

SPECIAL REPORT

Submitted by

Santa Barbara City College

721 Cliff Drive, Santa Barbara, CA 93109

To The

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

March 15, 2013

Special Report - Certification Page

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Lori Gaskin, Ph.D.
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109

This special report is submitted to the Accrediting Commission for Community and Junior Colleges as part of the college's efforts to address the notice of warning issued to Santa Barbara City College in correspondence dated March 26, 2012. We certify that the Special Report was prepared in an inclusive and broad-based manner and affirm that this document accurately reflects the nature and substance of this institution.

Signed:

Liz Auchincloss, Chair, Classified Consultation Group and Member of Accreditation Task Force

Marty Blum, President, Board of Trustees

Allison Curtis, Associate Dean, Educational Programs Student Support Services and Member of Accreditation Task Force

Robert F. Else, Sr. Director, Institutional Assessment, Research, and Planning and Member of Accreditation Task Force

Lori Gaskin, Ph.D., Superintendent/President and Member of Accreditation Task Force

Peter Haslund, Ph.D., Former President, Board of Trustees and Member of Accreditation Task Force

Joel Negroni, Former Student Trustee, Associated Student Body and Member of Accreditation Task Force

Dean Nevins, Ph.D., President, Academic Senate and Member of Accreditation Task Force

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[EDITOR will provide for final publication]

Introduction

In response to the Accrediting Commission for Community and Junior Colleges' placement of Santa Barbara City College on warning on March 14, 2012, the college hereby submits this Special Report to the Commission as stipulated in correspondence dated March 26, 2012. We do so following a complex period in the history of the college. Over the past couple of years, the dynamic associated with leadership transitions at the Board level, the nature and clarity regarding the appropriate and effective roles of the CEO and Board of Trustees, and internal/external divisiveness melded together to create an unprecedented level of discord across campus. This permeated into sectors of the community as well.

The sanction of warning was painful and disturbing to the institution. At the same time and more importantly, being placed on warning served as a catalyst for internal assessment, reflection, and difficult but genuine conversations. This introspective process culminated in the preparation of this Special Report. The nature of this Special Report was broadly set forth by ACCJC as "a complete institutional evaluation using Eligibility Requirements 3, 4, and 21, and Standards IV.A. all; IV.B.1.a, b, d, e, f, h, j; ;and IV.B.2. all" (correspondence from Dr. Barbara Beno to SBCC dated March 26, 2012). To honor the intent of this directive and to ensure its meaning and significance to the institution, the college chose to approach the Special Report as a targeted self evaluation report focused on Standard IV. What follows represents that approach and perspective. This Special Report responds to the three specific recommendations issued to the college in association with the sanction of warning as well as to the three eligibility requirements noted in the March 26, 2012 correspondence to the college. But the institution went beyond that and took the pulse of the college's leadership and governance structures by conducting a focused self study. This self evaluation and accompanying actionable improvement plans are contained herein.

To provide further context to the readers of this Special Report, it should be noted that the report was in preparation during late summer of 2012 and throughout the fall 2012 semester. This time frame coincided with the new president joining the college. This is an important frame of reference, as a leadership transition of this magnitude brings a certain level of hope as well as uncertainty. This is borne out within this report as it was, by timing necessity, prepared within the first few months of the new president joining the college.

The warning sanction was issued based upon a number of college governance elements, particularly those associated with the Board of Trustees. This is addressed with candor and genuineness. The sheer process of analyzing each element of Standard IV and preparing this report has strengthened our collective understanding of the role, scope, responsibilities, and expectations associated with key stakeholders, most notably the Board, CEO, and constituent-based leaders and participatory governance groups. Evidence of this includes a heightened awareness of and appreciation for the intricate and diffuse structures of leadership and governance that define Santa Barbara City College.

Standard IV commences with the following statement: *The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution.* Nearly two-thirds of the respondents to the Fall 2012 Leadership and Governance survey were in agreement with this statement. This speaks to the place where the college is at in terms of participatory governance, leadership, and our own unwavering commitment toward excellence.

Report Preparation

This Special Report contains the results of a broad-based, honest, focused self-evaluation undertaken by the institution in response to the ACCJC's warning sanction of March 26, 2012, and the events leading up to that sanction. It reflects representation at the highest levels of leadership, and is also shaped by responses from constituencies across the institution.

The Accreditation Task Force

To plan and conduct the self-evaluation, the Superintendent/President convened an Accreditation Task Force (ATF) consisting of the following representatives:

Classified Consultation Group Lead	Liz Auchincloss
Accreditation Liaison Officer	Robert Else (co-chair)
Superintendent/President	Lori Gaskin (co-chair)
Board of Trustee Representative	Peter Haslund
Student Senate Representative	Joel Negroni
Academic Senate President	Dean Nevins

Meeting bi-weekly, the ATF discussed, agreed upon, and led the the various parts of the evaluation, including research, interviews with key stakeholders, writing, and surveys. Although many individual tasks were involved, the basic high-level timeline is shown below

July 9, 2012	Superintendent/President Dr. Lori Gaskin takes office
August 8, 2012	Accreditation Task Force convened
September 7-21, 2012	Fall 2012 Survey of Leadership and Governance
September, October 2012	Interview with Board of Trustees members
December 4, 2012	First reading of the Special Report, and review/discussion of the survey results, by the College Planning Council; campus-wide distribution of Survey results
January 29, 2013:	Second reading of the Special Report by the College Planning Council
February 4-14, 2013	Spring 2013 Survey of Leadership and Governance
February 14, 2013	First reading by the Board of Trustees
February 28, 2013	Second Reading by the Board of Trustees
March 10, 2013:	Report mailed to ACCJC

[Add review dates for Student Senate, Classified Consultation Group, Deans' Council, Academic Senate, once completed]

The Survey of Leadership and Governance

To take the broad-based pulse of the campus community and gain a sense of stakeholders' understanding of and feedback on the accreditation standards related to the warning sanction, the ATF designed a 21-question assessment entitled *Survey of Leadership and Governance*. The questions were derived from the language directly from *Standard IV: Leadership and Governance* and included a 3-point response scale: *Agree, Neutral, Disagree*. The survey was administered via SurveyMonkey, and was anonymous, although it did ask the respondent to identify their general employee classification (staff, full-time or part-time faculty, management, Board of Trustees, and other). In Fall 2012, prior to the first draft of the Special Report, the survey was sent to all employees as well as to the 15-member Student Senate, totaling 1,157 recipients. The overall response rate was 36%. The same survey was administered again in early Spring 2013, to the same group, after wider and deeper campus-wide discussions of the relevant issues. The response rate for the second survey was XX% of the XX recipients. The survey and both sets of results are provided in the Appendix.

SBCC Resource Guide to Governance and Decision-making

During the self-evaluation process, the need became apparent for a clear explanation of the governance and decision-making structures to be encapsulated in one straightforward resource document. To this end, the **SBCC Resource Guide to Governance and Decision-making** was created, to ensure that the collaborative structures, policies, and processes at the institution are transparent and understood, and to serve as a reference for current and future members of the college community. The Accreditation Task Force oversaw the creation of the document, which had input from the ATF, all campus participatory governance bodies, and their constituents.

Summary

This Special Report represents a broad and deep self-examination of leadership and governance at the institution. It reflects the participation of all sectors of campus leadership and all levels of the campus community, through the institution's participatory governance bodies.

Response to the March 26, 2012 Commission Letter

The Commission's March 26, 2012 letter to Santa Barbara City College informing the institution of the issuance of warning included the following requirements:

- 1) *Correct deficiencies noted in the Commission's January 31, 2012 decision.* The Standard IV deficiencies noted in the Commission's January 31, 2012 decision have been addressed and are detailed herein as this Special Report examines and presents each element of Standard IV.
- 2) *Address Recommendations 1, 2, and 3 contained in the March 26, 2012 letter.* The manner in which the college has addressed Recommendations 1, 2, and 3 is described below and referenced throughout this Special Report.
- 3) *Address Eligibility Requirements 3, 4, and 21.* This is discussed below and referenced throughout this Special Report.
- 4) *Address Standards IV.A.1; IV.A.2.a and b; IV.A.3; IV.A.4; IV.A.5; IV.B.1; IV.B.1.a, b, e, and j; and IV.B.2. a through e.* The manner in which the college has addressed these standards is detailed in this Special Report which was conceived and prepared as a targeted self-evaluation of the institution relative to Standard IV.
- 5) *Complete a Special Report.* This document is submitted as the required Special Report.

Eligibility Requirements 3, 4, and 21

Eligibility Requirement 3: Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Santa Barbara Community College District Board of Trustees functions as an independent legislative and policy-making body charged with oversight of the District. The Board is comprised of seven elected members

and a student trustee. Its independence is assured through the voting process as well as through adherence to the state's election rules. The elected members represent distinct trustee areas within the district and as such are reflective of constituent and public interest. Its structure and number are sufficient to carry out the duties associated with oversight of the district. The specific role and responsibilities of the Board are detailed in Board Policy 2200: Board Duties and Responsibilities. The Board carries out its duties within the framework of advancing the mission of the institution and ensuring its quality, integrity, and financial stability. This is evidenced most notably through the (1) actionable and discussion items placed before the Board at regular board meetings, study sessions, and Board retreats; (2) Board's annual goals; and (3) set of policies which contextualize the Board's charge.

The Board is responsible for establishing the direction for the utilization of district resources in support of the college's educational programs and student support services. The processes of institutional planning, program review, resource allocation, and institutional and program assessment are the main mechanisms the Board utilizes to ensure that the environment for, and processes in support of, teaching and learning are advanced, strengthened, and of high quality.

Conflict of interest standards are set forth in Board Policy and accompanying Administrative Procedure 2710 and address circumstances associated with financial interests, employment situations, gifts, and representation.

Further detail is provided in the descriptive summary associated with Standard IV.B.1 (see pages XX - YY).

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Superintendent/President, Lori Gaskin, was selected and appointed by the Santa Barbara Community College District Board of Trustees and assumed the position on July 9, 2012. Dr. Gaskin serves in a full-time capacity as the Chief Executive Officer of Santa Barbara City College. While the Board hires the Superintendent/President, this position functions as an employee of the Board and not as a member of the Board. The Board of Trustees delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board. This delegation of authority is codified in Board Policy 2430: *Delegation of Authority to the Superintendent/President*. The Superintendent/President serves as a resource and policy advisor to the Board. Santa Barbara City College informs the ACCJC when there is a change in the Superintendent/President position.

Eligibility Requirement 21: Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (34 C.F.R. § 668 – misrepresentation.)

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Board Policy 3200: *Accreditation* delegates responsibility to the Superintendent/President to ensure the accreditation process is conducted in a manner that aligns with Commission policies and guidelines. The college has long demonstrated its commitment to honoring and adhering to the Eligibility Requirements and Accreditation Standards and policies of the Commission as evidenced by its self studies for reaffirmation of accreditation, midterm accreditation reports, annual reports, special reports, and substantive change proposals and the Commission’s subsequent actions on each. Further, the college has always upheld the values of honesty and accuracy in the disclosure of its accreditation status and in its interactions with the Commission, its external and internal constituencies, and other accrediting entities.

The institution recognizes that it has recently been placed on warning due to deficiencies that have been noted with regard to three Eligibility Requirements and sixteen standards contained in Standard IV: *Leadership and Governance*. The notification to the college in January 2012 of ACCJC’s findings and conclusions resulting in the sanction of warning was received with varying degrees of acceptance across the institution. The initial institutional reaction to these findings and conclusions is not reflective of the college’s genuine commitment to complying with the standards, policies, and guidelines, and requirements as set forth by ACCJC. The actions of the Commission have drawn the college’s attention to the deficiencies and allowed the institution to regroup and refocus on adhering to these specific leadership and governance standards, policies, and requirements of the Commission. That the institution has taken this seriously and sought to address the noted areas of concern are evidenced by the inclusive and open approach the Board and the institution have taken to prepare this special report and the demonstrable alignment of Board actions and behaviors with that of a policy-based body.

Recommendations 1, 2, and 3

Recommendation 1

In order to meet Standards, the Board of Trustees should receive additional and topic-specific training from “outside experts” on the appropriate roles of the Board and Superintendent/President, and the requirements of Standard IV. This training should be agendaized and occur at a public meeting. The Board should further demonstrate compliance with these roles and responsibilities in its processes for Board evaluation and the Superintendent/President’s evaluation. (Standard IV.B.1.d, g, and j)

Since January 2012, the Board of Trustees has engaged in the following training/professional growth and development:

- **January 20, 2012 Board of Trustees Special Meeting: Training**

This day-long training was facilitated by an external expert and was framed as follows:

“Every organization can profit from taking the time to reflect on the purposes that bring them together and the approach they take to accomplishing their tasks. We have had a strenuous year. Let us each examine our own beliefs, behaviors and actions and identify those things that we can do, both individually and collectively, to make the coming year a positive experience for the Board and, as a consequence, for the college.”

The topics covered during this retreat included:

1. Reflections from the Interviews of Board Members Conducted by external expert
2. Review of Board Self Evaluation and Recommendations for Enhancing Board Effectiveness
3. Disagreements, Conflicts, Tensions
4. Level 5 Leadership
5. A Learning Organization
6. Role of the Board
7. A Shared Vision for SBCC
8. Building Trust
9. Leaving a Legacy of Excellence

- **Board member attendance and participation in the following conferences/workshops:**

January 2012: Legislative Conference

May 2012: Community College League of California Trustee Conference

November 2012: Community College League of California Annual Conference

January 2013: Effective Trustee Workshop

- **Prospective Board Member Orientation: September and October 2012**

The topics covered during this orientation include:

1. California Community College System
2. Master Plan for Higher Education
3. Accreditation

4. Participatory Governance
5. Roles and responsibilities of the Board of Trustees
6. Budget
7. SBCC's Student Population
8. SBCC's Educational Programs
9. SBCC's Student Support Services
10. Operational Sectors of the College

- ***December 13, 2012: Brown Act and California Public Records Act Training***

- ***January 31, 2013: Appropriate Roles of the Board and Superintendent/President and the Requirements of Standard IV***

This training was conducted by an external expert and focused on the specific requirements associated with Recommendation #1.

The Board has demonstrated understanding of and compliance with the roles and responsibilities of the Board of Trustees relative as manifested in its annual Board evaluation process. This process for academic year 2011-12 was discussed at the Board retreat on July 27, 2012 and a Board workgroup was convened to review and revise the self-evaluation instrument. This newly revised assessment tool was implemented in late summer 2012. The Board reviewed the results of its self-evaluation at both the August 9 and September 13, 2012 study sessions. The process was conducted in an open and forthright manner and provided the Board with an ability to assess its performance using the standards associated with the accepted roles and responsibilities of a board.

In addition, the Board has demonstrated understanding of and compliance with the roles and responsibilities of the Superintendent/President relative to the annual CEO evaluation process. This evaluation process was initially reviewed and discussed with the new president at the Board's retreat on July 27, 2012. Follow-up dialog with the Board occurred throughout the initial stage of the evaluation process as the Board and Superintendent /President agreed upon the Superintendent/President's annual goals. These were presented to the Board on September 27, 2012. A mid-year performance evaluation check in with the Board was held at the study session on January 10, 2012.

Recommendation 2

In order to meet Standards, the Board should revise its code of ethics policy to align with Accreditation Standards and policies (and the legal requirements of the board), identify a procedure, and the person(s) responsible for enforcement of the policy. The Board should also rectify its own behavior to comply. (Standard IV.B.1.h)

The Santa Barbara City College Board of Trustees has addressed this recommendation by reviewing and aligning Board Policy 2715: Code of Ethics/Standards of Practice with Accreditation Standards and legal requirements. These revisions strengthened this code of ethics policy and delineated the process to be followed to address any violation by a member or members of the Board with regard to Board Policy 2715: Code of Ethics/Standards of Practice. Further, section 3 of BP 2715 was added to set forth procedure for enforcement of the policy. The Board President is designated as the first person responsible for enforcement of violations of this, and other, Board policies. BP 2715 also addresses the process and person responsible for dealing with an allegation that the Board President has violated a policy.

The Board has been attentive to its behavior relative to the standard and expectation of ethical conduct as evidenced by:

- The Board has a heightened awareness of the manner in which its members should engage with each other and with its internal and external constituencies and holds the body accountable for such conduct.
- The code of ethics/standard of practice policy has been brought before the Board for discussion on two additional occasions since its March 2012 revision: (1) At the December 13, 2012 regular Board meeting, the Board President distributed the policy to the Board on the occasion of the newly elected Trustees being sworn in and seated. The Board President explained the significance of these conduct standards to the newly elected Board members and took the opportunity to remind the incumbent members of these expectations. (2) At the January 10, 2013 Board Study Session, a revision to BP 2715 was presented to the Board for discussion. This revision came forth as part of the expansive board policy review project being conducted by the Board during this year. As part of this process, every Board policy is being reviewed for currency, compliance with regulation, standards, and effective practice. BP 2715 has garnered much focus and attention during this process and a more robust and inclusive revision is working its way through the institution's Board policy review and approval process.

Recommendation 3

In order to meet Eligibility Requirements and Accreditation Standards, the Board of Trustees should re-direct its focus to creating an environment for empowerment, innovation, and institutional excellence. Through established governance structures, process, and practices, the Board should work with administrators, faculty,

staff, and students for the good of the institution. The Board should focus its work toward ensuring that it works in a collegial manner to support the accomplishment of the college mission and improvement of student learning programs and services. (Eligibility Requirements 3, 4, and 21; Standards IV.A.1; IV.A.2.a and b; IV.A.3; IV.A. 4; IV.A.5; IV.B.1; IV.B.1.a, b, e, and j; and IV.B.2.a through e)

Santa Barbara City College's long-held values of innovation, excellence, and student success permeate the campus and contribute to the high quality that distinguishes the institution's academic and student support services. Evidence of this culture of excellence is the selection of Santa Barbara City College as one of the top 10 community colleges in the nation for two years in a row (2012 and 2013) by the Aspen Institute. This is noteworthy affirmation of the institution's unwavering mission and focus on student success particularly as it (1) comes at a time of protracted fiscal austerity and (2) speaks directly to the core values of the college and how these are manifested each and every day.

The tumult of the recent past and the consequent changes in institutional leadership (at the CEO and Board levels) have caused college-wide discord and disrupted the institution's clarity regarding governance and its participative processes (though not its focus on student success, innovation, and excellence). Efforts are underway by the Board and college leadership to re-unify the campus, respond to the issues that served as the foundation for this discord and divisiveness (which are addressed within this Special Report), and bolster the college's participative processes as a means of further fostering empowerment, innovation, excellence, and mutual trust and respect. The Board, through such measures as (1) a more focused Board development program; (2) demonstrating a commitment to and engaging in meaningful action to promote a strong professional relationship between the Board and CEO; (3) gaining clarity of purpose as a policy-making body; (4) strengthening and honoring the voices of key constituent groups and participatory governance bodies; and (5) undertaking Board actions and behaviors that are aligned with its policy-making role, has demonstrated that it is working for the good of the institution. Further detail regarding this effort is provided in the descriptive summary associated with Standard IV.A.1 (see [pages XX - YY](#)).

As part of this renewal, it is important to note that the Board began the 2012-13 academic year with: (1) a new Superintendent/President; (2) annual Board goals designed to more clearly frame the institution and provide it with structural focus and integrity to ensure its distinctions of quality, innovation, and student success are advanced; and (3) a commitment to fostering an effective and collegial governing board with both the sitting trustees and the members who would be coming onto the Board as a result of the November 2012 election. With the college under a warning sanction, the Board has been integral, along with the entire institution, in both seeking to understand and meaningfully and authentically addressing the issues that caused this accreditation action. The Board has focused its work on engaging with the college community in a collaborative and collegial manner as evidenced by the processes the institution has adopted to update the mission statement, empower the main participatory governance body on campus (the College Planning Council), and revise and update all Board policies and administrative procedures. In so doing, the Board is

demonstrating its focus on working in a collegial manner to support the efforts and accomplishments of the college as it strives to fulfill its mission and improve student learning.

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.

Standard 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 Barbara City College's long-held values of innovation, excellence, and student success permeate the campus and contribute to the level of quality that distinguishes the institution's academic and student services programs. Standards are high across the college, progressive pedagogical thinking is fostered, instructional and student support programs are steeped in effective student success practices, and a strong cadre of faculty, staff, and administrators has been attracted to such an environment. Institutional leaders share a similar commitment and have helped to shape a culture that advances these values. The Board of Trustees recognizes innovation and excellence, provides public acknowledgement of such efforts, and showcases the work of the institution.

Evidence of this culture of excellence is the selection of Santa Barbara City College as one of the top 10 community colleges in the nation for two years in a row (2012 and 2013). This external assessment, conducted by the Aspen Institute, identifies the top community colleges in the nation as part of its College Excellence Program. This recognition is based upon effective practices that improve student learning and success, particularly for low-income students and students from backgrounds traditionally underrepresented in higher

education. This recognition is noteworthy, as it has occurred at a time of protracted fiscal austerity during which resources have been significantly reduced and deep cuts to services, programs, courses, and staffing have had to occur.

On a programmatic level, many college initiatives have been recognized by external entities (e.g., Chancellor's Office for the California Community Colleges; professional organizations) for excellence, student success, and program effectiveness, including the Extended Opportunity Programs and Services (EOPS) department, recently-launched Express to Success transfer initiative, and the Luria Library.

At the level of direct student support, notable examples demonstrate the institution's culture of excellence including:

A strong general education and major preparation curricula that leads to over 1600 transfers annually. Signature career and technical education programs aligned with business/industry needs including nursing, fully online health information technology and cancer information management, marine diving technology, culinary arts, environmental horticulture, multimedia arts, film and television production, and the like.

Centers of excellence, such as the Center for Sustainability and the Scheinfeld Center for Entrepreneurship and Innovation, which link theory with practice and provide students expanded opportunities to pursue a targeted focus

Such institutional innovation and excellence are fueled by a campus culture which strives to continuously improve our programs and services toward the goal of pushing the student success bar ever higher. The bedrock of innovation and institutional excellence is comprised of empowerment, transparency, and a genuine regard for the college's participatory governance structure. To varying degrees, these attributes have characterized Santa Barbara City College. However, the tumult of the recent past and the consequent changes in institutional leadership at the CEO and governing board levels have caused college-wide discord and disrupted the institution's participative processes of planning, governance, and leadership. While innovation and excellence remain as deeply embedded values and practices, the "dysfunctional intra-relations and inter-relations among college constituencies" as described by ACCJC created a chilling effect in nurturing an environment of empowerment and initiative.

Efforts are underway by the Board of Trustees and college leadership to unify the campus, respond to the issues that served as the foundation for this discord and divisiveness, and bolster the college's participative processes as a means of fostering empowerment, innovation, excellence, and mutual trust and respect.

Evidence of this includes:

- a Board committed to supporting institutional innovation as demonstrated by the college being named one of the top ten community colleges in the nation by the Aspen Institute for two years in a row;
- the development of an effective professional relationship between the new CEO and the Board of Trustees;
- Board actions and behaviors that are aligned with its policy-making role;

- the new president’s alertness to and focus on institution-wide healing, mending the pronounced schism, and attentiveness to that which is our collective purpose rather than that which has served to divide us;
- integrating all employees into the biannual welcome back tradition that launches the start of each semester;
- strengthening the role of employee groups whose collective institutional voice had not been fully developed;
- engaging with each employee group in a manner which genuinely respects its role, contributions, and purpose within the institution;
- addressing the Continuing Education challenges with inclusiveness, focus, and clarity of purpose, mission, and message; and
- strengthening the role and voice of the college’s primary participatory governance committee, the College Planning Council, by ensuring the body is meaningfully involved in institution-wide processes such as classified vacancy prioritization, short-term hourly restoration, mission statement re-assessment, institutional reorganizations, and institutional planning.

Self Evaluation

The college meets this standard. Sixty-eight percent of the respondents to the Fall 2012 Governance and Leadership Survey agree with the statement “SBCC leaders create an environment for empowerment, innovation, and institutional excellence.” Of those respondents, 21% chose to submit comments related to this query. The comments spanned the spectrum of agreement/disagreement. However, several common themes surfaced from these comments including: the importance of and need to more systematically empower classified staff; leadership and role definition for the Board of Trustees; differing opinions regarding the shifts in leadership over the recent past; and issues associated with the reorganization of the Continuing Education division of the college.

Fewer survey respondents, though still a majority at 58%, agree with the statement “When ideas for improvement have significant policy or institution-wide implications, systematic participatory processes are used to assure effective discussion, planning, and implementation.” Of those respondents, 19% chose to submit comments related to this query. The comments proffered in conjunction with this query were varying in perspective and followed the same thematic pattern as noted above.

The actions and practices of the Board of Trustees and campus leadership with regard to this standard model the values embodied within the context of empowerment, innovation, and excellence. With the CEO position filled now on a permanent basis, the turmoil of the past is quieting. There is a sense of renewed collaboration and positive change. Evidence of this happening include the strengthening of the role of the College Planning Council (the institution’s primary participatory governance body) in terms of planning, budgeting, and

institutional governance, the manner in which the Board of Trustees is assuming and undertaking its role as a governing board, and a greater focus on transparency across all sectors of governance at the college.

However, healing needs to continue and trust needs to be built. An institution is an inherently people-intensive enterprise and it is SBCC's people (i.e., faculty, classified staff, managers/supervisors, senior leadership, Board) who make a college innovative, empowered, and excellent and who need the time, opportunity, and support to recover, heal the schism, and rebuild trust. The institution is committed to making this happen and each time collaboration is sought, collective problem solving is embraced, genuine listening is practiced, and follow-through is made, the trust is steadily rebuilt and the empowerment strengthened.

Actionable Improvement Plans

- Strengthen the structure and role of the Classified Consultation Group in institutional governance.
- Examine and strengthen the role of the management group in the institution's participatory governance structure.

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

California Education Code 70902(b)(7) provides the authority that empowers key constituent groups, faculty, staff and students, to participate effectively in college governance. Santa Barbara City College's participatory governance structure aligns with California Education Code as evidenced by Board Policy 2510, Participation in Local Decision Making.

The institutional participatory governance structure at SBCC is comprised of college-wide standing committees; topical or functional committees, some of which are mandated by law or regulations; and task forces and ad-hoc workgroups whose work is limited in duration and focused on a particular task or issue, and which cease to exist upon accomplishment of their specific charge. The charge, membership, and meeting calendar for committees is posted online at <http://www.sbcc.edu/departments/collegecommittees.php>. This online resource is augmented with the recently published *SBCC Resource Guide to Governance and Decision-Making*, which serves as a single point of reference to gain understanding and clarity regarding the college's framework for participatory governance and decision-making.

Key partners in the institutional governance at SBCC include the Academic Senate (faculty), CSEA/Classified Consultation Group (classified staff), Teamsters (supervisory management), and the Student Senate (students).

Other stakeholder groups and college wide standing committees include but are not limited to the Executive Committee, Deans' Council, Department Chairs, Instructors' Association, and Management Group.

The College Planning Council is the highest level college participatory governance body charged with making recommendations for decisions that have a college-wide impact, but are not under the special purview of the Academic Senate. The College Planning Council has primary responsibility for institutional planning, budget development and recommending allocation of resources to the Superintendent/President. The College Planning Council membership includes Superintendent/President (Chair); Vice Presidents; Classified employees appointed by CSEA Chapter Representative; Faculty (Academic Senate President, Academic Senate Vice President, Academic Senate President Elect or Past President, Planning and Resources Chair and one faculty appointed by the Academic Senate); Student appointed by the Associated Student Body president,

typically the President of the Student Senate or the Student Trustee; Management representatives; and the Senior Director, Institutional Assessment, Research and Planning (non-voting member).

Santa Barbara City College's current president assumed her role in July 2012. She has reaffirmed the college's commitment to participatory governance by empowering constituent groups and delegating the appropriate authority and responsibility for college planning to the College Planning Council and the implementation of these planning recommendations by the Executive Committee and their respective teams. This is evidenced by the collaborative process that was developed by the College Planning Council in determining the manner in which classified staff vacancies would be ranked for replacement. In the past, this decision would have been made by the Superintendent/President and Executive Committee.

Self Evaluation

The college meets this standard. Sixty-four percent of the respondents to the Fall 2012 Governance and Leadership Survey agree with the statement "Faculty have a substantive and clearly defined role in institutional governance, and exercise a substantial voice in institutional policies and planning." Fifteen percent of the respondents commented on this question and a majority of the comments demonstrate agreement on this statement.

Similarly, 64% of the respondents to the Fall 2012 Governance and Leadership Survey agree with the statement "Administrators have a substantive and clearly defined role in institutional governance, and exercise a substantial voice in institutional policies and planning." Ten percent of the respondents commented on this question. A common theme suggests that there is a perception that Continuing Education administrators did not have a substantial voice in the restructuring of the Continuing Education program.

Comments from the Fall 2012 Management Group Interview suggests that managers believe that they have a voice in their own areas of responsibility; however, the group expressed concerns about their voice in institutional governance matters. Recently, the supervisory management group represented by the Teamsters has gained representation on several college wide committees including College Planning Council. The non-represented managers have expressed a similar need for representation on College Planning Council.

Sixty-one percent of the respondents to the Fall 2012 Governance and Leadership Survey agree with the statement "Students have established mechanisms or organizations for providing input into institutional decisions."

Fifty-five percent of the respondents to the Fall 2012 Governance and Leadership Survey agree with the statement "Staff have established mechanisms or organizations for providing input into institutional decisions." Sixteen percent of the respondents commented on this question. Those comments suggest that classified staff find it difficult to effect change in institutional policies, are concerned about a lack of inclusion in the program review process and desire broader based participation in CSEA/Classified Consultation Group. Currently, the Classified Consultation Group is evaluating its organizational structure to enhance its institutional effectiveness.

Board interference with faculty and administrators' role in institutional governance (e.g., curricular matters) has been addressed and is not occurring now. The Board is both sensitive to and aware of the scope of its authority and engagement with such institutional aspects of a college as curriculum. Board training was conducted in January 2013 on the topic of the Board's role as a policy making body and effective Board leadership and governance practices and expectations as set forth in Standard IV of the ACCJC standards.

To provide greater clarity regarding the college's participative governance processes and structure, the SBCC Resource Guide to Governance and Decision-Making has recently been created. This guide identifies the nature, structure, roles, and function of governance and decision-making at SBCC, and serves as a reference tool for all college constituents. A copy of this resource guide is included in the Appendix of this report.

Actionable Improvement Plans

See Standard IV.A.1, Actionable Improvement Plan

Standard 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

The College's faculty structures have the following major components:

- Academic Senate - Primary faculty governance body whose principal function is to make recommendations with respect to academic and professional matters.
- Curriculum Committee - Subcommittee of the Academic Senate whose focus is on establishing prerequisites and placing courses within disciplines, degree and certificate requirements, educational program development, and standards or policies regarding student preparation and success.
- Partnership for Student Success Steering Committee - Steering committee for an umbrella organization for many of the College's student success initiatives.
- Academic Senate Subcommittees - Ad hoc and standing committees which are concerned with policy development (Academic Policies), student learning (Committee on Teaching and Learning), standards (Scholastic Standards), matriculation issues (Matriculation), and International students' needs (International Education).
- Academic Departments - Individual departments which are focused on their area of expertise.

The faculty of the College work closely with the administration through participatory governance structures. However, these structures are not simply silos working in secret; all of the structures have a high degree of participation, both formal and informal, from faculty and the administration. For example, the Executive Vice-President sits on the Academic Senate as a non-voting resource and the Senate President attends the Executive Vice-President's Dean's Council. The Academic Senate President, along with the Chair of the Classified Consultation Group attend, on a bi-monthly schedule, the Superintendent/President's cabinet meeting called Executive Council. This type of cross-structural cooperation extends throughout the College's faculty structures. This makes for an effective organizational structure where ideas can be vetted and effectively implemented.

The College's implementation of Student Learning Outcomes (SLOs) serves as an illustration of the College's reliance on faculty structures for recommendations about student learning programs and services. The initial response to SLOs was to form a faculty-driven process with participation from the Academic Senate, Curriculum Committee, and multiple Academic Departments. These groups met to understand the SLO

process and the impact upon the College and students. A faculty member was appointed to be the lead on the SLO project and with strong support from the administration pursues a full implementation of SLOs and their associated metrics. This culminated in a 100% compliance rate for SBCC with regard to Student Learning Outcomes measurements and Course Improvement Plans.

A second example involves one of the most important activities undertaken by the College - the hiring of full-time faculty. Early in the process the administration determines the number of faculty to be hired using financial considerations as well as the state's metric for new faculty hires. Requests for new or replacement faculty originate with individual departments and are ranked by the Academic Senate. The list of recommended positions is sent to the administration for approval and to start the hiring process.

An additional example is related to the recent change in the college's grading policy to include the use of "plus" or "minus" designations in combination with letter grades. Plus/Minus grading was initially proposed February 22, 2012, and it was first discussed at the Senate on March 14, 2012. After input was received from the Senate, a formal proposal was developed on March 19, 2012, and Senators were asked to gather input from their divisions. A forum, open to everyone and co-sponsored with the Associated Students, was held on April 6, 2012 to discuss the proposal. The vote occurred on May 2, 2012 where Plus/Minus grading was approved. The target semester for deployment is Summer 2013.

Further evidence of the primacy of the faculty and the synergy of the faculty and administration is in the area of new program development. The College relies on faculty structures and academic administrators for improving student success with the latest initiative being the **Express to Success** program. This program allows students to focus for a sustained period of time on one or two subjects and is combined with a strong motivational support system and a heavily prescribed program of study to increase student success. This initiative was created by the faculty and administration working together with involvement from several academic departments and the Curriculum Committee. This program is now returning data and the results are very good. This program was also give a Chancellor's award for equity.

Self-Evaluation

The College meets the standard. The interplay between the Academic Senate, the Curriculum Committee, and other Senate committees with the Administration is a collegial and productive relationship where all parties understand their roles in the process and work together to generate and implement recommendations about student learning programs and services.

Referring to the Fall 2012 Governance and Leadership Survey, 75% of the respondents agreed with the statement "SBCC relies on faculty, its Academic Senate, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services." Respondent comments associated with this survey question included expressions of concern regarding the (1) lack of input from staff and (2) reorganization process as applied to Continuing Education. Additionally, a few comments expressed a perspective that there is an over-reliance on faculty for these types of recommendations. Minimal concern

was conveyed in the commentary section regarding trustees interference with faculty and academic administrators' roles in such matters as curriculum processes.

Actionable Improvement Plans

None

Standard 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

The College has clearly established governance structures, processes, and practices. Taken in total, these structures have broad participation from many of the College's constituencies including the governing board, administrators, faculty, staff, and students. The College relies on these structures to facilitate discussions of ideas amongst the campus community to arrive at well-informed decisions that maximize the benefit to the College.

The College has clearly established governance structures created through a combination of legislative intent as realized through the California Education Code. To ensure that all members of the college community understand the roles and responsibilities of the various constituent groups, in spring 2013 the college produced and distributed the *SBCC Resource Guide to Governance and Decision-Making*, in which the major participatory governance structures and their roles are defined:

- Board of Trustees - Sets overall College policy.
- Academic Senate - Primary participatory governance body for faculty.
- Classified Consultation Group - Primary participatory governance body for classified staff.
- Student Senate - Primary participatory governance body for students.
- Executive Council - Superintendent/President's cabinet.
- College Planning Council - Consists of representation from major groups (students, faculty, classified, management) and advises the Superintendent/President.

These governance structures, processes, and procedures are well integrated into the culture and practices of the institution. This integration is facilitated by the campus community understanding the roles and responsibilities of the various constituent groups and, to this end, the College produced and distributed the aforementioned *SBCC Resource Guide to Governance and Decision-Making*.

To encourage and enable broad participation in the college's decision-making processes, the charge, membership, meeting calendar, agenda, and minutes of each committee are posted online. In spring 2013,

this online resource was augmented with the *SBCC Resource Guide to Governance and Decision-Making* which describes each college group using a consistent template.

One recent example of the College's structures, processes, and practices being used to facilitate effective communication among the institution's constituencies was the process used to replace classified vacancies. The Board of Trustees set a policy for budgeting that has a balanced budget being created by the College unless exemptions are specifically authorized. After the impact of the State budget cuts, the Board authorized creating budgets that were not balanced but over three years came back into balance. This would give the institution time to adjust to the reduced revenue. There were many suggestions from faculty, staff, and the public to reduce expenditures. One of the suggestions was to reduce replacements for both full-time faculty and classified staff so that layoffs could be avoided. It was soon realized from feedback from Departments up through the governance chain that there had to be some replacements of classified staff. College Planning Council debated this issue and created a subcommittee to come up with a process to determine how to rank and replace a subset of the open classified vacancies. This process involved replacing half the number of the *currently* open vacancies from a pool consisting of all current and previously unfilled vacancies. Requests for replacements would go out to line management and be ranked by the Executive Committee in combination with the Academic Senate President and the Chair of the Classified Consultation Group. This process, although difficult, has resulted in filling dire College needs while generating needed savings.

Examples are many whereby the college's governance processes and practices are carried out in an atmosphere which facilitates discussion of ideas and open communication, and for the good of the institution. However, the ACCJC sanction of warning highlighted two areas of concern relative to this standard: the Board "not working together with other campus groups for the good of the institution" and not working "together through established processes for the good of the institution." These areas dealt principally with curriculum matters and honoring process and appropriate channels of communication. The Board and the college as a whole recognize the primacy assumed by the Academic Senate for curricular matters as codified in state regulations (specifically Title V, section 53200). Further, the Board and the college understand the importance of honoring the institution's well-established governance processes, procedures, and practices and lines of communication and decision-making. The Board transition, Board/CEO relationship, and divisiveness within and external to the college as a consequence of programmatic and curricular determinations in the Continuing Education sector of the institution, all may have contributed to the the perspective that the Board failed to work toward the good of the institution. Given the awareness, education, and sensitivity the Board now has with regard to this aspect of participatory governance, its actions are more aligned and consistent with the principles embodied in this standard.

Self-Evaluation

The College meets this standard. The College has established and implemented a system of participative practices and policies that ensure that dialogs occur at the appropriate scope and level for each constituency. The College President models this practice by informing the entire campus community of major topics under consideration through a Monday Morning Update.

Referring to the Fall 2012 Governance and Leadership Survey 53% of the respondents agreed with the statement “The Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices.” The remainder of the responses were split fairly evenly between disagreeing with the statement (20%) or neutral toward the statement (21%). The commentary portion of the survey contained many strong opinions regarding the level of involvement of the Board of Trustees in day to day College processes and the role of the previous President. However, there was an overall sense that the College is moving in the right direction.

Actionable Improvement Plans

None

Standard 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 study 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 Barbara City College maintains relationships with a host of external agencies as a means to advance, strengthen, and support the instructional mission of the institution. These external relationships span the spectrum of the public, governmental, and private sector and include the City of Santa Barbara, Santa Barbara Unified School District, Santa Barbara Cottage Hospital, Salvation Army, National Institute for Automotive Service Excellence, California State Board of Registered Nursing, California State University Channel Islands, Association of Commercial Diving Educators, Commission on Accreditation of Allied Health Education Programs, College Reading and Learning Association, and over a dozen other agencies. Underlying these partnerships is either a set of accreditation or certification standards or memoranda of understanding/agreements. In all instances, the college adheres to these standards and/or expectations and does so with honesty and integrity.

