

SHARED CONSULTATION COUNCIL

SCC MEETING

STRATEGIC PLANNING ~ POLICY & PROCEDURE APPROVAL ~ ISSUE MANAGEMENT ~ CAMPUS COMMUNICATION

Wednesday, August 24, 2011, 3:00 – 5:00 pm

A G E N D A

SWC Mission Statement

*Southwestern Community College District serves a diverse community of students
by providing a wide range of dynamic and high quality educational programs and comprehensive student services.*

Members

4 Academic Senate Representatives:	4 Classified Employee Representatives:	7 Planning Representatives
Randy Beach	Bruce MacNintch, CSEA Rep.	AOC Rep: Mink Stavenga (interim)
Scott Finn	Michele Fenlon, CSEA Rep.	EP/EMC Rep: Victoria López (interim)
Eric Maag	Heather MacNintch, CSEA Rep.	FSC: John Brown (interim)
Gary Creason	Deborah Peckenpaugh, CSEA Rep.	IPRC Rep: Linda Hensley (interim)
4 Administrator Representatives:	4 Associated Student Representatives:	Non-Voting Resource Staff
Aaron Starck, SCCDAA President	Claudia Duran, ASO President	ITC Rep: Paul Norris
Patti Larkin	Tameika Guerrero, ASO Rep.	OIE: Diana Kelly (interim)
Debbie Trujillo	Candy Arias, ASO Rep.	ISLO Rep: Rebecca Wolniewicz (interim)
Bea Zamora-Aguilar	Angel Castro, ASO Rep.	BC Rep: tba
1 Confidential Representative	1 SCEA Representative	Angélica Suárez, Acting VP Academic Affairs
Patti Blevins, Confidential Employees Rep.	Andy MacNeill, SCEA Rep.	Robert Temple, consultant/ Acting VP, Business & Financial Affairs
		Joseph Quarles, Interim VP for Human Resources
Valerie Goodwin-Colbert (Facilitator)	Guest(s):	Angélica Suárez, VP Student Affairs
		Linda Gilstrap, Dean, OIE
Rosalva Garcia (Recorder)		Ben Seaberry, IT Director

10 + 1 Mutual Agreement

9. District and college governance structures, as related to faculty roles.
 10. Processes for institutional planning and budget development including self-study and annual reports.
 11. + 1 Other academic and professional matters as mutually agreed between the Gov. Board & the Academic Senate.

AGENDA ITEM	PRESENTER/S	DECISION
1. Call to Order / Approval of Agenda	Co-Chair: Stuart	
2. Approval of the Minutes: <ul style="list-style-type: none"> • July 27, 2011 • Retreat 8/3/11 	Co-Chairs: Whittaker/Stuart	
3. Student Drawing	Hensley	
4. Membership / Org Chart -Revised (handout)	Whittaker/Stuart	
5. SCC Operating Principles -Revised (handout)	Goodwin/Stuart	
6. Facilities Committee: purpose & membership		
7. Shared Decision Making/Planning Manual Update	Whittaker/Stuart	
I. Strategic Planning		
8. Strategic Planning Update: (handouts) <ul style="list-style-type: none"> • Office of OIE Update • Mission, Vision & Values 	Gilstrap	
9. Campus Climate Survey	Stavenga	
10. Prioritization: Update	Co-Chair: Whittaker	
II. Policy/Procedures Development		
11. Policy & Procedures: Closing the Loop <ul style="list-style-type: none"> • Consultation Form (handout) • Posting of Policies/Procedures 	Whittaker/Stuart/Blevins	
12. Constituency Feedback requested: 2 nd reading Policy & Procedure Flowchart – Chart (handout)	Co-Chairs: Whittaker/Stuart Quarles/Blevins	
13. Policy/Procedure #4060 Delineation of Function 2 nd reading (handouts)	Co-Chair: Stuart	

14. Policy & Procedures 3900: Freedom of Expression (Policy already approved – needs ratification; Procedures require consultation) 1st reading (3 handouts: Policy, Procedures & Chronology)	Co-Chairs: Whittaker/ Stuart & Freedom of Expression Task Force	
15. Fraud Policy & Procedures, 1st reading (handouts)	Co-Chair: Whittaker	
16. Policy & Procedure 4050 Articulation, 1st reading (handouts)	Co-Chair: Stuart	
17. Policy & Procedure 3300 Public Records, 2nd reading (handouts)	Whittaker/Blevins	
18. Smoking Policy & Compliance—need procedures (handouts)	Brown/Whittaker	
III. Issue Management		
19. Reorganization: <ul style="list-style-type: none"> Task Force to Address Reorganizations: appointments requested from constituent leaders VPAA appointment: Recommendations from Academic Senate <ul style="list-style-type: none"> Acting Permanent VPBFA Update VPHR Update 	Co-Chair Whittaker	
20. Creation of Think Tank Group: for Innovative Instructional Planning & Revenue Generating Planning	Co-Chairs: Whittaker/Stuart	
21. Creation of Sustainability Task Team: for Recycling & Utilities	Co-Chairs: Whittaker/Stuart	
IV. Campus Communication		
22. VP Salary Schedule Proposal (2 handouts)	Whittaker/Quarles/Temple	
V. Standing Committee Reports		
23. Accreditation Oversight Committee (AOC)	Stavenga/Vess	
24. Enrollment Management Committee (EP/EM) <ul style="list-style-type: none"> Enrollment Projections 	Stavenga/Lopez	
25. Facilities & Safety Committee (FSC)	Brown/tba	
26. Institutional Program Review Committee (IPRC)	tba/Wolniewicz	
27. Institutional Technology Committee (ITC)	Seaberry/Stuart	
28. Organizational Effectiveness Committee (OEC) <ul style="list-style-type: none"> Committee on Committees Retirement Recognition Task Team 	Quarles/Kelly	
29. Budget Committee (BC) <ul style="list-style-type: none"> Governmental Relations Update 	Temple/MacNeill Bender	
30. Items for future agendas		
VI. IBB Process Check		
<ul style="list-style-type: none"> Meeting Feedback 	Co-Chairs: Whittaker/Stuart	
Follow – Up Log		

Next Regular SCC meeting: **September 4, 2011**

WRITTEN REPORTS:

1. **50th Anniversary Media/Promo Book:** The 50th Anniversary Committee has decided that a major event for them will be the production of a table-top book, commemorating 50 years at SWC.

2. Emergency Plan Update: The contract for services to produce the SWC emergency plan was approved by the Board late last spring and is underway.

3. SWC Website At the end of the spring semester, the Web Task Team supported Chris Bender's recommendation that we move forward with the current web conversion, using our current web product as Phase I, but recognizing that it will most likely only be good for 12 – 18 months. Current funding and staffing was not available to start from scratch in producing a totally new web presence and the general consensus was to update our site using our current web product, eliminate garbage and obsolete information, add missing components, and launch the new site in December 2011. Jeff Dillon and support staff are currently meeting with Schools and areas to review specific web content. Once the new web site is launched, a sub-committee will be formed to review the site's attributes and to determine where we want to go from here, providing users the opportunity to provide input in anticipation that a new system may be needed for Phase II web development.

PUBLIC RECORDS

DRAFT

Reference: Government Code Sections 6250 et seq. (California Public Records Act)

In enacting the Public Records Act, the California Legislature finds and declares that access to information concerning the conduct of the people's business is a fundamental and necessary right of every person in this state.

Members of the public shall have the right to access public records in the possession of the Southwestern Community College District which is a "local agency" as defined by Government Code Section 6252(a).

"Public records" includes any writing containing information relating to the conduct of the public's business prepared, owned, used, or retained by any state or local agency regardless of physical form or characteristics.

"Writing" means any handwriting, typewriting, printing, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols, or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored.

"Member of the public" means any natural person, corporation, partnership, limited liability company, firm, or association, elected member or officer of any state or local agency.

The procedures for access to public documents, pursuant to the requirements of the California Public Records Act, are contained in District Procedure No. 3300.

