County Junior College District (SCJCD) Board Policy Manual (Website Access)
<http://www.santarosa.edu/polman/>
- IV.B.2 Board Policy 0.4, Number of Regular Members and Terms of Office
<http://www.santarosa.edu/polman/0bylaws/0.4.pdf>
- IV.B.3 Board Policy 0.6, Student Member
<http://www.santarosa.edu/polman/0bylaws/0.6.pdf>
- IV.B.4 SRJC Press Release: Three New Trustees to Join Santa Rosa Junior College Board, November 7, 2014
<http://goo.gl/YzPUmK>
- IV.B.5 Board Policy 0.25, Conflict of Interest Code
<http://www.santarosa.edu/polman/0bylaws/0.25.pdf>
- IV.B.6 Board of Trustees (BOT) Meeting Agendas and Minutes Homepage
<http://goo.gl/LeCpT1>
- IV.B.7 BOT Minutes from July 22, 2014, as Example of Public Comment Items
<http://goo.gl/CbqkmP>
- IV.B.8 Board Policy 0.3, Public Statement by Board Members
<http://www.santarosa.edu/polman/0bylaws/0.3.pdf>
- IV.B.9 Fact Sheet, Measure H
http://www.santarosa.edu/about_srjc/bond2014/pdfs/SRJC-Bond-Fact-Sheet.pdf
- IV.B.10 Press Democrat, "Removal of Diseased Oaks Begins Today," April 17, 2014
<http://goo.gl/Fsb2lk>
- IV.B.11 Board Policy and Procedure 6.5.4/6.5.4P, Native Oak and Landmark Tree Protection
<http://www.santarosa.edu/polman/6facilit/6.5.4.pdf>
- IV.B.12 BOT Meeting Minutes, 2013/2014 College Initiatives Status Update, November 12, 2014
<http://goo.gl/EAH43l>
- IV.B.13 BOT Meeting Minutes, Approval of SCJCD Strategic Plan, February 11, 2014
<http://goo.gl/t0HiRL>
- IV.B.14 BOT Meeting Minutes, Student Success Scorecard Report, May 13, 2014
<http://goo.gl/WyuscE>
- IV.B.15 Board Policy 5.1, Role of Board: Financial
<http://www.santarosa.edu/polman/5finance/5.1.pdf>
- IV.B.16 Budget Advisory Committee (BAC) Homepage
<http://goo.gl/Nuyz7S>
- IV.B.17 Board Finance Committee Homepage
<http://goo.gl/Evm7ip>
- IV.B.18 SCJCD 2014/2015 Adopted Budget, Presented to Board of Trustees, September 9, 2014
<http://goo.gl/RRwBE5>

- IV.B.19 SCJCD Financial Statements with Independent Auditor's Report, Year Ended June 30, 2014**
<http://goo.gl/lz2A10>
- IV.B.20 Title 5, Subchapter 2, Academic Senate**
<http://www2.santarosa.edu/f/?nAOBUQPA>
- IV.B.21 Board Policy 2.1, Development and Adoption of District Policies and Administrative Procedures**
<http://www.santarosa.edu/polman/2govern/2.1.pdf>
- IV.B.22 BOT Meeting Minutes, March 11, 2014**
<http://goo.gl/RnbjyS>
- IV.B.23 Board Procedure 2.1P, Procedures for Developing and Revising District Policy and Administrative Procedures**
<http://www.santarosa.edu/polman/2govern/2.1P.pdf>
- IV.B.24 Board Policy 0.1, Role of the Board and Members (Powers, Purposes, Duties)**
<http://www.santarosa.edu/polman/0bylaws/0.1.pdf>
- IV.B.25 Board Policy 0.17, Formulation, Approval, Amendment of Administrative Procedures**
<http://www.santarosa.edu/polman/0bylaws/0.17.pdf>
- IV.B.26 Board Policy 0.30, Orientation of New Board Members**
<http://www.santarosa.edu/polman/0bylaws/0.30.pdf>
- IV.B.27 Board Policy 0.20, Periodic Review and Evaluation**
<http://www.santarosa.edu/polman/0bylaws/0.20.pdf>
- IV.B.28 Policy 0.31, Board Self-Evaluation**
<http://www.santarosa.edu/polman/0bylaws/0.31.pdf>
- IV.B.29 Board Policy 0.22, Code of Ethics for Board of Trustees**