The college, through the submission of its periodic self studies for reaffirmation of accreditation, midterm accreditation reports, special reports, annual reports, and substantive change proposals, complies with ACCJC eligibility requirements, standards, policies, and guidelines. The Commission's action on these reports provide a degree of affirmation that the college has sought to meet the spirit and intent of the Commission's standards, requirements, and policies. Further, the college responds in a timely manner to recommendations proffered by the Commission and addresses these in a formal submittal twice during the six-year cycle: in the college's midterm accreditation report and in the following self study. At a local level, to ensure the standards and expectations are honored, Board Policy 3200: *Accreditation* delegates responsibility to the Superintendent/President to steward the accreditation process and to assume responsibility for the college complying with the accreditation process and ACCJC standards. The college's website contains a prominent set of web pages detailing the institution's accreditation status.

Self Evaluation

The college meets this standard. A check and balance is inherently a part of the external relationships by virtue of the fact that such partnerships must be periodically re-examined, renewed, re-evaluated, and in the case of accreditation, re-accredited. This allows for a “built-in” evaluation process to ensure the college acts in good faith and with honesty and integrity with its external partners.

Since its initial ACCJC accreditation, the college has assumed responsibility for complying with the Commission’s standards, policies, and guidelines as evidenced by the reaffirmation of accreditation granted to the institution. Further, the college has a record of responding expeditiously to Commission recommendations as evidenced by its self studies and midterm reports.

The notification to the college in January 2012 of ACCJC’s findings and conclusions resulting from the June 2011 complaint to the Commission was received with varying degrees of acceptance across the institution. The initial institutional reaction to these findings and conclusions is not reflective of the college’s genuine commitment to complying with the standards, policies, and guidelines, and requirements as set forth by ACCJC. Evidence of this commitment is this special report provided herein which was undertaken to ensure that the accreditation standards are fully understood by the institution, upheld, and honored. The college and its constituent groups, including the Board, recognize the bases for ACCJC’s findings and conclusions and are responding with honesty and integrity as evidenced by the (1) inclusive and open approach the Board and the institution have taken to prepare this special report; and (2) alignment of Board actions and behaviors with that of a policy-based body. Further, and congruent with past practice, the college has moved expeditiously and in accordance with the timeline set forth by ACCJC to address the recommendations made by the Commission as a part of placing the college on warning.

Actionable Improvement Plans

None

Standard 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

In May 2010, an internal survey was administered to the institution's five major governance bodies in order to assess the efficacy of our governance and decision-making structures: the College Planning Council, the Academic Senate, the Student Senate, the District Technology Committee, and the Classified Consultation Group. Three additional decision-making committees were also surveyed: the Facilities, Safety, Security, and Parking Committee, the Board Policies and Administrative Procedures Committee, and the Personnel Benefits Committee.

The results of the survey were subsequently distributed to and discussed by each of the groups. Highlights of the survey results across all groups include:

- Survey response rate was high, averaging 86% for the governance groups and 72% for the non-governance committees.
- Almost everyone reported perfect or very regular attendance at their group's meetings.
- Orientations for new group members are almost never given, and there were differing opinions on whether orientations were needed. However, there were differing stated beliefs as to the purpose of each group.
- Most believe their groups are functioning well overall.
- More information is needed when decisions are to be made.
- There is a need for wider participation in discussions within the group.

More recently, as part of the self-examination in response to the institution's current accreditation Warning status, the Fall 2012 Governance and Leadership Survey was administered to all staff and managers, full-time and adjunct faculty, the Board of Trustees, and the Student Senate, for a total population of 1,239. The survey response rate was 28%. The results of this survey were utilized extensively in the analysis and research associated with the preparation of this special report to ACCJC. The results of the Governance and Leadership survey were distributed campuswide in late fall 2012.

Self Evaluation

The survey in May 2010 was intended as the start of a bi-annual process, but we did not establish a regular schedule for the evaluations. A campus-wide survey on leadership and governance was conducted in Fall 2012, and repeated in Spring 2013. The need for a regular evaluation cycle (assessment, analysis, and improvement) for our participatory governance structures, charters, and memberships was also detailed in our Accreditation Midterm Report (October 2012).

Actionable Improvement Plans

- Establish and implement a procedure for the regular and systematic evaluation of governance and decision-making processes and structures, including the use of the evaluation results to make improvements. CPC will collaborate with the Office of Institutional Assessment, Research, and Planning to oversee this evaluation, assess the results, and provide an evaluation of the efficacy of the college's governance and decision-making processes and structures.
- The next survey will be administered in spring 2013, and will be repeated on schedule.

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.

Standard 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.

Standard 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 members of the governing board are all elected officials who, by nature of their election by the public, reflect the public interest. Independence from the College is assured through the same election process as well as election rules that prohibit College employees from running for seats on the Board. The Board understands that its actions and decisions stand as a consequence of being a collective body. This has been emphasized in training provided to the Board in January 2013 and in the orientation program provided to prospective Board members held over five weeks in September and October of 2012 (prior to the election in November 2012). The Board works in partnership with the administration to advocate publicly for the institution and to insure that the college is protected from undue influence. The Board recognizes that its role is to fulfill the mission of the institution and to be held accountable by the public for achieving this goal. The Board listens carefully to public input at each noticed meeting. Individual Board members list their contact information so that members of the public have a means of contacting them. At the same time, the Board is aware that the public's interest is in ensuring the elected Board advances the mission of the institution. As a consequence, the Board buffers the college from special interests and pressures which are not congruent with the college's mission and purpose.

While the election process itself speaks to the independence of the Board as an elected lay body, the college's warning status brought to light concerns about the Board functioning as an *independent policy-making* body. The findings and conclusion of the Commission note Board interference with college governance committees and processes and college operations as examples of the Board deviating from its independent, policy-making role. As described earlier in this report, a set of circumstances (including Board transition; Board/CEO relationship; divisiveness within and external to the college regarding programmatic and curricular aspects of Continuing Education) likely contributed to this. Given the awareness, education, and sensitivity the Board now has as to its role vis-a-vis college governance and operations, the Board has recommitted to function as intended, as an independent policy-making body.

Self Evaluation

Forty-one percent of the respondents to the Fall 2012 Governance and Leadership Survey agree that the Board is an independent policy-making body. Nineteen percent of the respondents chose to write comments, the majority of which reflect the turmoil associated with the transition of the Board as a consequence of the 2010 election and perceptions regarding the independence of Board members from special interests and agendas. The internal and external divisiveness which characterized the recent past of the college is evident within the comments.

The board has not always acted as a whole. Political divisions have sometimes been played out in public. The trauma of the last two years has taken its toll. The Board is healing and has a common understanding that though it doesn't always have to achieve consensus, and that sharing disagreements can be in the public interest, once a vote is taken, that vote stands as a board decision. The Fall 2012 Governance and Leadership Survey is inconclusive as to the overall perception of the respondents with the responses split almost evenly between agreeing, disagreeing, or neutral regarding the board acting as a whole.

In addition, the Fall 2012 Governance and Leadership Survey is inconclusive as to the overall perception of the respondents regarding that portion of the standard stating that the Board *advocates for and defends the institution and protects it from undue influence or pressure*. Seventeen percent of the respondents provided comments, the majority of which reflect the lingering effects of the divisiveness and turmoil that has confronted the college over the past two years.

Since January 2012 the Board has undergone specific training by its members participating in the following conferences and workshops:

- *Day-long Board Facilitated Board Training - January 2012* (facilitated by external expert and covered such topics as disagreements, conflicts, tensions; Level 5 leadership; learning organizations; role of the Board; shared vision for SBCC; building trust; and leaving a legacy of excellence)
- *Legislative Conference – January 2012*
- *Community College League of California Trustee Conference – May 2012*

- *Community College League of California Annual Convention - November 2012*
- *Brown Act and California Public Records Act Training - December 2012*
- *Effective Trustee Workshop - January 2013*
- *Role of Board and CEO and Requirements of Standard IV - January 2013*
- *Effective Trustee Workshop – January 2013 (conducted by external expert)*

The impact of these trainings is borne out by the Board’s commitment to ensuring this standard of Board conduct is authentically honored. The level of concern expressed in the survey results underscores the Board’s continued determination to benefit from additional trustee training programs, to continuously emphasize the role and responsibility of trustees in the decision-making process, and to remain aware of and sensitive to the independent policy-making role of the body.

The College meets the standard and is determined to improve its performance in this regard. The activities and decisions of the Board reflect the public interest and increasingly decisions of the Board are looked upon solely as Board decisions rather than originating from individuals or small groups.

Actionable Improvement Plans

None

Standard 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

California Education Code 70902 provides the legislative authority for the Board to create policies in its governance of the college in accordance with law. Locally, this is evidenced by BP 2410 Board Policy and Administrative Procedure which define board policies as statements of intent by the Board on a specific issue within its subject matter jurisdiction.

Since 2009 - 2010 there has been a considerable shift and refocusing of the mission of California Community Colleges. Santa Barbara City College is currently engaged in a process to review and align its mission statement with the priorities defined by the state of California. As evidenced by the Board of Trustees Special Meeting and Study Session Agenda dated August 9, 2012 the Board has prioritized its 2012 - 2013 Annual Goals to enhance the institution's effectiveness by updating all board policies and administrative procedures and reviewing the mission statement of the institution. Additionally, the Board approved the hiring of a consultant with expertise in California Community College mission statement development and shared governance processes (evidence Board of Trustees Regular Meeting Agenda 11/8/2012) to assist the college in this effort.

Despite the formation of the Board Policies and Administrative Procedures Workgroup in 2009, Santa Barbara City College does not have a complete set of updated and current board policies and procedures. To address this standard, the Board approved the recommendation by the Superintendent/President to enlist the services of a consultant specializing in California Community College policy and procedure from the Community College League of California. All board policies and procedures will be systematically reviewed and updated as needed during 2012 - 2013. Additionally, a regular on-going review and tracking process aligned with the Community College League of California Policy and Procedure Service will be implemented.

Annually updated program reviews ensure the relevancy and quality of educational programs and services as well as inform appropriate resource allocation decisions in support of the college's mission statement. This is evidenced by Board Policy 3255 Program Review, AP 3255A Instructional Program Review, 3255B Faculty Led Student Services Program Review and AP 3255 C Operational Program Review.

Self Evaluation

The college meets this standard. The college is currently reassessing its mission statement. Although the college has identified gaps in maintaining updated and current policies and procedures over time, there is a renewed sense of urgency and confidence in its ability to achieve the goals described above in 2012 - 2013 given the additional resources dedicated to this critical project.

Actionable Improvement Plans

None.

Standard IV.B.1.c

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

Descriptive Summary

Board Policy 2200: *Board Duties and Responsibilities* delineates the duties and responsibilities of the college's Board of Trustees. Overarching this set of duties and responsibilities is the Board's role in ensuring the educational quality, legal health, and fiscal integrity of the institution. Specific aspects of these responsibilities are articulated in the aforementioned policy and grounded in the California Education Code, Section 70902.

With respect to ensuring the educational quality of the institution, the Board upholds the standards, spirit, and intent of faculty primacy in this area as embodied in Board Policy 2510: *Participation in Local Decision-Making*. This is put into practice principally through the college's Academic Senate, the body who represents the faculty voice, perspective, and role relative to academic and professional matters. This is further evidenced by actions of the Board related to academic issues, curricula, and aspects of students support services (e.g., enrollment and registration processes) and the collegial consultation that precedes such action.

With regard to legal matters, the Board's minutes of its meetings document the manner in which it exercises its responsibility to ensure legal standards are being met across all sectors of the institution, including personnel, litigation, collective bargaining, contractual relationships, student affairs, business affairs, and human resources. The Board delegates day-to-day operational oversight of this responsibility to the Superintendent/President who ensures that legal standards, expectations, and regulatory compliance are being upheld.

The Board ensures fiscal integrity through a set of policies which stipulate the parameters for financial management of the institution, including budget preparation, management, principles of budget development, and audits. On an operational level, this responsibility is manifested in the set of actions that the Board considers during its meetings including the tentative and adopted budgets, mandatory financial reports to the Chancellor's Office, audit findings, and related fiscal matters.

In order to carry out its responsibility in the areas of educational quality, legal matters, and financial integrity, the Board remains informed and educated through two primary means: monthly study sessions and Board committees. Study sessions provide the breadth and depth of information necessary for the Board to exercise its role in overseeing in these areas. Education on these matters is further accomplished through the Board's standing committee structure, most notably the Fiscal and Educational Policies Committees.

Self Evaluation

The college meets this standard. The Board is upholding its responsibility for overseeing the educational quality, legal matters, and financial integrity of the institution. In the *Fall 2012 Board of Trustees Interview*, the Board expressed the opinion that its responsibility for these three areas is carried out by working within established college processes, providing oversight, questioning as appropriate, coming prepared to Board meetings, embracing transparent decision making, and taking a more comprehensive approach to these matters through the Board standing committee structure.

Actionable Improvement Plans

None

Standard IV.B.1.d

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

Descriptive Summary

The board's size, duties, responsibilities, structure, and operating procedures are specified through published governing board policy. Board Policy 2010: *Board Membership* addresses the board's size with duties and responsibilities being addressed in Board Policy 2200: *Board Duties and Responsibilities*. The governing board's structure is specified by Board Policy 2010: *Board Membership* as well as Board Policies 2210: *Officers* and 2220: *Committees of the Board*. Operating procedures are covered through Board Policies 2110: *Vacancies on the Board*, 2305: *Annual Organizational Meeting*, 2310: *Regular Meetings of the Board*, 2315: *Closed Sessions*, 2320: *Special and Emergency Meetings*, 2330: *Quorum and Voting*, 2340: *Agendas*, 2345: *Public Participation at Board Meetings*, 2720: *Communications Among Board Members*, and 2725: *Board Member Compensation*. Matters of ethics and conduct are addressed in Board Policy 2715: *Code of Ethics/Standards of Practice*.

Self-Evaluation

The College meets this standard. In addition to the referenced standards above the College is currently undertaking a complete review of all Board Policies and Administrative Procedures using the College's participatory governance structure aided by a consultant.

Actionable Improvement Plans

None

Standard 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 of Trustees establishes policies by which its official actions are guided, and which provide a framework (i.e., policy direction) for the college, consistent with applicable laws and regulations. The policies provide the Board's scope of practice and set of responsibilities and shape the boundaries of Board oversight of the college. The Board of Trustees understands that a primary value of this structure of policies accompanied by administrative procedures is to make clear the distinction between the legitimate functioning of the Board as contrasted with the administrative officials who are responsible for the operational aspects of the college.

A number of concerns have arisen related to the Board's inconsistent adherence to its policies, most notably in the realm of overstepping those boundaries into college operations in the areas of college governance committees and processes, department operations and management, bypassing the authority of the college's administrative leadership, and failure to use appropriate channels of institutional communication and decision-making.

The Board and the college understand that such instances of Board deviation from established policy have occurred. Several factors have combined to make the Board more aware of and attentive to the nature, scope, and limitations of its role. Most notable of these factors has been the following:

(1) Sanction of warning issued by ACCJC

This was a call to action for the Board and the college to recalibrate the roles and responsibilities of leadership from the Board level through to the college's governance bodies. Board training was conducted on January 31, 2013 which has provided clarity to the respective roles of the Board and the CEO, the nature of the CEO/Board relationship, and the standards of accreditation relative to leadership and governance. Further, the Board's policies and procedures are in the midst of a year-long process of being completely updated, clarified, vetted, and reaffirmed through Board action.

(2) Hiring of the new superintendent/president. This has provided the opportunity for the Board to "start over" in terms of developing an effective Board/CEO relationship from the start. The new CEO has a clear sense of the Board's role as a policy body and works in a transparent and forthright manner with the Board to ensure that its policies are honored and upheld. The CEO accepts full delegated authority and responsibility to

operate the college within the framework of the Board policy direction and provides clarity and structure in how that operationally translates on a day-to-day basis both to the Board and to the college.

As a consequence of these two primary factors, the Board's practice and actions are aligned with its policies, particularly in the areas noted as not meeting the accreditation standards. The Board articulates that it is, as a body, focused on policy direction and makes that known as both a statement of fact and a reminder to all that it is sensitive to its appropriate role and function. Since the confluence of the two factors noted above, the Board has demonstrated and exercised adherence to its policies.

With regard to the second part of this standard, the Board is in the final stages of a yearlong process to review and update all of its policies and administrative procedures. This was necessitated by a recognition that its policies were not current, not aligned with standard practice, often inconsistent, and in need of updating. The Board engaged the consulting services of the Community College League of California (CCLC) to assist the institution in working through an inclusive process to review and revise each policy and administrative procedure and to ensure institutional involvement in this process. The project has been overseen by the college's Board Policies and Administrative Procedures Committee, a constituent-based body comprised of faculty, staff, administrators, and a student representatives. In addition, a Board Task Force was created for the express purpose of working on this update project.

The review process commenced with the assignment of leads to oversee the initial updating of each policy and administrative procedure. In close coordination and consultation with the Community College League of California consultant, the following leads were responsible for initially providing the review and update to their assigned Board Policy Manual chapters:

- Chapter 1: The District and Mission Statement - Superintendent/President and Board Task Force
- Chapter 2: Board of Trustees - Superintendent/President and Board Task Force
- Chapter 3: General Institution - Superintendent/President and Board Task Force
- Chapter 4: Academic Affairs - Executive Vice President and Educational Programs Division
- Chapter 5: Student Affairs - Executive Vice President and Educational Programs Division
- Chapter 6: Business and Fiscal Affairs - Vice President of Business Services and Business Services Division
- Chapter 7: Human Resources - Vice President of Human Resources

The Board Policies and Procedures Committee was then presented with each policy and administrative procedure for review and input. This has been followed by a review of each proposed update by the Board Task Force. Finally, the updated policies have been presented to the full Board for action together with any accompanying administrative procedures for information.

This project will conclude with the codification of a viable institutional process and structure for ensuring that all Board policies and administrative procedures are regularly evaluated and reviewed as delineated in Board

Policy 2410. Heretofore, the institution was literally overwhelmed with the magnitude of policies and procedures needing updating. Now that all policies and procedures have been brought to a common standard, the regular review and evaluation of policies and procedures will not be as daunting an effort to the college as it had been in the past.

Self Evaluation

The college meets this standard and is committed to continuously ensuring its actions and practices align with the spirit and intent of the standard and its policies. Thirty-one percent of the respondents to the Fall 2012 Governance and Leadership Survey agree with the statement: The Board of Trustees acts in a manner consistent with its policies and bylaws. One quarter of the respondents disagreed with this statement and twenty-one percent were of neutral standing. Of total respondents, sixteen percent chose to submit comments related to this query. Themes emanating from the comments include the need to update policies and procedures as well as indication that improvement and progress are being made by the Board relative to this standard.

The Board and the college acknowledge that such instances of Board deviation from established policy have occurred. The tumult over the previous two years associated with Board transition and change, Board/CEO relationship, and internal and external divisiveness caused the Board to believe it needed to step into a role which deviated from established Board policies. This was further exacerbated by the outdated and occasionally inconsistent nature of the Board's policies. In doing so, the intent of the Board was to provide direction, leadership, and clarity in the face of an unforeseen set of circumstances of significant proportion. Both the current Board and the new CEO have a clear sense of the Board's role as a policy body and work collectively to ensure that its policies are honored and upheld. This commitment has been further cemented by the acknowledgement of the warning status issued by the Commission in and through continuous Board education and training.

Actionable Improvement Plans

None

Standard 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 Board has an orientation program for potential new Board members, conducted by the Superintendent/President, and made available to both sitting Board members and prospective Board members. The orientation takes place once a week for five weeks prior to a Board election, and is taught by the Superintendent/President and senior administrators. Major topics include:

- California Community College system
- Master Plan for Higher Education
- Accreditation
- Participatory governance
- Roles and responsibilities of the Board of Trustees
- Budget
- SBCC's student population
- Educational programs
- Student support services
- Operational sectors of the College

In addition to the orientation, the practice of the Board is for the Board President to assign a sitting trustee as a mentor to a new Board member. This practice has continued with the recent election in November 2012 and the seating of three newly elected Board members.

Board development is fostered through the Superintendent/President engaging the entire Board on an individual basis. There is also an opportunity presented to Board members to attend the annual workshops and conferences sponsored by the Community College League of California (CCLC) including the Effective Trustee Workshop in January, Board of Trustees conference in May, and the general CCLC conference in November.

Board Policy: 2110 *Vacancies on the Board* provides for continuity of membership:

“Whenever a vacancy occurs, the District shall follow the procedures outlined in Education Code 5090 through 5095.

Vacancies on the Board may be caused by any of the events specified in Government Code Section 1770 or any applicable provision in the Elections Code, or by a failure to elect. Resignations from the Board shall be governed by Ed Code 5090.

Within 60 days of the vacancy or filing of a deferred resignation, the Board shall either order an election or make a provisional appointment to fill the vacancy.

If an election is ordered, it shall be held on the next regular election date not less than 130 days after the occurrence of the vacancy.

If a provisional appointment is made, it shall be subject to the conditions in Ed Code 5091. The person appointed to the position shall hold office only until the next regularly scheduled election for district governing board members, when the election shall be held to fill the vacancy for the remainder of the unexpired term.

The provisional appointment will be made by a majority public vote of the board members at a public meeting.

The Superintendent/President shall establish administrative procedures to solicit applications that assure ample publicity to and information for prospective candidates. The Board will determine the schedule and appointment process, which may include interviews at a public meeting.”

The Board has a mechanism providing for staggered terms of office in Board Policy 2100: *Board Elections*:

“Elections shall be held every two years for four-year overlapping terms. Election to office for four trustees--one from Area 1, two from Area 3, and one from Area 4--shall alternate with election to office for three trustees - one from Area 2, one from Area 3, and one from Area 4.”

It is worth noting that the Board has modified the voting areas from those listed in the policy so that members are elected by individual areas to better conform to the California Voter Rights Act. The policy is currently being updated.

Self-Evaluation

The College meets this standard. As a result of the election in 2010 and the election of 2012 there will be no Board member who has more than two years experience. Since the Board has limited experience as a community college board, having an established orientation and development process is crucial.

The governing board has followed its program for new member orientation by participating in the orientation process described in the descriptive summary. Board development has been ongoing through attendance of the following conferences and workshops:

- *Day-long Board Facilitated Board Training - January 2012* (facilitated by external expert and covered such topics as disagreements, conflicts, tensions; Level 5 leadership; learning organizations; role of the Board; shared vision for SBCC; building trust; and leaving a legacy of excellence)
- *Legislative Conference – January 2012*
- *Community College League of California Trustee Conference – May 2012*
- *Community College League of California Annual Convention - November 2012*
- *Brown Act and California Public Records Act Training - December 2012*
- *Effective Trustee Workshop - January 2013*
- *Role of Board and CEO and Requirements of Standard IV - January 2013*
- *Effective Trustee Workshop – January 2013* (conducted by external expert)

Actionable Improvement Plans

None

Standard 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

Board Policy 2745: *Board Self-Evaluation* describes the Board's self-evaluation process which includes reference to the instrument used, procedures employed, and timeline to be followed.

An ad hoc subcommittee of the Board convened in the summer of 2012 to revise the instrument for the most recent (i.e., 2011-12) self-evaluation period. The revised instrument was reviewed in open session with the Board on August 9 2012 followed by implementation of the process via a web-based response tool. The results of the self-evaluation were discussed in open session on September 13, 2012.

A recent improvement in the self-evaluation process is the development of adopted annual Board goals. It is expected that the degree of attainment of these goals will be integrated into the self-evaluation process commencing with 2012-13.

Self Evaluation

The college meets this standard. The Board now has a more relevant self-evaluation tool with the recent revision of the instrument. In the *Fall 2012 Board of Trustees Interview*, the Board acknowledged the formal self-evaluation process and shared a common theme that it has improved with the restructuring of the instrument and the future linkage of it to annual Board goals.

Actionable Improvement Plans

None

Standard IV.B.1.h

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

Descriptive Summary

The ACCJC expressed concerns related to Board actions regarding this standard in the following areas:

- College governance committees and processes
- Curriculum processes
- College operations
- Board policies and administrative procedures

In acknowledgement of and clear intent to comply with this standard, the Board of Trustees revised Board Policy 2715: *Code of Ethics/Standards of Practice*. These revisions strengthened the code of ethics policy to better align with accreditation standards and delineated the process to be followed to address any violation by a member or members of the Board with regard to Board Policy 2710: *Conflict of Interest*, 2715: *Code of Ethics/Standards of Practice*, 2716: *Political Activity* and 2717: *Personal Use of Public Resources*. The changes to the code of ethics has put into place a structure with clearly defined boundaries and rules which guide Board actions. This is evidenced in the Special Meeting Agenda, Attachments and Minutes dated Thursday, March 8, 2012 and the Regular Meeting Agenda, Attachments and Minutes dated Thursday, March 22, 2012.

Board actions following the ACCJC warning reflect an understanding of the severity of the warning. In addition to policy revisions noted above, the Board has engaged in continued training in order to establish clearly defined roles for Board member as described in Standard IV.B.1.f. Furthermore, at the regular Board of Trustees meeting on December 13, 2012, the Board President reviewed Board Policy 2715: *Code of Ethics/Standards of Practice* with the entire board following the swearing in of newly elected Trustees. This dialog continued with the agenda item on the January 10, 2013 Study Session that provided the opportunity for the full Board to provide input into proposed revisions to further clarify and strengthen the following two Board policies:

- Board Policy 2200: Board Duties and Responsibilities
- Board Policy 2715: Code of Ethics/Standards of Practice

Self Evaluation

The college meets this standard. The Board's action of revising Board Policy 2715: *Code of Ethics/Standards of Practice* demonstrates the Board's commitment to fulfill and adhere to this standard. While a written policy does not, in and of itself, control one's actions, such a statement of behavioral standards clearly articulates expectations and provides a framework for reference and guidance. As defined in Board Policy 2715: *Code of Ethics/Standards of Practice*, the Board of Trustees is committed to promoting a healthy working relationship

with the current Superintendent/President and has demonstrated support for her administrative recommendations by maintaining an open and collegial dialogue. This policy will be reviewed again as part of the systematic and regular review cycle for all Board policies and procedures.

Actionable Improvement Plans.

None

Standard IV.B.1.i

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

Descriptive Summary

Board Policy 3200: *Accreditation* stipulates that the Superintendent/President shall keep the Board informed of and involved in institutional accreditation processes. Examples of this policy in action include:

- The Accreditation Midterm Report (submitted in October 2012): The Board conducted two reviews of the midterm accreditation report. The initial review occurred at the Board's September 27, 2012 meeting. This was followed by a second review and action on October 11, 2012. Further, the Board received regular updates on the progress of this document throughout the preparation process.
- This Special Report: The President of the Board sat as a member of the Accreditation Task Force, the body charged with preparing the response to the issuance of warning. The Board was fully engaged in this effort, including being interviewed by the Accreditation Task Force as part of the process, completing the *Fall 2012 Governance and Leadership Survey*, reviewing the initial draft of this special report on February 14, 2013, and reviewing the document a second time and acting on it at its February 29, 2013 meeting.
- Board Policies: Where applicable, Board policies are linked to accreditation standards and so denoted on the policy document itself. This provides an informed frame of reference for the Board as it implements its policies.
- Accreditation information: The college and Board receive regular updates on the accreditation process through one of two ways: (1) reports from the Superintendent/President at Board meetings; and (2) dissemination of updates through the weekly *Monday Morning Update*.

Self Evaluation

The college meets this standard. In the *Fall 2012 Board of Trustees Interview*, the Board majority expressed the opinion that it is informed about and involved in the accreditation process. An area of improvement is the need for information to be provided to the Board on a more regular basis regarding the progress being made to address the formal ACCJC recommendations emanating from the last comprehensive visit. This has not occurred on a consistent basis in the recent past and has become a priority for the Superintendent/President.

Actionable Improvement Plans

None

Standard IV.B.1.j

The governing board has the responsibility for selecting and evaluating the 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 college.

Descriptive Summary

Santa Barbara City College has experienced unprecedented change in executive leadership within the last two years as evidenced by the departure of the Superintendent/President in July 2011, the appointment of an Interim Superintendent/President for 2011 - 2012 and the selection of our current Superintendent/President who assumed her position on July 9, 2012.

Board Policy 2431: *Superintendent/President Selection* delineates the responsibility of the Board to establish a search process which is compliant with relevant regulations. As evidenced by Board of Trustee Regular and Special Meeting Agenda dated November 3, 2011

(<http://www.sbcc.edu/boardoftrustees/files/bot2011agendas/11032011%20Study%20Session%20Agenda.pdf>) the Board engaged the services of Stanton Chase International, Executive Search Consultants to assist in conducting the comprehensive search to fill the Superintendent/President role that resulted in the successful selection of our current Superintendent/President. The search process was inclusive of the campus and local community. For example, the job announcement for Superintendent/President was developed by the Board with assistance from Stanton Chase and reflects the values, qualities, experience and characteristics that were identified from the collaborative and inclusive process the Board engaged in. Additionally, the search committee was comprised of representatives from broad based constituent groups.

Board Policy 2435: *Evaluation of Superintendent/President* specifies the evaluation process of the Superintendent/President. The policy states that the criteria for evaluation shall be based on board policy, the Superintendent/President job description and performance goals developed in accordance with Board Policy 2430: *Delegation of Authority to Superintendent/President*. The evaluation process shall be developed and jointly agreed to by the Board and the Superintendent/President.

California Education Code Sections 70902(d) and 72400 provides the authority that requires the Board to delegate authority to the Superintendent/President. This is evidenced by Santa Barbara City College Board Policy 2430: *Delegation of Authority to Superintendent/President* which delegates the executive responsibility for administering board policies and executing all decisions of the Board requiring administrative action.

Self Evaluation

The college meets this standard.

The Board understands that its actions in developing and implementing the evaluation process for the former Superintendent/President deviated from Board Policy 2435: *Evaluation of Superintendent/President*. The intention in so doing was to provide structure and clarity to the policy and process. The Board and the current Superintendent/President have a common understanding of the nature of the evaluation process as governed by Board Policy 2435: *Evaluation of Superintendent/President*. This is evidenced by the consultation that occurred early on with the current Superintendent/President regarding the first step in the evaluation process, mutually agreed-upon annual goals. Further, a mid-year review of the Superintendent/President's progress in meeting these agreed upon goals occurred on January 10, 2013 and provided a check-in to ensure that (1) the evaluation process wasn't simply a single event but rather an ongoing process and (2) there continued to be alignment of perspectives among the Board and Superintendent/President regarding the process.

Thirty-one percent of the respondents to the Fall 2012 Governance and Leadership Survey agree with the statement "The Board of Trustees delegates full responsibility and authority to the President to implement and administer Board policies without Board interference, and holds the President accountable for the operation of the college."

Twenty-seven percent of the respondents commented on this question. The comments suggest that respondents answered based on the Board relationship with the past president, and that there is now a sense that the Board and current Superintendent/President have a relationship based on mutual trust and respect and that the college is meeting this standard.

An interview with Superintendent/President Gaskin in October 2012 reinforces this. She stated that Board actions are absolutely aligned and consistent with this standard. This is evidenced by the current process of board policy and procedure update, resource allocation, and the formation of the Accreditation Task Force responsible for preparing the special report to the sanction of warning issued by the ACCJC.

The issues regarding the "failure of the Board to delegate full responsibility and authority to the Superintendent/President to implement and administer board policies and procedures without board interference..." have been acknowledged and addressed and this standard is being completely fulfilled.

Actionable Improvement Plans

None

Standard 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.

Standard 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

California Education Code Sections 70902(d) and 72400 provides the legal framework that requires the Board to delegate authority to the Superintendent/President. This is evidenced by Santa Barbara City College Board Policy 2430: *Delegation of Authority to Superintendent/President* which delegates the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. Additionally, Board Policy 3100: *Organizational Structure* delegates to the Superintendent/President to establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District.

The president oversees a complex administrative structure encompassing academic and operational areas. The academic structure is led by the Executive Vice President Educational Programs who delegates and empowers authority through the Deans Council, the Educational Programs Coordination Council, Department Chairs and Directors. The operational structure is led by decentralized Vice Presidents who delegate and empower through Directors and Supervisors. The president maintains high expectations and holds management accountable for empowering others to successfully carry out the decisions reached at the College Planning Council.

In planning the administrative structure the president relies largely on the Executive Committee and the College Planning Council. The Executive Committee is led by the president and is comprised of the following membership:

- Executive Vice President Educational Programs
- Vice President, Business Services
- Vice President, Human Resources

Vice President, Information Technology

The College Planning Council is the broad based constituent body that has the responsibility for institutional planning. Chaired by the Superintendent/President, membership includes the 4 vice presidents, representatives from faculty, classified staff, management, and 1 student representative.

The Executive Committee is the primary leadership team responsible for implementing recommendations forwarded to the Superintendent/President by the College Planning Council.

The institution evaluates its administrative structure through frequent assessment of staffing needs, organizational structure, and the institutionalized program review process. Further, circumstances such as budget reductions and vacant positions provide opportunities for assessment of administrative structure and staffing needs. For example, in 2011 - 2012 the Student Support Services administrative structure was realigned due to a reduction of one administrative management position. Two existing administrative management positions were expanded to absorb those duties and further served to efficiently integrate departments and services across Student Support Services. Similar circumstances have led to administrative and management reorganizations within Human Resources and Administrative Services during 2012-2013.

Due to the conversion of state-funded non-credit personal enrichment-oriented courses to fee-based offerings, and the gains in efficiency and effectiveness resulting from the integration of the colleges academic and student support services into a single administrative unit, the decision was made in 2012 to reorganize/eliminate the Continuing Education Division and integrate it into the Educational Programs Division. This reorganization will be fully implemented by the start of the 2013-14 academic year.

Self Evaluation

The college meets this standard.

Sixty-eight percent of the respondents to the Fall 2012 Governance and Leadership Survey agree with the statement "The President plans, oversee, and evaluates and administrative structure organized and staffed to reflect the institution's purposes, size, and complexity." Seventeen percent of the respondents commented on this question.

Seventy percent of the respondents to the Fall 2012 Governance and Leadership Survey agree with the statement "The President delegates authority to administrators and others consistent with their responsibilities." Thirteen percent of the respondents commented on this question.

The comments related to the above survey questions suggest that respondents may not have believed this to be true in the past but expressed optimism with the direction the current Superintendent/President has taken. There remains a small group of respondents who believe that Continuing Education administrators and staff were not consulted in the planning of the reorganization of Continuing Education.

Continuous improvement in this area will include the 2012 - 2013 Board goal of mission reassessment will direct future planning agendas related to the administrative structure of the college. Additionally, enhancements to the program review process and implementation of a regular cycle of self evaluation will strengthen the president's ability to plan, oversee and evaluate the administrative structure of the organization.

Actionable Improvement Plans

None

Standard IV.B.2.b

The president guides institutional improvement and 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 guides the institution and establishes a collegial process that sets values, goals, and priorities. The College Planning Council, Academic Senate, and Student Senate are shared governance bodies that all operate in a collegial environment and participate in the establishment of values, goals, and priorities, guided by the president. A recent example is the agreement across constituencies on the replacement hiring priorities and process for positions left vacant due to the current budget crisis. The Executive Committee is the president's cabinet that also operates in a collegial environment guided by the values, goals, and priorities set by the president.

The president ensures that evaluation and planning rely on high quality research through the office of Institutional Assessment, Research, and Planning (IARP), which reports directly to the president. IARP provides data and research supporting ongoing programs and grants, designs and implements surveys, publishes an annual Institutional Effectiveness Report, and provides data and analysis to support Program Review and other institutional planning, allocation and decision-making processes.

The president ensures that educational planning is integrated with resource planning and distribution. The president has initiated the search process for a consultant to assist us in updating our Educational Master Plan. In addition, an Integrated Planning Workgroup has been formed, headed by the Senior Director of Institutional Assessment, Research, and Planning, with the goal of improving the integration of our mission statement, educational master plan, district technology plan, program review, and other planning processes and documents.

The president establishes procedures to evaluate overall institutional planning and implementation. The Integrated Planning Workgroup described above will recommend processes and procedures for evaluating the effectiveness of overall institutional planning and implementation.

Self Evaluation

The college meets this standard. In the Fall 2012 Governance and Leadership Survey, 66% of respondents agreed with the statement “The president guides institutional improvement and the teaching and learning environment.”

Actionable Improvement Plans

None

Standard 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

Santa Barbara City College Board Policy 2410: *Board Policy and Administrative Procedure*, derived from California Education Code 70902, authorizes the Board to create policy and delegates the authority to implement statutes, regulations and governing board policies to the Superintendent/President.

To achieve this standard the Superintendent/President maintains currency and knowledge with regard to statutes, regulations, and Board policies in order to know what impacts the institution. She ensures those on her staff who have direct responsibility in key areas affected by laws, regulations, and policies maintain their currency and knowledge base. Further, the Superintendent/President effectively delegates to those staff who have programmatic oversight the responsibility to implement these statutes, regulations, policies, and procedures.

The Superintendent/President assures that institutional practices are consistent with institutional mission by having a mission statement that is regularly reviewed, that authentically captures the essence of the college, and from which all planning and institutional vision emanates.

The Superintendent/President is actively engaged in making certain that college policies are up-to-date, reflective of the college's vision, character, and goals so that college practices are effectively driven by the college mission and policies.

Self Evaluation

The college meets this standard. In the Fall 2012 Governance and Leadership Survey 69% of the respondents agreed with the statement "The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies". Twelve percent of the respondents commented on this question. The comments suggest that a large number of the respondents believe the Superintendent/President holds this standard as a priority and her actions to date speak to it. Respondents who commented indicate some level of difficulty in providing a full assessment of the Superintendent/President's actions in this area given that at the time the survey was conducted, her length of service at the College was only two months.

Actionable Improvement Plans

None

Standard IV.B.2.d

The president effectively controls budget and expenditures.

Descriptive Summary

Because the current president assumed office in July 2012, there is less than a year of historical evidence relevant to this standard. However, the president has taken several direct and significant steps in budgetary areas which signal that budget and expenditure controls are a top priority:

- At the very first College Planning Council (CPC) meetings in her tenancy (July 17, 2012), the president emphasized the importance of a balanced budget, as called for in Board Policy 6251, and of controlling the largest portion of our budget: salaries and benefits. She called for the creation of a process for prioritizing and capping the number of vacant positions to be filled. The process was worked out among the various shared governance groups and successfully implemented in a relatively short time. The president has placed a budget-related item on every CPC agenda since then
- At the November 20, 2012 CPC meeting, the president introduced the zero-based budgeting process as the model to be used for the 2013-2014 budget cycle. Instead of rolling over prior-year budgets, each budget manager will build their budget requests from zero, prioritizing each line item.
- The president supported and worked closely with the Executive Vice President of Educational Programs on the reorganization of the Continuing Education division, which will result in significant savings through the conversion of courses that are no longer state-supported into self-sustaining fee-based courses, while still maintaining an important community resource.
- Although the institution received a commendation for its Program Review process in the most recent Reaffirmation of Accreditation (2009), the president has initiated a re-evaluation of the process, seeking further improvements and efficiencies in processes related to resource allocation.