SMOKING & TOBACCO PRODUCTS

*Reference: Government Code Sections 7596, 7597, and 7598;
Labor Code Section 6404.5;
Title 8, Section 5148*

1. Smoking and other uses of tobacco products are prohibited in all enclosed places of employment, including enclosed patios, lobbies, lounges, elevators, stairwells and restrooms under the direct jurisdiction of Southwestern Community College District. This prohibition shall apply to all properties owned or leased by the District. Smoking and other uses of tobacco products are prohibited in all District-owned vehicles.
2. Smoking and other uses of tobacco products are prohibited within the confines of the perimeter road (Chula Vista campus), and in the walkways adjoining the perimeter road.
3. Smoking and other uses of tobacco products are prohibited in any outdoor area within 20 feet of a main entrance, exit, or operable window of any building under the direct jurisdiction of Southwestern Community College District.
4. Smoking and other uses of tobacco products are permitted only within designated smoking areas.
 - **Chula Vista Campus:** A minimum of four locations adjacent to existing parking lots will be designated as smoking areas, one at each of the four sides of the campus (north, south, east and west).
 - **Higher Education Centers:** One location will be designated as a smoking area at each of the Centers.
5. The sale of, advertisement for, and/or promotion of tobacco products is prohibited on any property under the jurisdiction of the District.
6. All smoking materials must be extinguished before being discarded in a receptacle provided by the District in the designated smoking areas.
7. Violations of this policy shall be reported to the Campus Police Department.
8. Violation of this policy by District employees will result in disciplinary action pursuant to current District policies and procedures.
9. Violation of this policy by students will result in disciplinary action pursuant to District Policy No. 5500, "Standards of Student Conduct."
10. The Student Health Services Office will maintain a current listing of tobacco use cessation programs available to assist employees and students.

FREEDOM OF EXPRESSION

DRAFTED BY FOE TASK FORCE

Revisions completed 8-2-11

Southwestern Community College District (hereafter referred to as the “College District”) hereby establishes the following procedures, pursuant to Education Code Section 76120 and College District Policy No. 3900.

The College District celebrates the right of free expression and believes that the ability to exchange, challenge and explore ideas is an important part of the College District’s educational mission. This Procedure reaffirms the right to free expression and clarifies the allocation of campus resources for purposes of expressive activities. This Procedure further intends that expressive activities on College District property shall occur in harmony with College District operations.

Students, faculty, and staff are free to exercise the rights to assemble and engage in expressive activity in a constitutionally-protected manner subject only to the content-neutral regulations necessary to fulfill the mission and obligations of the College District, preserve the rights and safety of others, coordinate multiple uses of limited space, assure preservation of facilities and grounds, and assure financial accountability for any damage caused by these activities.

Displaying signs, gesturing, wearing symbolic clothing, or otherwise protesting silently are protected expressive activities unless the result is disruptive activity as defined by applicable law.

Expressive activity may not create a vehicular or other safety hazard nor constitute disruptive activity, defamation, riotous conduct or obscenity as those terms are defined by applicable law, and may not impede access to other expressive activity, such as blocking the audience’s view or preventing the audience from hearing a speaker.

I. Campus Use

Students and employees may engage in expressive activity on College District property without the need for prior reservation or registration except as set out in this Procedure.

The College District has identified a number of areas for expressive activities which may be used without a reservation. However, these identified specific areas may be reserved on a first-come, first-served basis, using the Campus Use Request Form. Those who have reserved a specific area will have use of the area during the reserved period. Priority consideration will be given for use of College District grounds and facilities as follows:

1. instructional and administrative activities of the College District;
2. activities sponsored by an academic or administrative department of the College District;

FREEDOM OF EXPRESSION**DRAFTED BY FOE TASK FORCE*****Revisions completed 8-2-11***

3. activities by students or employees, including student or employee organizations; the Associated Student Organization (ASO) retains priority for the student amphitheater area during college hour;
4. activities by individuals or groups not affiliated with or sponsored by the College District (“Visitors”).

❖ Reservations/Campus Use Request Form

The Campus Use Request Form is available from the Office of Student Activities on the Chula Vista campus or appropriate office at the Higher Education Centers listed on the form, or at the College District’s website (<http://www.swccd.edu>). The Request Form is to be completed in full and submitted via fax or delivered in person to the appropriate office within five (5) working days of the proposed expressive activity. If the request includes amplified sound, equipment or special set up, the request must be submitted at least seven (7) working days of the proposed expressive activity. The completed Request Form shall be submitted via fax or delivered in person to the appropriate office at the location where the expressive activity will take place.

The purpose of the Campus Use Request Form is to:

- establish priority use of an identified area within the College District;
 - request tables, chairs, and/or a podium;
 - notify the College District of the use of amplified sound;
 - notify the College District of a planned parade, march, or rally route; and/or
 - notify the College District of campus use by Visitors.
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- **Tables, Chairs, and/or Podium Use:** The College District may provide tables, chairs, and/or podiums as available, on a first-come, first-served basis. Specific location, set up, and needs must be clearly indicated on the Campus Use Request Form. The Campus Use Request Form must be submitted via fax or delivered in person to the Office of Student Activities on the Chula Vista campus or appropriate office at the Higher Education Centers at least seven (7) working days in advance of the planned event to allow for processing by the Facilities & Maintenance Office.
 - **Amplified Sound:** A Campus Use Request Form is required to use amplified sound. Amplified sound may be used only at the locations, areas and times as identified on the Campus Use Request Form. The College District will not provide sound equipment; it will provide only the power source.
 - **Parades, Rallies, or Marches:** A Campus Use Request Form must be submitted to obtain approval prior to conducting all parades, rallies, or marches, including silent protests, that will cross or use vehicular or pedestrian thoroughfares, or are likely to

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stop or slow traffic. Routes for parades, rallies, and marches must be clearly designated to avoid substantial disruption of the orderly movement of pedestrian and vehicular traffic and may not impede emergency services access.

II. Campus Use Oversight

The Office of Student Activities in the Student Center on the Chula Vista campus (or the appropriate office at the Higher Education Centers) is responsible for:

- providing access to and managing Campus Use Request Forms; and
- approval and/or denial of Campus Use Request Forms.

The Dean of Student Services, or designee, is responsible for:

- identifying locations and establishing times for use as areas for priority reservation and for the use of amplified sound; and
- relocating expressive activities when necessary to ensure the rights of those involved in expressive activities are protected and the College District maintains effective and safe operations.

III. Approval or Denial of Campus Use Request Forms

All Campus Use Request Forms will be responded to within five (5) working days of submission. Completed Request Forms shall be submitted via fax or delivered in person to the appropriate office at the location where the expressive activity will take place. Requests shall not be denied based on the content of the proposed expressive activity.

Requests may be denied if:

- an earlier request to reserve the same location and time has been made;
- the area requested will conflict with an official College District function;
- an area cannot be identified where the use of amplified sound would not interfere substantially with a previously established event or operation;
- the requested expressive activity will endanger the health and safety of participants or others;
- the number of the requests for specific locations precludes equal access by others requesting use; and/or
- the Campus Use Request Form has not been completely filled out and/or properly submitted.

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A Campus Use Request Form for a parade, rally, march or silent protest will be denied for the following reasons:

- The expressive activity will substantially interfere with an earlier submitted and approved expressive activity;
- The expressive activity will substantially interfere with instruction or College District operations; or
- The location of the expressive activity will endanger the health and safety of participants.

In the event that a Campus Use Request Form is not approved, the appropriate office will provide the reason and will, where feasible, suggest an alternative to facilitate the request.

IV. Relocation of Expressive Activities

Individuals or groups engaged in expressive activity may be relocated by the Dean of Student Services, or designee, and/or the Campus Police, under any of the following circumstances:

- the area has been previously reserved by another Campus Use Request Form;
- the noise generated by the activity, either by amplified or ambient sound, substantially disrupts an official College District function or operation;
- the location does not safely accommodate the number of participants; creates unsafe conditions for vehicular or pedestrian traffic or parking; or blocks ingress or egress to buildings or official College District activities;
- the area has been reserved for an official College District function, or is needed to adequately permit College District business;
- the activity creates a health, welfare, or safety hazard; or
- the activity creates a substantial probability of interference with fire, police or other emergency services.