<http://www.santarosa.edu/polman/0bylaws/0.22.pdf>
- IV.B.30 Board Policy 0.26, Removal from Office**
<http://www.santarosa.edu/polman/0bylaws/0.26.pdf>
- IV.B.31 Board Policy 1.1, Vision, Mission Statement, Values**
<http://www.santarosa.edu/polman/1mission/index.php>
- IV.B.32 Board Policy 4.3.10, Management Team Hiring**
<http://www.santarosa.edu/polman/4person/4.3.10.pdf>
- IV.B.33 Board Procedure 4.3.10, Management Team Hiring**
<http://www.santarosa.edu/polman/4person/4.3.10P.pdf>
- IV.B.34 Process for Hiring the New President, 2011**
<http://online.santarosa.edu/presentation/schedule/?6145>
- IV.B.35 Board Procedure 0.20P, Periodic Review and Evaluation of the Superintendent/President**
<http://www.santarosa.edu/polman/0bylaws/0.20P.pdf>
- IV.B.36 BOT Minutes, Announcement of Reportable Action Taken in Closed Session, August 13, 2013**
<http://goo.gl/b8hMEP>
- IV.B.37 Board Policy 2.2.1, District Superintendent/President**
<http://www.santarosa.edu/polman/2govern/2.2.1.pdf>

- IV.B.38 **Board Procedure 2.2.1P, District Superintendent/President**
<http://www.santarosa.edu/polman/2govern/2.2.1P.pdf>
- IV.B.39 **Board Policy 5.2, Superintendent/President's Budget Activities**
<http://www.santarosa.edu/polman/5finance/>
- IV.B.40 **Board Policy 2.2.2, Administrative, Classified Management and Confidential Positions**
<http://www.santarosa.edu/polman/2govern/2.2.2.pdf>
- IV.B.41 **Board Procedure 2.2.2P, Administrative, Classified Management and Confidential Positions**
<http://www.santarosa.edu/polman/2govern/2.2.2P.pdf>
- IV.B.42 **Human Resources Website, Page: Management Team Job Descriptions**
<http://www.santarosa.edu/hr/pages/management.html>
- IV.B.43 **"Seeds of Change" Fall 2012 All District PDA Day Schedule (Screenshot, Excerpt)**
<http://www2.santarosa.edu/f/?nBODRACL>
- IV.B.44 **2013 Accreditation Employee Survey**
<http://goo.gl/ywUh8n>
- IV.B.45 **Strategic Planning Task Force Website**
<http://libguides.santarosa.edu/strategicplanning>
- IV.B.46 **Board Policy and Procedure 2.5/2.5P, Governance and the Committee System**
<http://www.santarosa.edu/polman/2govern/2.5.pdf>
- IV.B.47 **Board Study Session on Strategic Planning, September 10, 2013**
<http://goo.gl/4FLdzi>
- IV.B.48 **Program and Resource Planning Process Website**
<http://goo.gl/n9F0jG>
- IV.B.49 **Strategic Plan Task Force Website, Page: Environmental Scan and Data Gathering Work Group**
<http://libguides.santarosa.edu/environmentalscan>
- IV.B.50 **International Student Program Website**
<http://international.santarosa.edu/>
- IV.B.51 **Student Success and Equity Committee (SSEC) Homepage**
<http://goo.gl/MZGrjI>
- IV.B.52 **"Business Journal Q&A: SRJC President Frank Chong," by Eric Gneckow, North Bay Business Journal, March 26, 2012**
<http://goo.gl/gXCctI>
- IV.B.53 **Office of the President Website**
http://www.santarosa.edu/about_srjc/presidents_message/
- IV.B.54 **Santa Rosa Junior College President Lauds School's Future," by Chris Smith, Press-Democrat, May 29, 2014**
<http://goo.gl/uxU2R6>
- IV.B.55 **SRJC Insider Online Newsletter, April 19, 2013, Community Conversations, Page 4**
<http://www.santarosa.edu/insider/d/?i.4.19.13.pdf>