Self Evaluation

The college meets the standard. Although the president is relatively new, there is significant evidence that she is capably and proactively controlling budget and expenditures. In the Fall 2012 Governance and Leadership Survey, 53% agreed with the statement "The president effectively controls budget and expenditures." Twenty one percent responded "no knowledge of this/does not apply," 18% were neutral, and only eight percent disagreed. Fifty eight respondents provided additional comments, of which 26% were positive, 38% were negative, and 36% said it was too soon to tell, since the president assumed office in July 2012. However, of the

negative comments, only one was critical of the current president; the rest were either directed towards past administrations, characterized a decision about a particular program or department as unfair, or said that the Board controls the budget, not the president.

Actionable Improvement Plans

None

Standard IV.B.2.e

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

Descriptive Summary

Since taking office in early July 2012, the president has visibly demonstrated her commitment to effective communications with both the campus population and the community at large. Recent examples include:

- a weekly campus-wide Monday Morning Update email from the president, in which pertinent topics and recent updates are discussed
- scheduled lunches with individual departments, which provide an opportunity for the management and staff of a department to communicate informally with the president and with each other.
- Regular “campus walks” during which the president talks informally with students about their classes, goals, and concerns.
- “All Campus Day” to kick off the Fall 2012 semester. Known more traditionally as “in-service” and oriented to an audience of primarily faculty, classified employees and management were included this year for the first time. The agenda was inclusive of all groups, and the communications provided were valuable for all.
- An “open door” policy in the president’s office on campus.
- A series of Community Forums regarding the recent changes in the Continuing Education division, stemming from priorities outlined by the Student Success Task Force and restrictions imposed by the current budget crisis.
- The president was a featured speaker at a recent Rotary Club meeting, and is in the process of scheduling future engagements at other local Rotary Clubs.
- The President has engaged with the Santa Barbara City Council as well as the county Board of Supervisors, and regularly interact with the educational leadership within our service area.
- The president has joined several local community leadership organizations, including the Chamber of Commerce, the Executive Committee for Partners in Education, the Santa Barbara County Re-Entry Project (involved with the transition of incarcerated individuals back into the community after release).
- The president has authored or co-authored several editorials in local newspapers to communicate issues of importance regarding the institution and its role in the community.

Self Evaluation

The college meets this standard. The president is an effective communicator both with campus constituencies and the community at large. In the Fall 2012 Governance and Leadership Survey 69% of respondents agreed with the statement “The President works and communicates effectively with the communities served by the institution.” Of the 42 respondents who provided additional comments, 64% were positive.

Actionable Improvement Plans

None

Appendix 1: Evidence

Board of Trustees Special Meeting November 3, 2011

Board of Trustees Special Meeting January 21, 2012 (St. Mary's Retreat)

Board of Trustees Special Meeting March 8, 2012

Board of Trustees Regular Meeting March 22, 2012

Board of Trustees Special Meeting and Study Session August 9, 2012

2011–2012 Board Self-Evaluation Instrument (August 7, 2012 Study Session)

Board of Trustees Regular Meeting August 31, 2012

Board of Trustees Regular Meeting November 8, 2012

Board of Trustees Regular Meeting December 13, 2012

Board of Trustees Study Session January 10, 2013

Board of Trustees Accreditation Training January 31, 2013

Board Policy 2200: Board Duties and Responsibilities

Board Policy 2410 Board Policy and Administrative Procedure

Board Policy 2430: Delegation of Authority to Superintendent/President

Board Policy 2435: Evaluation of Superintendent/President

Board Policy 2510, Participation in Local Decision Making

BP 2715: Code of Ethics/Standards

Aspen Notification of Top 10 Designation 2012

Aspen Notification of Top 10 Designation 2013

[Other TBD]

Appendix 2

SBCC Resource Guide to Governance and Decision-Making

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

Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93101
www.sbcc.edu

Santa Barbara City College
Resource Guide to Governance and Decision-making

Introduction

Roles of Constituents in Governance and Decision-making

- Board of Trustees
- Superintendent/President
- Faculty
- Staff
- Students
- Administrators

Types of Groups

- Governance Groups
- Organizational Groups
- Ad Hoc Groups

SBCC Governance Groups

- Academic Senate
 - Curriculum Advisory Committee
- Associated Students (Student Senate)
- Classified Consultation Group
- College Planning Council

SBCC Organizational Groups

- Board Policy and Administrative Procedures
- Deans' Council
- District Technology Committee
- Executive Council

SBCC Ad Hoc Groups

Appendices

- A. Working Conditions Groups
- B. California Code of Regulations for Collegial Consultation
 - Academic Senate (Title 5, Sections 53200 - 53206)
 - Staff (Title 5, Section 51023.5)

Students (Title 5, Section 51023.7)

Board Policies are available online at

http://www.sbcc.edu/boardoftrustees/board_policies_procedures.php

INTRODUCTION

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

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

This *Santa Barbara City College Resource Guide to Governance and Decision-making* is reviewed and updated annually to maintain credibility as a valuable resource. The annual update prepared by College Planning Council reflects minor changes, such as in descriptions, timelines, or processes. In addition to this annual review of content, the processes described in this document are periodically assessed by the College Planning Council. This assessment occurs as part of SBCC's assessment of its planning processes. Following this assessment, the College Planning Council reviews the results and recommends revisions to decision-making processes as warranted based on that assessment. The *Santa Barbara City College Resource Guide to Governance and Decision-making* is then updated to reflect any agreed-upon changes. Through these two review processes, one completed on an annual basis and one completed periodically, this document is maintained to reflect the inevitable changes in decision-making processes that are to be expected as part of SBCC's cycle of continuous quality improvement.

ROLES OF CONSTITUENTS IN GOVERNANCE AND DECISION-MAKING

The constituents in SBCC participate in making decisions appropriate in scope to their roles within the college. The role in making decisions for each constituency described below is derived from the California Code of Regulations, SBCC Board Policies, and SBCC practices, procedures and job descriptions. The relevant sections of the California Code of Regulations are included in the appendix of this document.

Board of Trustees

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

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

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

A student trustee is elected annually in a general student election. The Student Trustee provides a student perspective on the issues facing the Board. The Student Trustee receives all materials sent to other members of the Board, except those pertaining to closed session matters; attend all open session board meetings; ask questions; participate in discussions; and cast an advisory, nonbinding vote on the matters that come before the Board.

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

Superintendent/President

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

The Superintendent/President is the chief executive officer of SBCC and as the sole employee of the Board is responsible directly to the Board. The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. (See *Board Policy 2430: Delegation of Authority to Superintendent/President.*)

Faculty

The role of full- and part-time faculty members in making decisions at SBCC is to participate in:

- The development of recommendations to the Superintendent/President and Board of Trustees on academic and professional matters as outlined in state regulations and
- The processes for developing recommendations that have or will have a significant effect on them.

The Academic Senate represents faculty members in academic and professional matters. As provided in *Board Policy 2510: Participation in Local Decision-Making*, the Board of Trustees recognizes the authority of the Academic Senate with respect to academic and professional matters in accord with provisions of Title 5 of the California Code of Regulations. In its policy, the Board agrees to consult collegially with the Academic Senate on the following academic and professional matters:

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

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

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

Classified and Confidential Staff

The role of classified and confidential staff members in making decisions is to participate in:

- The development of recommendations to the Superintendent/President on issues that have or will have a significant effect on them and
- The processes for developing those recommendations.

The specific matters identified as having a significant effect on classified staff are identified in the California Code of Regulations Title 5, Section 51023.5 included in the appendix of this document.

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

Students

The role of students in making decisions at SBCC is to participate in:

- The development of recommendations to the Superintendent/President on issues that have or will have a significant effect on them and
- The processes for developing those recommendations.

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

- 1 Grading policies.
- 2 Codes of student conduct.
- 3 Academic disciplinary policies.
- 4 Curriculum development.
- 5 Courses or programs that should be initiated or discontinued.
- 6 Processes for institutional planning and budget development.
- 7 Standards and policies regarding student preparation and success.

- 8 Student services planning and development.
- 9 Student fees within the authority of the district to adopt.
- 10 Any other district and college policy, procedure or related matter that the district governing board determines will have significant effect on students.

The Board recognizes the Santa Barbara City College Associated Student organization as the official voice for students (*Board Policy 5400: Students Organizations*). In accordance with *Board Policy 2510 Participation in Local Decision-Making*, the Associated Student organization is given an opportunity to participate effectively in the formulation and development of policies and procedures that have a significant effect on them, and the recommendations and positions of the Associated Student organization are given reasonable consideration.

Administrators

The role of administrators in making decisions at the college is determined by the scope of responsibility and authority delegated in job descriptions for administrative positions.

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

- Plan, organize, control and direct assigned programs.
- Coordinate and direct communications, personnel, projects and resources to meet college needs and oversee assigned activities.
- Assure that program implementation satisfies established college, state and federal standards, requirements, laws, codes, rules, regulations, policies and procedures.
- Supervise and evaluate the performance of assigned faculty and classified personnel and assure that the work of these employees complies with established standards, requirements, and procedures.
- Interview potential employees and recommend hiring, transfers, and reassignment.
- Monitor and analyze assigned operations, activities, departments and programs to determine educational and financial effectiveness and operational efficiency.
- Provide consultation and technical expertise to administrators, faculty and others concerning assigned programs and related standards, requirements, practices,

schedules, strategies, plans, goals, objectives, laws, codes, regulations, policies and procedures.

- Develop and prepare the annual preliminary budget for assigned programs; analyze and review budgetary and financial data.

TYPES OF GROUPS

Within this context of a primary focus on students, governance and decision-making at SBCC is grounded in respect for the role and scope of authority for each constituency. Key committees have representation from the various constituent groups and members understand that they are responsible to their particular constituency in two ways: to share input from the constituent group to the committee and to share information and dialogue from the committee with their constituent group. Committee members also understand that their collective work product is a recommendation that is subsequently forwarded to the next individual or group in the decision-making process.

The SBCC groups that provide recommendations in governance and decision-making processes are organized into three categories based on the group's responsibilities and its source of authority. The groups in all three categories are essential to the involvement of the SBCC community in both being informed about issues of college-wide importance, making decisions, and serving as conduits of information to and from the constituents. The membership in each type of group is determined by the source of authority on which the group is based.

1 Governance Groups

Governance groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority. Members of governance groups represent specific constituencies and as such, serve as a liaison to bring information from the constituent group into the dialogue and from the governance group back to their constituents. Examples of governance groups are the Academic Senate, Student Senate, and Classified Consultation Group.

2 Organizational Groups

Organizational groups assist the Superintendent/President in implementing the Board's plans and policies by coordinating operational, procedural, and policy implementation. The authority for the members of organizational groups is derived from the Board of Trustees or the Superintendent/President through the assignment of responsibilities on job descriptions and appointment to positions. Membership in SBCC organizational groups is determined by the position held within the college. Examples of organizational groups are Deans' Council, Managers' Group, and Executive Council.

3 Ad Hoc Groups

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

regulation, these groups are charged by the Superintendent/President or a governance group to perform specific functions that benefit the entire college. Membership in an ad hoc group is either voluntary or by appointment.

SBCC GOVERNANCE GROUPS

Governance groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority. Members of SBCC governance groups represent specific constituencies and as such, serve as liaisons to bring information from the constituent groups into the dialogue and from the governance group back to their constituents. There are four SBCC governance groups:

- Academic Senate
- Associated Students (Student Senate)
- Classified Consultation Group
- College Planning Council

The primary role and responsibility of each group is described in the **Purpose** on the following pages.

Academic Senate

Purpose

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

The Academic Senate meets at least twice monthly to:

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

Membership

- Three Academic Senate Officers: President, Vice President, and President-Elect or Immediate Past President
- One or two senators representing each of the following academic areas:
 - Business Education Division
 - Educational Support Division
 - English/English Skills Division
 - Fine Arts Division

- Modern Languages/ESL Division
- Health and Human Services Division
- Mathematics Division
- Physical Education/Athletics Division
- Sciences Division
- Social Science Division
- Technologies Division
- Adjunct Faculty

The number of senators representing a division is contingent on the number of faculty in the division; divisions with fewer than 26 tenure-track faculty have one senator and divisions with 26 or more tenure-track faculty have two division senators.

- Student Senate Representative (non-voting)
- Executive Vice President of Educational Programs (non-voting)

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

- Academic Policies Committee

Purpose:

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

- Committee on Teaching and Learning

Purpose:

- 1 Identify and facilitate the incorporation of strategies that enhance student success in the classroom and through campus learning support services (Library and LRC).
- 2 Work closely with instructional faculty and Student Services to integrate student success initiatives campus-wide.

- 3 Serve as liaison between faculty and Library staff on policies affecting utilization of the library, its resources and other faculty matters.
 - 4 Serve as liaison between faculty and Learning Support Services staff on policies affecting utilization of the Learning Support Services, its resources and other faculty matters.
 - 5 Provide oversight and general direction on tutorial allocations, and policies for operation of the LSS (Library/LRC).
- Faculty Professional Development
Purpose:
 - 1 Provides advice and support for Director of Faculty Resource Center/Faculty Professional Development.
 - 2 Reviews and approves FPD activities. Reviews/revises/updates FPDC Guidelines annually or as needed.
 - 3 In cooperation with the Office of Educational Programs and Director of FPD, plans, develops, and implements faculty in-service days.
 - 4 Recommends and participates in planning FPD activities.
 - 5 Hears appeals from faculty relating to professional development activities.
 - 6 Reviews applications for FPD funding and recommends awards.
 - Faculty Recognition Committee
Purpose: The purpose of Faculty Professional Development is to provide time for faculty to participate in development activities that are related to “staff, student, and instructional improvement.” (Title 5, sec. 55720). The Faculty Professional Development Committee, in cooperation with the Director of Faculty Professional Development, is the oversight body for determining the appropriateness of all Faculty Professional Development activities.
 - Instructional Technology Committee
Purpose:
 - 1 Provide guidelines and leadership in the development of the instructional technology plan for Educational Programs.
 - 2 Serve as advisory committee to the Faculty Resource Center.
 - 3 Review proposals and make recommendations for funding of requests to acquire computer technology.
 - 4 Provide guidelines and makes recommendations for campus-wide software and platform upgrades and decisions.
 - 5 Serve as a liaison to the District Technology Committee.

- **Planning and Resources**
Purpose:
 - 1 Establishes and maintains liaison with the Offices of Educational Programs and Business Affairs.
 - 2 Meets at least once each semester with the Educational Programs Executive Vice President and Deans to clarify academic goals and identify major initiatives that facilitate achievement of stated goals.
 - 3 Establishes and reviews academic priorities and the philosophical framework that drives the budget planning process.
 - 4 Develops policy regarding faculty consultation on academic initiatives and resource issues.
 - 5 Makes recommendations from Educational Programs and the faculty regarding budget priorities and major academic initiatives.
 - 6 Serves as expert faculty resource committee on academic-related budget issues.

- **Sabbatical Leave Committee**
Purpose:
 - 1 Assists faculty in preparing sabbatical leave proposals and reports.
 - 2 Reviews, updates and circulates the Sabbatical Leave Handbook.
 - 3 Establishes criteria for proposals and reports using the Board of Trustees policy on sabbatical leaves as a guideline.
 - 4 Reviews and makes recommendations on proposals and reports to the Academic Senate.

Academic Senate Subcommittee: Curriculum Advisory Committee

Purpose

As identified in Education Code 53200(c), the purpose of the Curriculum Advisory Committee is to:

- 1 Review and approve all proposed changes and additions to college curriculum.
- 2 Review other college functions related to curriculum.
- 3 Advise the Executive Vice-President, Educational Programs, on curriculum development.
- 4 Review the general education requirements and recommend changes as appropriate.

Membership

[To be Added]

Associated Students (Student Senate)

Purpose

The Associated Students organization (Student Senate) is a governance and consultative body that represents SBCC students in making recommendations on issues that have or will have a significant impact on them. The Board of Trustees recognizes this Associated Student organization as the official voice of the students.

The goals of the Associated Student organization (Student Senate) are to:

- 1 Ensure effective student representation in the SBCC participatory governance process;
- 2 Further cooperation and communication between and among students, faculty, classified staff, and the community;
- 3 Oversee the activities of student clubs and organizations; and
- 4 Monitor and assign use of the Student Representation fee to ensure that SBCC students are represented at local and statewide activities.

The Student Senate offers the following activities to SBCC students:

- Merchants' bazaars;
- Blood drives;
- Inter-club Council;
- Conferences and workshops;
- Political candidate forums; and
- Leadership seminars

Membership

Students are elected by the student body to serve in the Associated Students organization. Elections are held annually in the spring and student representatives are elected at large. Students interested in serving in this capacity apply to stand for election in one of these positions:

- President
- Vice President of Senate Affairs
- Vice President of External Affairs
- Vice President of Operations and Finance
- Student Trustee
- Public Relations Officer
- Student Advocate
- Commissioner of Clubs

Senator (8)

Classified Consultation Group

Purpose

The Classified Consultation Group is a governance and consultative body that represents the SBCC classified staff and CSEA on issues that will be addressed by the College Planning Council.

Membership

- Three classified staff members who serve on the College Planning Council
- Four representatives total from these areas:
 - Bookstore/Fiscal/Clerical/Confidential/Information Booth/Switchboard/Food Service/Library/Duplicating/Purchasing/Security/Facilities
- Two representatives from these areas:
 - Student Services/Health Services
 - Athletic/Instructional Support/Theater/Auto
- One representative from IT/Institutional Research
- One member at large

College Planning Council

Purpose

The College Planning Council meets twice monthly to:

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

Membership

- Superintendent/President, Chair
- Executive Vice President
- Three Vice Presidents: Business Services, Human Resources, and Information Technology
- One representative of the Managers' Group
- Four representatives of the Academic Senate: President, Vice President, President-elect, and one faculty member appointed by the Academic Senate President
- Chair of Planning and Resources Committee (an Academic Senate sub-committee)
- One representative of Teamsters Union, Local 186, the supervisory bargaining unit
- President, CSEA
- Two representatives of Classified Consultation Group appointed by CSEA
- Senior Director of Institutional Assessment, Research and Planning (non-voting)
- Associated Student Senate President (non-voting)

SBCC ORGANIZATIONAL GROUPS

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

The organizational groups at SBCC are:

- Board Policies and Administrative Procedures
- Deans' Council
- District Technology Committee
- Executive Council

The purpose and membership of each of these organizational groups follow.

Board Policies and Administrative Procedures

Purpose:

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

Membership:

- Vice President, Human Resources (Chair)
- One manager appointed by the Superintendent/President
- One Dean appointed by Deans' Council
- Three faculty appointed by the Academic Senate
- Three classified staff appointed by the CSEA
- One student appointed by the Student Senate

Deans' Council

Purpose:

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

Membership:

- Executive Vice President (Chair)
- Six Deans
- One Associate Dean
- Academic Senate President
- Marketing and Publications Director
- Athletic Director

District Technology Committee

Purpose:

- 1 Make recommendations to the College Planning Council on IT planning priorities, new IT resources and requests, IT policies.
- 2 Oversee and implement the District Technology Plan.
- 3 Purchase and oversee installation of campus technology including both replacement and new hardware and software.
- 4 Assess the effectiveness of technology planning on each of the following five benchmarks: (1) customer needs and expectations; (2) empowerment of the individual; (3) efficient and effective operational processes; (4) maintaining a competitive edge; (5) and relevance to both the College Plan and the District Technology Plan.
- 5 Serve as technical support and resources to units of the College that using technology to serve students, faculty, staff, and community-based organizations.
- 6 Oversee and receive recommendations from two workgroups: Administrative Applications Workgroup and Technology Coordination Group.

Membership:

- Vice President, Information Technology (Chair)
- Vice President, Business Services
- Five faculty appointed by the Academic Senate, at least one of whom also serves on the Academic Senate's Instructional Technology Committee
- One representative from each of the following areas:
 - Continuing Education
 - Human Resources
 - Student Services
 - Educational Programs
- Three classified staff appointed by the CSEA
- Director, Network Services
- Director, User Support Services
- One student appointed by the Student Senate

Executive Council

Purpose:

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

Membership:

- Superintendent/President (Chair)
- Executive Vice President
- Vice President, Human Resources
- Vice President, Information Services
- Vice President, Business Services

In addition to these organizational groups, the college conducts its business of serving students through the efforts of the following program-specific and department-specific organizational groups:

- Admissions: Student Outreach and Orientation
- Business Services Management Group
- Enrollment Management Committee
- EOPS/Financial Aid Advisory Committee
- Facilities/Safety/Security/Parking Advisory Committee
- Honors Advisory Committee
- International Education Advisory Committee
- Matriculation Advisory Committee
- Partnership for Student Success Committee
- Personnel Benefits Advisory Committee
- Portal Steering Committee
- Scholastic Standards Committee

SBCC AD HOC GROUPS

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

APPENDIX A

Working Conditions Groups

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

Classified Staff: For matters related to working conditions within the scope of collective bargaining, classified staff are represented by the California Schools Employees Association, Chapter 289.

Confidential Staff: For matters related to working conditions, confidential employees are represented by the Confidential Employees' Meet and Confer Group.

Faculty: For matters related to working conditions within the scope of collective bargaining, permanent credit and credit adjunct faculty are represented by the Instructors' Association.

Managers: For matters related to working conditions, managers, including all educational administrators such as deans and directors, are represented by the Management Employees Meet and Confer Group.

Supervisors: For matters related to working conditions within the scope of collective bargaining, managers with "supervisor" in their position title are represented by the Teamsters Union, Local 186.

APPENDIX B

California Code of Regulations for Collegial Consultation

Title 5 § 53200. Definitions.

For the purpose of this Sub chapter:

- a “Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.
- b “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Sub chapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Sub chapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”
- c “Academic and professional matters” means the following policy development and implementation matters:
 - 1 curriculum, including establishing prerequisites and placing courses within disciplines;
 - 2 degree and certificate requirements;
 - 3 grading policies;
 - 4 educational program development;
 - 5 standards or policies regarding student preparation and success;
 - 6 district and college governance structures, as related to faculty roles;
 - 7 faculty roles and involvement in accreditation processes, including self-studies and annual reports;
 - 8 policies for faculty professional development activities;
 - 9 processes for program review;
 - 10 processes for institutional planning and budget development; and
 - 11 other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
- d “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

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

Title 5 § 53201. Academic Senate or Faculty Council

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

Title 5 § 53202. Formation; Procedures; Membership.

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

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

Title 5 § 53203. Powers.

- a The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to

consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.

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

Title 5 § 53204. Scope of Regulations.

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

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

No content included in this Regulation other than:

Note: Authority cited: Sections 66700, 71020, 71062 and 71079, Education Code. Reference: Sections 71079 and 72292, Education Code.

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

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

Title 5 § 51023.5. Staff.

- a The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:
 - 1 Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non-management positions or groups of positions shall be separately defined or categorized.
 - 2 Participation structures and procedures for the staff positions defined or categorized.
 - 3 In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and

procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.

- 4 Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.
 - 5 Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.
 - 6 The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
 - 7 When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:
 - A The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.
 - B Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.
 - C When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.
 - D In all cases, representatives shall be selected from the category that they represent.
- b In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or

other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

- c Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.
- d The governing board of a community college district shall comply substantially with the provisions of this section.

Title 5 §51023.7 Students

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

- (1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.
- (2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.
- (3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.
- (4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make

recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

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

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

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

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

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

Appendix 3

Fall 2012 Governance and Leadership Survey





Survey of SBCC Governance and Leadership Structures and Processes - Fall 2012



1. Which employee class most closely matches your primary position:

		Response Percent	Response Count
Classified Staff		34.1%	118
Full-time Faculty		41.0%	142
Adjunct Faculty		6.6%	23
Management		11.8%	41
Board of Trustees		1.7%	6
Other (please specify):		4.6%	16
answered question			346
skipped question			0





2. SBCC leaders create an environment for empowerment, innovation, and institutional excellence.

		Response Percent	Response Count
Agree		68.2%	236
Neutral		18.8%	65
Disagree		11.3%	39
No knowledge of this/does not apply		1.7%	6

Comments: 73

answered question	346
skipped question	0





3. When ideas for improvement have significant policy or institution-wide implications, systematic participatory processes are used to assure effective discussion, planning, and implementation.

		Response Percent	Response Count
Agree		58.4%	202
Neutral		20.5%	71
Disagree		14.5%	50
No knowledge of this/does not apply		6.6%	23

Comments: 68

answered question	346
skipped question	0

4. Faculty have a substantive and clearly defined role in institutional governance, and exercise a substantial voice in institutional policies and planning.





		Response Percent	Response Count
Agree		64.2%	222
Neutral		13.3%	46
Disagree		8.1%	28
No knowledge of this/does not apply		14.5%	50

Comments: 51

answered question 346

skipped question 0

5. Administrators have a substantive and clearly defined role in institutional governance, and exercise a substantial voice in institutional policies and planning.

		Response Percent	Response Count
Agree		64.2%	222
Neutral		14.7%	51
Disagree		9.8%	34
No knowledge of this/does not apply		11.3%	39

Comments: 37

answered question 346

skipped question 0

6. Students have established mechanisms or organizations for providing input into institutional decisions.

		Response Percent	Response Count
Agree		61.3%	212
Neutral		14.5%	50
Disagree		7.8%	27
No knowledge of this/does not apply		16.5%	57

Comments: 40

answered question 346

skipped question 0

7. Staff have established mechanisms or organizations for providing input into institutional decisions.





		Response Percent	Response Count
Agree		54.6%	189
Neutral		16.2%	56
Disagree		13.3%	46
No knowledge of this/does not apply		15.9%	55

Comments: 49

answered question 346

skipped question 0

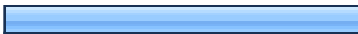



8. SBCC relies on faculty, its Academic Senate, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services.

		Response Percent	Response Count
Agree		74.6%	258
Neutral		8.7%	30
Disagree		5.8%	20
No knowledge of this/does not apply		11.0%	38

Comments: 33

answered question	346
skipped question	0





9. The Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices.

		Response Percent	Response Count
Agree		53.2%	184
Neutral		21.4%	74
Disagree		20.8%	72
No knowledge of this/does not apply		4.6%	16

Comments: 71

answered question	346
skipped question	0

10. The Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions.





		Response Percent	Response Count
Agree		40.8%	141
Neutral		24.3%	84
Disagree		22.8%	79
No knowledge of this/does not apply		12.1%	42

Comments: 66

answered question 346

skipped question 0

11. Once the Board reaches a decision, it acts as a whole.





		Response Percent	Response Count
Agree		24.3%	84
Neutral		23.7%	82
Disagree		23.4%	81
No knowledge of this/does not apply		28.6%	99

Comments: 53

answered question 346

skipped question 0

12. The Board advocates for and defends the institution and protects it from undue influence or pressure.


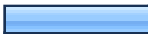


		Response Percent	Response Count
Agree		31.5%	109
Neutral		23.7%	82
Disagree		26.0%	90
No knowledge of this/does not apply		18.8%	65

Comments: 58

answered question 346

skipped question 0

13. The Board of Trustees acts in a manner consistent with its policies and bylaws.





		Response Percent	Response Count
Agree		31.2%	108
Neutral		21.4%	74
Disagree		25.4%	88
No knowledge of this/does not apply		22.0%	76

Comments: 57





answered question 346

skipped question 0





14. The Board of Trustees delegates full responsibility and authority to the President to implement and administer Board policies without Board interference, and holds the President accountable for the operation of the college.

		Response Percent	Response Count
Agree		30.6%	106
Neutral		20.5%	71
Disagree		23.7%	82
No knowledge of this/does not apply		25.1%	87
Comments:			78
answered question			346
skipped question			0

15. The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity.

		Response Percent	Response Count
Agree		67.6%	234
Neutral		12.7%	44
Disagree		7.2%	25
No knowledge of this/does not apply		12.4%	43
Comments:			58
answered question			346
skipped question			0

16. The President delegates authority to administrators and others consistent with their responsibilities.





		Response Percent	Response Count
Agree		69.9%	242
Neutral		11.0%	38
Disagree		2.3%	8
No knowledge of this/does not apply		16.8%	58

Comments: 45

answered question 346

skipped question 0

17. The President guides institutional improvement of the teaching and learning environment.

		Response Percent	Response Count
Agree		65.9%	228
Neutral		13.6%	47
Disagree		3.5%	12
No knowledge of this/does not apply		17.1%	59

Comments: 42

answered question 346

skipped question 0

18. The President assures the implementation of statutes, regulations, and governing board policies, and assures that institutional practices are consistent with SBCC's mission and policies.

		Response Percent	Response Count
Agree		69.1%	239
Neutral		12.4%	43
Disagree		3.8%	13
No knowledge of this/does not apply		14.7%	51

Comments: 43

answered question	346
skipped question	0





19. The President effectively controls budget and expenditures.

		Response Percent	Response Count
Agree		53.2%	184
Neutral		17.6%	61
Disagree		7.8%	27
No knowledge of this/does not apply		21.4%	74

Comments: 58

answered question	346
skipped question	0

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





		Response Percent	Response Count
Agree		69.1%	239
Neutral		11.3%	39
Disagree		5.2%	18
No knowledge of this/does not apply		14.5%	50

Comments: 49

answered question 346

skipped question 0

21. SBCC recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution.

		Response Percent	Response Count
Agree		63.6%	220
Neutral		17.9%	62
Disagree		9.8%	34
No knowledge of this/does not apply		8.7%	30

Comments: 32

answered question 346

skipped question 0

22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

**Response
Count**

123

answered question

123

skipped question

223

Q1. Which employee class most closely matches your primary position:

1	Student Senate	Sep 24, 2012 3:54 PM
2	Student Senator	Sep 24, 2012 3:32 PM
3	Student Senate	Sep 24, 2012 1:12 PM
4	ASB	Sep 24, 2012 11:43 AM
5	Student Senate	Sep 21, 2012 10:39 PM
6	Student Senate Member - Vice President of Internal Affairs	Sep 20, 2012 10:51 AM
7	Student Senate	Sep 19, 2012 1:14 PM
8	continuing ed have not had a class for 3 quarters	Sep 17, 2012 8:15 PM
9	Part-time tenure track faculty	Sep 16, 2012 6:52 PM
10	part time adult education ESL	Sep 13, 2012 10:02 AM
11	former managment (retired)	Sep 10, 2012 4:30 PM
12	Faculty/Director	Sep 10, 2012 11:55 AM
13	Continuing Education Faculty	Sep 10, 2012 11:04 AM
14	Classified manager	Sep 10, 2012 11:00 AM
15	adjunct in Adult Ed	Sep 10, 2012 10:30 AM
16	adult education instructor	Sep 7, 2012 9:43 PM

Q2. SBCC leaders create an environment for empowerment, innovation, and institutional excellence.

1	New to campus	Sep 24, 2012 2:50 PM
2	'The innovation and "we can create new programs" attitude at SBCC are the best!	Sep 22, 2012 10:55 PM
3	I cannot speak for everyone, but a significant number of college management and staff do not feel empowered or encouraged, or even recognized for innovative ideas, "going the extra mile," or making valuable contributions to institutional excellence. Bottom line: staff members are not even asked to describe what they do, or how things might be done better, let alone being encouraged to be innovative. If employees ask questions or offer creative ideas, to work toward improved programs and procedures, they are most likely ignored. Excellence at this institution is all about putting forward a shiny, bright appearance, when underneath the pep talks, it's politics as usual with the "good old boys/girls" and the squeakiest wheels calling the shots and making the deals, announcing how excellent the institution is, and how the "complainers" and the Accreditation Committee have it all wrong. By the way, the new President, the Executive Vice-President, and the President of the Board have all stated publicly, more than once, that they do not agree with the Accreditation's decision to place SBCC on warning. Trustee Lisa Macker "brushed aside accusations of micromanagement levied by veteran Board members in recent months, stating that Dr. Gaskin has assured her that all of the new trustees are acting within 'appropriate parameters.'" Of course, what else is the new President going to say to her bosses when she totally reports to them and they can let her go at any time, just as they did her predecessor?	Sep 21, 2012 11:41 PM
4	We love to say that, and collect our awards, but the underbelly is pretty ugly.	Sep 21, 2012 5:42 PM
5	I feel Managers think up most the innovation and VPs and dean just decide if they want them. There are no consequences to faculty for not doing their job completely. I feel institutional excellence is lacking when student's don't know how to report teacher's verbal abuse or lack of empathy with their struggling students.	Sep 21, 2012 8:11 AM
6	I think we have too many deans...	Sep 20, 2012 1:11 PM
7	I think it could be better. I find that there are faculty on campus that do not always pull their full weight. Administrators should be holding ALL faculty accountable.	Sep 18, 2012 11:58 AM
8	This is not the case the last two years due to trustee majority.	Sep 18, 2012 11:48 AM
9	I disagree because I see that leaders make decision and the classified staff input is not considered, not even requested in some occasions. The top-down approach the college has limits classified staff to express fully their talents, leadership and innovation. It is my personal experience that resources and even communications with leader have been limited by my supervisor.	Sep 18, 2012 11:14 AM
10	It's too early to make an assessment of the new president, but the rest of the leadership has created an environment of fear, uncertainty, and doubt through obfuscation of current developments and proscribed procedures, such as program review.	Sep 18, 2012 10:32 AM

Q2. SBCC leaders create an environment for empowerment, innovation, and institutional excellence.

11	SBCC leaders are incredibly supportive and truly encourage me as faculty	Sep 18, 2012 8:34 AM
12	Jack is amazing. He makes/lets it all happen.	Sep 17, 2012 10:32 PM
13	Board members are privileged to be part of an incredible institution and clearly recognize the need to maintain an environment which promotes empowerment and innovation.	Sep 17, 2012 10:00 PM
14	My department chair does not fit this description, nor did teh previous SBCC president.	Sep 17, 2012 8:38 PM
15	The BOT majority continues to micromanage SBCC which does not create an environment for "empowerment." This micromanagement has condoned the behavior of certain students and faculty in Adult Ed to believe that that they are in power, and interfere with the current administration's ability to do their job. These individuals continue to create what many perceive as a "hostile takeover" of a certain component of SBCC. Morale for many employees is at an all time low.	Sep 17, 2012 8:29 PM
16	We also have room for improvement!	Sep 14, 2012 8:03 AM
17	Whereas this may be the case in some areas it is not unilateral as a couple of divisions are not represented in critical decision-making and are undervalued despite their popularity and length of servitude to the community at large.	Sep 13, 2012 4:22 PM
18	Deans and VPs often fail to support Dept. Chairs adequately, and Board and Admin seem to decide things non-transparently	Sep 13, 2012 2:09 PM
19	To a certain extent. It depends upon the leader.	Sep 13, 2012 12:41 PM
20	Adjuncts are not treated as they count. We have no vote as to who our department chair will be (as if we are property before slaves and women could vote). The voting process for Department Chair (which has significant impact on adjuncts) is NOT EVEN anonmyously!	Sep 13, 2012 12:13 PM
21	I cannot speak for the credit division, but for the Continuing Education division, the SBCC "leaders" (i.e. Dr. Gaskin and Dr. Friedlander) respond solely to special interest groups such as ACES (a Continuing Ed. student group) and individual instructors, who instead of consulting their directors about any problems, complain directly to the Board. The Board (which includes a "former" member of ACES) dictates to the President and V.P. what needs to be done. There is never any exploration into whether the complaints ACES or individual instructors have are valid. The vice president of CE is then told to "fix it" (whatever the problem is).	Sep 13, 2012 10:04 AM
22	SBCC's stellar reputation is proof of this.	Sep 12, 2012 10:02 PM
23	But I feel this is changing under Lori Gaskin leadership. I think in the pass a few were given that opportunity and the rest of us had to listen.	Sep 12, 2012 10:33 AM
24	I feel that this is definitely true now but that it was not true at all under Dr. Serbaan's leadership.	Sep 11, 2012 1:15 PM
25	This statement is at the core of our institutional strength.	Sep 11, 2012 11:15 AM

Q2. SBCC leaders create an environment for empowerment, innovation, and institutional excellence.

26	limited to the focus of what the administration wants to do	Sep 11, 2012 10:38 AM
27	Did not feel this way with prior leadership. Believe that the new leadership is headed in the right direction.	Sep 11, 2012 9:52 AM
28	Non Credit - Cont. Ed. is being restructured by eliminatin administration. I do not agree with the elimination of directors. My observations is that ever time a new director/programmer comes on board, it requires about 1-2 years for them to learn faculty and programming in Non Credit.	Sep 11, 2012 8:38 AM
29	It appears that with recent changes in leadership, with time this statement will be true.	Sep 11, 2012 6:38 AM
30	This is an incredibly taxing time within the California Community College system. Most individuals are working double time. This does not allow for innovation.	Sep 10, 2012 10:13 PM
31	I think this needs the word "try": SBCC leaders TRY to create.	Sep 10, 2012 6:15 PM
32	Outstanding both before and after the tenure of former President Adrea Serban, with many problems during her tenure.	Sep 10, 2012 6:02 PM
33	fantastic opportunities for engagement and innovation. I preface my comments with the perspective that under previous president Andreea Serban the atmosphere and opportunities for such were severely decreased, thus my comments represent the time period before her tenure.	Sep 10, 2012 4:30 PM
34	SBCC leaders...are you talking about the Administration or the Board of Directors?	Sep 10, 2012 4:26 PM
35	I was discouraged by the Board's divisive decision making when Andreea was President. It seemed no matter what the subject the four newer Board members voted as a block and left the older Board members feeling like they were outcasts and unappreciated. I found this very demoralizing as an employee who likes to look at each situation as objectively as possible. I did not like the secrecy of Andreea's dismissal and I was really offended by the amount of money it costs the College to relieve her of her duties and seek another candidate for the position. It seemed the newer Board members were driving a wedge between Continuing Ed and the for credit classes and I found this disheartening as well. I am hopeful under the new leadership of President Gaskin that our College will be united once again and that all students are given equal opportunities within the realities and restrictions placed on our institution by the budgetary constraints placed on it by the State government and Chancellor's office. I'm hopeful that the new Board members arriving in November or December will bring fresh energy to the BOT and not vote as a block on every issue but consider each request on its own merit. It appears so far President Gaskin has the skills and abilities to keep the Board, faculty, administrators, and staff working together for the good of the students. I am willing to do whatever it takes to create an environment of empowerment, innovation and institutional excellence that makes me proud to serve the students and administrators of SBCC.	Sep 10, 2012 4:20 PM
36	Certain departments enjoy the above benefits; others do not. At this college, power comes with size and political influence. Look, for example, at loading	Sep 10, 2012 2:24 PM

Q2. SBCC leaders create an environment for empowerment, innovation, and institutional excellence.