V. Distribution of Non-Commercial Literature, Signs, Banners, Postings

Literature may be distributed on College District grounds or facilities. The manner of distribution shall not hinder safety or access to College District grounds or facilities. Literature to be distributed on College District grounds that conveys to a reasonable person a reference of affiliation with the College District shall include the statement that it is not official College District literature and does not necessarily represent the view or official position of the College District. Students, employees, organizations, and/or others who

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distribute literature are encouraged to be considerate in removing litter caused by recipients who do not appropriately dispose of unwanted literature.

Individuals shall display signs and banners only on designated public bulletin board areas and kiosks, and/or by holding them. Signs and banners posted on designated public bulletin board areas must receive a date-limit stamp from the appropriate office. Please contact the Office of Student Activities on the Chula Vista campus or appropriate office at the Higher Education Centers, or refer to the College District website. Postings must be removed by the distributor by the date limit.

The College District reserves the right to remove signs, banners, or postings that are not in compliance with this Procedure.

VI. Disruption by Visitors

Any person who is not a student or employee of the College District and who is not required by his or her employment to be in areas owned, operated or controlled by the College District will be directed to vacate the premises if it reasonably appears that such person is committing any act that substantially disrupts the orderly operation and/or educational processes of the College District.

VII. Commercial Activity

This Procedure does not pertain to commercial activity. A Commercial Vendor Contract must be submitted to the Office of Student Activities in the Student Center on the Chula Vista campus or the appropriate office at the Higher Education Centers.

VIII. Definitions:

Ambient Sound: sound generated by individuals or groups.

Amplified Sound: sound that is increased or enhanced by any electric, electronic, or mechanical means.

Campus: all areas and facilities owned, leased, or controlled by the College District.

Commercial Activity: activities for the purpose of selling or marketing goods or services.

Disruptive Activity: expression that by its manner substantially disrupts the orderly operation and/or educational processes of the College District.

Employees: individuals who are employed in any capacity by the College District.

Expressive Activity: the oral or symbolic expression of an idea, thought, or opinion for purposes of communicating the idea, thought, or opinion to an in-person public audience greater than 10 persons who are physically present on College District property. Includes speech, assembly, marches, parades, rallies, picketing,

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distribution of literature, graphic or pictorial displays, and other similar activities intended to communicate an idea or opinion. Expressive activities do not include speech that is intended to incite or produce and, in fact, likely to incite or produce imminent lawless action; expression that consists of “fighting words” or threats of physical harm; or expression that is defamatory, obscene, or commercial in nature.

Official College District Function: activities, events, and programs sponsored by an academic or administrative unit of the College District or by student or employee organizations.

Students: individuals currently enrolled at any educational facility of the College District

Visitor: an individual or group who is not a student or employee of the College District.

Working Day: Monday through Friday, excluding holidays and other days when the College District is not open for business.

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Reference: Education Code Section 76120

Southwestern Community College District (hereafter referred to as the District) is committed to providing a healthy, safe, and productive environment in which academic success and the pursuit of knowledge are priorities. The District recognizes that freedom of expression and public assembly are fundamental rights of all persons as stated in the Constitutions of the United States and the State of California and are essential components of this educational process.

The District shall adopt rules and regulations relating to the exercise of free expression by students, employees and visitors upon its premises, which shall include reasonable provisions for the time, place, and manner of conducting such activities. Such rules and regulations shall not prohibit the right of individuals to exercise free expression including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, and the wearing of buttons, badges, or other insignia, except that expression which is obscene, libelous or slanderous according to current legal standards, or which so incites persons as to create a clear and present danger of the commission of unlawful acts on District premises, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District, shall be prohibited.

See District Procedure No. 3900 "Freedom of Expression"

ARTICULATION

Articulation Definition

Articulation is the process of developing a formal written and published agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to or acceptable in lieu of, specific courses requirements at a “receiving” campus. Articulated courses are not to be construed as equivalent but rather as comparable or in lieu of each other. A successful articulation process provides students the opportunity to progress to the next level of instruction at a receiving institution.

Southwestern Community College District Articulation

The Southwestern Community College District’s articulation process is similar to other California community colleges in that the Articulation Officer acts as a liaison among the college faculty, university faculty and university Articulation Officers. Course articulation is essential to student transfer and therefore, the Articulation Officer must ensure curriculum information (e.g. additions, change and/or modification) is accurate and consistent with statewide university timelines. Because timelines are established by the 4 year universities for course submission, it is the responsibility of the Articulation officer to make sure the campus curriculum committee adheres to those specific timelines.

The Southwestern College Articulation Officer works closely with the Office of Instruction and Academic Affairs because of curriculum and catalog input. The Curriculum Calendar is a collaboration between the Office of Instruction and the Articulation Officer to reflect timelines established by statewide articulation and reporting.

Curriculum

All relevant issues that could likely affect course articulation need to be addressed through the curriculum review process. This includes but is not limited to comparable courses at receiving institutions, objectives, content or description changes, textbook and/or rationale for changes. It is the responsibility of discipline faculty to find comparable courses and relay the courses to the Articulation Office for transfer submission. All curriculum timelines that relate to course articulation must be met to be consistent with university submission dates.

University Course Submissions and Reports

Submissions to the California State University (CSU) and University of California (UC) are due at various times of the year and are as follows:

1. The CSU Baccalaureate List updates are due April-May of each year. The CSU has given the community college Articulation Officers access to entering courses on the Baccalaureate List through Articulation Systems Stimulating Interinstitutional Student

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Transfer (ASSIST). All transferable courses must be included on this list before consideration can be given to the other types of articulation such as general education, major preparation and course-to-course;

2. General Education submissions, which include the CSU General Education Breadth and the Intersegmental General Education Transfer Curriculum (IGETC) are due in December of each year with results received in April or May;
3. The UC Transfer Course Agreement requires bidding for a submission date yearly with request for bids typically sent in the month of March.

Other submissions include San Diego State University in April thru May every year with results received pending receipt of a current Southwestern College catalog;

1. Submissions to public and private universities per their request vary throughout the year.

Private University Articulation

Articulation with private colleges and universities is initiated by the private institution through the process of the private institution determining what courses are acceptable from Southwestern. These agreements are not necessarily bilateral and students returning to Southwestern may have to request an evaluation of courses for acceptance. The Articulation Officer does not determine what public universities will accept from private colleges or universities.

Pursuant to the California Intersegmental Articulation Council Policy and Procedures Handbook, articulation is done only with regionally accredited colleges and universities. The Articulation Officer must be responsible for checking the accreditation of a college before entering/signing an articulation agreement with a private campus.

It is not the responsibility of the Articulation officer to authorize Memorandums of Understanding (MOU) with universities. However, when input is requested by administration, these documents can be reviewed by the Articulation Officer and forwarded to the cognizant dean or vice president to obtain the appropriate signature.

ASSIST

ASSIST is the official repository for all California public institutions of higher education lower division transferable courses. It is the responsibility of the Southwestern College Articulation Officer to update and monitor changes in ASSIST consistent with the established university and ASSIST deadlines. This includes course outline input and submission to the CSU and UC systems through ASSIST via Online System for Curriculum and Articulation Review (OSCAR). The course outline submission is consistent with the university reporting timelines.

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Southwestern Community College District Catalog Review and Mailing

It is the responsibility of the Southwestern College Articulation Officer to review the college catalog during the update process. The Articulation Officer reviews course transferability and updates general education plans, which include Associate Degree, CSU General Education Breadth and the IGETC for inclusion in the catalog, posting in Public Folders, the Transfer Center and satellite campus. Mailing of the catalog happens on a yearly basis and is essential to the university articulation process. The catalog is sent to all regionally accredited public and private community colleges and universities with multiples being sent upon request. Universities rely on receipt of the catalog to assist in the articulation review process. The Southwestern College Articulation Officer makes sure this process takes place for the purpose of not inhibiting student transfer. Timely publication and distribution of the catalog by late spring will assure that all articulation agreements are in place by fall to accommodate student needs.

California Intersegmental Articulation Council (CIAC)

CIAC is a collaborative body consisting of California community colleges, CSU, UC and private Articulation Officers. The Southwestern College Articulation Officer maintains membership, which is required and dues are paid yearly. The CIAC body has a fall and winter one day conference held in Long Beach, CA for the south regions in California. All Southern California Intersegmental Articulation Council (SCIAC) members are expected to attend. These conferences provide articulation updates from the California Community College Chancellor's Office, the CSU Chancellor's Office, the UC Office of the President and private colleges or universities. The CIAC statewide conference is held once a year, typically in April rotating between the northern and southern regions in California.

County Articulation Council (CAC)

CAC consists of all regionally accredited community colleges, CSU, UC and private institutions in the San Diego/Imperial Valley Region 10 area. The Southwestern College Articulation Officer is a member of this group, which provides for county wide dialogue on issues that affect articulation. These issues are brought forward to the statewide CIAC membership for address and resolution. The chairperson is rotated on a two-year cycle and a representative to the Community College Chancellor's Office is selected from the membership.

High School Articulation

High school articulation consists of courses that are technical in scope and content. The Southwestern College Articulation Officer reviews these courses yearly to ensure the appropriate courses are included.

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High school articulation is done through the Tech Prep Program which provides students the opportunity to earn college credit for courses taught in high school. In this program, the 2+2 model is used which includes the last two years of high school and the first two years of college. Articulation agreements are established between the College District and local high schools as a result of partnerships. Together, the College District faculty and high schools examine course curriculum within their respective disciplines and determine that select courses are equivalent in content. A formal agreement is written that identifies the equivalency among these courses. These agreements are reviewed on a yearly basis.

The Dean of Instruction or the designated College District Tech Prep Coordinator is responsible for keeping the Southwestern College Articulation Officer informed of changes and/or additions to high school articulated courses. These courses can be used to satisfy Associate Degree requirements for major preparation at Southwestern Community College District and typically transfer to four-year colleges and universities for elective credit.

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Reference: *Title 5 Section 51022(b);
Education Code Section 66720-66744*

~~The Southwestern Community College Superintendent/President, in accordance with the California Community College Chancellor's Office and the California Intersegmental Articulation Council, shall establish procedures to assure appropriate articulation of the College District's educational programs with proximate high schools and baccalaureate level institutions. District Governing Board supports articulation activities as a vital function of the College's transfer mission:~~

~~The procedures also may support articulation with other community colleges and institutions that are not geographically proximate which are appropriate and advantageous for partnership with the Southwestern Community College District.~~

~~Articulation is the shared responsibility of the Offices of Instruction and Student Services.~~

~~The college will designate an articulation officer(s) responsible for articulation with the four-year institutions and the secondary segment.~~

~~The responsibilities of the Articulation Officer(s) relative to the four-year institutions will include, but not be limited to: updating current articulation agreements; initiating and negotiating new articulation agreements; coordinating articulation activities involving administrative, instructional and counseling staff from the two segments; disseminating articulation information to on-campus staff and students.~~

~~The responsibilities of the Articulation Officers(s) relative to the secondary segments will include, but not be limited to: initiating articulation projects in basic skills, college preparation courses and vocational program preparation; coordinating articulation activities involving faculty, counselors and administrators from secondary and college segments; disseminating articulation information to secondary students, faculty, counselors, administrators and parents.~~

~~The College will publish articulation agreements with the four-year institutions in the college catalog and other appropriate college publications.~~

Delineation of Functions Agreements

Whenever a mutual agreement with a school district or other educational entity relating to responsibility for noncredit continuing education programs is required by state law, the Superintendent/President shall present an appropriate memorandum of understanding to the Governing Board for approval.

Reference: California Education Code Sections 8535 and 8536

DRAFT

Delineation of Functions Agreements

In order to be in compliance with Education Code Sections 8535 and 8536, whenever the College District is approached by another educational agency (public school district or community college district) or wishes to offer non-credit adult education classes, the following procedure will be implemented:

- 1) The Vice President for Academic Affairs will initiate or receive the proposal to offer non-credit adult education classes from the requesting educational agency, following the requirements outlined in Education Code Section 8535.
- 2) The Vice President for Academic Affairs will review the proposal with respect to whether the proposed courses fit within the College District's non-credit curriculum. Such review would consist of, but not be limited to, information on course titles, course content, projected enrollment, location of and faculty credential requirements. The Vice President for Academic Affairs will review the proposal and will consult with the Academic Senate and other administrators and committees as appropriate.
- 3) If approved, a memorandum of understanding specifying a Delineation of Functions Agreement will be developed jointly with the other educational agency. The agreement shall contain all legal and contractual obligations of either educational agency under the program. Furthermore, the written agreement shall specify that only courses that qualify as community college noncredit education under Education Code Section 84757 shall be offered by the College District.
- 4) The memorandum of understanding specifying the Delineation of Functions Agreement will be submitted to the Governing Board for approval.
- 5) If approved by the Governing Board, appropriate paperwork and reports required by the California Community college Chancellor's Office will be completed in a timely fashion and submitted for implementation.

Reference: California Education Code Sections 8535, 8536, 84757



Southwestern College
 Strategic Planning Forum
 Saturday, October 1, 2011
 8:30 am – 1:30 pm
 Student Union East

Forum Activities

Time	Presentation	Participants
8:30a-9a	Continental Breakfast	All attendees
9am	Welcome	Denise Whittaker, Interim Superintendent/President Angie Stuart, President, Academic Senate Linda Gilstrap, Dean, Institutional Effectiveness
9a-10:30a	Environmental Scan Presentation and Panel Discussion	Denise Whittaker, Interim Superintendent/President Stephen Weidlich, AECOM Linda Gilstrap, Dean, Institutional Effectiveness <ul style="list-style-type: none"> • Brian Stern, SWC Research Assistant Jim Sandoval, City Manager, Chula Vista John Brown- Director of Facilities Operations & Planning Mike Brown, City Manager, Imperial Beach Chris Zapata, City Manager, National City
10:30a -10:45a	Break	All participants
10:45a-11:15a	Framework for Strategic Plan <ul style="list-style-type: none"> • Mission/Vision/Values • Strategic Priorities 	Angie Stuart Linda Gilstrap
11:15a 12:15p	Development of institutional goals per strategic priorities	Co-chairs of strategic priorities
12:15p-1:00p	Lunch	All participants
1p-1:30p	Report out of institutional goals	Co-chairs of strategic priorities
1:30p	Closing Remarks	Denise Whittaker, Interim Superintendent/President

Marketing Activities

August 29, 2011	Save the Date email to all college faculty, staff and college advisory groups; SWC Website posting
September 9, 2011	Invitation/flyer sent via email to community, education, government leaders
September 12, 2011	Global email with full information about community forum to all faculty and staff
September 24 & 30	Newspaper ads
September 26	Global email reminder to college community

2011-12 STRATEGIC PLAN

SOUTHWESTERN COLLEGE...



STRATEGIC PRIORITIES

- Student Access
- Student Success
- Economic, Workforce & Community Development
- Financial Resources and Development
- Organizational Effectiveness
- Human Resources
- Teaching and Learning
- Institutional Technology and Research

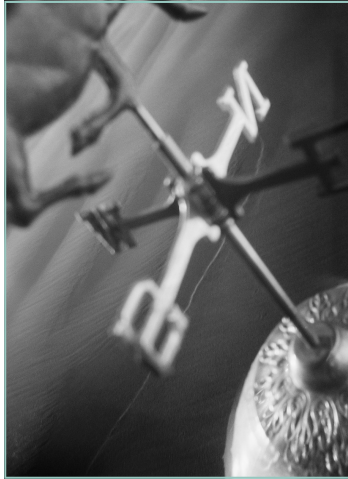
*Facilitated by
Southwestern
College's
Shared
Consultation Council*

Mission Statement

Southwestern Community College District serves a diverse community of students by providing a wide range of dynamic and high quality educational programs and comprehensive student services.