(English 110 earns 4.5 TLS), TLU overloads, facilities allocations. Small departments are orphaned at SBCC.

- | | | |
|----|---|-----------------------|
| 37 | The newer members of the Board of Trustees have had difficulty in understanding or accepting the concept of shared governance. I hope with more guidance from SBCC's legal dept., and from the state, that they will accept their legally-defined roll in the college's governance. | Sep 10, 2012 1:38 PM |
| 38 | The leaders do, but sometimes implementation at lower levels is resisted. | Sep 10, 2012 1:21 PM |
| 39 | Without the leadership of the SBCC leaders we would not have a ESP or STEM program up and running with the prospect of more grants and innovative projects. | Sep 10, 2012 1:00 PM |
| 40 | I see no accountability. | Sep 10, 2012 12:42 PM |
| 41 | They try for the excellence | Sep 10, 2012 12:10 PM |
| 42 | I believe this is more true on the credit campus. "Empowerment, innovation, and institutional excellence" has been greatly discourage at CE for the last 3 years. | Sep 10, 2012 12:02 PM |
| 43 | Some do this, some do not like change and dissemination of power (empowerment) | Sep 10, 2012 11:30 AM |
| 44 | I did not feel that an environment of empowerment was fostered with Dr. Serban | Sep 10, 2012 11:27 AM |
| 45 | In the last 5 years we've seen the SBCC leaders present such a grim situation that classified staff agreed to a week furlough only to find out that SBCC actually does have sufficient funds to run the college and pay classified staff. We've seen huge budget cuts in hourly staff and student workers which greatly effects student support in all areas of study. Just in the last 6 months we've seen a mandate for an across the board cut of computers by 25% while \$500,000 was spent (needlessly in many cases) to replace functioning audio video equipment. That same 25% cut has been temporarily repealed, but again there are so many areas where we see funds squandered or resources wastefully put. Sweeping changes appear to be the administrative ideal without regard to what actually makes sense. Change for the sake of change or saving \$ without actually assessing the true costs is just wasteful of time and resources that the campus already has little to spare. | Sep 10, 2012 11:19 AM |
| 46 | Instructors are role models for students. In an environment of student success and excellence, instructors need to be successful too. They need to be regarded with respect and their needs considered when making decisions to cut budgets. If an innovative, excellent instructor cannot afford to pay his or her bills, they will take their excellence and innovation elsewhere. We need to keep and attract talent, not only in students, but in our faculty to model success throughout the college. Every effort should be made to cut everywhere else, except for instructor salaries. We could rent facilities for weddings, graduation parties, summer programs, etc. rather than cutting our most valuable assets' salaries. | Sep 10, 2012 11:04 AM |
| 47 | Under Serban's leadership, the answer would be No. She seemed averse to concepts of non-formal education (here on main campus, not just vis-a-vis Continuing Ed.) and holistic integration of factors that contribute to or support the | Sep 10, 2012 11:00 AM |

Q2. SBCC leaders create an environment for empowerment, innovation, and institutional excellence.

	conditions for learning. She seemed dismissive of many innovative concepts re: learning support in general. For example, the relationship between health, wellness and learning; the idea that quality leadership requires on-going training and development; the value of peer tutorial support as supplemental instruction	
48	I think this is true of most of our leaders, but there are at least a few who bring out apathy and marginal performance.	Sep 10, 2012 10:40 AM
49	It depends on the leaders. Lori Gaskin does. Ofelia Arellano does not.	Sep 10, 2012 10:30 AM
50	While globally, I believe this to be true, the internal culture and politics of each department have a great deal to do with this, as well. College leaders believe strongly in innovation and tend to be very supportive of change, but there is often little recourse in departments that are mired down in status quo preservation or internal conflict. I have not found SBCC leaders to be effective in addressing such issues or helping resolve sometimes decades old issues within departments. I understand the inherent difficulties, but it is still an impediment to innovation and excellence.	Sep 10, 2012 10:22 AM
51	I work in CE. Our leaders, the Dean and Vice President, have created the antithesis of an empowering, innovative environment. The environment at CE campuses is one of fear and demoralization.	Sep 10, 2012 10:22 AM
52	It depends on the item and if it fits their personal agenda.	Sep 10, 2012 10:10 AM
53	I am very much interested to see the direction President Gaskin will take us! I believe she will embrace an empowered, innovative and excellent institutional environment.	Sep 10, 2012 9:56 AM
54	The VP and Dean of Continuing Education have created a hostile environment and have pinned employees against each other. The VP has encouraged us to go against our own past supervisor. She has also told lies about the board and tried to get us to speak for her against the current Board. This has been a scary and painful environment to work in. I very much liked my past supervisor, but I had to side with the VP in order to avoid being the target of the VP. People can get in trouble for the smallest issue.	Sep 10, 2012 9:05 AM
55	I mostly agree, but there are some in leadership positions who do not.	Sep 10, 2012 8:40 AM
56	This was not the case under former President Serban.	Sep 10, 2012 8:34 AM
57	Not previous leaders, but hopeful current leader will create this environment.	Sep 10, 2012 8:24 AM
58	I feel this new President, along with the Board, doesn't want the employees to feel empowered.	Sep 10, 2012 8:01 AM
59	We are referring to the team of Andreea Serban and Jack Friedlander, abetted by faculty members Ignacio alarcon and Kathy O'Connor. If so, then a big "NO". These people distracted college committees with busy work while they ran SBCC as their own private preserve. If you are asking about the current situation, then the answer is "the new president and the four new trustees are putting the community back into this community college, and that includes serious consideration for the ideas of all segments."	Sep 9, 2012 1:50 PM

Q2. SBCC leaders create an environment for empowerment, innovation, and institutional excellence.

60	Some do and many do not. The ones who strive for excellence over-ride ones who complain, cancel classes miss deadlines and are late for their classes.	Sep 9, 2012 10:51 AM
61	For the most part, I agree. There have been isolated incidents with specific leaders being more roadblocks than facilitators, but the general atmosphere on campus is one that supports efforts of faculty.	Sep 9, 2012 10:36 AM
62	You have not defined who is referred to as "Leaders". Is this supposed to be administrators, faculty, etc?	Sep 8, 2012 2:50 PM
63	This true now and was true before the tenure of the last president, but not during that president's term.	Sep 8, 2012 10:58 AM
64	The majority of SBCC leaders are good leaders and lead well. A couple key leaders practice favoritism with non-transparent practices resulting in poor leadership.	Sep 8, 2012 10:39 AM
65	Yes, and I would suggest doing more, such as instituting a faculty/staff "Innovator of the Month" award and selection committee that solicits ideas/inputs and/or reports from all Departments.	Sep 8, 2012 7:43 AM
66	Who are considered SBCC leaders? Administrators, Deans, Managers? or Faculty/Staff on shared governance committees making long-term decisions? or all of these?	Sep 7, 2012 9:30 PM
67	Can only speak to Continuing Education for survey questions	Sep 7, 2012 8:25 PM
68	Our department has not been empowered or included in the SBCC leadership current effort to reorganize Continuing Education with Credit that will have a direct impact on our department and its students.	Sep 7, 2012 5:16 PM
69	The president, the Executive V.P. of Educational Programs and the current majority on the Board of Trustees disempower staff by ignoring our input in favor of pandering to the special interests of this town -- especially the "Adult Ed" students -- even when the pandering is disruptive to operations, out of compliance with state regulations, etc. They allow individuals in these special interest groups to hound, attack and criticize individual staff members, to spread misinformation and lies without any attempt to correct the situation or support college staff.	Sep 7, 2012 4:08 PM
70	We live in a very supportive institution.	Sep 7, 2012 3:53 PM
71	It depends on who the leader is and what the topic is. Some do and some don't	Sep 7, 2012 3:50 PM
72	Not in Continuing Education until recently	Sep 7, 2012 3:39 PM
73	depends on of whom you are referring	Sep 7, 2012 3:11 PM

Q3. When ideas for improvement have significant policy or institution-wide implications, systematic participatory processes are used to assure effective discussion, planning, and implementation.

1	New to campus	Sep 24, 2012 2:50 PM
2	Oh yes...lots of vision and task forces, community and advisory committees...but trustees and top administrators will do whatever they want...it appears to me to all be part of the show. See, they say, they show...we're all about "participatory governance" and "transparency." Buzz words. A way to "prove" to the Accreditation Committee that they're doing things as they should. Well, they will still do what they want in the end, and most likely, what they've planned amongst themselves from the beginning...before all the meetings and pep rallies.	Sep 21, 2012 11:41 PM
3	It doesn't filter down from the top and gets held up at the faculty/administration level. Then we are left to deal with half-baked ideas while they are cutting the ribbon and calling it a success.	Sep 21, 2012 5:42 PM
4	Sometimes the Academic Senate President has to ensure that faculty are involved in a meaningful way with planning and implementation of changes that belong under faculty purview. When reminded, however, our EVP and our dean are quite responsive and eager to work with faculty.	Sep 21, 2012 1:26 PM
5	Campus voting (or using a survey like this) on these largely impactful improvement would obtain a better acceptance of VP and Board decisions and make it feel less like few people's personal preferences.	Sep 21, 2012 8:11 AM
6	SBCB has made great forward progress on this since 2010 and particularly in the last three months with our new President.	Sep 19, 2012 1:48 PM
7	This is nearly always true, although some years the administration chooses to make dramatic changes to procedures or budgets during the summer when few faculty are available to participate. This requires that complete implementation wait until the fall semester or policy is altered without full involvement of all stakeholders.	Sep 18, 2012 3:22 PM
8	Ideas are now being dictated and the participatory process is having to deal with them only because they feel they have to.	Sep 18, 2012 11:48 AM
9	The participatory process is in place however, the faculty body has a bigger voice. Also no input is requested from classified staff to find a solution, the majority of the time the solution is given and we are just ask to look at what they have decided.	Sep 18, 2012 11:14 AM
10	These discussions are perverted or ignored in practice through closed meetings, playing favorites, and placating instructors.	Sep 18, 2012 10:32 AM
11	Special interest groups with affiliations to the Board of Trustees have been in control. Others do not have much real participation beyond attendance.	Sep 18, 2012 9:44 AM
12	Administration may encourage a participatory process, but directors/managers often fail at including their staff with the process. Twice I know that staff were supposed to be included in the process and that was not the case for me personally. One was with Program Reviews and the other was with the Self-Study.	Sep 18, 2012 9:05 AM

Q3. When ideas for improvement have significant policy or institution-wide implications, systematic participatory processes are used to assure effective discussion, planning, and implementation.

13	I don't have a lot of experience here, but it sure feels that this is true based on some of the conversations and tough budget-related decisions of late	Sep 18, 2012 8:34 AM
14	This is especially the case over the past year.	Sep 17, 2012 10:00 PM
15	\Credit division, yes; this can't be said for cotinuing education division.	Sep 17, 2012 8:38 PM
16	SBCC does respect the participatory governance process. However, the recent decision to change the Faculty In-Service was inclusive of the participatory governance process; it was top down.	Sep 17, 2012 8:29 PM
17	I am not sure in every case the participatory process is used and when it is in some cases, it is simply an exercise since the decsion is already made.	Sep 17, 2012 8:33 AM
18	The current administration is working on this.	Sep 17, 2012 7:32 AM
19	The current administration is working on this.	Sep 17, 2012 7:32 AM
20	see above	Sep 13, 2012 4:22 PM
21	Often ad hoc groups are established, but I'm never sure how the results are used (if at all)	Sep 13, 2012 2:09 PM
22	However, while the participatory processes are good, I have found that ultimately top levels of Administration will do what they want to do regardless of the processes.	Sep 13, 2012 12:41 PM
23	I don't believe adjunct faculty are listened to. And yet if we went out on Strike, it would shut the campus down.	Sep 13, 2012 12:13 PM
24	No, it is the Board dictating what they want done. The President and Jack Friedlander do not make decisions on their own. There is a false front that the leaders of SBCC are putting on. Community "forums" are held to make it appear that there is a joint participatory effort made in decision making. The decisions, however, have already been made. For example, even before the elimination of 15 administrative and support staff positions had been Board approved, Peter Haslund was quoted in The Independent as saying something to the effect of, "We've eliminated the low hanging branches and their fruit." He used the past tense, even before the decision was officially decided upon.	Sep 13, 2012 10:04 AM
25	Sometimes, but adjunct faculty are always at a disadvantage.	Sep 12, 2012 10:02 PM
26	-input not requested -implementation instituted without discussion	Sep 12, 2012 4:07 PM
27	I feel that this does not happen, and a clear example of this was the quick decision to cancel summer session on a Friday causing a great deal of havoc, and then Monday decide not to cancel. Decisions need to be well thought out and classified staff and faculty would be a great informational resource to help with this decision making process. There is a lot that happens at ground level that I don't think upper management is aware of.	Sep 12, 2012 2:41 PM
28	Participatory processes are used to gain information but too often that information is not implemented	Sep 11, 2012 5:26 PM

Q3. When ideas for improvement have significant policy or institution-wide implications, systematic participatory processes are used to assure effective discussion, planning, and implementation.

29	Same response as above.	Sep 11, 2012 1:15 PM
30	Overall, I agree but I have seen duplication of efforts in the past, which rendered committee work moot.	Sep 11, 2012 1:11 PM
31	The reorganization proposal for Continuing Education is being pushed through as if it is a done deal which goes against the participatory process	Sep 11, 2012 10:38 AM
32	Did not feel this way with prior leadership. In the short while that our new president has been on campus I have seen a dramatic shift in improvement regarding systematic participatory discussion and planning.	Sep 11, 2012 9:52 AM
33	The restructuring of Continuing Ed, Jack Friedlander just announced it to the Board of Trustees that this is the recommendation of restructuring CE. Both the administration of CE and faculty had no discussion in the initial presentation to the Board of Trustees. A committee was formed afterward to figure how to implement it but CE was NOT part in the initial discussion.	Sep 11, 2012 8:38 AM
34	We all know about "summer surprises" which are top to down administrative decisions that occur when most faculty are away and unable to participate in these decisions.	Sep 11, 2012 6:38 AM
35	Many processes are in place, for example issues which the Academic Senate looks at. However, systematic participatory processes are not across the board.	Sep 10, 2012 10:13 PM
36	Again, the issue here is the gap between trying for this and achieving it. I think the effectiveness breaks down the further the ideas descend into the faculty, having the weakest effectiveness in departments, for instance.	Sep 10, 2012 6:15 PM
37	Outstanding both before and after the tenure of former President Adrea Serban, with many problems during her tenure.	Sep 10, 2012 6:02 PM
38	This is hot and cold. In some instances participatory governance is used and other times it's not.	Sep 10, 2012 4:47 PM
39	I would encourage our leaders to continue to hold forums where we are updated on important decisions as a group-i.e. campus security, budgetary constraints, reorganization of SBCC departments, lay-offs, as well as our successes. I like that President Gaskin makes an effort to get us together as a group for both bad news and good news. I feel the different College and Board committees provide an adequate framework for participatory processes and I trust people on these various committees have the welfare of the entire college at the heart of their decision making. I don't think adding more BOT sub committees is needed to increase overall participatory processes. I do like President Gaskin's ideas of appointing all inclusive committees to address specific issues such as determining what positions will be filled and how the policies of this college can be rewritten and still conform to State guidelines.	Sep 10, 2012 4:20 PM
40	The processes are in place, but critical matters sometimes are decided at the last minute and participatory government falls by the wayside.	Sep 10, 2012 2:24 PM
41	I am a new faculty member	Sep 10, 2012 2:10 PM

Q3. When ideas for improvement have significant policy or institution-wide implications, systematic participatory processes are used to assure effective discussion, planning, and implementation.

42	I believe that we are once again moving in this direction. However, this was not the case with our previous administration.	Sep 10, 2012 2:00 PM
43	Such major decisions have been handed down from Jack w/ little participation from those involved in the actual work including deans.	Sep 10, 2012 12:02 PM
44	This is always a difficult thing to achieve, but it does seem that fewer far-reaching decisions are made during the summer, as used to be the case, when many faculty are not available for input.	Sep 10, 2012 11:55 AM
45	This does not always seem to be so. There's a major hierarchical attitude that inhibits many good and valid ideas from coming forth.	Sep 10, 2012 11:40 AM
46	Sometimes this is done. Lori is trying to make sure this becomes the standard way of creating, revising and changing policies, but before her there were times when the top-down approach was used and it wasn't transparent why the VPs and President made certain decisions.	Sep 10, 2012 11:30 AM
47	Improvement needs to be evaluated to see if it is actually an improvement. In many cases blindly implementing policies is not an improvement and in fact hinders students and staff.	Sep 10, 2012 11:19 AM
48	We have been restricted to silos for very long, and some administrators have created the silos, thrived from the lack of communication, created fear, and had others waste their time trying to defend themselves rather than being productive and busy working on solutions. Even misinformation has been purposely leaked to the media to stir fear by those exclusively handpicked to be the liason with the media outfits. Advertising of our CE programs has been restricted to boxes where people have to WANT TO and KNOW TO pick a schedule.	Sep 10, 2012 11:04 AM
49	This organization seems to have been run historically by a small club of elites among top Deans and administrators, who are exclusive vs. inclusivist, and who cater to faculty interests more than to other represented groups on campus. Despite participatory processes set in place, plus policies and protocols, particular powerful individuals can override and affect outcomes unfairly. In addition, the CSEA union has had the same person at the helm for many, many years who engages classified staff, managers, and others in all kinds of dual-relationship matters that would be considered unethical in any other setting. Only recently, has the administration consented to union representation for Managers.	Sep 10, 2012 11:00 AM
50	previous years I would 'disagree' currently we are seeing much more participation	Sep 10, 2012 10:42 AM
51	It does now. After the fiasco of a few years ago in which 100 classes were suddenly canceled, Adult Ed seems to know that it needs input from stakeholders before making big decisions.	Sep 10, 2012 10:30 AM
52	I agree with this to a degree although the input sought is not always utilized in the most effective and open manner. I have participated in such processes in which faculty often express their concern that, once again, their time will be used, their energies consumed, with no impact or change in the end.	Sep 10, 2012 10:22 AM

Q3. When ideas for improvement have significant policy or institution-wide implications, systematic participatory processes are used to assure effective discussion, planning, and implementation.

53	There have been discussion about new ideas for improvement, but it has been far from effective or efficient. In fact, ideas usually get bogged down in "talk" and planning and implementation never take place.	Sep 10, 2012 10:22 AM
54	While there is plenty of meetings to get ready for a project, there is a basic problem with follow up and the quality of the implementation.	Sep 10, 2012 10:10 AM
55	I dare not say anything because the directors in CE have no power, the dean is not effective and the VP is vicious. I can't that the VP was able to get rid of so many good managers and nothing was done about it. I have no faith in the college senior leadership or in HR.	Sep 10, 2012 9:05 AM
56	I usually find out about significant policy change after the fact and usually because I am trying to help a student and will be told of the change then.	Sep 10, 2012 8:24 AM
57	Work is being transferred from Continuing Education, positions are being eliminated, and this President thinks it will be an easy transition for main campus employees to absorb all the work done by 9 CE employees slated to be dismissed at the end of the fiscal year.	Sep 10, 2012 8:01 AM
58	On the credit side it is good. Adult Ed is not inclusive in effective discussion, planning and implementation	Sep 10, 2012 7:14 AM
59	As above, a healthy change in this direction is underway. The process had broken down under Serban and Friedlander.	Sep 9, 2012 1:50 PM
60	See Comment #1	Sep 8, 2012 10:58 AM
61	Its been the practice of SBCC to offer ideas for improvement with an insufficient amount of time to garner objective feedback and/or alternative ideas before they are enacted or approved by a select few.	Sep 7, 2012 9:30 PM
62	SBCC's leadership has had a tendency to act on ideas with significant policy and institution-wide implications without engaging in systematic participatory processes to assure effective discussion, planning, and implementation.	Sep 7, 2012 5:16 PM
63	The president, the Executive V.P. of Educational programs, and the current majority on the board of trustees pretend to go through proper protocol, but they have often manipulated and staged events in meetings to make it appear they are listening to community input.	Sep 7, 2012 4:08 PM
64	I wouldn't use word "systematic". Participation certainly occurs, but sometimes the channels for it are not very clear.	Sep 7, 2012 3:53 PM
65	Since I am not on any "committees" I only hear about improvements via campus-wide messages, usually after the fact.	Sep 7, 2012 3:50 PM
66	CE reorg eliminating positions was handed down by the interim president as a "done" deal - even the VP of Continuing Education had no idea until she heard it at a meeting - and this was before the CE Task Force groups had finished their study or made any reports	Sep 7, 2012 3:39 PM
67	most of the time, although some things get pushed through. in the past with the	Sep 7, 2012 3:11 PM

Q3. When ideas for improvement have significant policy or institution-wide implications, systematic participatory processes are used to assure effective discussion, planning, and implementation.

new board this did not always happen

68 Although there are processes in place, I would not say they are used "systematically." Things seem to happen a bit more haphazardly... but they do happen, and participatory processes are in fact used.

Sep 7, 2012 3:09 PM

Q4. Faculty have a substantive and clearly defined role in institutional governance, and exercise a substantial voice in institutional policies and planning.

1	New to campus	Sep 24, 2012 2:50 PM
2	I stay neutral to this portion since not all faculty understands their level of responsibility among the campus. Also the policies that drive the school are not to par for the decisions maker. Not all of them but some.	Sep 24, 2012 1:12 PM
3	The Faculty Senate does have a clearly defined role and exercises a voice in policies and planning for the Credit Division.	Sep 21, 2012 11:41 PM
4	somewhat agree	Sep 21, 2012 11:23 PM
5	Yes, they have WAY too much power, control and influence. Lots of kowtowing to them and there has been this climate of "Faculty Know Best" since Romo was president.	Sep 21, 2012 5:42 PM
6	Faculty have so much power they don't have consequences when they are taking advantage of the system, such as LTAs teaching "their" overloads classes and not doing state required parts of their jobs like the SLO scores.	Sep 21, 2012 8:11 AM
7	This is true for the most part, although some years the administration chooses to make dramatic changes to procedures or budgets during the summer when few faculty are available to participate. This requires that complete implementation wait until the fall semester or policy is altered without full involvement of all stakeholders.	Sep 18, 2012 3:22 PM
8	this has historically been the case but is currently being impacted by trustees.	Sep 18, 2012 11:48 AM
9	It is my understanding that faculty has the majority of votes.	Sep 18, 2012 11:14 AM
10	Substantive, yes - overly so. The administration enables the faculty by pandering to their needs, to the detriment of the overall function of the college. This makes their role poorly defined.	Sep 18, 2012 10:32 AM
11	Faculty does have a voice, but not sure it is heard as much as it could be	Sep 18, 2012 9:32 AM
12	Faculty have a substantive role and voice in governance. Roles could be further defined in policies and planning as part of upcoming policy review process.	Sep 17, 2012 10:00 PM
13	CPC does provide a clearly defined process for institutional governance.	Sep 17, 2012 8:29 PM
14	Faculty role is dominant to the detriment of others.	Sep 17, 2012 7:32 AM
15	Faculty role is dominant to the detriment of others.	Sep 17, 2012 7:32 AM
16	And, it is becoming clearer over-time, particularly with the new President/ Superintendent.	Sep 16, 2012 6:52 PM
17	Faculty have some role, but too much weight is given to admin.	Sep 13, 2012 2:09 PM
18	Faculty has a clearly defined role, but they do not always "exercise a substantial voice in institutional policies and planning."	Sep 13, 2012 12:41 PM
19	Part-time faculty do not. Our only voice is the Instructors' Association.	Sep 12, 2012 10:02 PM

Q4. Faculty have a substantive and clearly defined role in institutional governance, and exercise a substantial voice in institutional policies and planning.

20	-Historically always included -No tool to include classified input on a continuous basis	Sep 12, 2012 4:07 PM
21	Our Academic Senate is ably led and very effective.	Sep 11, 2012 11:15 AM
22	CE faculty don't seem to have much of a role or voice in institutional governance	Sep 11, 2012 10:38 AM
23	Credit side faculty are represented well but there is room for improvement from the non-credit side.	Sep 11, 2012 8:38 AM
24	A handful of faculty control the processes and their voice is heard through loud speakers while the majority of the faculty's voices come across as whispers that can easily be ignored. Handful: Ignacio Alarcon, Kenely Neufeld, Dean Nevins, Kathy O'Connor, Liz Auchinoles.	Sep 11, 2012 6:38 AM
25	On paper, yes. In practice that has not always been the case.	Sep 10, 2012 6:15 PM
26	Outstanding both before and after the tenure of former President Adrea Serban, with many problems during her tenure.	Sep 10, 2012 6:02 PM
27	It sometimes seems that faculty are more concerned about their individual teaching situations than the students they are teaching or the College that provides them with an opportunity to teach. It feels like President Gaskin is aware of some of these feelings and she seems a good person to bring the emphasis back to the student.	Sep 10, 2012 4:20 PM
28	sometimes I think they have too much of a voice	Sep 10, 2012 3:20 PM
29	Again, if faculty belongs to a large department, this is true. If the faculty member is in a small department, his or her voice is rarely heard and often ignored. The deans are too overloaded to be 100 percent effective for their departments.	Sep 10, 2012 2:24 PM
30	I believe that we are once again moving in this direction. However, this was not the case with our previous administration.	Sep 10, 2012 2:00 PM
31	Frequently too loud of a voice.	Sep 10, 2012 1:31 PM
32	I agree with first part, but not the second. The right to exercise their voice is rarely used unless a paycheck is involved. Thus is democracy.	Sep 10, 2012 12:42 PM
33	More true for credit- nearly completely lacking in CE. Even dialogue between the CE VP and CEIA is limited. The CE VP often ignores and/or placed roadblocks in the way of teacher initiatives.	Sep 10, 2012 12:02 PM
34	I know that they are supposed to but I don't actually see that this is the case.	Sep 10, 2012 11:19 AM
35	Continuing Education Faculty are not involved in any of these aspects because they are not paid to attend meetings, they are not asked for their availability, they are not notified on a regular basis of meeting results, unless they are member of CEIA, and they do not have advocates in the credit campus, who are the decision makers.	Sep 10, 2012 11:04 AM
36	Faculty have been treated as the royalty here, respected above all other groups,	Sep 10, 2012 11:00 AM

Q4. Faculty have a substantive and clearly defined role in institutional governance, and exercise a substantial voice in institutional policies and planning.

not unlike doctors in the medical arena, despite the fact that we all contribute to the conditions for learning, as all healthcare providers heal patients. The new President seems to have a clear understanding of and commitment to the power of collective efforts.

37	As adjunct faculty, I am never consulted and I have never had a role in institutional governance. But that's no surprise, is it?	Sep 10, 2012 10:50 AM
38	In Adult Ed we've been dismissed and ignored when we say something or ask for something the administration has not wanted to deal with.	Sep 10, 2012 10:30 AM
39	A few faculty members have attended board and community meetings, but most just sit on the sidelines waiting to see what happens, then complain when they're unhappy about the outcome.	Sep 10, 2012 10:22 AM
40	If faculty speak up in CE the VP will find a way to bring them down or make their life miserable.	Sep 10, 2012 9:05 AM
41	We have a lot of committees, probably too many. This looks great from a governance standpoint. But when administrators and the BOT ignore the input and recommendations of committees, shared governance becomes a falsehood.	Sep 9, 2012 10:51 AM
42	Under the previous president (Dr. Serban), I would not have agreed with this item. It appears that the current administration is making more of an effort to return to the atmosphere of collegiality I encountered when I first came to SBCC.	Sep 9, 2012 10:36 AM
43	Again, see Comment #1	Sep 8, 2012 10:58 AM
44	Some faculty do but over the past several years, there has been less "requirement" that full time faculty have to actually serve on academic senate or college committees. Too many do not.	Sep 8, 2012 7:43 AM
45	Faculty have a substantive role in governance and exercise a substantial voice. I am not sure that that role is clearly defined.	Sep 7, 2012 9:20 PM
46	No clear role, no voice in policies/planning--even for faculty areas of responsibility. Certificated managers are given the voice that should belong to faculty and cannot exercise it freely for fear of losing their jobs.	Sep 7, 2012 8:25 PM
47	Although many say we are a "shared-governance" institution, it isn't always the case. The current effort to reorganize the college reflects a top-down approach from the college leadership (administration).	Sep 7, 2012 5:16 PM
48	Seems like it's the same faculty over and over. It would be nice to get some new perspectives.	Sep 7, 2012 4:23 PM
49	Faculty can be involved at the work group level but see that work fall apart	Sep 7, 2012 4:04 PM
50	most of the time, again new board members have been a problem	Sep 7, 2012 3:11 PM
51	The Academic Senate, as the voice of the faculty, has a substantial voice and influence in policies and planning. Dean Nevins has given this body a very effective voice. Though not a governance body per se, the Instructors	Sep 7, 2012 3:09 PM

Q4. Faculty have a substantive and clearly defined role in institutional governance, and exercise a substantial voice in institutional policies and planning.

Association also has a strong voice and influence.

Q5. Administrators have a substantive and clearly defined role in institutional governance, and exercise a substantial voice in institutional policies and planning.

1	New to campus	Sep 24, 2012 2:50 PM
2	Some administrators have a voice, some don't. It depends on whether they're part of the "in-crowd," especially the Credit crowd. I know of quite a few administrators who have no voice whatsoever...can't even get a return phone call, and are often talked down to in a rude manner. When treated disrespectfully, how can these administrators have any voice or role in governance?	Sep 21, 2012 11:41 PM
3	Not clearly defined. Most of us have no idea what the Dean's and VPs even do other than avoid making big decisions. Once you've heard the rhetoric and seen zero results, one has little faith in their competence.	Sep 21, 2012 5:42 PM
4	Administrators do have this role and always have. Now it's just a matter if they will be allowed by trustees to do so.	Sep 18, 2012 11:48 AM
5	Only at the executive level.	Sep 18, 2012 11:22 AM
6	As with instructors, substantive, but not well-defined. They seem to govern through obfuscation and subterfuge.	Sep 18, 2012 10:32 AM
7	The administration of Continuing Education does not have a voice and has been disempowered, disqualified and, finally, fired.	Sep 18, 2012 9:44 AM
8	I feel this is true, but I do not know to what degree it is true	Sep 18, 2012 8:34 AM
9	Administrators have a substantive role and voice in governance. Roles could be further defined in policies and planning as part of upcoming policy review process.	Sep 17, 2012 10:00 PM
10	Some more than others (deans lack representation on CPC)	Sep 17, 2012 7:21 PM
11	Governance is done by an elite few at the very top and talked down to administrators. There is a significant amount of factionalization despite the appearance that their opinion is valued.	Sep 13, 2012 4:22 PM
12	Some admin roles are clear, however, others are not	Sep 13, 2012 2:09 PM
13	The directors, dean, and vice president of CE have no say whatsoever in making institutional policies and planning. They rely solely on what the president and Friedlander tell them to do, which is based on what the Board tells them to do (heavily influenced by ACES).	Sep 13, 2012 10:04 AM
14	Administrators are basic to our college-wide partnership.	Sep 11, 2012 11:15 AM
15	Seems that CE directors, Dean and VP have not had a voice in the reorg proposal	Sep 11, 2012 10:38 AM
16	Absolutely, very substantial, but not sure on clearly defined since they tend to have overarching roles and no visible parameters that I can see.	Sep 11, 2012 6:38 AM
17	Outstanding both before and after the tenure of former President Adrea Serban, with many problems during her tenure.	Sep 10, 2012 6:02 PM

Q5. Administrators have a substantive and clearly defined role in institutional governance, and exercise a substantial voice in institutional policies and planning.

18	I believe that we are once again moving in this direction. However, this was not the case with our previous administration.	Sep 10, 2012 2:00 PM
19	I'm not sure what the actual role of administration is here. I would have thought to facilitate the learning process for students by improving faculty and staff abilities to do their work, but I tend to see more blocking by administration over the last few years.	Sep 10, 2012 11:19 AM
20	Continuing Education administrators are going to be discarded with the new structures as if they have not contributed anything over the past decade. They will have to reapply for their jobs. I am sure if their voices were heard, they would have never agreed to this process.	Sep 10, 2012 11:04 AM
21	They rule.	Sep 10, 2012 11:00 AM
22	Administrators in Continuing Ed seem to have little flexibility with respect to enforcing rigid policies and procedures.	Sep 10, 2012 10:50 AM
23	Not in Adult Ed. Four Directors in Adult Ed have said that they are powerless and are not hired to think and that they are to do what they are told.	Sep 10, 2012 10:30 AM
24	Believe this is changing with the new President.	Sep 10, 2012 10:25 AM
25	I believe there are time when administrative decisions somewhat bypass the shared governance system.	Sep 10, 2012 9:56 AM
26	Only Deans and higher level admins really have a role in governance.	Sep 10, 2012 9:53 AM
27	My past supervisor tried to make decisions and the	Sep 10, 2012 9:05 AM
28	The old team was too deeply involved in academic and instructional issues, to the neglect of their primary management functions. This is being corrected by the new trustees and new president.	Sep 9, 2012 1:50 PM
29	Deans are fearful of retribution for voicing their opinions. It is clear that the BOT and senior administrators have initiated punitive measures against those who dare to speak out against the unorthodox procedures of the new BOT majority.	Sep 9, 2012 10:51 AM
30	Too much!	Sep 8, 2012 2:50 PM
31	See Comment #1	Sep 8, 2012 10:58 AM
32	Administrators have a substantive role/voice in institutional governance but their roles are not clearly defined in district policy.	Sep 7, 2012 9:30 PM
33	I am not an administrator, so I can't comment on whether administrators have a substantial role. It seems the Superintendent/President and Executive Vice President of Educational Programs wield the most power. The college deans seem to be a second tier in the hierarchy that serve as middle-managers between the top leadership and faculty.	Sep 7, 2012 5:16 PM
34	Too much influence!	Sep 7, 2012 5:00 PM

Q5. Administrators have a substantive and clearly defined role in institutional governance, and exercise a substantial voice in institutional policies and planning.

35	Not always clear in CPC how the VP's arrive at decisions affecting policy.	Sep 7, 2012 4:04 PM
36	Not in Continuing Education.	Sep 7, 2012 3:39 PM
37	Administrators provide input but are non-voting liaisons to Faculty Senate committees which make up a substantial part of the governance process.	Sep 7, 2012 3:02 PM

Q6. Students have established mechanisms or organizations for providing input into institutional decisions.

1	New to campus	Sep 24, 2012 2:50 PM
2	Although there is a student senate, the administrators regularly evade student input by: making decisions during semester breaks; calling situations "emergencies" that required immediate decisions; or giving token lip-service to their input; but sometimes the students themselves are less organized and empowered (partly due to loss of student services governance leader); but Joel Negroni has done a good job recently.	Sep 21, 2012 11:53 PM
3	There are student groups at both the Credit and Continuing Education Divisions that provide a mechanism to share concerns and ideas. I'm not sure how their input is shared with administration.	Sep 21, 2012 11:41 PM
4	Sorry, but this is a joke. Students at a community college come and go rapidly and everyone knows it, so any bone you throw their way is merely lip service.	Sep 21, 2012 5:42 PM
5	Students should be given information during registration of how or where to go for computer access and who they can talk about if teachers are not doing their job.	Sep 21, 2012 8:11 AM
6	The administration is very supportive of having students involved in decision making processes and students sit on all major campus committees and have a voice or vote.	Sep 19, 2012 1:14 PM
7	While the Student Senate and Student Trustee play a significant role, these processes could be further refined. More importantly, there is a generalized lack of education of the student population on the whole as to the role of the Student Senate and Student Trustee. The "collective" student voice may not be transmitted through these organizations as effectively as possible.	Sep 18, 2012 3:22 PM
8	Only certain students (CE) have mechanisms for input. Others are not really being listened to by trustee majority.	Sep 18, 2012 11:48 AM
9	Established - yes. Effective - neutral	Sep 18, 2012 11:22 AM
10	I don't see how student senate has any real input.	Sep 18, 2012 10:32 AM
11	The Continuing Education student organization most closely tied to the newly elected Board of Trustees has dominated decision making and does not represent the entire CE student population but a special population.	Sep 18, 2012 9:44 AM
12	.	Sep 17, 2012 10:00 PM
13	In some cases the student voice is not part of the decision making process and people have to be reminded to include them.	Sep 17, 2012 8:33 AM
14	There are a few outspoken committees but not enough to clearly represent the broader spectrum of students. College has been criticized for lack of 'transparency in the decision-making process, resulting in mistrust, strong letters to the editor and loud public forums.	Sep 13, 2012 4:22 PM
15	Some	Sep 13, 2012 2:09 PM
16	Unfortunately, not many of them take part in those mechanisms.	Sep 13, 2012 12:41 PM

Q6. Students have established mechanisms or organizations for providing input into institutional decisions.

17	With ACES, they have more than input. They have successfully dictated institutional decisions.	Sep 13, 2012 10:04 AM
18	not aware of any	Sep 12, 2012 4:07 PM
19	We need to do a better job of letting students know how they can put in input.	Sep 12, 2012 2:41 PM
20	minority students don't yet have an established organization that can speak for them.	Sep 11, 2012 10:38 AM
21	However, SBCC can do a better job in listening to students and incorporating their priorities.	Sep 11, 2012 6:38 AM
22	Outstanding both before and after the tenure of former President Adrea Serban, with many problems during her tenure.	Sep 10, 2012 6:02 PM
23	Students have an established mechanism for providing input but are rarely if are ever informed of the process.	Sep 10, 2012 2:58 PM
24	The associated student senate at this college is ineffective. Turnover is great, and the group does not have the clout of a faculty adviser. The print version of the student newspaper was just canceled for budget reasons, with absolutely no input from students. This is a newspaper that published a weekly editorial on key issues and decisions from what arguable the most knowledgeable students on campus.	Sep 10, 2012 2:24 PM
25	Students have established mechanisms however I don't know if they know what they are.	Sep 10, 2012 2:00 PM
26	I agree but question the involvement in summer when students are not around to participate in planning sessions.	Sep 10, 2012 1:00 PM
27	not nearly the 'voice' that faculty and administrators have	Sep 10, 2012 11:58 AM
28	There is a definite preference to allow and accept input from only one particular segment of the student population.	Sep 10, 2012 11:47 AM
29	There is no way to contact all continuing education students for example by the students' organizations.	Sep 10, 2012 11:04 AM
30	Only through Student Senate - very few students are interested.	Sep 10, 2012 10:25 AM
31	This is a hard one because it depends on the student leaders. I have been at Board meetings where the student rep is pretty much just a body. I have also been in committees where students have representation but depending on their personalities, they may or may not chime in when discussions are taking place. Sometimes I wonder if these students reps are clear on their role.	Sep 10, 2012 10:10 AM
32	But seldom do they participate in mass.	Sep 10, 2012 9:53 AM
33	More recently yes, and only as a result of Dr. Jack Friedlander taking a lead on this. Had Dr. Serban and Dr. Arellano been willing to listen to students, the drama and unfortunate events in the past three years would not have happened. Dr. Arellano has been the worse decision maker that the college has ever had.	Sep 10, 2012 9:05 AM

Q6. Students have established mechanisms or organizations for providing input into institutional decisions.