The District provides educational opportunities in the following areas: associate degree and certificate programs; transfer; professional, technical, and career advancement; basic skills; personal enrichment; non-credit adult education; community services; and economic, workforce, and community development

We promote student learning and success by committing to continuous improvement that includes planning, implementation, assessment, and evaluation.



Institutional Values

The following values guide how the institution thinks and acts—essentially defining the enduring character of the institution:

- **Mutual Respect**—to treat one another with respect, dignity, trust, and fairness, appreciating the diversity of our community, students, and work force, in a collegial and cooperative manner
- **Shared planning and decision making**—to engage in a collaborative process in which creative thinking, ideas and perspectives contribute to the well being of the entire College community
- **Integrity**—to say what we mean, to deliver what we promise, to fulfill our commitment and to stand for what SWC values
- **Accountability**—to assume responsibility for our College's future as stated in our mission and goals
- **Cultural competence and commonality**—to positively engage our College community in developing a deep appreciation of and collegiality among all cultures
- **Scholarship and love of learning**—to foster and pursue one's curiosity and passion to seek knowledge and gain deeper understanding
- **Critical inquiry and thinking**—to nurture intellectual exploration and develop the analytical skills to problem-solve in new situations throughout life
- **Life-long learning**—to insure a vital and imaginative learning environment
- **Practical and responsive**—to provide practical educational experiences





STATE CHANCELLOR'S OFFICE

Mission Statement

The mission of the California Community Colleges Board of Governors and the state Chancellor's Office is to empower the community colleges through leadership, advocacy and support.

Vision Statement

The vision of the board and chancellor is to build a better future for California by providing exceptional leadership, advocacy and support on behalf of California's Community Colleges. These efforts will foster access, success and lifelong learning for all students while simultaneously advancing the state's interests in a skilled workforce and an educated citizenry.

Southwestern College...
changing lives, transforming generations

SWC GOVERNING BOARD INSTITUTIONAL GOALS

1. Ensure restoration of full accreditation status and continue to use accreditation standards to guide strategic planning and operations.
2. Continue development of integrated data systems that provide information for measureable student success that support college operations and institutional decision-making. Build a culture of evidence.
3. Ensure that the college District budget effectively addresses the current fiscal crisis and provides fiscal stability to maintain instructional, student support, and operational integrity.
4. Ensure a state of the art teaching, learning, and work environment, including but not limited to technological advancement.
5. Taking into consideration anticipated severe budget reductions, develop a plan to prioritize the SCCD focused Mission for the determination of resource allocation.
6. Optimize resources and generate revenue for and through programs, partnerships, and grants.

Southwestern College Strategic Plan 2011-12

2011-12 ANNUAL STRATEGIC PLANNING ACTION PLANS

Priority 1 & 2

Student Access and Success

1. Determine feasibility of institutionalizing Basic Skills Initiative projects based on empirical data.
2. Focus on options for the forward transfer of students to colleges & universities.
3. Increase number of new students who obtain a roadmap leading to their educational goal.
4. Establish initiatives for career pathways with local high schools.
5. Establish a marketing plan to promote the accessibility of the Higher Education Centers.

Priority 3

Economic, Workforce & Community Development

1. Finalize & implement a college-wide workforce & Business Development (WBD) Plan that inventories and promotes current SWC programs that support economic workforce and community development efforts and identifies new/emerging program areas in need of development.
2. Support the creation, retention, and expansion of business and industry to contribute to the revitalization of our local economy.

Priority 4

Financial Resources and Development

1. Provide a transparent budget development process & a balanced budget.
2. Reconcile primary bank accounts by the end of the following month.
3. Implement new technologies within Financial Resources including technologies to better manage human resources, physical assets and financial budgeting and forecasting.

2011-12 ANNUAL STRATEGIC PLANNING ACTION PLANS

Priority 5 & 6

Organizational Effectiveness and Human Resources

1. Review & clarify the purposes, roles and responsibilities of participatory decision-making for all stakeholders and ensure a cyclical review.
2. Strengthen professional development by implementing individualized professional department plans for all stakeholders.
3. Foster a positive work environment by promoting cultural competency among all constituency groups.
4. Foster a positive work environment by strengthening mutual respect among all constituency groups.

Priority 7

Teaching and Learning

1. Provide a state-of-the-art environment that supports effective instruction, learning, and learning support services.
2. Encourage innovation in teaching methodologies and/or modes.
3. Promote critical thinking.

Priority 8

Institutional Technology and Research

1. Access, identify and correct key technology infrastructure issues that are detrimental to our organizational operations.
2. Implement the SWC Technology Plan in conjunction with the Institutional Technology Committee.
3. Provide accurate, easily accessible data to address performance measures and support institutional program review.

**Southwestern College
Shared Consultation Council**

Denise Whittaker
Angelina Stuart
Randy Beach
Eric Maag
Gary Creason
Scott Finn
Andy MacNeill
Claudia Duran
Tameika Guerrero
Candy Arias
Angel Castro
Bruce MacNintch
Michele Fenlon
Heather MacNintch
Deborah Peckenpaugh
Bea Zamora-Aguilar
Aaron Starck
Patti Larkin
Debbie Trujillo
Patti Blevins
Angelica Suarez, Ph.D. (Resource)
Robert Temple (Resource)
Joseph Quarles (Resource)
Ben Seaberry (Resource)
Mink Stavenga (Resource)
Linda Hensley (Resource)
Linda Gilstrap (Resource)
Rebecca Wolniewicz (Resource)
Valerie Goodwin (Facilitator)
Rosalva Garcia (Recorder)

**Southwestern Community
College
District Governing Board
Members**

Tim Nader,
Board President

Norma L. Hernandez,
Board Vice President

Humberto Peraza

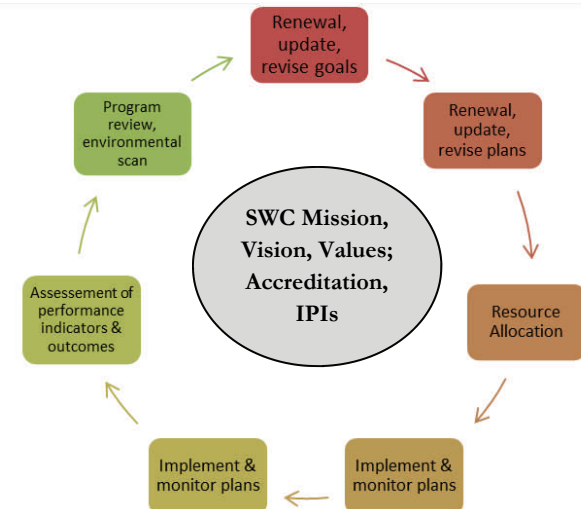
Jean Roesch, Ed.D.

Terri Valladolid

Claudia Duran,
Student Trustee

Denise Whittaker,
Interim Superintendent/
President and Secretary to
the Board

SWC's Integrated Planning Annual Cycle



CHRONOLOGY
SWC Policy and Procedure development
FREEDOM OF EXPRESSION
No. 3900

October 2009	Freedom of Expression incident with Dr. Chopra and faculty/staff/students <ul style="list-style-type: none">• College District receives correspondence from ACLU & FIRE to consider revisions to Policy & Procedures 3900• Task Force was formed to revise Policy & draft Procedures 3900. (See below for membership)• Task Force met regularly throughout Spring 2010• After several meetings, a draft of the Policy and Procedures was shared with ACLU/FIRE. It was determined that legal advice was needed. College District hired Ray Artiano, legal consultant and subject-matter expert from the law firm of Stutz Artiano, who suggested going back to the only basic language of the law for the policy language.
April 21, 2010	Task Force obtained full consensus on draft Policy language; language for Procedures 3900 did not reach full consensus but it was agreed to send it out for consultation.
April 28, 2010	Draft Policy & Procedure 3900 was sent by email to former GBA&PPRC for constituent review and input no later than 5/15/10 in hopes of having items ready for first reading at the June 2010 Governing Board meeting.
May 7, 2010	Letter of objection was received regarding draft Procedures 3900 from ACLU.
May 12, 2010	Letter of objection was received regarding draft Procedures 3900 from FIRE.
June 2010	The College District retained Jon Pearl, esq. to review and provide draft language for Procedures 3900 and to communicate with FIRE & ACLU.
November 2010	Task Force approves Policy for constituent review.
January 2011	Freedom and Expression Policy 3900 is approved by constituency members and recommend to Governing Board for approval.
March 9, 2011	Freedom of Expression Policy 3900 adopted by Governing Board.
Spring 2011	FOE Task Force reconvened and met several times with attorneys Jon Pearl & Ernest Bell to continue work on Procedures #3900 to address the objections of ACLU and FIRE. Task Force members reviewed, discussed and revised procedures line by line in order to reach consensus. Procedures were substantially completed; Student Services developed Campus Use Request form.
Summer 2011	FOE Task Force met to edit & approve Campus Use Request form. Draft Procedures 3900 were finalized and approved with committee consensus.

CHRONOLOGY
SWC Policy and Procedure development
FREEDOM OF EXPRESSION
No. 3900

August 24, 2011 Draft Procedures 3900 Freedom of Expression submitted for SCC consultation & 1st reading as well as SCC ratification of Policy 3900 Freedom of Expression.

Spring 2010 – Original Freedom of Expression Task Force members

Name:	Title:	Role on FOE Task Force:
Viara Giraffe	Dean, Social Sciences and Humanities	Appointed Chair/ Admin Rep
Patti Blevins	Human Resources Compliance Coord	Confidential Rep
Brent Chartier	Chief of Police	Campus Police Rep
Lon Cooper	Classified Lab Assistant	CSEA Rep
Chris DeBauche	ASO President/Student Trustee	ASO Rep
Andy MacNeill	Faculty, ESL & SCEA President	SCEA Rep
Mia McClellan	Dean, Student Services	Student Services & Admin Rep
Oliver Osuna	Student	ASO Rep
Mark Van Stone	Faculty, Art	Academic Senate Rep
Angelina E. Stuart	Faculty, Spanish & ESL Academic Senate President	Academic Senate Rep

Spring 2011/Summer 2011 – Freedom of Expression Task Force members

Name:	Title:	Role on FOE Task Force:
Michael Kerns Joe Quarles	Vice President for Human Resources (in transition)	Appointed Chair/ Admin Rep
Patti Blevins	Human Resources Compliance Coord.	Confidential Rep
Brent Chartier TC Carrington	Chief of Police/Corporal (in transition)	Campus Police Rep
Lon Cooper	Classified Lab Assistant	CSEA Rep
Manny Lopez Claudia Duran	ASO President/Student Trustee (in transition)	ASO Rep
Andy MacNeill	Faculty, ESL & SCEA President	SCEA Rep
Mia McClellan	Dean, Student Services	Student Services Rep
Arlie Ricasa	Director, Student Development	Student Activities Rep
Rob Ungar	Faculty, English	Academic Senate Rep
Eric Maag	Faculty, Communication	Academic Senate Rep
Angelina E. Stuart	Faculty, Spanish & ESL Academic Senate President	Academic Senate Rep

Respectfully submitted, FOE Task Force

Framework for Civility

Southwestern College

“Today our talk is coarse and rude, our entertainment is vulgar and violent, our music is hard and loud, our institutions are weakened, our values are superficial, egoism has replaced altruism and cynicism pervades”.

*Final Report of the Committee on Civility
Seventh Federal Judicial Circuit, June, 1992*

No set of rules or policies can wholly govern human conduct. Civility is a fragile construct that each of us must cherish and preserve. Most importantly, civility serves as the nucleus of organizational health from which effective and meaningful work is born and sustained. The SWC family must dedicate itself to creating an environment where individuals can succeed because each person is important. When any one of our members is prevented from doing his or her best, the entire community is diminished. As an institution of higher learning our ethic compels us to foster the best possible environment for doing our work as educators, learners, and supporters of the educational process.

The risks of taking a passive stance toward bad behavior in the workplace are too high. Negative behavior can pervade the work day and can impact productivity and respectful working relationships.

Incivility

Incivility in the workplace creates an unpleasant work environment where people stop doing their best. Relationships among employees begin to unravel, management doesn't know how to address the problem, absenteeism is higher than usual and productivity decreases. Listed below are ways in which incivility can influence the morale and productivity of an organization:

- Absenteeism and/or tardiness;
- Turnover;
- Health disorders;
- Recriminations;
- Work rage or violence;
- Harassment;
- Fear;
- Negative publicity;
- Lawsuits

Examples of Incivility

- Not returning phone calls, voice mails, or e-mails;
- Shouting at someone, regardless of status;
- Berating staff in public;
- Removing someone's area of responsibility without consulting him or her;
- Belittling people who are different or think differently from you;
- Habitually interrupting others;
- Acting as though only your opinions count;
- Setting impossible deadlines for your subordinates to meet;
- Not recognizing everyone's strength in a group project
- Failing to acknowledge colleagues in the hallway;
- Not keeping appointments;

Civility

Civility is respect for others and their feelings. Fostering a culture that is civil, respectful and considerate requires a vigilant campus dialogue that creates an open and effective work environment for a diverse workforce in which organizational policies and procedures are inspired by respect for all employees.

It is essential that people within organizations are a part of the solution by taking responsibility for being civil and modeling personal civility. Building a professional atmosphere where employees treat people with dignity and respect is vital to the success of civility. Employees must be accountable for their actions, behaviors, and moods. When civility is the hallmark of organizational culture, the following values and outcomes are evident:

- Employee retention;
- Improved productivity;
- Ethics;
- Integrity;
- Increased harmony and tolerance;
- Quality;
- Customer happiness and satisfaction;
- Employee inspiration;
- Employee commitment

Examples of a culture of civility

- Training staff on how to manage stress, resolve conflict, and find non-threatening ways to vent anger;
- Training managers on how to recognize signs of violence, hostility, and incivility and how to prevent these problems from escalating;
- Creating a workplace violence policy and having a formal mechanism through which employees can report violence and aggression to their supervisors;
- Enforcing (not only embracing) proper etiquette.
- Developing a statement of values and goals;
- Drafting ground rules for dialogue (oral, written, and electronic)
- Demonstrating courteousness, respectfulness, and honesty to all colleagues and co-workers;
- Being prepared and punctual for meetings;
- Honoring colleagues' right to opinions
- Refraining from and discouraging conduct that reflects prejudice on the basis of gender, age, race, ethnicity, national origin, religion, sexual orientation or socioeconomic status;
- Conducting discussions and dialogue that follow norms of decency and effective communication;
- Tolerating no personal attacks...disagree only on ideas;

Next Steps

Create systemic change by:

- ✓ Implementing a civility policy for the workplace (this policy should have job performance consequences associated with it);
 - ✓ Create a Code of Conduct for all SWC employees to abide by;
 - ✓ Create an on-going educational series which addresses leadership, diversity, ethics, civility, conflict management, listening skills, time management, workplace protocols/etiquette.
-

FRAUD

Reference:

I. PURPOSE AND SCOPE

To establish policy and procedures for clarifying acts that are considered to be fraudulent, describing the steps to be taken when fraud or other related dishonest activities are suspected, and providing procedures to follow in accounting for missing funds, restitution and recoveries.

II. GENERAL

A. Southwestern College is committed to protecting its assets against the risk of loss or misuse. Accordingly, it is the policy of Southwestern Community College District to identify and promptly investigate any possibility of fraudulent or related dishonest activities against the District and, when appropriate, to pursue legal remedies available under the law.