34	however, most students are poorly informed and apathetic.	Sep 9, 2012 1:50 PM
35	The only forum I know through which students can provide input into institutional decisions is the Student Senate. I recommend that students occupy hiring committee positions for faculty and staff.	Sep 7, 2012 9:30 PM
36	Student Senate representatives attend board, Academic Senate, and some Senate Committee meetings.	Sep 7, 2012 5:16 PM
37	Would like to know more how this is achieved.	Sep 7, 2012 4:04 PM
38	Student participation is limited to a very small group of students. I'm sure most students don't know of the existence and role of Student Senate.	Sep 7, 2012 3:53 PM
39	A few CE students have created a strong "interest " group with very narrow concerns - but have personal contacts with board members that have given them influence and power, even over that of administrators.	Sep 7, 2012 3:39 PM
40	The Student Senate's voice is weak compared to the others, but it does get heard.	Sep 7, 2012 3:09 PM

Q7. Staff have established mechanisms or organizations for providing input into institutional decisions.

1	New to campus	Sep 24, 2012 2:50 PM
2	This is difficult to assess because staff are treated differently depending if they are CSEA officers or regular staff. Regular staff are routinely discounted by administrators: abuse/harassment by faculty; unequal treatment between staff; singling out staff for removal due to personality conflicts with administrators.	Sep 21, 2012 11:53 PM
3	I'm not aware of any established mechanisms or organizations for classified staff members to provide input into college decisions.	Sep 21, 2012 11:41 PM
4	This is the worst offense. If we didn't have very strong union leadership, we would most certainly still be referred to as "the help." Most of us don't stand a chance getting a voice heard in a room full of Ph.D's either. Again "Faculty know best" applies.	Sep 21, 2012 5:42 PM
5	I really appreciated the inclusiveness of the Fall 2012 kick-off event. Managers and administrators strongly encouraged staff to attend. It would be nice to have that kind of support and encouragement for staff to attend our monthly CSEA meetings as well, to get more people involved who would otherwise not feel comfortable taking time away from their work to attend these meetings.	Sep 21, 2012 2:08 PM
6	Sometimes staff on the ground need to be consulted more about changes being proposed to their particular areas.	Sep 21, 2012 1:26 PM
7	Staff are represented in most committees, but don't seem to have much influence or taken very seriously. (seems like a token role unless law is on their side.	Sep 21, 2012 8:11 AM
8	The role of staff in providing input into institutional decisions has been strengthened in the last 3 months.	Sep 19, 2012 1:48 PM
9	Staff does have mechanisms, but are not really being listened to by trustee majority.	Sep 18, 2012 11:48 AM
10	Yes, Staff has established organization - but the organization - CSEA - is in the hands of a handful members; all input is controlled by president of CSEA and a small circle of closely chosen by her. No mechanism is available outside this group. The problem though is not a SBCC governance issue, but more a staff issue: Elections of CSEA officers are always done with 8 to 12 or 15 people. CSEA president spends over 30 hours a week on CSEA/SBCC/Staff matters even though our contract only specifies 8 hours a month, making it hard/unfair for others to keep up or run against current CSEA leadership.	Sep 18, 2012 11:22 AM
11	Even with program review some of us aren't asked for input.	Sep 18, 2012 11:14 AM
12	Through the CSEA, yes, but how much difference does it really make compared to faculty and administrators?	Sep 18, 2012 10:32 AM
13	The only organization that is representing staff is CSEA. CE staff will be laid off.	Sep 18, 2012 9:44 AM
14	Yes, there is the Classified Consultant Group, which is relatively new, but only free time has been awarded to its members to attend an hour meeting once or twice a month. More time and resources need to be allocated and more	Sep 18, 2012 9:05 AM

Q7. Staff have established mechanisms or organizations for providing input into institutional decisions.

processes in place in order for the members to interact with the staff the group represents.

15	Again, I feel this is true, but I do not know to what degree it is true	Sep 18, 2012 8:34 AM
16	The voice of classified staff in the decision making is dominated by just a few individuals whose perspectives do not necessarily reflect those of the majority of classified staff. A greater number of classified staff need to be engaged in the governance process and not feel intimidated by the few people who control this governance body.	Sep 18, 2012 8:01 AM
17	This is accurate most of the time but recent organizational changes were again top down.	Sep 17, 2012 8:29 PM
18	Which, of course, says nothing of how that input is received or utilized.	Sep 14, 2012 10:17 AM
19	If administrators opinions are limited in effectiveness as evidenced by lack of implementation of new ideas it is much more so with staff.	Sep 13, 2012 4:22 PM
20	Staff has no voice in providing input into institutional decisions. We are working in a very hostile environment, dictated by what ACES and the Board want.	Sep 13, 2012 10:04 AM
21	See comment on question 4. Department chairs may sometimes also seek input.	Sep 12, 2012 10:02 PM
22	not aware of any	Sep 12, 2012 4:07 PM
23	I feel that we don't get to provide input until management has already made decisions, and then we have to fight against them.	Sep 12, 2012 2:41 PM
24	However, do they have the time to do so. A representative in the Senate is too far removed to have input.	Sep 11, 2012 6:38 AM
25	Outstanding both before and after the tenure of former President Adrea Serban, with many problems during her tenure.	Sep 10, 2012 6:02 PM
26	Since the inception of CCG, staff is better represented and more informed.	Sep 10, 2012 4:47 PM
27	It feels like there is a significant imbalance between faculty and classified staff's inclusion in institutional decisions (faculty have much more influence). I often hear classified employees say that they feel as if they are treated as second class citizens compared to faculty. Including classified employees at the inservice was a wonderful change.	Sep 10, 2012 2:32 PM
28	Sometimes it seems like classified end up with "me too" agreements reached between the administration and faculty	Sep 10, 2012 1:21 PM
29	not nearly the 'voice' that faculty and administrators have	Sep 10, 2012 11:58 AM
30	I think this is changing. Right now and for many years a single staff member has been the voice of staff at many senate committees, so the voice is essentially hers in many cases.	Sep 10, 2012 11:55 AM
31	More recently. In the not so distant past, it felt as though staff was discouraged from participation in institutional decisions.	Sep 10, 2012 11:40 AM

Q7. Staff have established mechanisms or organizations for providing input into institutional decisions.

32	In theory, but not in reality	Sep 10, 2012 11:30 AM
33	Staff do attempt to give input but frequently it is ignored unless we get faculty to help us put information forward.	Sep 10, 2012 11:19 AM
34	Some do, others do not. CSEA union rep. engages in multiple dual-relationship negotiations regularly and wields far too much power over far too many, many years without a change in leadership.	Sep 10, 2012 11:00 AM
35	My direct manager is responsive and open to suggestions/input about institutional decisions at a department level. However at this point I don't agree that there is an established mechanism for providing input into institutional decisions for Classified Staff, or if there is I have no knowledge of it.	Sep 10, 2012 10:40 AM
36	Classified staff has a union; hourly workers have no voice at all.	Sep 10, 2012 10:22 AM
37	No, we are not allowed and we dare not say anything or we will suffer the consequences. Those that have spoken up with Jack Bailey and Carol Flores have been attacked by the VP and Dean and their lives have been made absolutely miserable. From this, we have all learned not to speak up at all. If we do speak up, what we share is exaggerated and expanded as an excuse to get rid of people that are on the VP's hit list.	Sep 10, 2012 9:05 AM
38	Although we have the CCG I do not feel we have had much voice in providing input into institutional decisions in the past. Hope this changes.	Sep 10, 2012 8:24 AM
39	I haven't see mechanisms or organizations that have come to bat for the staff of continuing education.	Sep 10, 2012 8:01 AM
40	Too much power lies with the CSEA officers.	Sep 9, 2012 1:50 PM
41	If this is in reference to the IA, I think they do a poor job in representing the faculty.	Sep 8, 2012 2:50 PM
42	The staff under the leadership of Liz Auchincloss seem to attend Board meetings.	Sep 7, 2012 5:16 PM
43	Again it's the same staff all the time providing the feedback. It would be great if we heard different voices.	Sep 7, 2012 4:23 PM
44	There might be mechanisms, but in the end staff are treated like second class citizens and ignored. We could fight it through proper channels, but who among us has the time and resources to "fight city hall" as it were?	Sep 7, 2012 4:08 PM
45	This has improved a lot in 10 years or so.	Sep 7, 2012 3:53 PM
46	If the staff member is a member of CSEA then they have representation which provides input into institutional decisions.	Sep 7, 2012 3:50 PM
47	Input from CE staff has improved when it comes to the CE division, but as far as I know, they are not asked for input into college decisions.	Sep 7, 2012 3:39 PM
48	Classified staff at large seem to be ignorant of their rights to participate in shared governance. The same employees represent the Classified staff without rotation	Sep 7, 2012 3:10 PM

Q7. Staff have established mechanisms or organizations for providing input into institutional decisions.

of leadership.

49	There is a group of classified staff who seem to be the only ones who provide input and membership on their governance group does not change.	Sep 7, 2012 3:02 PM
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Q8. SBCC relies on faculty, its Academic Senate, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services.

1	New to campus	Sep 24, 2012 2:50 PM
2	I believe this may have been true in the past, but now it is pretty clearly a small but powerful group of "students" and their personal crusading protector trustees who recommend and guide and reorganize learning programs. An example would be the Continuing Education ceramics and weaving clubs, and Parent-Child Workshops who have learned how to muscle their way to protect specific "beloved" but not truly legal programs, and actually working to eliminate certain services, such as computer classes and student services and citizenship programs that they believe get in the way of their own favored programs, basically free access to free studios at the State and taxpayers' expense. We have four new trustees who prove this...they were put into place by these users (not really students, since most have been attending these classes for 10-20-30 years and sell what they produce in CE "classes" at the beach and other venues). At least one trustee is/has been one of these long-term "students" and she was elected to protect and direct this group and their "learning" programs. Yes, there are many instances of micromanagement by this trustee, and the other three members of this new Board majority. An example of micromanagement AFTER the college was put on warning: The interim President made a unilateral decision that all non-enhanced CE classes must be converted to fee classes, so this was done (not an easy task, requiring a great deal of work by "Administrative Assistants" [all, by the way, who will lose their jobs with the reorganization of CE]...then...the Board said NO to that, at the last minute, after the work had been done, and directed CE to change the classes back, only keeping 40% of the classes converted to fee. This is a clear example to me of micromanagement by the Board.	Sep 21, 2012 11:41 PM
3	somewhat agree	Sep 21, 2012 11:23 PM
4	Way too much it does. These are all faculty based committees?! ahem...last time I checked there were other non-faculty based groups that work directly with students that have zero input. Most are failed attempts to attempt to run ideas and thoughts up the chain.	Sep 21, 2012 5:42 PM
5	Should also consult with Staff that have interaction with students.	Sep 20, 2012 1:11 PM
6	Recommendations by these bodies are being stifled by trustee majority.	Sep 18, 2012 11:48 AM
7	Voices from a select few are listened to.	Sep 18, 2012 9:41 AM
8	Wholeheartedly agree	Sep 18, 2012 8:34 AM
9	This is very true. Leadership looks to these groups for recommendations and encourages thoughtful presentation of such recommendations. Extensive shared governance and dialogue is vital to creation of sound recommendations which reflect our values and mission.	Sep 17, 2012 10:00 PM
10	Does not apply to continuing education, unfortunately. CE has very poor leadership and the faculty have very little influence.	Sep 17, 2012 8:38 PM
11	somewhat	Sep 13, 2012 2:09 PM

Q8. SBCC relies on faculty, its Academic Senate, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services.

12	Again, it's a false sense of belief that these entities have any voice.	Sep 13, 2012 10:04 AM
13	classified staff also contribute to the educational out come of our students	Sep 12, 2012 4:07 PM
14	Outstanding both before and after the tenure of former President Adrea Serban, with many problems during her tenure.	Sep 10, 2012 6:02 PM
15	Yes, but it would be great if classified and/or managment were included in decision making	Sep 10, 2012 3:20 PM
16	Overall I believe SBCC does rely on faculty and the Academic Senate for recommendations. My frustration with Curriculum Committee is that it seems like we are an Inquisition every time we have curriculum changes, updated or new curriculum development. I believe that committee specifically needs to change the way it approached its work.	Sep 10, 2012 2:00 PM
17	yes, but they should rely on students and staff more for this. remember, it's about the students.	Sep 10, 2012 11:58 AM
18	Sometimes	Sep 10, 2012 11:30 AM
19	I would think so but honestly don't know	Sep 10, 2012 11:27 AM
20	This is not true of Continuing Education. Even groups that should be faculty run, are run by administrators and faculty have no power to change. Things are voted on that don't get funded, and other things are funded that didn't get voted on. Continuing Education does not have sufficient representation in the academic senate and does not have it's own academic senate. BSi (Basis Skills initiative) committee and CRC (Curriculum Review Committee) are an example of groups that should be run by faculty but have constant interference and top down management from administration.	Sep 10, 2012 11:04 AM
21	This one is pretty clear.	Sep 10, 2012 10:50 AM
22	I think that a lot of the initiatives come from the administration not faculty.	Sep 10, 2012 10:43 AM
23	Adult Ed faculty has little input.	Sep 10, 2012 10:30 AM
24	While I agree, I do not believe that the recommendations of the faculty are always given the weight deserved given our role in delivering content and our first-hand interaction with students.	Sep 10, 2012 10:22 AM
25	not so much adult ed	Sep 10, 2012 7:14 AM
26	In the past, this has been the monopoly of Serban, Friedlander, and O'Connor. Change is underway.	Sep 9, 2012 1:50 PM
27	It used to be that way for many years under the old BOT. However the new BOT is over reaching into areas of this college to try and provide influence where they have no expertise.	Sep 9, 2012 10:51 AM
28	See Comment #1	Sep 8, 2012 10:58 AM

Q8. SBCC relies on faculty, its Academic Senate, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services.

29	Applies to credit, not to noncredit	Sep 7, 2012 8:25 PM
30	classified, who are often the first contact, should be involved in this process as well	Sep 7, 2012 6:07 PM
31	It has clearly done this since fall 2011.	Sep 7, 2012 5:19 PM
32	It is unclear to me whether the SBCC leadership actually relies on the Academic Senate, CAC, and its deans, but as I have expressed, there is a lot of lip service about shared governance.	Sep 7, 2012 5:16 PM
33	Agree and that is the problem.	Sep 7, 2012 4:26 PM

Q9. The Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices.

1	New to campus	Sep 24, 2012 2:50 PM
2	Although not entirely untrue, the processes and practices are horribly disorganized, chaotic, inconsistent from year to year (and not due to recent budget crisis), with mixed messages about relevance. Many duplicative programs are created for the ego of an administrator rather than the usefulness to students; or existing programs and services could be modified rather than building a new layer. Moreover, long-term thinking is absent, and unintended consequences are often missed.	Sep 21, 2012 11:53 PM
3	Absolutely not! I have not seen any true working together...the only working together I've seen is task forces, generally birds of a feather, the four newest Board members, elected on a single platform, mind you, and credit faculty looking out for their interests, not caring a whit for noncredit faculty or students, adjunct faculty groups jealous of and vying for contract faculty rights, administrators and staff afraid to speak up for fear of losing their jobs if they say anything considered negative...this is not a college that works together but likes to say they do. The new trustees are quoted in the newspaper making comments that put down the long-term trustees, such as "I truly regret that the previous board cannot set aside the pain of defeat and focus instead on the good of the college" and accuse long-term trustees of placing an emphasis on "getting even." Interesting wording there. A new trustee using the phrase "pain of defeat" in reference to long-term trustees. AHA! The new trustees see themselves as having defeated the long-term trustees, and even state such things in the press! This represents the antithesis of "working together for the good of the institution." Oh, and if the Board doesn't like the established governance structures, processes and practices...well, just change them to suit their purposes, like they did for evaluation of the college president. One of their first orders of business.	Sep 21, 2012 11:41 PM
4	leaning towards agree, but firing of previous college president ignored substantial faculty approval of president. mixed messages.	Sep 21, 2012 11:23 PM
5	The recent history has left a bad taste in many mouths. Good luck getting it back.	Sep 21, 2012 5:42 PM
6	The new Board of Trustee members did not follow established governance structures, processes and practices. They blatantly interfered in faculty and administrator's domain.	Sep 21, 2012 1:12 AM
7	I have observed many breaks from the Board in conduction of the Board meetings & disregard for SBCC employees' time & right to have information.	Sep 18, 2012 2:16 PM
8	The trustee majority is leading the college in the wrong direction and taking up the general college's time & efforts in dictating their agenda.	Sep 18, 2012 11:48 AM
9	It is too early for me tell if the board, now with a new member coming in, will work together with us.	Sep 18, 2012 11:14 AM
10	Clearly not the Board. Isn't that why SBCC's accreditation is on probation? The rest seem to try, but their efforts are frustrated by poorly defined and implemented procedures.	Sep 18, 2012 10:32 AM

Q9. The Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices.

11	Board is too new and unprepared.	Sep 18, 2012 9:41 AM
12	The current Board of Trustees does not work together with the faculty and staff as much as it could.	Sep 18, 2012 9:32 AM
13	New and don't have enough personal experience to comment accurately	Sep 18, 2012 9:06 AM
14	As stated above, this processes and practices could be improved.	Sep 18, 2012 9:05 AM
15	Currently, these governance structures are serving the institution very well. Difficult decisions require adherence to processes and practices in order to have the final decisions reflect what is best for the institution. There has been a revitalization of these processes over the past year. There is a conscious effort on the part of leadership to solicit and honestly consider the input of all stakeholders.	Sep 17, 2012 10:00 PM
16	The BOT leadership is the "missing link" in removing SBCC from its warning status. They need training and direction regarding their roles and duties as BOT members.	Sep 17, 2012 8:29 PM
17	I believe the Board of Trustees in recent years is not working with the groups named but following their own agenda in isolation or with input from administration only.	Sep 17, 2012 8:33 AM
18	I still don't trust the Board of Trustees. They continue to meddle in inappropriate ways.	Sep 17, 2012 7:32 AM
19	I still don't trust the Board of Trustees. They continue to meddle in inappropriate ways.	Sep 17, 2012 7:32 AM
20	This has improving over-time.	Sep 16, 2012 6:52 PM
21	The current BoT did not work with faculty last year and did not listen to input from the people who work here, instead, the attitude seemed to be that SBCC needed fixing and they were the ones to do it--we were NOT broken and did NOT need fixing. I felt disregarded by the BoT when they acted to quickly fire Dr. Serban. I did not believe that the BoT at that time worked with us through established processes and practices with their closed door hearings and mid summer meetings when faculty were gone. However, with the new leadership which was HIRED by our BoT (Dr. Gaskin) I believe this has turned around. I believe that Dr. Gaskin through her leadership is and will be able to inspire the current board to work with our wonderful institution so that we can continue to lead the State of California in excellent educational practices with outstanding results for all of our students.	Sep 15, 2012 1:22 PM
22	The new BOT did not run for the betterment of SBCC, but to protect CE	Sep 13, 2012 5:58 PM
23	The BOT is an oligarchy in that 4 of the 7 members vote as a ruling block. Decisions are reached without actually trying to understand the mechanics of supportive workload. The BOT runs the college, followed by the academic VP (formerly acting president), then the President who has only been at the helm (or even in this community) for 2+ months.	Sep 13, 2012 4:22 PM

Q9. The Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices.

24	Some. This current Board has lacked transparency as to their agendas and goals. Leaves faculty and staff in insecure position.	Sep 13, 2012 2:09 PM
25	I do not believe the Board of Trustees puts students first. The other stake holders (administrators, faculty, staff and students do a better job of working together).	Sep 13, 2012 12:41 PM
26	I highly disagree. The B of T dictates and governs how the college is run. If the President tries to run the college effectively, she is "run out of town." Dr. Serban tried in vain to save CE. Because the Board (and in reality, members of ACES) did not like what she was doing, they got rid of her. The new members of the Board know that their sole purpose of being elected was to get rid of Serban, Dr. Arellano, and all the other 'low hanging branches and fruit' in CE.	Sep 13, 2012 10:04 AM
27	Does not work together, it's an us/they situation based on here desired outcome	Sep 12, 2012 4:07 PM
28	The current Board of Trustees does not always seem to see the big picture, often appearing to favor Continuing Education over SBCC credit classes.	Sep 11, 2012 3:14 PM
29	This process can sometimes seem cumbersome but it really works. There appears to be a good deal of mutual trust that enables component parts work together and listen to each other.	Sep 11, 2012 11:15 AM
30	This has been an up and down process for the past two years	Sep 11, 2012 10:38 AM
31	Credit side yes but there is room for improvement from the CE, non-credit side.	Sep 11, 2012 8:38 AM
32	Not in recent history. A season of turmoil has seemed to come and gone, so a brighter future seems ahead.	Sep 11, 2012 6:38 AM
33	Sometimes the Board feels at odds with the faculty and the full-time students/part-time credit students.	Sep 10, 2012 6:15 PM
34	Outstanding both before and after the tenure of former President Adrea Serban, with many problems during her tenure.	Sep 10, 2012 6:02 PM
35	This is more applicable, to the current Board. Previous board members were less likely to work with all factions of the institution.	Sep 10, 2012 4:48 PM
36	In my involvement on campus committees, I'm not sure the BofT is a participant.	Sep 10, 2012 4:47 PM
37	Not during Andreea Serban's years, but prior to that was wonderful.	Sep 10, 2012 4:30 PM
38	I'm hopeful the atmosphere of working together for the common good will improve under Lori's leadership. Committees and processes do clearly exist at SBCC; potentially they provide the necessary framework for participatory governance if all members can put aside individual biases, let go of the past, and be ready for positive change when it arrives on their agendas. Time will tell.	Sep 10, 2012 4:20 PM
39	Students other than the Student Senate are rarely informed or involved in the governing process	Sep 10, 2012 2:58 PM
40	I believe that we are once again moving in this direction. However, this was not	Sep 10, 2012 2:00 PM

Q9. The Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices.

the case with our previous administration.

41	The most recent Board has not always seemed to work together with the administrators of the college. As a result, we have a new President. There is great hope that the Board can overcome issues from the past and work together with this excellent new president.	Sep 10, 2012 1:56 PM
42	Sometimes communication is impacted by "silos" that have been created over time.	Sep 10, 2012 1:21 PM
43	Sometimes. However, I see more of a war between self interest groups than a collaborative effort. I appreciate the ability of a small self interest group having the opportunity of a powerful voice but I do not subscribe to the concept that warring self interest groups lead to policies that express the greater good.	Sep 10, 2012 12:42 PM
44	BOT members do not have the whole college's interest in mind, only Continuing Education	Sep 10, 2012 12:28 PM
45	I believe they try	Sep 10, 2012 12:10 PM
46	our new board often works against faculty staff and students for what appears to be their own agenda	Sep 10, 2012 11:58 AM
47	Sometimes - but not always. The removal of the last president did not involve shared governance, but was a partisan move, it seems to me, by those in conflict with her. Again, this was a 'behind closed doors' type of event and little was known about why it was done, at least not by me.	Sep 10, 2012 11:30 AM
48	I would think the tide is changing for the better on this	Sep 10, 2012 11:27 AM
49	All parties try to work together for the good of SBCC. Sometimes a group's self-interests can bias their input to the process.	Sep 10, 2012 11:23 AM
50	The fiasco created by the board of trustees in regard to the former college president does not exactly speak well of their ability to govern or work with others.	Sep 10, 2012 11:19 AM
51	As long as the Continuing Education student and faculty bodies of SBCC are left out, I cannot agree with this statement. For example, the credit campus would be happy to see continuing education faculty to get paid less than half their current hourly pay. Considering that out of the hourly pay have to come prep. time, time to correct student's work, time to market your own class, time to attend unpaid in-services, time to plan your classes, time to meet with your director. And out of this pay you need to pay for your own health insurance, your computer, your cell phone, your software, your rent, your transportation, and your class materials. Is any of this possible if an instructor is paid less than a massage therapist?	Sep 10, 2012 11:04 AM
52	I think the current Board is truly engaged; the former board members were largely hangers on, unwilling to take on Seban's controversial practices.	Sep 10, 2012 11:00 AM
53	The Board has been in transition. I am hopeful about the future.	Sep 10, 2012 10:27 AM
54	This is improving over the past year. For a the few years prior I didn't believe	Sep 10, 2012 10:25 AM

Q9. The Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices.

this to be the case.

55	In general, I believe this to be true. There are certainly cases that could be cited where improvement can be made, but overall, I think that the existing structure rolls along fairly well.	Sep 10, 2012 10:22 AM
56	I have not seen the college work together as a whole. There are lines between the various entities, especially between the BOT and administrators, and between faculty and staff.	Sep 10, 2012 10:22 AM
57	They are working on it and making progress. I don't understand why the college is getting rid of the CE directors this is horrible.	Sep 10, 2012 9:05 AM
58	For the most part.	Sep 10, 2012 8:24 AM
59	As someone working in Continuing Education, I can't really agree with this statement.	Sep 10, 2012 8:01 AM
60	The problem in the past has been the arrogance of Serban/Friedlander/O'Connor, and the apathy of the old Board of Trustees. Efforts by the new trustees to revive shared governance were resisted by the administrators who then cooked up the grievance which was filed with the accreditation agency.	Sep 9, 2012 1:50 PM
61	The new BOT are micromanaging many areas of the college and have a presence on campus that is inappropriate and intimidating to many.	Sep 9, 2012 10:51 AM
62	Neutrality for me on this issue comes about because those who do work for the good are often opposed by those who define the good otherwise.	Sep 8, 2012 10:58 AM
63	Historically, the BOT is the only body that rarely, if ever, integrates itself within the day-to-day decisions & operations of the college community.	Sep 7, 2012 9:30 PM
64	Again, the current leadership (administrative) effort of reorganization has me very skeptical that faculty, staff, and students' voices and interests are being heard and included.	Sep 7, 2012 5:16 PM
65	The current board majority, the president and the Executive V.P. for Educational Programs may put on a good show that they are working for the good of the institution -- and in some cases perhaps they are. But the bottom line is that they pander to the special interests of the Parent-Child Workshop group, and the non-credit ("Adult Ed") ceramics, jewelry, art, and music students, who are well-connected to one board member in particular. By the way, is it a conflict of interest for board members to be long-time "students" in one of those classes and to be making policy decisions about whether or not such classes actually qualify for state support? And if they don't qualify, how much the tuition fees should be charged?	Sep 7, 2012 4:08 PM
66	Board has its own life. They have no real interest in working together with rest of college.	Sep 7, 2012 3:53 PM
67	Board of Trustees have interfered in operational decisions, engaged in uncivil behavior to each other and to administrators, and seem to be answerable only to the interest group that got them elected and influence their decisions. May be	Sep 7, 2012 3:39 PM

Q9. The Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices.

some improvement here - not as obvious as it used to be.

68	The newly-elected board seems to have overstepped the bounds of what the board should actually be doing - other than that I agree.	Sep 7, 2012 3:10 PM
69	Overall, yes. But the recent problems and current division within the Board has weakened the overall alliance. The Board needs to come clean and do its part to heal the wounds, regardless of whether they feel wrongly sanctioned.	Sep 7, 2012 3:09 PM
70	This current board does whatever they want since they appear to know everything. It has been extremely discouraging to have them since they are not aware of their role and the role of the faculty.	Sep 7, 2012 3:03 PM
71	Current Board of Trustees too political	Sep 7, 2012 2:57 PM

Q10. The Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions.

1	New to campus	Sep 24, 2012 2:50 PM
2	The "4 change group" are largely insiders runned by the aging hippie-pundit Haslund with an inner-circle of clones positioned by existing administrators (Friedlander) who desired Serban's ouster so they could run the college. They only seek public input when they must, and often it's staged or carefully managed rather than genuine, because the attitude is "we know what's best".	Sep 21, 2012 11:53 PM
3	Absolutely not! They are not independent at all. The Board of Trustees used to have individual, independent voices, before the recent groups was elected. The current Board majority always agrees with each other and always votes together, as they were elected together on a platform that included getting rid of the president (which they did, at great expense to the college morally, emotionally and financially) and to get their way in regard to Continuing Education programs, e.g., "saving" Adult Ed, and returning it to the golden years when everything that mattered (arts, crafts, cooking, parent-child workshops, pop psychology, etc.) was free...you know...before those outsider women (President and V.P. of Continuing Education) came and started changing things. However, these two administrators were strong and honest, and earnest about doing what was best, and fiscally responsible, for the college and CE and they knew what was required. Well, that didn't sit well with the old guard. The Board of Trustees are beholden to that group, and one of them took leadership to lead them to victory, Marcia Croninger. These trustees do not reflect the public interest at large in their activities and decisions. They reflect one component of students...Trustee Blum admitted that, among her many surprising and inappropriate comments to the public), that was why they were elected...to fix Adult Ed, which a small, lying group had represented in editorials and letters to the press as "dying."	Sep 21, 2012 11:41 PM
4	Since the head of the Board is a former long time faculty member, it's once again an episode of "Faculty Know Best" (hum it along with me will ya?)	Sep 21, 2012 5:42 PM
5	I don't feel approving supplemental incomes, while in economic hardships and not filling needed positions is reflective of the public interest.	Sep 21, 2012 8:11 AM
6	A coalition of 4 community members bolstered by a former mayor and a retired instructor incited a small group of vocal Continuing Education students to publicly complain about the college president and when they were elected to the Board of Trustees they continued their preconceived plans to complain about the actions the college president was making to keep the college fiscally solvent and in accord with required Community College regulations. They acted against college policies to interfere in faculty leadership and finally ended up firing the president at great expense to our district. The new BOT did not represent public interest, only their own interest and that of a small group of CE students.	Sep 21, 2012 1:12 AM
7	Too much disagreement from community members and SBCC employees with Board choices that do not reflect welfare of students	Sep 18, 2012 2:16 PM
8	The board majority actions and decisions are not reflecting the public's best interest. They are dictating the private interest of a minority.	Sep 18, 2012 11:48 AM
9	Again, it is too early to for me to tell if our board of trustees will conduct business this way.	Sep 18, 2012 11:14 AM

Q10. The Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions.

10	The public has been deceived by a group that has no idea how to govern the school. It was a political coup that cost the school hundreds of thousands of dollars and a fiscally responsible president based on an unpopular decision that must be enacted anyway.	Sep 18, 2012 10:32 AM
11	New and don't have enough personal experience to comment accurately	Sep 18, 2012 9:06 AM
12	This may be their mission but I feel that the recently elected Board Members have had their own self interests as their primary concern. I am hoping they have taken the WASC warning seriously and are getting more in line with their designated responsibilities are micro-managing less.	Sep 18, 2012 9:05 AM
13	I believe this is true but have little experience with our Board of Trustees	Sep 18, 2012 8:34 AM
14	This board clearly works very hard to understand the issues and make independent policy decisions which reflect the public interest and goals of the institution. In these times of scarce resources, it is vital that the Board, and college as a whole, be clear about its mission. In the coming year, a board stated goal is to have the institution revisit its mission. Clarity in regard to the mission will assist the board in its policy-making and decision-making.	Sep 17, 2012 10:00 PM
15	Now it does. Couldn't be said for the previous board members.	Sep 17, 2012 8:38 PM
16	BOT majority does not understand their role as a policy-making body. Even after the College was placed on warning, they continued to interfere and micromanage at the operational level. An excellent example was when the BOT majority pulled administrator contracts and dedicated to the Interim President what the time frame should be for contracts. This is a blatant disregard of the Warning from ACCJC and demonstrates a lack of understanding of board roles. The BOT board majority does not think of "public interest" but continues to cater to special interest groups (such as Adult Ed). The BOT urgently needs more training and firmer sanctions to understand the message from ACCJC.	Sep 17, 2012 8:29 PM
17	Board Meetings I have attended in the past have been spent more time on items such as how to take minutes than discussing the actual issues of public interest.	Sep 17, 2012 8:33 AM
18	Absolutely.	Sep 16, 2012 6:52 PM
19	I don't know who they represent	Sep 13, 2012 5:58 PM
20	Strongly disagree. The BOT has created their own paths to achieving preconceived results regardless of feedback from other operational departments.	Sep 13, 2012 4:22 PM
21	Perhaps sometimes, but because it is not transparent we never know what public interest it is reflecting	Sep 13, 2012 2:09 PM
22	The newest members of the Board demonstrably act in accordance with grudges that influential community members hold.	Sep 13, 2012 12:41 PM
23	The new members of the Board are only interested in keeping their jewelry and ceramic class friends happy. They do not care one bit about anything else about CE.	Sep 13, 2012 10:04 AM

Q10. The Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions.

24	Board has their own agenda	Sep 12, 2012 4:07 PM
25	Independent definitely but not always reflecting the public interest in their activities and decisions. Their activities out of their domain is why they were required to attend special training to better understand what they should and should not do.	Sep 11, 2012 3:14 PM
26	This is definitely true of our current board after the new elections but was not true of the past board who ignored the best interest of the college and community.	Sep 11, 2012 1:15 PM
27	I know this is a loaded question. I don't feel I have enough experience or exposure to answer this question.	Sep 11, 2012 1:11 PM
28	You may have heard much about the NEW and OLD Board of Trustees - Whether new or old the Board of Trustees has always had the best interest for the college at its core and I would presume the "PUBLIC INTEREST" seemed somewhat apparent when the election results came in - all incumbents were not elected. No one could have predicted that. Trustees do not designate on the ballot a particular political party.	Sep 11, 2012 11:19 AM
29	As elected officials, we must be responsive to the public whose taxes supply our budget. We are asked to interpret what is in the public interest without being unduly influenced by any particular segment or interest group.	Sep 11, 2012 11:15 AM
30	public interest is too broad - the community is divided	Sep 11, 2012 10:38 AM
31	Some decisions, I feel they have made based on their own personal bias rather than on what would be best for public interest.	Sep 11, 2012 8:38 AM
32	Outstanding with current Board of Trustees, with many problems during the tenure of former Board of Trustees who were replaced in the last election.	Sep 10, 2012 6:02 PM
33	I don't really know if they are truly independent.	Sep 10, 2012 2:00 PM
34	They tend to follow their own drum, not SBCC	Sep 10, 2012 1:31 PM
35	In the recent past, it seems to me that the board had a particular political agenda that wasn't necessarily in the public, or the college's best interest.	Sep 10, 2012 1:21 PM
36	Note: the public involvement is often restricted to a small group of individuals with the time and money necessary to be involved sometimes leading to policies that do not suit the interest of students and our mission.	Sep 10, 2012 12:42 PM
37	They respect the most vocal community voices, that of Continuing Education ACES students, it does not serve the college as a whole.	Sep 10, 2012 12:28 PM
38	that's the way it SHOULD be, but again, it seems to many that they are more interested in appeasing those that elected them rather than the public at large	Sep 10, 2012 11:58 AM
39	The Board frequently interferes with operations in order to satisfy a political agenda.	Sep 10, 2012 11:47 AM

Q10. The Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions.

40	I have not always witnessed the board making decisions that reflect the public interest, but seemingly their own interest and agenda.	Sep 10, 2012 11:40 AM
41	I think they try to do that, and it is hard. Like politics everywhere the loudest and most persuasive people tend to be heard the most and sometimes they are not the true representative of 'the public' and decisions become partisan and political.	Sep 10, 2012 11:30 AM
42	I don't think that the current board of trustees is acting in the public's interest.	Sep 10, 2012 11:19 AM
43	whether it's good for the college or not, it seems	Sep 10, 2012 11:14 AM
44	I believe the current board members are more independent than the members who were voted out by the community.	Sep 10, 2012 11:00 AM
45	It doesn't reflect the entire public, only the noisy part.	Sep 10, 2012 10:43 AM
46	Some members of the Board may have had their "pet" issues, but I think they will conform to the intent of their roles.	Sep 10, 2012 10:27 AM
47	Some members seem to have their own personal agenda.	Sep 10, 2012 10:25 AM
48	The BOT goal seems to make the college fiscally accountable; in that sense they are, I believe, reflecting the public's interest.	Sep 10, 2012 10:22 AM
49	SBCC is not City Hall, and the Board should not be doing anything independently of the rest of SBCC.	Sep 10, 2012 10:10 AM
50	I am not very knowledgeable about what happens at the Board level until it is already done. I have access to the information, but it is not distributed to me on a routine basis.	Sep 10, 2012 10:01 AM
51	Not current board.	Sep 10, 2012 8:24 AM
52	The Board has treated Continuing Education unfairly and caused it's demise.	Sep 10, 2012 8:01 AM
53	It is now with the except of one hold-over who is disruptive, Joan Livingston.	Sep 9, 2012 1:50 PM
54	Now it is	Sep 8, 2012 12:20 PM
55	they only take into account their own interests.	Sep 8, 2012 11:22 AM
56	The public's interest is sometimes served and sometimes not served.	Sep 8, 2012 10:39 AM
57	This is left up to interpretation according to whether or not you agree with the board's firing of former President/Superintendent Andrea Serban	Sep 7, 2012 9:30 PM
58	The majority of the current Board of Trustees appear disproportionately focused on the needs and desires of a subset of Continuing Education students.	Sep 7, 2012 9:20 PM
59	Although there has been dissent on the Board since the new majority was voted in, we no longer have a rubber-stamp Board. This new majority seeks to be informed and make decisions based on the best interests of the college.	Sep 7, 2012 5:19 PM

Q10. The Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions.

60	I think it remains to be seen whether this particular Board reflects the public interest or rather responds to whatever recommendation(s) it receives from the Superintendent/President or the EVP of Educational Programs.	Sep 7, 2012 5:16 PM
61	They stage events, filling meetings with their special interest group friends so it will appear as if they are acting in accordance with "public" interest.	Sep 7, 2012 4:08 PM
62	The majority of board responds to a limited constituency of older adults who feel that college has curtailed free continuing education.	Sep 7, 2012 3:53 PM
63	In the past, the only public interest that the Board reflected was that of the political group that got them elected.	Sep 7, 2012 3:39 PM
64	not so far	Sep 7, 2012 3:11 PM
65	This current board is mostly concerned with the Parent Child Workshop and continuing education, everything else is an afterthought.	Sep 7, 2012 3:03 PM
66	Current Board too political	Sep 7, 2012 2:57 PM

Q11. Once the Board reaches a decision, it acts as a whole.