B. DEFINITIONS

1. Fraud – Fraud and other similar irregularities include, but are not limited to:
 - a. Claim for reimbursement of expenses that are not job-related or authorized.
 - b. Forgery or unauthorized alteration of documents (checks, promissory notes, time sheets, independent contractor agreements, purchase orders, etc.).
 - c. Misappropriation of District assets (funds, securities, supplies, furniture, equipment, etc.).
 - d. Improprieties in handling or reporting money transactions.
 - e. Authorizing or receiving payment for goods not received or services not performed.
 - f. Computer-related activity involving unauthorized alteration, destruction, forgery, or manipulation of data or misappropriation of District-owned software.
 - g. Misrepresentation of information on documents.

Business and Financial Affairs

- h. Any apparent violation of Federal, State, or Local laws related to dishonest activities or fraud.
 - i. Seeking or accepting anything of material value from those doing business with the District including vendors, consultants, contractors, lessees, applicants, and grantees.
2. Employee – In this context, employee refers to any individual or group of individuals who receive compensation, either full- or part-time, from Southwestern College. The term also includes any volunteer who provides services to the District through an official arrangement with the District or a District organization.
3. Management – In this context, management refers to any Administrator, Vice President for Business and Financial Affairs, Director of Finance, Supervisor, or other individual who manages or supervises funds or other resources, including human resources.
- C. It is the District's intent to fully investigate any suspected acts of fraud, misappropriation, or other similar irregularity. An objective and impartial investigation will be conducted regardless of the position, title, and length of service or relationship with the District of any party who might be or become involved in or becomes the subject of such investigation.
- D. Each department of the District is responsible for instituting and maintaining a system of internal control to provide reasonable assurance for the prevention and detection of fraud, misappropriations, and other irregularities. Management should be familiar with the types of improprieties that might occur within their area of responsibility and be alert for any indications of such conduct.
- E. Employees will be granted whistle-blower protection when acting in accordance with this policy. When informed of a suspected impropriety, neither the District nor any person acting on behalf of the District shall;
- 1. Dismiss or threaten to dismiss the employee,
 - 2. Discipline, suspend, or threaten to discipline or suspend the employee,
 - 3. Impose any penalty upon the employee, or
 - 4. Intimidate or coerce the employee.

Violations of the whistle-blower protection will result in discipline up to and including dismissal.

- F. Upon conclusion of the investigation, the results will be reported to the Vice President for Business and Financial Affairs.
- G. The Vice President for Human Resources and, following review of investigation results, will take appropriate action regarding employee misconduct. Disciplinary action can include termination, and referral of the case of the District Attorney's Office for possible prosecution.
- H. The District will pursue every reasonable effort, including court ordered restitution, to obtain recovery of District losses from the offender, or other appropriate sources.

Office of Primary Responsibility: Vice President for Business and Financial Affairs

Date Approved:

Forsberg Consulting Services

July 6, 2011

TO: Denise Whittaker, Interim Superintendent/President
Southwestern College

FROM: Sheila Forsberg
Consultant

RE: Salary Review – Vice President

At the request of Michael Kerns, I have reviewed the current salaries for Vice President level positions in relation to data provided in the Association of California Community College Administrators (ACCCA) 2010 annual salary comparisons. The following provides an overview and analysis followed by a summary of findings.

Overview and Analysis

The role or primary objective of a compensation survey and subsequent analysis is to provide a “picture” of wage practices in the labor market for comparable jobs. Ultimately, the results of the survey provide a basis for compensating employees in a consistent, equitable, defensible, and competitive manner. In using the ACCCA data, it was important to establish certain parameters so that the analysis is sound and is meaningful to Southwestern College (SWC), including which colleges to include as valid comparable employers.

There are typically three important criteria utilized in identifying those employers that comprise an agency’s labor market. They are:

- **Geographic Proximity** – Geographic proximity of potential employers is a major factor utilized in identifying an organization’s labor market. This factor is particularly important because it identifies those employers that directly compete with the District to recruit and retain personnel. If a sufficient number of comparable agencies exist within close proximity to the District, the defined geographic area may be confined to a one, two or “surrounding” county region. If insufficient comparables exist locally, a more extensive statewide or surrounding state market may be required.
- **Employer Size** – As a rule, the more similar employers are in size and complexity, the greater the likelihood that comparable positions exist within both organizations. The size of possible survey agencies for the District can most easily be measured using enrollment figures for full time equivalent students.

- **Nature of Services Provided** – Another criterion typically utilized in identifying an organization’s labor market is the nature of services provided. This criterion is important for the following reasons:
 - Employers who provide similar services are most likely to compete with one another for employees
 - These employers are most likely to have comparable jobs
 - These employers are most likely to have similar organizational and economic characteristics.

Using the above criteria, in conjunction with the recommended agencies from your office, the Consultant selected the following eight single district community colleges. It was noted that the ACCCA survey included Riverside CCD in their data for single district colleges, but this is in fact a multi college district and has therefore not been recommended as a comparison agency.

- Cerritos College
- Chaffey College
- Desert CCD
- El Camino CCD
- Long Beach City College
- Mira Costa CCD
- Palomar College
- Rio Hondo College

In addition to defining SWC’s labor market, the following parameters were used in analyzing the salary data and market competitiveness:

- Maximum non-doctoral salary, excluding longevity, in order to ensure consistency of data.
- Percentage differential between Vice President and President of each agency.
- Percentage differential between Chief Instructional Officer and Dean of each agency.
- Mean and Median of survey data, i.e. statistics exclude SWC because the comparison is between SWC and its market. The median is considered a more stable number in small sample sizes; however, both have been presented for information purposes.
- Impact of benefits on base salary.

The attached data sheets provide detailed information on each of the survey classifications. The following table presents a summary of the base salary findings.

Classification	Max Salary	Mean	+/- Mean	Median	+/- Median
VP Academic Affairs	\$150,072	\$190,290	-21%	\$188,576	-20%
VP Business & Financial Affairs	\$150,072	\$188,627	-20%	\$183,153	-18%
VP Human Resources	\$150,072	\$170,123	-12%	\$166,122	-10%
VP Student Affairs	\$150,072	\$186,249	-19%	\$183,153	-18%

As indicated in the preceding table, SWC is below both the mean and the median of the market for all Vice President positions. The salary for Vice President Human Resources appears to be slightly more competitive with the market; however, this is attributed to the organizational variations found in the market. There was a notable difference in salary between those agencies that classify the Chief Human Resources Officer as a Vice President and those that classify it as a Director or Executive Director.

In addition to base salary information, an analysis of percentage relationships was also conducted in order to assess the current differentials between Vice President and Superintendent/President and Vice President and its highest level subordinate classification, i.e. Dean. While it is critical to establish salaries that are competitive with the market, it is also essential that salaries are internally equitable. This particular analysis is designed to determine whether or not there is current compaction and to provide information that will avoid creating compaction. The following table summarizes the current internal differentials and the mean/median of the market.

Classification	Max Salary	% Diff	Mean	Mean % Diff	Median	Median % Diff
Superintendent/President	\$204,000	N/A	\$237,235	N/A	\$228,105	N/A
VP Academic Affairs	\$150,072	-26%	\$190,290	-19%	\$188,576	-19%
VP Business & Financial Affairs	\$150,072	-26%	\$188,627	-20%	\$183,153	-20%
VP Human Resources	\$150,072	-26%	\$170,123	-28%	\$166,122	-30%
VP Student Affairs	\$150,072	-26%	\$186,249	-21%	\$183,153	-20%
Dean	\$139,812	-7%	\$154,639	-19%	\$147,487	-14%

The salary for Vice President at SWC is approximately 26% below the base salary for Superintendent/President. This does not take into consideration benefits or various allowances and stipends that are negotiated with the Superintendent/President. In comparison to the market this is a slightly larger differential than is commonly found, with 22% being the average of the mean or median, but is not considered problematic since no compaction exists.