1	New to campus	Sep 24, 2012 2:50 PM
2	The "old board" acted as a whole, but the decisions upon which they acted on were insignificant, static, and often mediocre or substandard decisions. But their conformity made for "unity". The "new board" collectively spent over a year with seriously public damaging infighting (new disparaging the old), causing uncertainty and unnecessary chaos and distress for the community, Dr. Serban, faculty and staff. Only since the accreditation sanction have any changes occurred, but Dr. Friedlander and the board even arrogantly fought this—like drunken alcoholics utterly in denial about their failings and wreckage of the college.	Sep 21, 2012 11:53 PM
3	I've never seen the Board reach a decision. The Board majority, mentioned before, reaches a decision. What can the Board minority do but comply?	Sep 21, 2012 11:41 PM
4	When it comes to sacking a Prez, yessir.	Sep 21, 2012 5:42 PM
5	The 4 new BOT members act as a coalition against the long term members who had a historical perspective and understood the necessity of good financial decisions and following the directives from the state. It is very telling that many of the actions that the board complained that the former president of the college was taking and used as the reason to fire her are now being done because they are required to be done.	Sep 21, 2012 1:12 AM
6	Once a decision has been made the Board, by law, HAS to act as a whole. In the past, disgruntled members of the SBCC community acted just the opposite and worked to fracture the support of the Board and its decisions.	Sep 20, 2012 8:42 AM
7	Some long term trustees appear to retain strong personal feelings about the 2010 election. One long term trustee has refused to accept some Board decisions after they have been made and incorrectly criticized other trustees. This should not be an issue after November 2012.	Sep 19, 2012 1:48 PM
8	Members disagree more often than stand together	Sep 18, 2012 2:16 PM
9	The board usually reaches a decision on a majority vote and appears to act as a whole.	Sep 18, 2012 11:48 AM
10	The board acts mainly as a majority.	Sep 18, 2012 11:22 AM
11	Disagreement amongst Board. Four newly elected members vote together as a majority.	Sep 18, 2012 9:44 AM
12	New and don't have enough personal experience to comment accurately	Sep 18, 2012 9:06 AM
13	It's obvious that there is still a schism among its members.	Sep 18, 2012 9:05 AM
14	The one board member who has violated this understanding will no longer serve on the board after this November.	Sep 18, 2012 8:01 AM
15	We have had, at times, difficulty with one Board member who has not adhered to this. Aside from these instances, the Board has acted as a whole once a decision is made.	Sep 17, 2012 10:00 PM

Q11. Once the Board reaches a decision, it acts as a whole.

16	It is disappointing that the BOT majority rules and totally disregards the input from seasoned board members. The continuing bickering in public is unprofessional and a disservice to SBCC.	Sep 17, 2012 8:29 PM
17	I would say there is a cohesive majority, but there is dissent among board members, particularly with the old guard and the new. I believe that this will resolve itself in time. Particularly after the November election when new board members will be elected.	Sep 16, 2012 6:52 PM
18	There is a 4-3 decision-making block which is often unpopular and is not unilaterally accepted.	Sep 13, 2012 4:22 PM
19	I think it's much more divisive	Sep 13, 2012 2:09 PM
20	The Board has been bitterly divided since the newest members were elected.	Sep 13, 2012 12:41 PM
21	There is discontent among the remaining "old" Board members and the "new" regime.	Sep 13, 2012 10:04 AM
22	Acts independently, regrettably	Sep 12, 2012 4:07 PM
23	Some Board members have voiced their opinions in local newspapers when they did not agree with a Board decision,	Sep 11, 2012 3:14 PM
24	Ditto to comments above	Sep 11, 2012 1:15 PM
25	All of the trustees support a decision once made with the exception of one trustee.	Sep 11, 2012 12:18 PM
26	Trustees may not always vote unanimously, however, when a decision is made they all abide by that decision and work towards the greater good of the college.	Sep 11, 2012 11:19 AM
27	We have had difficulties with this in the past, but Board members now understand that this is a core principle to which we all must adhere.	Sep 11, 2012 11:15 AM
28	see # 9 & 10	Sep 11, 2012 10:38 AM
29	Much improved with current Board of Trustees, aside from some problems with some members remaining from the prior election, who often take an adversarial stance rather than working with the majority in the best interests of the college and will thus likely be replaced when their terms expire this Fall.	Sep 10, 2012 6:02 PM
30	In theory I believe this but I don't really see that the Board acts as a whole. I see several factions within the Board.	Sep 10, 2012 2:00 PM
31	Four members control and their agenda becomes the decision, the college is losing out on its core mission because of this.	Sep 10, 2012 12:28 PM
32	I have heard some who agree and others who disagree with this statement.	Sep 10, 2012 11:23 AM
33	Unfortunately this has changed in the past few years. I don't perceive the Board as cohesive.	Sep 10, 2012 10:25 AM
34	The transition in the Board makes it difficult to assess this completely for me.	Sep 10, 2012 10:22 AM

Q11. Once the Board reaches a decision, it acts as a whole.

While I would have said yes with the previous board, there have been times where the division on the board has been seen through individual board members participation on local news comment pages and blog remarks in discussion about the college as well as remarks from previous board members. The public perception is not of unity whatever the reality may be. This is unfortunate for everyone in these times.

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|----|---|-----------------------|
| 35 | This new Board became so after a terrible coup d'etat to the President of SBCC. They came in to make changes and to prevent Dr. Serban from destroying Adult Ed. And what are we doing now? In my eyes they were created as a political machinery to get rid of the President. | Sep 10, 2012 10:10 AM |
| 36 | Mostly agree, but there are times when it is reported in the press that certain members were not in agreement. | Sep 10, 2012 8:40 AM |
| 37 | The board still seems to be divided | Sep 10, 2012 8:34 AM |
| 38 | NOt always, lots of bitterness from Livingston in particular, she works at cross purposes to the others and seems angry at the board mtgs. | Sep 10, 2012 7:14 AM |
| 39 | There has been a division, led by Livingston, who will not compromise. | Sep 9, 2012 1:50 PM |
| 40 | There have been more 4-3 votes from this new BOT than in the history of this college. My way or the highway- case in-point the redistricting of trustee areas so that the 3 incumbents could not run again. | Sep 9, 2012 10:51 AM |
| 41 | But historically not always. | Sep 8, 2012 7:43 AM |
| 42 | Acts as a whole with whom? The rest of the Board? Clearly there are factions among the BOT. Acts as a whole with the community it is supposed to serve? (See answer to #10) | Sep 7, 2012 9:30 PM |
| 43 | in the past this was not the case...however the new board is working toward a much better system of support | Sep 7, 2012 6:07 PM |
| 44 | It remains to be seen as regards issues. Apparently, the Board acted as a whole in selecting the new Superintendent/President. | Sep 7, 2012 5:16 PM |
| 45 | No. They current board majority acts as a unit and doesn't even share information with the other three board members -- even when the other members ask direct questions. Case in point: the majority hired their own attorney -- which the college is paying for -- and when one board member asked how much the attorney is being paid, the majority refused to answer. The board member with the question had to go through official channels (the public information act) to get the information. | Sep 7, 2012 4:08 PM |
| 46 | In board meeting hear too many personal viewpoints for specific pet projects as opposed to how they arrived at a decision for a common good. want to hear more | Sep 7, 2012 4:04 PM |
| 47 | It is obvious that the four CE-hired board members have dominated the BOT decisions, especially in regard to CE issues. | Sep 7, 2012 3:39 PM |
| 48 | Seems like the board has separate views currently. | Sep 7, 2012 3:29 PM |

Q11. Once the Board reaches a decision, it acts as a whole.

49	not by a long shot	Sep 7, 2012 3:11 PM
50	The Board split remains an issue. They may go through the motions, but there is no spirit of acting as a whole.	Sep 7, 2012 3:09 PM
51	With the new board it became 4 new board member vs. 3 old board member.	Sep 7, 2012 3:03 PM
52	Current Board too political	Sep 7, 2012 2:57 PM
53	some had been known to give in to more pushy opinions rather than dealing with it for a real solution	Sep 7, 2012 2:55 PM

Q12. The Board advocates for and defends the institution and protects it from undue influence or pressure.

1	New to campus	Sep 24, 2012 2:50 PM
2	The members do their best to their duties and protect the institution. But I feel that some members have lost focus on the best of the school and just seem to be defending themselves than taking care of what is important and their duties, the institution. By not being professional and trying to point fingers at who is to blame more issues develop and not for the best.	Sep 24, 2012 1:12 PM
3	The Board majority defends its own constituency (particular members of the Adult Ed crowd) who have undue influence on their direction and decisions. This has been clear from the beginning.	Sep 21, 2012 11:41 PM
4	It's a political group, so the opposite, it's about protecting themselves.	Sep 21, 2012 5:42 PM
5	It allowed and encouraged a small group of vocal community members and some faculty members to help it fire a dedicated, hard working college president who had the best interest of the college as her driving force. This was a pre-existing goal it had when the people ran for the positions and they interfered in areas which were not in their positions to even attend. What is so frustrating is that now that they have fired the former president, many of the things that they condemned her for doing are now being done under the new president that they hired, because they are required to be done. They stand behind these actions now because they are being done by the new president that they hired. It cost our college probably a million dollars for them to fire a very dedicated and capable president and to hire a new one all for the sake of exerting their power.	Sep 21, 2012 1:12 AM
6	It makes a gallant effort.	Sep 20, 2012 8:42 AM
7	Prior to the last election, the Board was a very professional working group with the College in their best interest. The newly elected members came in with their own agenda.	Sep 19, 2012 2:06 PM
8	Agree as to most members of the Board.	Sep 19, 2012 1:48 PM
9	Blatent disregard for SBCC mission and intent of student success. Too much priority given to Adult Ed. agenda, which should be secondary to college needs.	Sep 18, 2012 2:16 PM
10	The board majority has advocated and encouraged undue influence and pressure that is not in the best interest of the college.	Sep 18, 2012 11:48 AM
11	Who protects the school from undue (and possibly illegal) influence and pressure from the board?	Sep 18, 2012 10:32 AM
12	New and don't have enough personal experience to comment accurately	Sep 18, 2012 9:06 AM
13	The Board Members with their own agenda bring influence and pressure to the SBCC community.	Sep 18, 2012 9:05 AM
14	I believe this is true but have little experience with our Board of Trustees	Sep 18, 2012 8:34 AM
15	The one board member who has not adhered to this responsibility will no longer serve on the Board after this November.	Sep 18, 2012 8:01 AM
16	The BOT does not advocate for the institution but is more concerned about	Sep 17, 2012 8:29 PM

Q12. The Board advocates for and defends the institution and protects it from undue influence or pressure.

special interest groups (PCWs and Adult Ed students). This is evident in their decision-making.

17	The board acts with integrity now. The current board is very hard working and committed to doing what is best for the college. They have not had an easy job of it. But, they have never wavered from fulfilling the obligations of their role as trustees.	Sep 16, 2012 6:52 PM
18	The current BoT was elected due to influence by a vocal group who were opposed to the leadership of Dr. Serban and they acted accordingly without involving the faculty and in spite of faculty input. At the current time, with our new president, the BoT appears to be listening and working with the institution.	Sep 15, 2012 1:22 PM
19	The Board has their own agenda which represents just a portion of the whole.	Sep 13, 2012 4:22 PM
20	Croninger and Blum in particular get their orders dictated to them from ACES.	Sep 13, 2012 10:04 AM
21	Board does not have enough information to advocate in the institutions best interest. Selective hearing	Sep 12, 2012 4:07 PM
22	sometimes it does and sometimes it does not	Sep 11, 2012 5:26 PM
23	The current Board of Trustees sometimes seems to PROVIDE undue influence and pressure, not prevent it.	Sep 11, 2012 3:14 PM
24	Ditto to comments above	Sep 11, 2012 1:15 PM
25	The pogrom that formed after the election and stormed the Board repeatedly on behalf of the sitting Superintendent/President was problematic. The Superintendent/President could have asked them to not misrepresent her - SHE DID NOTHING TO STOP the ridiculous and often frightening behavior and even threatened the "NEW" Trustees BEFORE they even got started in their new positions and roles as trustees. Do you let them stomp and shout and beat the tables or do you throw them out and ask them to behave in a civil manner? I thought the "Board" was admirably tolerant. She was threatened and did not work cooperatively with them from the outset. I'm sure she was stunned by the election results.	Sep 11, 2012 11:19 AM
26	it tries	Sep 11, 2012 10:38 AM
27	Outstanding with current Board of Trustees, despite some problems with some members remaining from the prior election, who often take an adversarial stance rather than working with the majority in the best interests of the college and will thus likely be replaced when their terms expire this Fall.	Sep 10, 2012 6:02 PM
28	The BOT was reluctant to implement recommendations from Chancellors office regarding continuing education.	Sep 10, 2012 2:23 PM
29	This board initially seemed to be more concerned with Continuing Education Division interests than in the College as a whole. This appears to be changing for the better.	Sep 10, 2012 1:56 PM
30	It seems to me they completely collapse under pressure. Popularity seems pretty important to them.	Sep 10, 2012 1:31 PM

Q12. The Board advocates for and defends the institution and protects it from undue influence or pressure.

31	See above.	Sep 10, 2012 1:21 PM
32	Don't know enough about this.	Sep 10, 2012 1:00 PM
33	The community members that voted the "slate" have their full allegiance staff and faculty that do not agree with this direction are not being respected.	Sep 10, 2012 12:28 PM
34	Current Board, yes. Prior Board, no.	Sep 10, 2012 11:00 AM
35	In principle, I agree.	Sep 10, 2012 10:50 AM
36	The Board was not good at this for a while, but I believe this is changing.	Sep 10, 2012 10:27 AM
37	Improving.	Sep 10, 2012 10:25 AM
38	The pressure the Board put among themselves has been terrible and unprofessional. The obvious 4 against 3 set up has been sickening.	Sep 10, 2012 10:10 AM
39	Again, I am not very knowledgeable about their decision making. Recent rumors would suggest that they are influenced and pressured in some instances.	Sep 10, 2012 10:01 AM
40	I must add that our CE VP and Dean have both bad mouthed the Board in front of other employees and have encouraged us to to against the Board. This is the lack of professionalism that we have had in the past three years from our senior leadership in CE.	Sep 10, 2012 9:05 AM
41	Mostly agree, but there are certain members who like to stir up controversy.	Sep 10, 2012 8:40 AM
42	The new Board majority has politicized the college and welcomed the influence of its local political party and operators.	Sep 9, 2012 10:51 AM
43	In fact, the board reflects power relations in the community.	Sep 8, 2012 10:58 AM
44	Depends on which time period is referenced ...	Sep 8, 2012 7:43 AM
45	The 3 newest board member hardly exercised reflection, deference to veteran board members, and objectivity in due process when they were swayed by personal agendas and swayed by the emotion of a few community members who adamantly opposed the decisions affecting Cont. Education.	Sep 7, 2012 9:30 PM
46	I would like to believe the Board does so.	Sep 7, 2012 5:16 PM
47	They are the ones who are putting undue influence on the college.	Sep 7, 2012 4:08 PM
48	Need to decide who speaks for college, without leaks to the press with a board members name attached.	Sep 7, 2012 4:04 PM
49	I have to disagree based on the Andrea Serban fiasco and the influence/pressure from members of the community	Sep 7, 2012 3:50 PM
50	When the BofT went out of its way to fire Andreea Serban, it seemed to be acting on behalf of a small but very loud segment of the CE community.	Sep 7, 2012 3:50 PM
51	The dominant members of the board advocate for the members of the special	Sep 7, 2012 3:39 PM

Q12. The Board advocates for and defends the institution and protects it from undue influence or pressure.

group that got them elected.

52	Some on the board have acted to undermine the board and its newest members.	Sep 7, 2012 3:29 PM
53	not in the past	Sep 7, 2012 3:11 PM
54	Sometimes the opposite seems to be the case.	Sep 7, 2012 3:10 PM
55	I have seen no evidence of this.	Sep 7, 2012 3:09 PM
56	The board is concerned with two things Continuing Ed and the Parent Child Workshop	Sep 7, 2012 3:03 PM
57	There is significant pressure from the adult ed community and I feel that the Board has given in to that at times to the detriment of the college as a whole.	Sep 7, 2012 3:02 PM
58	Current Board too political	Sep 7, 2012 2:57 PM

Q13. The Board of Trustees acts in a manner consistent with its policies and bylaws.

1	New to campus	Sep 24, 2012 2:50 PM
2	The board do their best to act accordingly and what knowledge they have of policies. But it is also their responsibility to be acquainted with the policies and abide by them.	Sep 24, 2012 1:12 PM
3	Sometimes, but not always. But since SBCC policies are seriously incomplete and unavailable to both the public and faculty/staff inside the institution, "consistency" is hard to evaluate. Many policies are poorly written and purposely written ambiguously to permit obfuscation or interpretation to favor the district, and often with several versions (again not known publicly). College administrators fought for 7-8 years about the responsibility for policies; it transferred from the president's office to HRLA but Sue Ehrlich didn't want to do it for several years fought off the responsibility until it finally was put in her office. Then the multiple versions chaos occurred for a few years until Lana Rose compiled them and gave them digitally to HRLA but then HRLA lost the digital files. On purpose? Or just incompetence? It seemed that with a rapid increase in technology, clarity in our policies went the opposite direction.	Sep 21, 2012 11:53 PM
4	The Board majority acts in a manner consistent with their own ideas. If their ideas are not consistent with the past policies and bylaws, they bypass them or change them. Examples would be hiring a new lawyer to represent the interests and support the new Board members, without discussion or vote that included continuing Board members. When questioned about why this was done secretly, and what was the expense to hire additional legal counsel when the college already had legal counsel (who is now retired...wonder why?), the questioning trustee was not answered and had to use the Freedom of Information Act to obtain this information. Another example is the first order of business after the new Board members were elected was to, SURPRISE, evaluate the president (who it was known they wanted to terminated, and Blum, once again, had stated this to others, that they would get rid of President Serban first thing). Then, when they realized that she hadn't done anything to warrant being terminated, they changed the evaluation process by removing clauses that once had been a mutually agreed upon process between Board and President, but now would be totally determined by the Board, and eliminating the automatic extension of one year to the President's contract after a good evaluation. Any extension of contract is now solely the prerogative of the Board (majority, of course). So maybe the answer should be "yes," the Board acts in a manner consistent with its policies and bylaws...because they can and do change them to suit their purposes.	Sep 21, 2012 11:41 PM
5	Back room meeting anyone?	Sep 21, 2012 5:42 PM
6	It overstepped its boundaries numerous times when they were first elected all because they wanted the end result of firing the president.	Sep 21, 2012 1:12 AM
7	I agree, but guardedly. Reading the SB Newspress, it was reported that some policies and bylaws were recently violated.	Sep 20, 2012 8:42 AM
8	Disregard for rules of parliamentary procedure. Breaks in Brown Act	Sep 18, 2012 2:16 PM
9	The board majority has not acted in this manner.	Sep 18, 2012 11:48 AM

Q13. The Board of Trustees acts in a manner consistent with its policies and bylaws.

10	The board now seems to be acting in a more consistent manner.	Sep 18, 2012 11:14 AM
11	Again, isn't that why SBCC is on probation?	Sep 18, 2012 10:32 AM
12	New and don't have enough personal experience to comment accurately	Sep 18, 2012 9:06 AM
13	The new Board members have had a long learning curve and have been resistant to policies and bylaws. Hopefully, they are taking the policies and bylaws more seriously with the WASC warning.	Sep 18, 2012 9:05 AM
14	I believe this is true but have little experience with our Board of Trustees	Sep 18, 2012 8:34 AM
15	The board has made substantial progress in meeting this standard.	Sep 18, 2012 8:01 AM
16	As mentioned earlier, the BOT majority does adhere to their professional code of ethics, how they treat employees, etc.	Sep 17, 2012 8:29 PM
17	I am not sure the Board has always followed its' own policies and bylaws.	Sep 17, 2012 8:33 AM
18	The BoT did not follow policies in their treatment of our former president. They failed to be transparent in their actions at that time. At this time, it appears they are acting correctly.	Sep 15, 2012 1:22 PM
19	I've felt they had too much power over instructional issues, and perhaps even gone beyond policies in managing.	Sep 13, 2012 2:09 PM
20	The new members of the Board have created a hostile work environment. The morale at SBCC, a place that used to be filled with hope and inspiration, is at an all time low.	Sep 13, 2012 10:04 AM
21	Some members of the Board still seem to be discovering what its bylaws are.	Sep 11, 2012 3:14 PM
22	Board policies are being reviewed over the next 9-12 months which will help the trustees act within its policies.	Sep 11, 2012 12:18 PM
23	Consistent when they find no inconsistencies. The NEW Board probably found some inconsistencies or had questions and that too seemed to set some people on edge!	Sep 11, 2012 11:19 AM
24	We are currently reviewing and revising our policies, a process that should have taken place 15 to 20 years ago.	Sep 11, 2012 11:15 AM
25	it tries	Sep 11, 2012 10:38 AM
26	They had done some things not consistent but I think they are trying to be consistent.	Sep 11, 2012 8:38 AM
27	Outstanding with current Board of Trustees, despite some problems with some members remaining from the prior election, who often take an adversarial stance rather than working with the majority in the best interests of the college and will thus likely be replaced when their terms expire this Fall.	Sep 10, 2012 6:02 PM
28	most of the time	Sep 10, 2012 4:52 PM

Q13. The Board of Trustees acts in a manner consistent with its policies and bylaws.

29	I believe the BofT is still in the learning stages of what the role of BofT is.	Sep 10, 2012 4:47 PM
30	It's hard for the average person to know what the BOT's policies and bylaws are- therefore it's difficult to say if they are in compliance or not.	Sep 10, 2012 4:20 PM
31	This board initially seemed to be more concerned with Continuing Education Division interests that in the College as a whole. This appears to be changing for the better.	Sep 10, 2012 1:56 PM
32	don't know enough about this	Sep 10, 2012 1:00 PM
33	see above	Sep 10, 2012 12:28 PM
34	it seems to many that they disregard their own policies and bylaws whenever it suits their needs	Sep 10, 2012 11:58 AM
35	that's been proven not to be true.	Sep 10, 2012 11:14 AM
36	Current Board, yes; former Board, NO.	Sep 10, 2012 11:00 AM
37	One assumes this to be the case.	Sep 10, 2012 10:50 AM
38	See #12	Sep 10, 2012 10:27 AM
39	Improving	Sep 10, 2012 10:25 AM
40	No and that is why the evaluation task force concluded they needed to be reprimanded and here we are/	Sep 10, 2012 10:10 AM
41	This is something the Board is working on but it has not appeared to be fully implemented.	Sep 10, 2012 9:52 AM
42	They must not be if accreditation put us on warning.	Sep 10, 2012 8:24 AM
43	The recent Board has overstepped its "boundaries" many times. Several of the Board members are vicious.	Sep 10, 2012 8:01 AM
44	Now it is true	Sep 8, 2012 12:20 PM
45	I view the current BOT as dysfunctional and in dire need of a group counselor/psychiatrist.	Sep 7, 2012 9:30 PM
46	Not always. I know firsthand that, in the past, the Board has not acted in a manner consistent with its policies and bylaws.	Sep 7, 2012 5:16 PM
47	No. See the report by the Accreditation Commission that came out last February or March. They were exposed as violating approximately 12 - 16 policies and bylaws. They have not changed their ways...they are just going to try be better at concealing that fact.	Sep 7, 2012 4:08 PM
48	Need more training.	Sep 7, 2012 4:04 PM
49	Board has not followed their own policies and procedures.	Sep 7, 2012 3:53 PM

Q13. The Board of Trustees acts in a manner consistent with its policies and bylaws.

50	Honestly, I don't feel very favorable toward our Board based largely on the firing of Andrea Serban, and the handling of that whole process.	Sep 7, 2012 3:50 PM
51	Several members of the board overstepped their boundaries last year, which resulted in the college being officially "warned" by the ACCJC	Sep 7, 2012 3:50 PM
52	Board constantly violates their policies, and gets impatience and snarky when reminded of this by long-term and more experienced board members.who are in the minority.	Sep 7, 2012 3:39 PM
53	not in the past	Sep 7, 2012 3:11 PM
54	Our accreditation is hanging in the balance on this one.	Sep 7, 2012 3:10 PM
55	We are on Warning status. That speaks for itself.	Sep 7, 2012 3:09 PM
56	They do whatever they want.	Sep 7, 2012 3:03 PM
57	Current Board too political	Sep 7, 2012 2:57 PM

Q14. The Board of Trustees delegates full responsibility and authority to the President to implement and administer Board policies without Board interference, and holds the President accountable for the operation of the college.

1	New to campus	Sep 24, 2012 2:50 PM
2	What a joke. SBCC is so off the charts on Board interference (principally from the new board members). Although Dr. Gaskin will probably change this, together with the accreditation sanction, these activists (especially Haslund) regularly interfere with operations, usually from "smoke-filled" back rooms.	Sep 21, 2012 11:53 PM
3	The Board of Trustees did not delegate full responsibility and authority fo the previous President. In fact, they were blatantly micromanaging, attending every possible meeting, including Advisory Council meetings, Executive Committee meetings, Faculty meetings, and picking over and questioning Board items that had been approved and presented to the Board by V.P.'s and the President with a fine tooth comb, especially Continuing Education Board items. They were disrespectful, not trusting college administrators to do their jobs, and once again, Trustee Blum publically reprimanded the CE Vice President and told her publically that because her own father was an astute businessman, that she could show the V.P. how to run Continuing Education more efficientl (with fewer directors, for example), and also reprimanded the V.P. for not listening to her and taking her direction and advice. The new trustees went around to staff members asking for information during surprise visits, giving out their cell phone numbers and asking staff members and students to call them. I'm aware of instances where "students" who are the core group who campaigned for the new Board members, had called Trustee Croninger on her cell phone while making statements in classrooms to rebut information conveyed by the CE director, clearly taking direction from this trustee and sharing the trustee's information and comments with the class. Why would trustees do this? It was shocking and inappropriate. The former President, CE Vice President, and long-term trustees were regularly talked down to and embarrassed by the behavior and treatment by new Board members, who always ganged together. Now, however, the new President is truly beholden to her bosses, the trustees. She was hired knowing the score (how to make the trustees happy, how to keep her job). There is no one more beholden to the Board than this new president, now that the Board has changed the evaluation process.	Sep 21, 2012 11:41 PM
4	wow! answer would take two--or two-hundrd pages	Sep 21, 2012 11:23 PM
5	I'm not sure what they do and to whom they answer. It certainly doesn't seem to be the employees, students and the public.	Sep 21, 2012 5:42 PM
6	We had some trouble two years ago when our Board and President could not work well together. That president is no longer here, and the working relationship with our new President seems very good.	Sep 21, 2012 1:26 PM
7	They absolutely did not delegate full responsibility and authority to the President and interfered in every aspect of the faculty's and president's domains.	Sep 21, 2012 1:12 AM
8	It seems the president has gone along with Board decisions, which did not appear in the best interest of students	Sep 18, 2012 2:16 PM
9	The board majority does not delegate fully and continually intereferes with the operation of the college.	Sep 18, 2012 11:48 AM

Q14. The Board of Trustees delegates full responsibility and authority to the President to implement and administer Board policies without Board interference, and holds the President accountable for the operation of the college.

10	It seems that this is happening now.	Sep 18, 2012 11:14 AM
11	The board makes demands and reacts punitively.	Sep 18, 2012 10:32 AM
12	New and don't have enough personal experience to comment accurately	Sep 18, 2012 9:06 AM
13	This has not been the case with the former President. This is hard to answer since the new President has only been here for two months.	Sep 18, 2012 9:05 AM
14	I believe this is true but have little experience with our Board of Trustees	Sep 18, 2012 8:34 AM
15	The Board has made substantial progress in meeting this standard.	Sep 18, 2012 8:01 AM
16	The board is confident in the new President and delegates full responsibility and authority to her.	Sep 17, 2012 10:00 PM
17	Although the College has a new President, initial interactions in public meetings indicates that they still attempt to micromanage SBCC. One board member in particular thinks she is the President of SBCC.	Sep 17, 2012 8:29 PM
18	There are a lot of back room conversations going on with the Board making opinions known to President.	Sep 17, 2012 7:32 AM
19	There are a lot of back room conversations going on with the Board making opinions known to President.	Sep 17, 2012 7:32 AM
20	This is the case with the current President and was the with the interim President. However, my sense was the previous President did not follow thru with the direction set forth by the board. She appeared to have her own agenda.	Sep 16, 2012 6:52 PM
21	I agree with this statement at this point in time with Dr. Gaskin as our new president. The BoT did not do this with our former President who they fired unfairly.	Sep 15, 2012 1:22 PM
22	I hope they do going forward. We lost a competent President/Superintendent for the wrong reasons.	Sep 13, 2012 5:58 PM
23	As mentioned above there is a different order of governance than described above. The president is acting out the BOT's authority. Her written contract upon being hired limited this authority and made it obvious who was really in charge.	Sep 13, 2012 4:22 PM
24	The newest Board members forced out a demonstrably competent president. This is in no way to be construed as criticism of our new president who also seems very competent.	Sep 13, 2012 12:41 PM
25	The president and Friedlander are puppets and the new Board members are the puppeteers. The ACES group is the director.	Sep 13, 2012 10:04 AM
26	The framing of this question is confusing. Of course the president is responsible for the operation of the college, but the board of trustees shares that responsibility since it sets policy that the president is expected to carry out.	Sep 12, 2012 10:02 PM

Q14. The Board of Trustees delegates full responsibility and authority to the President to implement and administer Board policies without Board interference, and holds the President accountable for the operation of the college.

27	sometimes it does and sometimes it does not	Sep 11, 2012 5:26 PM
28	The Board chose the new President from a field of qualified candidates. It is yet to be seen whether they will continue delegate full responsibility and authority to her. This Board appears to want to micromanage rather than be content to set policy.	Sep 11, 2012 3:14 PM
29	Because the Board has several new members as of the last election and because the college has hired a new Superintendent, I do not think there is enough information to address this issue yet.	Sep 11, 2012 2:54 PM
30	No longer an issue.	Sep 11, 2012 12:18 PM
31	It depends on whether things at the college seem to be so disproportionately out of hand. Most of us accept the elections results while others can't seem to get over it. No one should have absolute power anywhere at anytime.	Sep 11, 2012 11:19 AM
32	The Board limits its influence and behavior to apply to macro policies. We are responsible for making sure the college is managed well by the President; we do not do the managing.	Sep 11, 2012 11:15 AM
33	Board policies are not clearly defined	Sep 11, 2012 10:38 AM
34	The problem with this survey is that these are presented as timeless, ahistorical comments. Do you mean now? In the past? Ideally?	Sep 10, 2012 6:15 PM
35	Outstanding with current Board of Trustees, despite some problems with some members remaining from the prior election, who often take an adversarial stance rather than working with the majority in the best interests of the college and will thus likely be replaced when their terms expire this Fall.	Sep 10, 2012 6:02 PM
36	While A Serban was Sup/Pres, the BofT did not give authority. While J Friedlander was Acting Sup/Pres, there was more authority given and now with L Gaskin as Sup/Pres, I believe there is a change in how the BofT operates.	Sep 10, 2012 4:47 PM
37	The Board of Trustees does NOT delegate full responsibility and authority to the President to implement and administer Board policies.	Sep 10, 2012 4:26 PM
38	It's difficult to judge at this time how much influence the BOT has over the President. We need to see what happens with the new Board members being elected in November and it's too soon to tell how President Gaskin and BOT delegate responsibility among themselves. I'm hopeful transparency and accountability will be the guidelines followed in all interactions between the BOT and the President.	Sep 10, 2012 4:20 PM
39	Too early to tell with new president	Sep 10, 2012 3:52 PM
40	I believe that Board acts together with the President. During our previous administration the Board Policy governing the relationship between the Board and President was changed. I was very alarmed by this change because at that time is looked as if the new President wanted much more authority thus limiting the Board's influence. This was one of the first BP that was revised under the old	Sep 10, 2012 2:00 PM

Q14. The Board of Trustees delegates full responsibility and authority to the President to implement and administer Board policies without Board interference, and holds the President accountable for the operation of the college.

administration.

41	I thought that the Board terminated the contract of our previous President by going outside of established procedures.	Sep 10, 2012 1:38 PM
42	Perhaps they will have better rapport with Lori than with Andreea as they appeared to be on a personal vendetta against Andreea.	Sep 10, 2012 1:31 PM
43	This is currently the case. However, as I understand it, it was not the case with Dr. Serban.	Sep 10, 2012 1:21 PM
44	I don't know. Unless one is on specific committees this is difficult to ascertain.	Sep 10, 2012 1:00 PM
45	It only dictates the wished of four members and the President's office and its administrators must answer to the Board, sometimes with direct requests....	Sep 10, 2012 12:28 PM
46	the 'new' board has been interfering with the entire college on many issues, trying to micromanage certain areas - on a whole they shouldn't be trying to manage ANYONE - that is not their job	Sep 10, 2012 11:58 AM
47	Mostly, but not always.	Sep 10, 2012 11:30 AM
48	In my opinion, this has not been the case in the past. I am hopeful it will change for 12/13.	Sep 10, 2012 11:27 AM
49	The current Board's efforts to serve the college by challenging Serban's leadership and ethics served the college and all of us well.	Sep 10, 2012 11:00 AM
50	The Board of Trustees still does a lot of micromanaging.	Sep 10, 2012 10:43 AM
51	See #12	Sep 10, 2012 10:27 AM
52	Improving - was not the case a few years ago.	Sep 10, 2012 10:25 AM
53	Again, the transition and some of the noise surrounding this issue makes the answer difficult for me to assess accurately. I will say that I felt strongly that the both the current and the previous Board has consistently acted in the best interest of the college and of our institutional health.	Sep 10, 2012 10:22 AM
54	This does not reflect recent history.	Sep 10, 2012 10:22 AM
55	Well, not with Dr. Serban they didn't. On the contrary, they came in to get rid of her and it didn't matter that she understood the budget and was doing a great job, they still got rid of her. It was as if they needed to to what they had promised to someone(s) and completely disrespected the Office of the President. Furthermore, th e new Board went ahead and spent money by getting rid of Dr. Serban instead of having her work her salary. That is money that was needed to function, but there seemed to be a need to be nasty toward Dr. Serban and basically ran her out of town. I ask, why the need to humiliate someone like that? Aren't we all professional adults who should be able to play in the same sandbox?	Sep 10, 2012 10:10 AM

Q14. The Board of Trustees delegates full responsibility and authority to the President to implement and administer Board policies without Board interference, and holds the President accountable for the operation of the college.

56	This is something the Board is working on but it has not appeared to be fully implemented. There still seems to be some board members who have not accepted the new changes.	Sep 10, 2012 9:52 AM
57	Doesn't seem like it has been like this for a while. My hope is that this changes with the new president/college changes that are being made, i.e. Adult Ed.	Sep 10, 2012 8:24 AM
58	The Board runs the campus.	Sep 10, 2012 8:01 AM
59	of course, when the president (Serban or Friedlander) ignores board policies or misleads the Board, the same Board must reprimand the administrator. They would prefer not to be put in that position. Serban and Friedlander proved to be untrustworthy in their representations to the trustees.	Sep 9, 2012 1:50 PM
60	The Board replaced the former President after unpopular fiscal decisions regarding non-credit had to be made. Now that she is replaced they suddenly endorse and initiate the exact same actions.	Sep 9, 2012 10:51 AM
61	I am pleased to be able to agree with this question. The previous Board did NOT hold the President accountable.	Sep 8, 2012 2:28 PM
62	They run the college.	Sep 8, 2012 11:22 AM
63	This was the crux of the struggle between the board and the last president. That president wanted to create the policies and to implement them.	Sep 8, 2012 10:58 AM
64	The new Superintendent/President has been in office for too short a time to evaluate.	Sep 7, 2012 9:20 PM
65	They may be doing this now, but their behavior with the previous president/superintendent was quite unprofessional.	Sep 7, 2012 8:20 PM
66	I believe this is true, but I am not sure.	Sep 7, 2012 5:16 PM
67	No. The new president gave away her authority when she signed a contract that had removed two clauses that were standard in previous presidents' contracts: (1) the process by which the president will be evaluated is no longer a mutually agreed upon process -- the Board alone will determine the process; and (2) at the end of each year, if she receives a good evaluation, another year will not be added on to her contract automatically, as was standard practice previously.	Sep 7, 2012 4:08 PM
68	Not sure yet.	Sep 7, 2012 4:04 PM
69	Board has been intrusive in daily operations. Hopefully things will be different with new superintendent/president.	Sep 7, 2012 3:53 PM
70	I guess that remains to be seen. Hopefully Dr. Gaskin will have some clout with this board.	Sep 7, 2012 3:50 PM
71	Again, the BofT overstepped its boundaries last year.	Sep 7, 2012 3:50 PM
72	If the Board minds their own business and does not try to micro-manage	Sep 7, 2012 3:50 PM

Q14. The Board of Trustees delegates full responsibility and authority to the President to implement and administer Board policies without Board interference, and holds the President accountable for the operation of the college.

everyone and everything, then this delegation of full responsibility will happen.

73	Board constantly interferes in operation matters that they don't understand or know much about. They fired a President because she attempted to keep them within their proper role.	Sep 7, 2012 3:39 PM
74	not in the past, the new board members have interfered from the beginning	Sep 7, 2012 3:11 PM
75	Hopefully this will be the case moving forward; with Andreea the complete opposite was true.	Sep 7, 2012 3:10 PM
76	This current board ousted a very capable president for no cause.	Sep 7, 2012 3:03 PM
77	The current Board is still learning their appropriate role and this was not followed under the last president.	Sep 7, 2012 3:02 PM
78	Current Board meddles in matters it should not be involved inl	Sep 7, 2012 2:57 PM

Q15. The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity.

1	New to campus	Sep 24, 2012 2:50 PM
2	Difficult to judge. Dr. Gaskin's tenure is too short (2 months). Dr. Serban's tenure was cut short, and when she contemplated altered administrative structure, she was booted by a political coup of deans allied with select staff, community members, and powerhungry EVP. The SBCC administrative structure is top-heavy and should be trimmed, but there also needs some pruning of the duplicative programs and services on the campus.	Sep 21, 2012 11:53 PM
3	Since we haven't had a real defined president since MacDougall, who knows what the hell the president does around here.	Sep 21, 2012 5:42 PM
4	Very happy with Dr. Gaskin	Sep 20, 2012 1:11 PM
5	I would hope this would be the case, but I don't have enough knowledge about this matter to answer one way or another.	Sep 20, 2012 8:42 AM
6	The proposed recent reorganization of Continuing Education by both the acting and the current presidents reflects a realistic assessment of an administrative structure that was not previously organized and staffed to reflect the institution's purposes, size and complexity.	Sep 19, 2012 1:48 PM
7	This is being dictated by the current board majority.	Sep 18, 2012 11:48 AM
8	The administrative structure is disorganized, obscured, and undermined by internal rivalry.	Sep 18, 2012 10:32 AM
9	The current President has only been here for two months and there are many changes in place that will affect the administrative structure. It's too early to comment on this.	Sep 18, 2012 9:05 AM
10	The current reorganization (Adult Ed) does not demonstrate a full understanding of the institution and was done without a thorough analysis nor inclusion of all the key stakeholders.	Sep 17, 2012 8:29 PM
11	Dr. Gaskin has already exhibited leadership and is making hard decisions that needed to be made given the current fiscal conditions.	Sep 15, 2012 1:22 PM
12	The continuing education division alone has recently been so undercut in administration and staff that its ability to function is in doubt. This is a nearly 100 yr. old institution which provides a wide variety of classes to serve a largely under represented population of nearly 30,000 students and 560 some courses. No other SBCC division is threatened with such underscoring as this one.	Sep 13, 2012 4:22 PM
13	I don't think last year's interim President did this successfully, but I think the new President is heading this way.	Sep 13, 2012 2:09 PM
14	Unless certain Board members disagree.	Sep 13, 2012 12:41 PM
15	No logical thinking was made in the new CE "reorg." For instance, only one director for the CLL and one for the non credit CE will exist. The admin. assistants, who do 100% of the actual programming, were eliminated. After the layoffs were announced, a revised reorg chart was sent out. In it, an admin. asst.	Sep 13, 2012 10:04 AM

Q15. The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity.

job was put on the chart. No one, at the time the reorg charts were made, bothered to find out what exactly it is the assistants do. To this day, no one has any of us what our responsibilities are.

16	It is not possible to make judgments about most of these questions concerning our new president since we have no experience yet of her leadership.	Sep 12, 2012 10:02 PM
17	Attempts are made and politics get in the way	Sep 12, 2012 4:07 PM
18	Yes of Lori Gaskin and all past presidents but Dr. Serbaan. All answers below are also true in regard to Lori Gaskin but NOT Dr. Serbaan.	Sep 11, 2012 1:15 PM
19	I think this is true, but Lori has not been here long enough to be judged on this.	Sep 11, 2012 12:18 PM
20	Our President is very competent!	Sep 11, 2012 11:15 AM
21	too soon to agree or disagree. the reorganization of CE proposal will test her judgement	Sep 11, 2012 10:38 AM
22	New President - most of current decisions seem to reflect Jack Frielanders choices. I don't think the new president has looked at the structure other than agreeing with Jack.	Sep 11, 2012 8:38 AM
23	Too early to tell given the limited time the new President has been at SBCC.	Sep 11, 2012 6:38 AM
24	Ideally, yes.	Sep 10, 2012 6:15 PM
25	Vastly better than during the tenure of former President Adrea Serban.	Sep 10, 2012 6:02 PM
26	The present Sup/Pres does all this. She's very good.	Sep 10, 2012 4:47 PM
27	greatly diminished during Andreea Serban presidency	Sep 10, 2012 4:30 PM
28	I would completely agree with this at this time	Sep 10, 2012 3:20 PM
29	We have a new president. We have no idea yet of how she operates.	Sep 10, 2012 2:24 PM
30	Too soon to tell since the current President is new, but the past president did not...she was really bad and the institution is far better now that she is gone.	Sep 10, 2012 2:10 PM
31	This is the case with Drs Friedlander and Gaskin.	Sep 10, 2012 1:21 PM
32	I believe our dependence on technology has placed the IT areas under severe stress making it difficult to provide the essential support to keep things from bottlenecking.	Sep 10, 2012 1:00 PM
33	CE VP has never been evaluated.	Sep 10, 2012 12:02 PM
34	The Board strongly influences this process.	Sep 10, 2012 11:47 AM
35	I think the Continuing Education structure is being crippled and others who cannot refuse the challenge are saying they can handle it, when they don't even know what is involved. If they could handle it, then that would mean they had	Sep 10, 2012 11:04 AM

Q15. The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity.

been underutilized.

36	Serban did not seem to support SBCC's mission, i.e., she seemed a poor fit for the community college, as if her expectations were better-suited to a private 4-year school. She seemed not to understand the nature and real circumstances of the student population we exist to serve.	Sep 10, 2012 11:00 AM
37	The new president!	Sep 10, 2012 10:54 AM
38	The new president has not had enough time in office to live up to all these expectations.	Sep 10, 2012 10:50 AM
39	New President has only been here a short time.	Sep 10, 2012 10:30 AM
40	That's teh idea and I hope our new President is allowed to do so without any micromanagement from the Board.	Sep 10, 2012 10:10 AM
41	If find it weak and despicable that Dr. Friedlander has allowed for all of the CE directors to be pretty much job less. That he allowed for one director in particular to be bullied and treated horribly by the VP of CE and the Dean. How has this been allowed. Why are we losing such good people over a horrible VP and Dean. I find it even worse that we have a new president that has listened to the current VP. If the new president did an evaluation of the current VP, then she would know that she's making major mistakes by listening to what our horrible VP has to say. Basically, a vindictive VP has make decisions on what should happen in the future in CE. This is absolutely crazy.	Sep 10, 2012 9:05 AM
42	Hard to respond because this is a new President, however, I think she will do what the Board wants regardless of the impact on Divisions.	Sep 10, 2012 8:01 AM
43	New President... not sure of her capability yet	Sep 10, 2012 7:01 AM
44	This is true of our new president who has a clear understanding of the requirements of her position.	Sep 9, 2012 1:50 PM
45	Too soon to tell. But Dr. Gaskin holds much promise to return SBCC to solid footing if she can stand up to the whims of the new BOT.	Sep 9, 2012 10:51 AM
46	The president is too new for me to feel qualified to make any statements or judgements.	Sep 9, 2012 10:36 AM
47	Difficult to evaluate when the president has only been in office a short time.	Sep 8, 2012 9:43 PM
48	Continuing Ed has been top heavy with administrators for years, and nothing has been done until now.	Sep 8, 2012 10:58 AM
49	Our new President has made plans and has made a big entrance in a venue marked with music, dancing and cheerleading . She has expressed noble ideas in keeping with college's mission.	Sep 7, 2012 9:30 PM
50	The new Superintendent/President has been in office for too short a time to evaluate.	Sep 7, 2012 9:20 PM

Q15. The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity.

51	New president, no idea how she will run things.	Sep 7, 2012 8:42 PM
52	I would hope so, but I am not sure.	Sep 7, 2012 5:16 PM
53	The new president is still new, but so far I have serious reservations about her motives and integrity regarding administrative structure. Her advocacy of the reorganization plan for Continuing Education to become a "self-sustaining" Center for Lifelong Learning put forward by the Executive V.P. of Educational Programs indicates she is clueless as to the work that is needed to effectively run such a center, how much revenue will need to be generated to sustain it, etc.	Sep 7, 2012 4:08 PM
54	With new leadership, would like to see more input from the President in this area.	Sep 7, 2012 4:04 PM
55	Usually, this is true. I can't comment on the new president, as she's only been on the job since July.	Sep 7, 2012 3:50 PM
56	The reorganization of CE does not reflect the size of CE (17,000 students) nor its complexity.	Sep 7, 2012 3:39 PM
57	that is the plan, hopefully it will work that way	Sep 7, 2012 3:11 PM
58	Much improved with the new President	Sep 7, 2012 3:09 PM

Q16. The President delegates authority to administrators and others consistent with their responsibilities.

1	New to campus	Sep 24, 2012 2:50 PM
2	Difficult to judge. Dr. Gaskin's tenure is too short (2 months). Dr. Serban's tenure was cut short. This question does not make clear reference to the President we are to evaluate.	Sep 21, 2012 11:53 PM
3	The President ignores the lame duck administrators, all the while telling everyone she has an open door, and here's her cell phone number, and please call me anytime, I want to hear from you. I know of administrators who have tried to talk to the President who never returned the phone calls.	Sep 21, 2012 11:41 PM
4	Well, since there's a guy in the Executive VP role who created that job for himself and has essentially been running the kingdom from behind the scenes until Andrea challenged him, then who knows at this point.	Sep 21, 2012 5:42 PM
5	See comment #15.	Sep 20, 2012 8:42 AM
6	The President is doing her best given the circumstatnces handed to her.	Sep 18, 2012 11:48 AM
7	Please no micro managing, let the admins and others do their job	Sep 18, 2012 9:32 AM
8	New and don't have enough personal experience to comment accurately	Sep 18, 2012 9:06 AM
9	From what I have seen in the last two months, this President does delegate authority well.	Sep 18, 2012 9:05 AM
10	The past year, yes.	Sep 17, 2012 8:38 PM
11	Have not worked enough with the new President to have an opinion.	Sep 17, 2012 8:29 PM
12	Absolutely. Dr. Gaskin's actions since she has taken over in July show respect for the administrators and faculty at SBCC.	Sep 15, 2012 1:22 PM
13	She is simply too new to this position to say for sure.	Sep 13, 2012 4:22 PM
14	The president makes demands according to what the Board tells her to do.	Sep 13, 2012 10:04 AM
15	It would seem to be so to date.	Sep 11, 2012 3:14 PM
16	have not seen or noticed any new or specific directives	Sep 11, 2012 10:38 AM
17	new President	Sep 11, 2012 8:38 AM
18	Again, ideally, yes.	Sep 10, 2012 6:15 PM
19	Vastly better than during the tenure of former President Adrea Serban.	Sep 10, 2012 6:02 PM
20	This is applicable to the current President. The past 'full-time' President did not delegate, she micro-managed and was seemingly incapable of delegating.	Sep 10, 2012 4:48 PM
21	greatly diminished during Andreea Serban presidency	Sep 10, 2012 4:30 PM
22	I would agree with this since the Lori Gaskin has joined the college	Sep 10, 2012 3:20 PM

Q16. The President delegates authority to administrators and others consistent with their responsibilities.

23	Same as above. Too early to tell with this new president.	Sep 10, 2012 2:24 PM
24	Too soon to tell since the current President is new, but the past president did not...she was really bad and the institution is far better now that she is gone.	Sep 10, 2012 2:10 PM
25	The new president has not had enough time in office to demonstrate this.	Sep 10, 2012 10:50 AM
26	To soon to know.	Sep 10, 2012 10:43 AM
27	This is hugely important, but we don't yet know since our new President has only been here a very short time. I assume, from what I've seen so far, that yes, she will.	Sep 10, 2012 10:30 AM
28	I believe this to be true currently, but this was a problem in the past.	Sep 10, 2012 10:27 AM
29	In the past few years, I do not feel that the president has delegated effectively. The President seemed to go through the formal process, but make contrary decisions even after receiving recommendations from committees.	Sep 10, 2012 10:01 AM
30	When Dr. Friedlander learned that there were major issues with the leadership of our VP, how dare he then allow her to make decisions on the future of CE. This is the weakest leadership that I've ever seen. How do these things happen, how could this be allowed to happen.	Sep 10, 2012 9:05 AM
31	It appears that this is being done now.	Sep 10, 2012 8:40 AM
32	Again, because she is new, this is difficult to answer, but I don't have confidence in her ability to make good judgement call.	Sep 10, 2012 8:01 AM
33	waiting to see how new President accomplishes this	Sep 10, 2012 7:01 AM
34	Again, the new president does this, past presidents have not.	Sep 9, 2012 1:50 PM
35	Difficult to evaluate when the president has only been in office a short time.	Sep 8, 2012 9:43 PM
36	Agree now.	Sep 8, 2012 10:58 AM
37	The jury is still out on Lori Gaskin.	Sep 7, 2012 9:30 PM
38	The new Superintendent/President has been in office for too short a time to evaluate.	Sep 7, 2012 9:20 PM
39	We have a new president. No idea how she will run things.	Sep 7, 2012 8:42 PM
40	The new president has only been on staff since July. It is difficult to make a determination at this point.	Sep 7, 2012 8:20 PM
41	Again, this is true since fall 2011	Sep 7, 2012 5:19 PM
42	Again, I am not an administrator, and I am not sure.	Sep 7, 2012 5:16 PM
43	It depends on the administrator. If a special interest group is involved, she jumps in and tells the administrator exactly what to do and say, even if it is not in the best interests of the college.	Sep 7, 2012 4:08 PM

Q16. The President delegates authority to administrators and others consistent with their responsibilities.

44	Usually, this is true. I can't comment on the new president, as she's only been on the job since July.	Sep 7, 2012 3:50 PM
45	Much improved with the new President	Sep 7, 2012 3:09 PM

Q17. The President guides institutional improvement of the teaching and learning environment.

1	New to campus	Sep 24, 2012 2:50 PM
2	I would have to say yes for Dr. Serban. Whether you like her personality or not, she cleaned up the mess that John Romo left (but really, it was Dr. Friedlander's mess because he was the real "leader" and Romo was merely a figurehead waiting to retire with a fat pension). So Dr. Serban had a tremendous amount of clean up in order to prepare for the accreditation. Romo/Friedlander did virtually nothing to ready the college (departments), but they did do public relations in order to chase dollars. But it was Serban who did the actual work that was necessary to shape the college and won the accreditation. As an interim president and academic officer, Dr. Friedlander is the politician eager for White House credit, but has been severely deficient in really improving teaching/learning environment in many campus departments, but he has his favorites (that will gain public relations credit) and focused his attention in those areas.	Sep 21, 2012 11:53 PM
3	"Guides" is a pretty loose term. More like "listens to faculty, then panders to their wishes...eventually.	Sep 21, 2012 5:42 PM
4	Only seen her say how great they are, but not seen any teaching improvements made.	Sep 21, 2012 8:11 AM
5	The former, fired president did this well. So far it seems like the new president is also.	Sep 21, 2012 1:12 AM
6	See comment #15.	Sep 20, 2012 8:42 AM
7	The new President Dr. Laurie Gaskin is wonderful at this!	Sep 19, 2012 1:14 PM
8	The President would be doing this, but is currently tied up with an unnecessary CE reorganization. Seems like the rest of the college is on auto pilot.	Sep 18, 2012 11:48 AM
9	Guides, but not necessarily improve.	Sep 18, 2012 10:32 AM
10	New and don't have enough personal experience to comment accurately	Sep 18, 2012 9:06 AM
11	Again, only knowledge is what I've seen the last two months.	Sep 18, 2012 9:05 AM
12	Too soon to evaluate.	Sep 17, 2012 8:29 PM
13	Dr. Gaskin's committment to excellence in providing our students with the tools required for success is already evident on campus.	Sep 15, 2012 1:22 PM
14	there has been no campus wide SLO update in months	Sep 14, 2012 11:54 AM
15	Same answer as above. To go along with such sweeping changes so new into her position clearly indicates that she is not running the show.	Sep 13, 2012 4:22 PM
16	The interim President guided some components of the t&l environment, but seemed to be an obstacle in others.	Sep 13, 2012 2:09 PM
17	Too soon to tell	Sep 12, 2012 4:07 PM
18	She has not yet had time to do much more than understand the existing	Sep 11, 2012 3:14 PM

Q17. The President guides institutional improvement of the teaching and learning environment.

institutional environment.

19	New President	Sep 11, 2012 8:38 AM
20	I think this comes from the EVP and the deans.	Sep 10, 2012 6:15 PM
21	Vastly better than during the tenure of former President Adrea Serban.	Sep 10, 2012 6:02 PM
22	greatly diminished during Andreea Serban presidency	Sep 10, 2012 4:30 PM
23	Too soon to tell since the current President is new, but the past president did not...she was really bad and the institution is far better now that she is gone.	Sep 10, 2012 2:10 PM
24	To soon to know.	Sep 10, 2012 10:43 AM
25	Again, we have a new president. I am optimistic.	Sep 10, 2012 10:27 AM
26	Strongly Agree.	Sep 10, 2012 10:11 AM
27	We've had "war" at SBCC and Dr. Serban was out of line with how rigid she was, Dr. Friedlander has been too weak and our new President is listening to the VP to determine what to do with CE. This has been a complete mess.	Sep 10, 2012 9:05 AM
28	Not within Continuing Education. Don't know about the main campus.	Sep 10, 2012 8:01 AM
29	Too soon to tell. I would say the prior ones did for sure since SBCC has been ranked top 10 by Aspen Institute several times under their leadership.	Sep 9, 2012 10:51 AM
30	Difficult to evaluate when the president has only been in office a short time.	Sep 8, 2012 9:43 PM
31	Hard to tell if this is true or if the president just allows good teachers to do their jobs.	Sep 8, 2012 10:58 AM
32	I believe that it is the Executive Vice-President that guides institutional improvement of teaching and learning.	Sep 8, 2012 7:43 AM
33	Our current President is still too new.	Sep 7, 2012 9:30 PM
34	The new Superintendent/President has been in office for too short a time to evaluate.	Sep 7, 2012 9:20 PM
35	New president. No record yet.	Sep 7, 2012 8:42 PM
36	The former president did this. It is too early to tell with her replacement.	Sep 7, 2012 8:20 PM
37	Our VP has been more directly central in guiding teaching and learning specifically, but the President is generally guiding.	Sep 7, 2012 7:10 PM
38	True since 2011	Sep 7, 2012 5:19 PM
39	I am not sure. The current President is new to the college, so it is not clear yet whether this is so.	Sep 7, 2012 5:16 PM
40	Haven't seen this yet as still new in her position. Hasn't made her mark yet.	Sep 7, 2012 4:04 PM

Q17. The President guides institutional improvement of the teaching and learning environment.

41	Usually, this is true. I can't comment on the new president, as she's only been on the job since July.	Sep 7, 2012 3:50 PM
42	Remains to be seen, but all indications are positive.	Sep 7, 2012 3:09 PM

Q18. The President assures the implementation of statutes, regulations, and governing board policies, and assures that institutional practices are consistent with SBCC's mission and policies.

1	New to campus	Sep 24, 2012 2:50 PM
2	The president is acting accordingly and also making sure that policies, etc, are	Sep 24, 2012 1:12 PM
3	Difficult to answer this question due to the changes in presidents and their very different styles. Dr. Gaskin's tenure is too short (2 months). Dr. Serban's tenure was cut short, and the board policies were in serious disarray at that time, and accreditation took higher priority than policies. John Romo was less adept at laws and policies. I would say our practices were largely not consistent or followed, else the college would not be sued for student rape by security officer, or other serious campus issues. Administrators and Board lacked sustained focus--we jumped from one fad to another.	Sep 21, 2012 11:53 PM
4	Again, when was the last time this place had a defined and discernible president?	Sep 21, 2012 5:42 PM
5	The former president did this well and was fired for doing so by the new board of trustee members.	Sep 21, 2012 1:12 AM
6	See comment #15.	Sep 20, 2012 8:42 AM
7	President is trying to despite the circumstances she inherited.	Sep 18, 2012 11:48 AM
8	The intermediary president was a puppet of the board.	Sep 18, 2012 10:32 AM
9	New and don't have enough personal experience to comment accurately	Sep 18, 2012 9:06 AM
10	The new President appears to be very knowledgeable and seems focused on making sure the above is true.	Sep 18, 2012 9:05 AM
11	The President does this to the best of her ability -- it is difficult to "assure" anything happens when dealing with shared governance.	Sep 18, 2012 8:34 AM
12	To soon to evaluate.	Sep 17, 2012 8:29 PM
13	Absolutely agree that Dr. Gaskin is doing this.	Sep 15, 2012 1:22 PM
14	It appears so but it's still too early to say.	Sep 13, 2012 4:22 PM
15	The interim Pres. did not; the new Pres. seems to be trying.	Sep 13, 2012 2:09 PM
16	No, again, whatever the Board wants her to do, she does.	Sep 13, 2012 10:04 AM
17	Good attempt being made	Sep 12, 2012 4:07 PM
18	I believe she will do so, but again, she has only held her position for just two months.	Sep 11, 2012 3:14 PM
19	Lori has started a review of the policies, statues and regulations. She is tuned into policies.	Sep 11, 2012 12:18 PM
20	SBCC's mission is unclear due to financial times	Sep 11, 2012 10:38 AM

Q18. The President assures the implementation of statutes, regulations, and governing board policies, and assures that institutional practices are consistent with SBCC's mission and policies.

21	Vastly better than during the tenure of former President Adrea Serban.	Sep 10, 2012 6:02 PM
22	Although Pres. Gaskin is new, I'm hoping she will be free to assure all these implementations.	Sep 10, 2012 4:47 PM
23	greatly diminished during Andreea Serban presidency	Sep 10, 2012 4:30 PM
24	Too soon to tell since the current President is new, but the past president did not...she was really bad and the institution is far better now that she is gone.	Sep 10, 2012 2:10 PM
25	This president is amazing! She is absolutely dedicated to ensuring we are kept in line with governing policies.	Sep 10, 2012 11:58 AM
26	This sounds like "job description" rhetoric. In principle it sounds very good, but are we being asked to evaluate our current president in relation to all these action-oriented statements? If so, it's a hardly realistic assessment.	Sep 10, 2012 10:50 AM
27	To soon to know.	Sep 10, 2012 10:43 AM
28	See #17	Sep 10, 2012 10:27 AM
29	I have every faith that this will continue to be so.	Sep 10, 2012 10:22 AM
30	In the past, institutional practices have not always been consistent with SBCC's mission and policies.	Sep 10, 2012 10:01 AM
31	This is difficult to answer, because maybe she'll be a strong President, but for now, I don't see her "rocking the boat" with theBoard.	Sep 10, 2012 8:01 AM
32	President too new...	Sep 10, 2012 7:01 AM
33	Again --- not true of Serban, but true of Gaskin	Sep 9, 2012 1:50 PM
34	Difficult to evaluate when the president has only been in office a short time.	Sep 8, 2012 9:43 PM
35	The new Superintendent/President has been in office for too short a time to evaluate.	Sep 7, 2012 9:20 PM
36	New president. No record yet.	Sep 7, 2012 8:42 PM
37	I assume so.	Sep 7, 2012 5:16 PM
38	We shall see.	Sep 7, 2012 4:08 PM
39	Have heard desire to bring board policies up to date	Sep 7, 2012 4:04 PM
40	Too soon to tell.	Sep 7, 2012 3:53 PM
41	Usually, this is true. I can't comment on the new president, as she's only been on the job since July.	Sep 7, 2012 3:50 PM
42	She is too new -don't know yet.	Sep 7, 2012 3:39 PM

Q18. The President assures the implementation of statutes, regulations, and governing board policies, and assures that institutional practices are consistent with SBCC's mission and policies.

43 we will see if it works that way

Sep 7, 2012 3:11 PM

Q19. The President effectively controls budget and expenditures.

1	New to campus	Sep 24, 2012 2:50 PM
2	A significant problem is that historically budgeting, expenditures, and reserves are highly secretive at SBCC. Since the MacDougall era, college staff and the community intentionally have been kept in the dark about finances. Although in the 1990s a problem was with competence of the business manager, this has improved somewhat in the 2000s, but overall the administrative culture is patronizing toward faculty/staff. Some faculty are demanding greater accountability, and this is due partly to the explosion of dubious student service and grant programs, a fiscal climate requiring some moderation, and the continuing education reorganization.	Sep 21, 2012 11:53 PM
3	I don't understand how the President of SBCC can let a huge number of CE administrators go, only to hire new administrators with less expertise, at great expense (national search, high salary), and to subsidize the proposed Center for Lifelong Learning from money raised by the College Foundation (shouldn't this money be used for the entire college and student body, not to fund an unknown "self-sustaining" entrepreneurial entity, or to use funds that were collected as materials fees over many years that had been charged above and beyond the actual cost of materials used in the classes (not appropriate, possibly illegal), and now, to use this money to fund a new Center that is no longer the Continuing Education Division, but is now something else self-sustaining. This doesn't make fiscal sense to me. The number of CE classes not making enrollment now that fees are charged is much greater than when they were free and students could take as many arts and crafts classes as possible for free access to studio labs. This is a risky venture for the college to fund this new program of fee classes (not knowing yet what types of classes the community will truly support by paying the fees) with Student Body funds (made up of students' materials fees and donated monies) or Foundation donations.	Sep 21, 2012 11:41 PM
4	I believe Andrea tried, but faculty and the board didn't care for her style.	Sep 21, 2012 5:42 PM
5	We have an unbalanced budget still.	Sep 21, 2012 8:11 AM
6	The previous president did this extremely well and was fired for doing so.	Sep 21, 2012 1:12 AM
7	See comment #15.	Sep 20, 2012 8:42 AM
8	Budget is being controlled by board majority and CBO offers little to contradict this. President is doing the best she can given the circumstances inherited.	Sep 18, 2012 11:48 AM
9	Hard decisions that should have been made years ago have been put off to garner political support.	Sep 18, 2012 10:32 AM
10	New and don't have enough personal experience to comment accurately	Sep 18, 2012 9:06 AM
11	So far so good, but hard to answer with only two months at SBCC.	Sep 18, 2012 9:05 AM
12	Again, this is a group process and there are many, sometimes disparate, voices involved.	Sep 18, 2012 8:34 AM
13	She does so with great skill and compassion.	Sep 17, 2012 10:00 PM

Q19. The President effectively controls budget and expenditures.

14	Too soon to evaluate.	Sep 17, 2012 8:29 PM
15	Past President did. Time will tell on the current President.	Sep 13, 2012 5:58 PM
16	Too early.	Sep 13, 2012 4:22 PM
17	The interim Pres. controls budgets and expenditures, but not always fairly.	Sep 13, 2012 2:09 PM
18	Adjuncts should not have classes cut when full time faculty are receiving OVERLOAD PAY! This is NOT effectively controlling the budget!	Sep 13, 2012 12:13 PM
19	If eliminating CE altogether is her goal, then she successfully controls the budget and expenditures. With no one left to program and manage the classes, CE will be eliminated within the year.	Sep 13, 2012 10:04 AM
20	Working on it	Sep 12, 2012 4:07 PM
21	Yes, she does, but with the help of such extremely capable people such as Dr. Jack Freidlander and Joe Sullivan.	Sep 11, 2012 3:14 PM
22	seems all the cuts are on the CE side	Sep 11, 2012 10:38 AM
23	Again--ideally? Yes.	Sep 10, 2012 6:15 PM
24	Vastly better than during the tenure of former President Adrea Serban.	Sep 10, 2012 6:02 PM
25	greatly diminished during Andreea Serban presidency	Sep 10, 2012 4:30 PM
26	The Board tells him where to spend the money.	Sep 10, 2012 4:26 PM
27	Too soon to tell. I do appreciate her honesty and desire to effectively control the budget and expenditures and that makes me feel hopeful.	Sep 10, 2012 4:20 PM
28	Too soon to tell since the current President is new, but the past president did not...she was really bad and the institution is far better now that she is gone.	Sep 10, 2012 2:10 PM
29	I'm sure she will, but it's very early in her tenure to be drawing this conclusion	Sep 10, 2012 11:55 AM
30	my understanding is the Board approves all but the President puts forth options.	Sep 10, 2012 11:14 AM
31	Very hard to know the facts regarding the budget through the years, however, we have managed without furloughs or layoffs up until now, so someone has been on top of things.	Sep 10, 2012 11:00 AM
32	She is working on plans for this.	Sep 10, 2012 10:30 AM
33	The President and the BOT control the budget.	Sep 10, 2012 10:22 AM
34	Hope so.	Sep 10, 2012 10:10 AM
35	However, some cuts have been extreme for the staff, yet the faculty has not had to sacrifice as much. The faculty has had to work harder than ever before, but has not been monetarily penalized as has the staff.	Sep 10, 2012 10:01 AM

Q19. The President effectively controls budget and expenditures.

36	It seems a bit early to evaluated our new president in this area.	Sep 10, 2012 9:53 AM
37	As best she can considering the economic climate.	Sep 10, 2012 9:52 AM
38	It is up to each department to control expenditures based on the approved budget.	Sep 10, 2012 9:46 AM
39	Not in CE. Unethical things have been done by the VP and no one knows about it.	Sep 10, 2012 9:05 AM
40	I think the effectiveness was lacking but with new president seems like that will change.	Sep 10, 2012 8:24 AM
41	Have you seen the changes coming to Continuing Education? It is obvious the President has no idea of the work done there, and how much transferring it to the main campus will affect its already overloaded employees.	Sep 10, 2012 8:01 AM
42	president to new	Sep 10, 2012 7:01 AM
43	Again --- not true of Serban, but true of Gaskin	Sep 9, 2012 1:50 PM
44	Difficult to evaluate when the president has only been in office a short time.	Sep 8, 2012 9:43 PM
45	To early to say	Sep 8, 2012 12:20 PM
46	Again, the previous president (not the acting president) tried to wrest control of the budget for her own intentions.	Sep 8, 2012 10:58 AM
47	The College President is new to SBCC. There are many questions that I cannot answer yet because I do not have enough time and experience with the President.	Sep 8, 2012 10:39 AM
48	The President has little control over budgetary allocations provided by the State but does exercise effective management of revenues and expenditures.	Sep 8, 2012 7:43 AM
49	The new Superintendent/President has been in office for too short a time to evaluate.	Sep 7, 2012 9:20 PM
50	New president. No idea.	Sep 7, 2012 8:42 PM
51	The former president took her fiscal responsibilities very seriously. If it had not been for her, SBCC would be in much worse financial shape.	Sep 7, 2012 8:20 PM
52	we have to give Dr Gaskin a chance to do this, she has not been in the position long enough to grade this fairly	Sep 7, 2012 6:07 PM
53	The past President seemed to do so. It's too soon to tell for the current President.	Sep 7, 2012 5:16 PM
54	Usually, this is true. I can't comment on the new president, as she's only been on the job since July.	Sep 7, 2012 3:50 PM
55	The President "Tries" to do this.	Sep 7, 2012 3:50 PM

Q19. The President effectively controls budget and expenditures.

56	The Board absolutely controls budgets and expenditures to much greater extent that they should.	Sep 7, 2012 3:39 PM
57	we will see	Sep 7, 2012 3:11 PM
58	Still early to tell, but all indications are very positive.	Sep 7, 2012 3:09 PM

Q20. The President works and communicates effectively with the communities served by the institution.

1	New to campus	Sep 24, 2012 2:50 PM
2	Difficult to answer this question due to the changes in presidents and their very different styles. For Mr. Romo, he communicated all right on a human level, but you couldn't trust him to follow through. For Dr. Serban, her communication was on one hand direct and precise, but on another hand less effective because it was "less warm than John", but that was a personal stylistic thing. When the college (board/administrators) got into an offensive mode, understandably she became more reserved and defensive. Dr. Gaskin's tenure is too short (2 months) but her communication is at the other extreme.	Sep 21, 2012 11:53 PM
3	Not at all. Her "I love you; please hug me; and you must blow your lip whistles to prove it" pep rallies, and her parading of "the Class of 2012," meaning the new employees (while mentioning in her next breath that, yes, there will be layoffs, folks, sorry...layoffs solely at Continuing Education...but hey, whose listening, and who really cares about Adult Ed?), and providing a workshop to address fear of change issues...well, that was superficial, actually pitiful. When one staff member expressed a concern that fear of change (e.g., new president, new CE, new trustees, new e-mail system?) does not equate to fear for our jobs, the workshop leader merely replied, "That was well-put," but did not respond and address this great concern...she said, let's move onto the next group. Wow. So helpful. But yay, President Gaskin has worked with her before (uh huh, on her previously jobs laying off employees), and she's really great, and isn't our new President doing such a great job? Just don't ask any questions or present any true fears or concerns in her presence, or she'll shut you down good and hard. Let's not have any of that negative, water cooler talk that's so destructive. Then blah, blah, blah...I care about each and every one of you. Her communication is not the warm and wonderful she carefully presents to the media...she is as phony as they come and her communication is filled with buzz words and warm fuzzies that are not backed up in reality. I don't want a warm, "huggy" college president...I want a strong, honest college president. We had one. The new trustees got rid of her...and nobody even knows why. Oh, that's confidential. So much for transparency.	Sep 21, 2012 11:41 PM
4	When it comes time to accept or apply for an accolade or award, then yes.	Sep 21, 2012 5:42 PM
5	Dr. Gaskin does. Dr. Serban did not communicate effectively with staff and faculty.	Sep 21, 2012 11:33 AM
6	Only hear wonderful things about her Monday morning updates.	Sep 21, 2012 8:11 AM
7	The former president did this well and so far I believe that the new president is doing so also.	Sep 21, 2012 1:12 AM
8	Communicates in an excellent manner	Sep 18, 2012 11:48 AM
9	Definitely, this is something that I have seen with our new president, her communication is clear, to the point and understandable.	Sep 18, 2012 11:14 AM
10	Our new President has phenomenal communication skills. She has quickly moved into her role as a leader and already has a great presence in the Santa Barbara community.	Sep 17, 2012 10:00 PM

Q20. The President works and communicates effectively with the communities served by the institution.

11	In this transition time, it's hard to make a judgement on this topic. there was an interim president and now a new one too fresh on the job to be judged much.	Sep 17, 2012 8:38 PM
12	Sometimes can be abrasive with staff in interactions. Does not realize that sometimes her interactions are insensitive to staff and prevent some staff members from engaging in a discussion.	Sep 17, 2012 8:29 PM
13	She communicates brilliantly	Sep 17, 2012 7:21 PM
14	Actually, I have now had experience with 5 President/ Superintendents, and the current President surpasses all others in terms of effective communication - both within the college and without.	Sep 16, 2012 6:52 PM
15	Too early but she comes to a very unique community from outside the area without any real connections so already faces a credibility gap.	Sep 13, 2012 4:22 PM
16	Interim pres. did not; new Pres does.	Sep 13, 2012 2:09 PM
17	The president is harsh in her delivery. She does not allow anyone to voice anything she views as "negative." The president also hides the truth when it comes to bad news. In her "weekly update" no mention has been made of the 15 layoffs in CE. Gaskin glosses over the truth so she is seen in a good light.	Sep 13, 2012 10:04 AM
18	Too soon to evaluate but, impressed by what has been communicated so far.	Sep 12, 2012 4:07 PM
19	Dr. Gaskin has only been here two months. She has communicated well so far but we need more time to know definitively.	Sep 11, 2012 3:14 PM
20	Have been extremely impressed with the new president's ability to communicate with both the college community and the community at large. This area is night and day from previous leadership.	Sep 11, 2012 9:52 AM
21	Our inclusive fall 2012 in service is an excellent example of how this is true.	Sep 11, 2012 6:38 AM
22	I think that traditional full-time college students are underserved.	Sep 10, 2012 6:15 PM
23	Vastly better than during the tenure of former President Adrea Serban. This was a particularly difficult problem during her tenure, and it resulted in her leaving the college. All four of Trustees whose terms were up in the last election, from the Board that hired and retained her despite extremely strong community protest, lost their bids for re-election as a direct result. With the new Board and President, the situation has vastly improved with communication and community participation particularly improved.	Sep 10, 2012 6:02 PM
24	greatly diminished during Andreea Serban presidency	Sep 10, 2012 4:30 PM
25	Too soon to tell since the current President is new, but the past president did not...she was really bad and the institution is far better now that she is gone.	Sep 10, 2012 2:10 PM
26	Appears to be "bad blood" between CE and the president	Sep 10, 2012 1:31 PM
27	very good communicator	Sep 10, 2012 11:58 AM
28	Serban was an ineffective communicator: insensitive, used lots of sarcastic	Sep 10, 2012 11:00 AM

Q20. The President works and communicates effectively with the communities served by the institution.

humor, seemingly more concerned about speaking her mind than being understood in specific circumstances. Lori is an excellent communicator - she asks for feedback, she listens, she affirms, she clarifies understanding, she asks lots of questions of everyone, not just of an elite circle.

29	This was a problem in the past, but the interim president did this well. I am optimistic about our new president.	Sep 10, 2012 10:27 AM
30	Currently yes, a few years ago - no.	Sep 10, 2012 10:25 AM
31	Indeed, and especially in a serious yet accessible and professional manner.	Sep 10, 2012 10:10 AM
32	See previous comment. This has not happened effectively in the past. For example, hiring committee recommendations were disregarded by the President.	Sep 10, 2012 10:01 AM
33	Current president seems to, not sure about past presidents.	Sep 10, 2012 8:24 AM
34	No, I've seen her be downright rude in a meeting with the Continuing Education Division.	Sep 10, 2012 8:01 AM
35	all of the above questions only apply to our new president and Dr. Friedlander last year. Serban did none of the above.	Sep 10, 2012 7:14 AM
36	Gaskin has this ability which was lacking in Serban and Friedlander	Sep 9, 2012 1:50 PM
37	The new current President does this.	Sep 8, 2012 3:49 PM
38	I agree now, but would have disagreed before with the president previously identified.	Sep 8, 2012 10:58 AM
39	So far, Lori Gaskin has exhibited a sincerity in attempting to bridge collaboration between various contingencies of SBCC. This was accomplished by inviting and welcoming classified staff to the fall semester in-service.	Sep 7, 2012 9:30 PM
40	The new Superintendent/President appears to have strong communication skills.	Sep 7, 2012 9:20 PM
41	New president. No idea.	Sep 7, 2012 8:42 PM
42	Interim Pres. Friedlander and new President Gaskin clearly believe in and demonstrate this.	Sep 7, 2012 5:19 PM
43	Again, the current President has only had two months on the job.	Sep 7, 2012 5:16 PM
44	She's the biggest phoney I've seen in a long time. Her sickening, cloying "I care so much" "we are family" talk cannot be taken seriously.	Sep 7, 2012 4:08 PM
45	Usually, this is true. I can't comment on the new president, as she's only been on the job since July.	Sep 7, 2012 3:50 PM
46	The NEW President has been doing this.	Sep 7, 2012 3:50 PM
47	The CE staff felt demeaned, insulted, and silenced by her initial presentation to them of the CE reorganization.	Sep 7, 2012 3:39 PM

Q20. The President works and communicates effectively with the communities served by the institution.

48	I could not agree more.	Sep 7, 2012 3:09 PM
49	We are thrilled with our new President and know that she will be a tremendous asset in representing the college to the community.	Sep 7, 2012 3:02 PM

Q21. SBCC recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution.

1	New to campus	Sep 24, 2012 2:50 PM
2	On paper perhaps, but there is a tremendous waste of talent in the organization.	Sep 21, 2012 11:53 PM
3	I see no evidence of this.	Sep 21, 2012 11:41 PM
4	Again...faculty run the place. Everyone else is in the minor leagues.	Sep 21, 2012 5:42 PM
5	The college does, but the board majority does not and this has impacted the college in a negative way.	Sep 18, 2012 11:48 AM
6	As reflected by the Aspen recognition, this college has an ongoing quest for improvement in the service of our students' needs.	Sep 17, 2012 10:00 PM
7	Currently there are a few primary administrative chiefs who are in near-total control.	Sep 13, 2012 4:22 PM
8	Some recognition (mostly by peers), but admin doesn't always recognize or utilize.	Sep 13, 2012 2:09 PM
9	Only those of full time employees.	Sep 13, 2012 12:13 PM
10	"leadership throughout the organization" needs to be defined	Sep 12, 2012 4:07 PM
11	I think SBCC needs to work on this, I believe we have some untapped skilled employees that are not use for their expertise.	Sep 12, 2012 10:33 AM
12	The tone set by the President allows and encourages college leaders to experiment and take responsibility for implementing new ideas. This is one of the most collaborative components of SBCC's operations and explains why it is a superior institution.	Sep 11, 2012 11:15 AM
13	Yes, the Credit side, but needs improvement from Non Credit side	Sep 11, 2012 8:38 AM
14	There seem to be pet projects and pet individuals.	Sep 10, 2012 6:15 PM
15	Vastly better than during the tenure of former President Adrea Serban.	Sep 10, 2012 6:02 PM
16	At times I think faculty have much more say so than others at the college	Sep 10, 2012 3:20 PM
17	Sometimes it seems like a popularity contest.	Sep 10, 2012 1:31 PM
18	SBCC also makes an effort and point to recognize leadership of individuals.	Sep 10, 2012 1:00 PM
19	Historically the institution recognizes the same closed group of elites (Deans and VPs) in the inner circle, and is relatively blind to the excellent leadership campus-wide. Attention tends to go to extroverted leaders.	Sep 10, 2012 11:00 AM
20	I think SBCC is doing the best it can under the current financial restraints.	Sep 10, 2012 10:50 AM
21	Credit Division and Adult Ed are two different worlds here.	Sep 10, 2012 10:30 AM
22	Depends on who sponsors the initiatives.	Sep 10, 2012 10:10 AM

Q21. SBCC recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution.

23	Again, how could a VP that has been absolutely horrible been allowed to make recommendations for the future. She has shown that she has favorites, hates others, etc. What kind of institution is this? She's secured jobs for her favorite people and has made sure that any who spoke out are locked out of a job. This is classic mismanangement that is supported by Dr. Friedlander, HR and our new president.	Sep 10, 2012 9:05 AM
24	Faculty are often recognized but others are not.	Sep 10, 2012 8:24 AM
25	I believe that this is beginning to happen. It is actively encouraged by Pres. Gaskin. It was not the case from 2000-2011.	Sep 9, 2012 1:50 PM
26	I believe SBCC sees through the same lens when recognizing the same leader-type personalities who contribute consistently to its improvement. The college should step in another direction and creatively recognize and honor the many unsung heroes who work behind the scenes.	Sep 7, 2012 9:30 PM
27	Comprehensive program review and systematic continuous improvement need further refinement.	Sep 7, 2012 9:20 PM
28	There seems to be recognitions of contributions of leadership from time to time.	Sep 7, 2012 5:16 PM
29	The current board majority orchestrated the dismissal of a highly-qualified, hard-working president last year and refused to renew the contract of a highly-qualified, hard-working Vice President this year. Where it will stop, nobody knows yet, but we are all scared.	Sep 7, 2012 4:08 PM
30	More work could be done in this area.	Sep 7, 2012 4:04 PM
31	CE administrators have been demeaned and insulted by the comments in speeches to the Board, remarks by Board members, and by the cavalier dismissal of these administrators without conference, discussion, or professional protocol..	Sep 7, 2012 3:39 PM
32	We are generous with our recognition of the contributions of those throughout the instituion. We could do more with Staff recognition - they are the worker bees that really get the work done in the end.	Sep 7, 2012 3:09 PM

Q22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

1	Dr. Lori Gaskin has taken an approach which has proven both very effective and inclusive. The Student Senate has insight into her goals and her approach to solving problems, which has made us feel appreciated, and more than happy to help her improve and solve issues in the interest of SBCC.	Sep 24, 2012 3:54 PM
2	Overall, the structure viewed at SBCC is phenomenal. I truly believe that the entire school body works hand in hand with the arudents that make up this amazing college.	Sep 24, 2012 3:32 PM
3	The question involving the Curriculum Committee makes me wonder if this is an appropriate place to mention the generally negative reputation of the committee. Faculty commonly express a strong desire to avoid having to meet with this committee, and seem to feel that there is a somewhat antagonistic energy amongst the committee which impacts the experience of faculty proposing course changes or new courses. Most faculty feel that their proposals are intended to improve their current courses or expand course offerings, all for the better good of the college, but it often feels like being on trial during the meeting with the CAC. I attended a division meeting where faculty were extremely reluctant to serve on the committee because of the negative atmosphere of the meetings. It was mentioned that perhaps a "maximum term" on this committee would help renew the energy and create a rotation of different people on the committee. Thank you for allowing this feedback.	Sep 23, 2012 6:32 PM
4	The chief problems in leadership at SBCC are first with the administrators and managers of the college, and only secondarily with the board itself. SBCC achieves what it does despite, rather than because of, administrative efforts. Dr. Friedlander has achieved hegemonic control following his planned takeover of the College in 2001. Dr. Friedlander is a technician and politician, but not an effective leader. He knows enough to count TLUs, and he knows how to buy off one group against another or to disrupt a department, but he lacks genuine leadership ability. People do things because they fear him, not out of respect for him. Many stupid, imprudent decisions at the college have Dr. Friedlander's fingerprints on them. For years he perpetuated cronyism at the college, and connects with people who can be his useful idiots. Faculty are increasingly asking, sometimes even vocally: "Can you be too incompetent to understand just how incompetent you are?" The deans appear collegial but there is a lot of hidden infighting. Overall we have an administration whose ethos is "The buck stops elsewhere". Several managers despair Dr. Friedlander's control. His version of consultation is to tell others what he thinks and this is interpreted as "Jack issued orders to do it". Over the years a nontrusting environment has increasingly come over the college. Administrators push a Pollyannaish face to the public, and ignore, disavow, or pick a scapegoat (Dr. Serban) for this nontrusting culture or their responsibility for creating it. Administrators give an impression they are responsive and interested in hearing from staff, but some administrators have an impregnable fortress mentality. It reflects a defensive, paranoid management culture, where the outward face is required to show excellence at all costs and no need for improvement. Attempts to provide feedback for legitimate problems are rebuffed and aggressively attacked by administrators, sometimes inflicting harm on employees using tactics to quell dissent at all costs. Over the years, there have been substantial costs to faculty and staff. Increasingly faculty retreat into their offices. Administrators manufacture complaints against staff to silence them. Deans have threatened	Sep 21, 2012 11:53 PM

Q22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

faculty/staff with lawsuits if they talk openly negative about management. SBCC's issue is that it has problems with feedback, especially "negative feedback". The deans and EVP should be evaluated by all faculty and staff, but deans pick the people they want to evaluate them. Faculty don't get to pick the students they want to evaluate them—all students evaluate them—so should be the case with deans and the EVP. It's time to replace Dr. Friedlander. It's long overdue. Further, our chief academic administrator whose experience does not include classroom teaching, and this is a poor substitute for understanding the learning process. The campus is also driving toward a large contingent work force, replacing contract faculty, and this is negatively affecting the campus cohesion.

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| 5 | Obviously I'm an unhappy camper. This anonymous venue is, however, the only way I can express my observations, concerns, frustration and bitterness regarding the past few years when I have seen underhanded, slimy political people and processes "win" (in one trustee's own words) over truly committed individuals that include the strong, efficient, highly acknowledged College President, former dedicated Trustees, the current highly ethical and experienced CE Vice President, and other hard-working administrators and staff members...all to "save" a program that was really as vibrant as ever, only needing to adjust to current budget and circumstances. The CE program and the college would have survived and maybe even thrived, despite huge budget cuts and change in program priorities from the State, under the previous administrators' guidance if they'd been allowed to do their jobs and not been impeded from the beginning by those resistant to change. What a sorry state of affairs that has changed my outlook on the world...to have this happen to a college and to people I respect, by people that I don't respect. | Sep 21, 2012 11:41 PM |
| 6 | Executive Vice-President Jack Friedlandr deserves some sort of award--or reward--for keeping Santa Barfbara City College on track for the past five years. | Sep 21, 2012 11:23 PM |
| 7 | Faculty get paid to teach, not be administrators, much less to be such an overwhelming strong influence on policy and direction...but that's not the way it is around here. Faculty have never been held accountable for any wrong doing or sub-par work as Administration is scared to stand up, despite faculty playing the role of oppressed underling. Administration should stop being afraid of the board, of tenured faculty, and stand up! | Sep 21, 2012 5:42 PM |
| 8 | I am a very part-time teacher at Adult Education: only 2- to 4- 6 hour seminars a quarter. As such, I am not involved in SBCC's governance and leadership structures and processes. | Sep 21, 2012 4:54 PM |
| 9 | A year ago I had great concerns about SBCC's future. The new board members' actions were selfish, despicable and an embarrassing black mark on SBCC's otherwise stellar reputation. They fully deserved to be reprimanded by ACCJC, and I am happy that this process has put them on the right track. I am now very optimistic that SBCC will continue on its course of excellence. | Sep 21, 2012 2:08 PM |
| 10 | Our new President, Dr. Lori Gaskin, has only been here since July 9th, but she has been doing an outstanding job. She fits perfectly with the governance structures, planning practices, and overall culture that embody what SBCC stands for, structures, practices, and culture that were sometimes partially | Sep 21, 2012 1:26 PM |

Q22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

obscured during the conflict between our Board and last President, Dr. Andreea Serban. From her Monday morning updates (e-mailed to the campus) through her penchant for forming ad hoc committees with clear charges through her visits to instructors classes she communicates her support for effective governance and leadership structures and practices here at SBCC.

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| 11 | In my opinion a new VP of Business & Organization would likely bring more efficient, organized, and cost saving skills to our SBCC. Along with more accountability of the deans to find ways to be there for the students and not accommodation everything the faculties unless it actually improves are student's education. | Sep 21, 2012 8:11 AM |
| 12 | The new board of trustee members had an agenda when they were hired and interfered with the rights and responsibilities of the faculty, staff and the president. This resulted in their firing an extremely competent and well intentioned president and costing our college hundreds of thousands of dollars. Many of the things that the fired president was doing were because she was required to do and the new president and the board are being required to do now. | Sep 21, 2012 1:12 AM |
| 13 | Although procedures are in place for shared governance, it seems that the real decisions are made without it, but rather employed so that administration can say, "We took this through all the proper channels". It seems that most decisions are made in the back room, and then we go through the motions of shared governance. | Sep 20, 2012 9:21 PM |
| 14 | These questions reflect current conditions at SBCC under Dr. Gaskin and, except as noted, make no comment on previous time periods. | Sep 19, 2012 1:48 PM |
| 15 | Since Dr. Gaskin has just begun her tenure as president, most of the questions regarding the role and function of the president's office, seemed more institutional than personal,so I answered in terms of previous presidents particularly Peter MacDougall and John Romo. | Sep 18, 2012 2:44 PM |
| 16 | The Board has divided the cohesiveness of its members and the staff and community members by imposing an agenda that the community & most of the SBCC employees oppose. | Sep 18, 2012 2:16 PM |
| 17 | I am very concerned about the current direction and the future college. | Sep 18, 2012 11:48 AM |
| 18 | I'd like to see the same clear communication that our current president is using from managers and administrators. Their communications has made me believe that they are "hiding or keeping" information from the SBCC community, however it might just be lack of clear communication. I would like to see more communication between departments in terms of project on buildings and classrooms. Also, consideration (noise levels, smells, added distractions, etc) to staff when buildings are repaired. Lastly, better share of resources for classified staff and encouragement to express their talents. | Sep 18, 2012 11:14 AM |
| 19 | The past two years have been turmoil especially at Continuing Education. Never experienced this much demoralization before. | Sep 18, 2012 9:44 AM |

Q22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

20	See comments under #7 above.	Sep 18, 2012 9:05 AM
21	Communication is so poor here. When I learn about what's going on at our college through the Channels, Independent or News Press 1st it's pretty bad.	Sep 18, 2012 7:46 AM
22	Regarding questions about the President, I felt "No knowledge" seemed most appropriate, since she is so new. HOWEVER, from the little interaction that I have seen and experienced, she seems wonderful, and I am very optimistic about her role in our future.	Sep 17, 2012 10:32 PM
23	The college has vital and vigorous shared governance processes which have been revitalized over the past 12-14 months. These processes contribute greatly to the overall quality and effectiveness of our institution.	Sep 17, 2012 10:00 PM
24	The governance and leadership structures and processes appears to be working fine. Perhaps the community could be included more in governance, especially when it comes to the continuing ed program. The college used to have a more "top-down" leadership until very recently. Time will tell whether the new leadership is cut from the saqem cloth.	Sep 17, 2012 8:38 PM
25	In the many, many years I have been at SBCC, this is the first time I have ever been asked my opinion regarding the leadership at SBCC. It is important that this assessment be done on a yearly basis. Also, it is anticipate that with feedback regarding an ineffective BOT, we will see some immediate changes in their behavior. We especially hope that one particular BOT member realizes that her micromanagement style will continue to jeopardize SBCC's accreditation status. She does not provide suggestions or an opinion, she dictates and micromanages.	Sep 17, 2012 8:29 PM
26	New President is doing an excellent job.	Sep 17, 2012 7:32 AM
27	New President is doing an excellent job.	Sep 17, 2012 7:32 AM
28	I am filled with profound admiration for the board members - Peter Haslund, Luis Villegas, Morris Jurkowitz, Marty Blum, Lisa Macker and Marsha Croninger. They provided essential leadership, courage and perseverance in guaranteeing that the SBCC had the leadership it deserves. The selection process for the new president was broad-based and thoughtfully executed. This process is further evidence that the governance, leadership structures and processes are finally and most appropriately in place.	Sep 16, 2012 6:52 PM
29	While I trust that Dr. Gaskin's leadership will restore the principle of transparency to this campus, members of the Board of Trustees last year acted immorally in their treatment of Dr. Serban and it is important that these members face the consequences of their actions. However, this college is exceptional in it's support of our students and we should not be punished for the acts of a few miscreants. Appropriate censure of these members and the electorate will help facilitate a "rightful" resolution. Our Board of Trustees should have consulted one of our founding father's, Thomas Jefferson, during last year's actions when he stated " And never suppose, that in any possible situation, or under any circumstances, it is best for you to do a dishonorable thing, however slightly so it may appear to you...If ever you find yourself environed with difficulties and perplexing	Sep 15, 2012 1:22 PM

Q22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

circumstances, out of which you are at a loss how to extricate yourself, do what is right, and be assured that that will extricate you the best out of the worst situations."

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| 30 | Leadership has been lacking for some time. The 4 new members of the BOT came in through a special interest committee and vote as a block accordingly. It appears they are running things with advice from a senior V/P whose intentions to dismantle continuing education division has been widely known for a long time. These decisions are being made without the effort to understand the mechanics and workload of those who support it on a daily basis. Whereas the State budget constraints are real any other proposed methods of cost-saving measures are not being considered, leading straight to lay offs and threatening to undercut programs, especially in the non-credit division. | Sep 13, 2012 4:22 PM |
| 31 | In our transition year (from Serban to Gaskin), the Board and admin did not seem transparent or supportive to my division or program. The new President (Gaskin) seems like she is attempting to learn and improve the systems here at SBCC> | Sep 13, 2012 2:09 PM |
| 32 | SBCC is overall an outstanding institution. My grievances are entirely aimed at the actions of politically motivated Board members who were elected to a slim majority during the last election cycle. They have eroded my trust in their ability to put SBCC first. However, I believe that from the President down, our administration is doing a very good job. | Sep 13, 2012 12:41 PM |
| 33 | I'm an adjunct faculty. I do not receive bereavement leave - I would assume this is because if someone in my family dies, it doesn't count. This is very discriminatory. I also have been a faculty advisor for a club on campus for many years. This requires much time that I am not compensated for - so my time is not valued. It is as if I should donate my time for the privilege of being employed here. I've been asked to do many things that I have not been compensated for, for the betterment of the department. These duties and tasks should be performed by the Full Time Faculty only. It should be ILLEGAL for Department Chair to ask Adjuncts to do these things. We are not salaried as Full Timers are. I wanted to participate in the campus wide Moodle presentation in the Spring, as I've been told my Moodle page is the best on campus. However, the date of the presentation was moved to Friday before Spring break. When I sent an email saying I would not be attending, I was reprimanded by Jack F., SBCC VP because Spring Break did not officially start until the following Monday. I AM PART TIME. I DO NOT work on Fridays. This type of EXPECTING Adjuncts to volunteer their time is unfair. So, I will never volunteer to help in this way again. It is a very devious system where Adjuncts are expected to do so much for no compensation. Our classes are being cut and yet they want us to write curriculum for new - more advanced sections of classes. Why? I'm not playing this game anymore. | Sep 13, 2012 12:13 PM |
| 34 | It is a shame that the "dogma" of ACES and a few individual instructors who are very vocal, are embraced by the Board. Croninger, before she was reprimanded, felt it her right and duty to attend CE Consultation Committee meetings. Blum and Croninger "visited" the Schott Center last year, not to be cordial, but to let us know who is "in charge." The Board, with its new members, have successfully dismantled CE. They place the blame on the "low hanging branches and their | Sep 13, 2012 10:04 AM |

Q22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

	fruit," but the new members of the Board are the ones to blame. The morale at CE could not be any lower. The staff feels disenfranchised. No Board should have this much power. I am saddened, but not surprised, that SBCC's accreditation is being put into question.	
35	In general I believe that all of the administrators and members of the Board try to do what is right. I don't think it makes any difference who the President is.	Sep 13, 2012 10:02 AM
36	These aspects of SBCC management and administration must be working successfully because SBCC consistently receives national awards for excellence, regardless of the leadership or politics in place at any given time.	Sep 12, 2012 10:02 PM
37	I don't have much direct knowledge of them.	Sep 12, 2012 4:31 PM
38	not fond of politics - necessary evil (smile)	Sep 12, 2012 4:07 PM
39	SBCC is a wonderful institution with great students and employees, but it can improve on its communication on how campus decisions are made, especially during difficult budget years, such as when it is a board decision or the president or both.	Sep 12, 2012 10:33 AM
40	The current Board of Trustees is comprised of too many recent members who appear to be more interested in espousing their personal agendas that providing overall policy for administration to follow. In spite of this significant handicap, SBCC continues to be an excellent community college. It is providing students with the classes and skills they need to either go out into the workforce and be successful, or to transfer to colleges and universities to get four-year degrees.	Sep 11, 2012 3:14 PM
41	This refers to the majority of past members of the administration. As yet, I don't think the new Superintendent has been here long enough to answer this question in an informed manner.	Sep 11, 2012 2:54 PM
42	We have the best possible leadership right now. I could not be happier. Jack did a great job and Lori is superb!	Sep 11, 2012 1:15 PM
43	Except for one trustee, SBCC is in good hands. I have been impressed with the structures available to leaders in this institution, and with Lori's interactions with the leaders. She is a breath of fresh air. The one trustee promotes the blogs to spread misinformation about the college and constantly interrupts meetings with her misstatements. She is not running for re-election, so things will be calmer in December when she leaves the board.	Sep 11, 2012 12:18 PM
44	Our former president was very negative and un-democratic. However, the other leadership has always been superb and the new president is a better fit with them.	Sep 11, 2012 11:20 AM
45	This is a great institution and will continue to be that no matter who is elected and who is Superintendent/President. They all, we all need to work together and there are enough checks and balances to keep it running smoothly. The coward that turned in the OUTRAGEOUSLY SLANTED complaint to the ACCJC is the same person that NEVER follows the rules at SBCC! A bully, a do whatever it takes to win type person, that has been responsible for unseating several deans	Sep 11, 2012 11:19 AM

Q22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

in her area and was dismayed to find out one of them was actually promoted after her complaints! This person does exactly the same thing that was the complaint about the "NEW" Board. We live in extraordinary times where polarization seems to be the norm. Thank goodness it didn't go much further or continued any longer! Guess what...we have had redistricting and 3 NEW TRUSTEES will be seated. Change is the constant and touting the "longevity" should not be something the Accreditation teams uses as a measure for this fine institution. We survived. There will always be disagreements on how to do things and what is actually being done and the way they are done. Responsible governing is what we ultimately do here.

46	SBCC has undergone a general trauma with respect to a transition in leadership. It is testimony to the strength of its leadership -- faculty, staff, administration -- that we have recovered as quickly as we have. Because this process has been accomplished with integrity, we will be an even stronger institution in the future. And despite the difficulties, we have once again been recognized as one of this country's top 10 community colleges, which I think is testimony to the effectiveness of our structure and the commitment of our faculty, staff and administrators to insure that our fundamental mission -- the education of students -- is accomplished at the highest possible level.	Sep 11, 2012 11:15 AM
47	Not sure that CE directors, Dean and VP have had much of a strong voice	Sep 11, 2012 10:38 AM
48	Hard to say on several "President" questions, she hasn't been here very long and therefore is still a question mark herself.	Sep 11, 2012 9:04 AM
49	Non Credit has not had the same voice in the discussions regarding the college especially when making decisions regarding impact on Non Credit. It would have been very beneficial to be included from the start not instead of just as an afterthought.	Sep 11, 2012 8:38 AM
50	The governance and leadership structures at SBCC are solid, effective, and inclusive	Sep 11, 2012 8:29 AM
51	Our governance and leadership structures at SBCC are slow, inefficient and often lead to decisions that represent the desires of a small vocal minority. An example is the recent approval of +/- grading which most Student Services faculty opposed, but still materialized and passed. I don't see how implementing a new grading system is in line with our institutional priorities.	Sep 11, 2012 6:38 AM
52	Many of these questions re: the Board of Trustees and the Superintendent/President are really in flux. Dr. Gaskin has been on board for 61 calendar days. Her promise is real. Her first actions are demonstrate this promise. Our Board of Trustees (50%) were elected in sudden groundswell of confusion, animosity over poor implementation of needed changes within our District. The Board of Trustees are learning.	Sep 10, 2012 10:13 PM
53	In my opinion, decisions at SBCC are made previously to Governance Organs Meetings, and are just forced to be ratified at said meetings. Which is ok, I guess, as nobody really minds that. There is an illusion of shared governance that seems to work for most people. We forgot the fact that this is a Community College, a Public Education Institution, not a business. The people of California	Sep 10, 2012 9:00 PM

Q22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

gave us a Mission. Is up to the People to change it.

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| 54 | I have had very good interaction with the Dean of my division, Alice Scharper, Ben Partee, Dean of Students, and Jack Friedlander, Executive VP of the College. | Sep 10, 2012 8:53 PM |
| 55 | On paper the structure looks good; how it plays out is often different. That said, I think the deans have the hardest job pivoting between faculty and administration. It is often the tone of a dean that sets the tone for a division and departments within the division. We are lucky to have many good deans. | Sep 10, 2012 6:15 PM |
| 56 | Santa Barbara City College has long stood as an example of the very highest achievement in academics, leadership, governance and community relations. This is due in no small part to the very strong participation and support of the regional community. | Sep 10, 2012 6:02 PM |
| 57 | I would like to see part time faculty been given a an option for a stronger voice in the governance and leadership structures at SBCC, i.e. by adding a second PT faculty senator to the Senate (currently 1 out of 22), by inviting a PT faculty representative to CPC, by assuring that PT faculty can not be excluded from department meetings. The only body, where PT faculty have a somewhat sizeable representation is the IA Exceutive Board (3 out of 9). | Sep 10, 2012 4:52 PM |
| 58 | As stated above, the recent change in Presidency allow for an affirmative response to the questions. This is a substantial change in governance, since the removal of Dr Serban. The college was heading for a crisis, not only one based on fiscal uncertainties, but also a crisis of spirit. Faculty, staff and administrators were demoralized, denigrated and bullied by the past President. We are moving in the right direction and with proper leadership. | Sep 10, 2012 4:48 PM |
| 59 | There has been a HUGE shift with President Gaskin coming on Board and I've seen some changes/shift in the Leadership of the College - all for the good. I'm hoping this continues and the Board of Trustees will grow and learn to work together to make SBCC the BEST Community College in California. | Sep 10, 2012 4:47 PM |
| 60 | SBCC is a model institution in all ways. The quality of administrators and faculty and staff is superior. The commitment of individuals to their jobs and the focus on being of service to students is fantastic. There is a stunning level of excitement and commitment amongst employees at all levels at SBCC. During Andreea Serban's period as president, there was much dissatisfaction and discouragement. But the community then played their part, as would be expected, and the system has righted itself. | Sep 10, 2012 4:30 PM |
| 61 | I would say the Board limited the powers of the past President greatly by questioning all he did. The board is NOT without a hidden agenda. | Sep 10, 2012 4:26 PM |
| 62 | I am completely impressed with the sense of collegiality that has become a focal and vocal point for President Lori Gaskin. I think at times that faculty which I am part of in a small way have a sense of power that is not always equitable to classified staff and management. Of course they may be how many college operate. | Sep 10, 2012 3:20 PM |

Q22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

63	I would love to see classified staff included/better represented in institutional decisions.	Sep 10, 2012 2:32 PM
64	With three superintendent-presidents in three years and with regime change on the board of trustees, it's difficult to make generalizations.	Sep 10, 2012 2:24 PM
65	This institution is once again an excellent place for students and faculty since the change in the BOT and President.	Sep 10, 2012 2:10 PM
66	There seemed to be a great deal of partisanship prior to and after the current new board members were elected. Their open conflict with the then-President was painful and divisive. It is my hope that the Board now has a President they can respect and work together with. Also that they have all grown in their understanding of their roles and responsibilities as a Board.	Sep 10, 2012 1:56 PM
67	This is a great school -- administration, staff, faculty, students, programs, resources -- and I am appreciative of the opportunities it has given me. Thank you, SBCC !	Sep 10, 2012 1:43 PM
68	Lori appears to be trying to bring all groups; faculty, staff, management and students; to the table. Lots of bad feelings left over from the way the board got rid of Andreea.	Sep 10, 2012 1:31 PM
69	With the hiring of Dr. Gaskin, I believe SBCC has made a significant step toward overcoming the difficulties of the past few years. I have noticed an overall improvement in the attitude and communication of all members of the SBCC community.	Sep 10, 2012 1:21 PM
70	A difficult survey to complete because we went from three presidents in the past two years. One who I would have marked differently on these questions, the other who was transitional and the new president who has not had enough time to demonstrate her leadership and commitment to the college and the community.	Sep 10, 2012 1:00 PM
71	The college mission and state priorities for the students it servesis not served by the BOT actions regarding its investment in resources/time, disproportionately, to Continuing Education	Sep 10, 2012 12:28 PM
72	SBCC feels like a big family. We all support each other and work together to make this institution one of the greatest in the country. The Serban administration was a rough time for our campus, because President Serban did not share these ideals of working together with many voices involved. The board did their job to protect the integrity of our institution. Dr. Gaskin has so far proven to be a dedicated, effective leader who prioritizes getting our affairs in good order and maintaining healthy levels of communication.	Sep 10, 2012 11:58 AM
73	I am very happy with the new president and have mostly been happy with the Board--a very real improvement over past iterations which seemed disconnected from faculty and more a rubber stamp for presidential decisions. The claim that the Board is some rogue socialist element bent on taking over the college is absurd. We don't need to "take back" the college from this Board (as a very very small but very vocal part of the faculty have stated); we need to thank them for	Sep 10, 2012 11:55 AM

Q22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

taking back the college from past administrators who were not inclined to support shared governance or the will of the community. We are lucky to have a fair minded, open minded president who will work with our Board to support SBCC in its work to improve the lives of students.

74	Difficult time for this survey since the President is so new and has not yet had time to prove many of the statements above. So far it seems that she will be a great asset, and thoroughly improve our institution. The Board has not been transparent in the past, and unilaterally made decisions which were not necessarily in the public's interests. Hopefully they will take the ACCJC warning to heart and change their ways so that this institution will once again be united.	Sep 10, 2012 11:40 AM
75	I have confidence in the SBCC leadership. There are opportunities for an adjunct teacher to keep informed of outcomes; the working relationships that achieve these outcomes are unknown, and probably should be.	Sep 10, 2012 11:40 AM
76	My answers were based on the last 2-3 years of SBCC history, very little of which reflects the current president, Lori Gaskin.	Sep 10, 2012 11:30 AM
77	I have worked here for several years and the beginning of Fall 2012 is the most positive and supportive I have felt about SBCC in a very long time! I am here because of the wonderful students we serve and I look forward to coming to work everyday.	Sep 10, 2012 11:27 AM
78	I think that Lorrie Gaskin has the potential to do great things for SBCC, but it will take a couple of years to see the results. So far her energy and enthusiasm are a welcome breath of fresh air.	Sep 10, 2012 11:19 AM
79	it seems that in the past 2 yrs, the board has taken a more active role in making decisions for SBCC and not completely putting it's trust in the President and/or Administration. I'm not sure who is really in charge, anymore.	Sep 10, 2012 11:14 AM
80	As our college is in a process of transition, I commend the work of our new president, Lori Gaskin, to get this task force to ask very good questions. I am glad the survey was sent to Continuing Education instructors, which is a step in the right direction. However, I hope measures are taken to engage continuing education faculty and students on an ongoing basis with an academic senate for continuing education with access to all teachers' emails, and a student entity that can reach out to all students via mass emails as well. When only administrators have access to parking, paid meeting time, when only administrators, and CEIA leadership are invited to the discussion tables, when instructors don't have access to a faculty email list unless they ask each director to forward, then it is impossible to feel free to communicate with each other and engage each other in governance issues. In general, participants are handpicked by the directors, and some are suddenly not included in emails because they raised issues at the prior meeting. It can get very discouraging. I know people are scared and want to keep their jobs, but with increased communication and participation, better solutions can be identified and implemented and fear can dissipate. Thank you for listening.	Sep 10, 2012 11:04 AM
81	Even as a member of the management group, it was impossible to know what actually was transpiring during the years of Serban's presidency. Much hearsay	Sep 10, 2012 11:00 AM

Q22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

and anecdotes, little transparency about the realities of the budget, etc. I looked to colleagues in higher positions whom I respected for their sense of things, all of whom believed that Serban was like a splinter in the institution that needed to be removed and for healing to be possible. I interacted with Serban periodically and found her attitude disturbing, as if she looked down on the student body. In this regard, I think she was just a poor fit for the community college mission. I believe she did try to limit Faculty power somewhat, which I believe is in the best interest of the whole, but her relational skills and arrogance were ineffectual. I believe that Lori Gaskin is exactly the person SBCC needs to move forward. She seems an excellent fit for SBCC and she is a skillful leader. In summary, the governance and leadership structures and processes at SBCC met a huge test of their solidity in that a new Board could be elected that was able to take on the difficult task of removing an ineffective President, and that all parties could collaboratively bring about a constructive resolution in the form of Lori Gaskin, who clearly understands how all of us collectively must revise the mission of the college to meet current realities.

82	I have confidence in the current Board of Trustees.	Sep 10, 2012 10:50 AM
83	These are difficult questions to answer as SBCC is in a process of great transition -- a new president, new Board members. Although there have been problems in the last few years, the Board seems to be adjusting to its appropriate role. The college owes a lot to Jack Friedlander for facilitating this transition, and we are all excited about the new president.	Sep 10, 2012 10:27 AM
84	It's a new, refreshing day - I have the confidence with Lori providing leadership that SBCC will once again be the excellent, respected institution it is.	Sep 10, 2012 10:25 AM
85	I have little or no knowledge of the Board of Trustees' actions or that of the new president therefore I am not able to assess their performance related to the survey questions.	Sep 10, 2012 10:24 AM
86	I find it sad that a few members of the community chose to go outside of our historically effective existing structures to try to press an agenda that has been ultimately harmful to the college. I also find it sad that the democratic process was treated with great disdain and disrespect by leaders who had previously served the college very effectively. The emotional damage to the college has been great as has been the loss of some faith in the community. I look forward to seeing the campus move forward in cooperation once again.	Sep 10, 2012 10:22 AM
87	I think the the college as a whole is very committed to the students and to excellence.	Sep 10, 2012 10:21 AM
88	The Board needs to get clear on their role and understand that while they were voted in, they should not think they are politicians and behave as such. Some habits are difficult to shake and having a Mayor in the mix sometimes makes it seem as if she is doing another term as such. Also, the Board needs to harness its use of power and make sure they utilize it when there is a need for it and not just because they don't like someone. Power is great but with power comes responsibility and this ear-tug that the Board has been given is to remind them that SBCC is not alone and that there are bodies that will keep them accountable for their behavior.	Sep 10, 2012 10:10 AM

Q22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

89	I have not been involved at the Board level so I do not have a lot of knowledge there. Perhaps efforts to make Board activities more transparent would be beneficial. I feel that the past President did not foster a feeling of community and sometimes dictated rather than negotiated.	Sep 10, 2012 10:01 AM
90	Although we have experienced a transitional period of both financial and leadership changes that could understandably shake any institution, our campus community has demonstrated strength, resiliency, and an unwavering commitment to students. It is my experience that the collective voice is valued, encouraged, and heard. I believe the governance and leadership entities of SBCC have the best interests of students and the campus community as the driving force behind all decision making processes. Thank you for inviting us to respond to this survey.	Sep 10, 2012 9:57 AM
91	I think the board made an outstanding selection with our new president. She truly strikes me as a shared governance leader.	Sep 10, 2012 9:52 AM
92	Since our New President has only been in office a few months, it remains to be seen how the above will be carried out. From what I can see so far and from my understanding of her intent, I answered the above.	Sep 10, 2012 9:51 AM
93	SBCC does not need to be laying people off in CE at this time and I'm shocked that the Board is allowing this. We we needed was to get rid of the current CE VP and the CE dean. How in the world is the work going to be done without the five directors. These five directors are good people, but the VP has tried everything to destroy at least two of them. How can this be allowed to happen? I have no faith in SBCC as a result of this.	Sep 10, 2012 9:05 AM
94	Answers reflect the board's activities regarding the previous President.	Sep 10, 2012 8:58 AM
95	Although I think we have had some rocky times these past few years it seems that with the new president will come a new and positive chapter in the history of SBCC.	Sep 10, 2012 8:24 AM
96	Two years ago, even one year ago I would have disagreed with more of the statements, however with the new president I am starting to feel that we as a college are moving in the right direction. The statements that I did disagree with I feel will probably be addressed as time permits. However I am I answered these questions as I felt they were right now. I am sure that next year as things change if you were to ask me again the answers would be more favorable.	Sep 10, 2012 8:10 AM
97	The Board has accomplished its goal: remove President Serban, replace her with a "yes" person, rid the campus of the VP and Dean of Continuing Education, and all with no thought to how this will impact CE staff, many who have worked for SBCC for numerous years! Very unfortunate!	Sep 10, 2012 8:01 AM
98	After 4 years of complete awfulness, it is so wonderful to have a president who is interested in being positive and putting students ahead of her own agenda. I feel included again and respected. I appreciate the efforts of the BOT to heal our campus and bring the community together again. There is still a lot of angst and division from some of the faculty who can't accept the new board. It is time to move forward and stop focusing on those terrible four years with Dr. Serban. I	Sep 10, 2012 7:14 AM

Q22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

	have hope again for our wonderful institution.	
99	Morale has improved a thousand fold under our new president. I am confident that our duties to the people of California will receive the attention which they deserve after years of self-serving administration.	Sep 9, 2012 1:50 PM
100	SBCC has been a divided college the past few years like never before due to the controversies created by the newly seated BOT members. They created a divisiveness between the credit and non-credit interests part-time and full-time faculty in our community when tough fiscal decisions needed to be made. They removed a President simply because they did not like her and her tough fiscal decisions in the face of declining revenues. Now that she is removed, they ironically are making the same decisions that she recommended. We need to move on, but this Board needs to learn from their mistakes and be flexible and transparent. They have been anything but that.	Sep 9, 2012 10:51 AM
101	Several of these questions asked about the President, who is brand new, SBCC is only in the second week of classes, thus the responses reflect a context of somewhat limited experience with the current leadership. However, this is not meant to detract from the new President, who seems very energized and capable of leading the institution.	Sep 8, 2012 7:33 PM
102	I am pleased with the new Board's leadership and governance.	Sep 8, 2012 2:28 PM
103	The institution is such a busy place that it is often hard to follow policy decisions and implementation when as an instructor you are trying just to stay apace with your own workload. The faculty need more time to actively participate, and by this I don't just mean go to meetings and think about the agenda 15 minutes before, but time to discuss, develop, and debate. Time outside the classroom. Administrators, on the other hand, need time in the classroom, either as instructors or students. We do have administrators who have never taught or taught minimally. This is not good for the institution.	Sep 8, 2012 10:58 AM
104	It's a wonderful place to work, but I've learned to keep quiet because of key administrators who practice favoritism and work non-transparently. The faculty and classified staff are a joy to work with! And best of all, the students are terrific!	Sep 8, 2012 10:39 AM
105	SBCC is exemplary in the philosophy and practice of shared governance.	Sep 8, 2012 7:43 AM
106	The new Superintendent/President's performance in the first two months in office has been quite satisfactory. More time is necessary to evaluate the Board of Trustee's understanding of the scope of their role.	Sep 7, 2012 9:20 PM
107	We have a new president who seems very knowledgeable and I like her. But I have no basis on evaluating her.	Sep 7, 2012 8:42 PM
108	SBCC is an excellent place to create, innovate, and collaborate regardless of the the states financial crisis. We need to remember that when more cuts follow. I am thankful and grateful to work at SBCC.	Sep 7, 2012 8:35 PM
109	Above responses apply only to Continuing Education	Sep 7, 2012 8:25 PM

Q22. Please add any additional overall comments you may have regarding the governance and leadership structures and processes at Santa Barbara City College.

110	SBCC enjoys a high degree of dedication by its faculty, staff and administrators. It's a wonderful place to work!!!	Sep 7, 2012 7:10 PM
111	I have worked at over a dozen colleges and find that the communication, leadership and cooperation between faculty, administration and the board is excellent; by far the best of any college that I have worked at!	Sep 7, 2012 7:01 PM
112	Leadership needs to make a concerted effort to seek out and employ recommendations of classified staff.	Sep 7, 2012 6:32 PM
113	Since President Serban has left, the college governance structures work much more collaboratively and transparently. We now feel completely supported by our administration, and we know we will be heard in the decision-making process. This does not mean that everyone gets his/her way, but all are invited and encouraged to participate in decision-making at the college.	Sep 7, 2012 5:19 PM
114	I can only speak for our department. We are often maligned and not included in decisions that affect our department and its students, yet we are often at the forefront of college efforts, such as SLOs, Student Success, and CIPs. We serve an underserved population of students, 80% of whom are Hispanic. The SBCC leadership should include our department much more than it has in the past and currently in its program development and reorganization efforts.	Sep 7, 2012 5:16 PM
115	The current board majority was elected in 2010 by running a smear campaign that was based on misinformation and lies. It was the first step in a hostile takeover orchestrated by one new board member in particular (who barely won her district) to take control of the Continuing Education Division. Her dedication to the rest of the college is doubted by many of us here.	Sep 7, 2012 4:08 PM
116	I am hopeful that Board will allow President and College to work, without their intrusion and micromanagement of the last couple of years	Sep 7, 2012 3:53 PM
117	The Superintendent/President is too new to make a judgement.	Sep 7, 2012 3:48 PM
118	I realize this evaluation is based on experience in Continuing Education. I cannot answer for the rest of the college, except to say that interactions with campus staff and deans has always been positive - seem to reflect what used to be the culture and humanism of SBCC.	Sep 7, 2012 3:39 PM
119	Participatory governance is alive and well at SBCC.	Sep 7, 2012 3:17 PM
120	There has always been a very good climate of teamwork and innovation here at SBCC. The new president, will not only facilitate that to keep happening, but will encourage further.	Sep 7, 2012 3:15 PM
121	I would like to see a workshop at the next Classified In Service defining the shared governance process at SBCC.	Sep 7, 2012 3:10 PM
122	I am proud to work here.	Sep 7, 2012 3:09 PM
123	Current Board of Trustees has 4 members elected in the last election who are very political	Sep 7, 2012 2:57 PM

Appendix 4

Spring 2013 Governance and Leadership Survey

[This is a re-survey, using the same questions as in Fall 2012, and will be administered February 4-15, 2013. The purpose of the second survey is to note any changes in results and perceptions due to additional passage of time in the President's tenancy, increased awareness of issues addressed in the Special Report, and any other factors. The results of this re-survey will be provided in the final version of this document.]