In comparison to Dean, however, there is only a 7% differential in comparison to an average market difference of 19% and a median of 14%. A standard differential between management levels is 15-20%; with less being considered insufficient to recognize the difference in span of control, decision making authority, and overall level and scope of responsibility.

Although a detailed analysis of benefits has not been conducted, the impact of benefits on total compensation is often a consideration when establishing a base salary. The following table summarizes the impact of Total Value of Benefits as reported in the ACCCA survey. Details

regarding allowances and stipends are provided in the attached documents for information but are not included here since SWC does not provide these to its Vice President positions.

Classification	Value of Benefits	Mean Value of Benefits	+/- Mean	Median Value of Benefits	+/- Median
VP Academic Affairs	\$5,200	\$19,602	-73%	\$19,406	-73%
VP Business & Financial Affairs	\$5,200	\$19,959	-74%	\$19,406	-73%
VP Human Resources	\$5,200	\$19,159	-73%	\$19,277	-73%
VP Student Affairs	\$5,200	\$19,159	-73%	\$19,277	-73%

Benefits are considered an important factor in establishing an overall compensation policy and the priority of benefits over base salary. As noted above, the value of SWC's benefits package is significantly lower than what is offered by comparator agencies. This would not be of significance if base salary was higher in relation to other agencies; however, with the exception of one comparison (Executive Director H.R. at Desert CCD), SWC consistently offers the lowest base salary for Vice President in this limited market analysis. The impact of benefits further lowers the competitive level of the Vice President salary.

Summary of Findings

Overall the salary for Vice President is not competitive with the market, as it has been defined for purposes of this analysis. The following summarizes the findings based on the preceding analysis:

- On average, base salary is 18% below the mean of the market and 16.5% below the median.
- Data for Chief Human Resources Officer skews the market analysis slightly because of organizational variations.
- The base salary differential between Superintendent/President and Vice President is sufficiently large enough that the salary level for Vice President could be adjusted upward without creating compaction.
- There is significant compaction between Vice President and Dean salary levels, which does not adequately compensate for differences in span of control, decision making authority, and overall level and scope of responsibility.
- Increasing the salary for Vice President by 8% would create approximately a 15% differential between Dean and Vice President and 18% between Superintendent/President and Vice President.
- The value of SWC's benefit package is low relative to the market and has the effect of further lowering the competitive level of the Vice President salary.

Denise Whittaker, Interim Superintendent/President
Southwestern College
Vice President Salary Review
July 6, 2011

A strong measure or indicator of market competitiveness, as well as internal equity, is the ability to attract a well qualified candidate pool and to retain employees. Turnover costs are high, from the perspective of hard dollar costs as well as lost productivity; therefore, it is essential that an organization continuously evaluate salary levels and make adjustments accordingly.

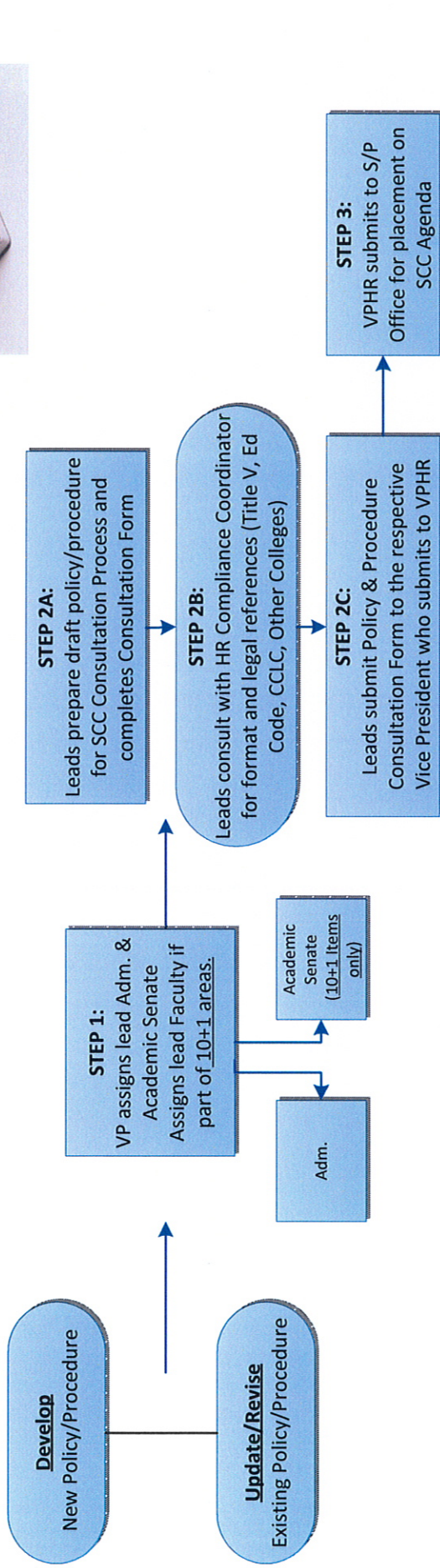
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Once you have had an opportunity to review the above, please do not hesitate to give me a call at 916-996-7655 to discuss further. Thank you.

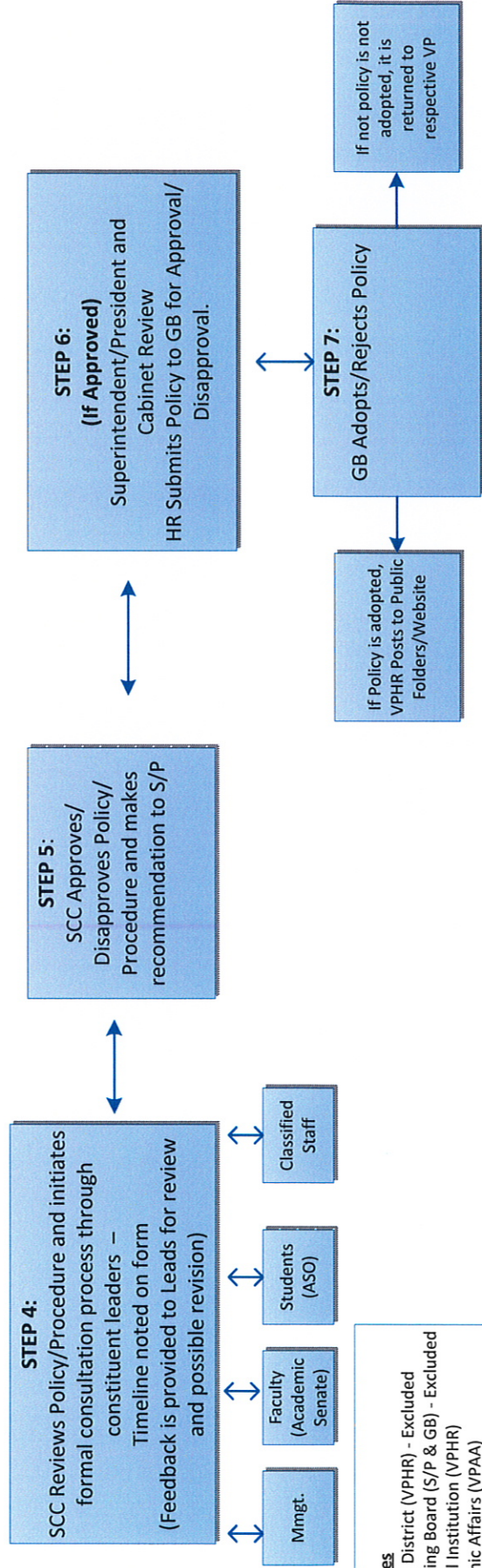
PROPOSED SOUTHWESTERN COMMUNITY COLLEGE DISTRICT
Vice President Salary Schedule
Effective July 1, 2011

CURRENT SALARY SCHEDULE									PROPOSED SALARY SCHEDULE								
Monthly Rate																	
Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16	Step 17
A	10170	10,476	10,789	11,112	11,448	11,789	12,142	12,506	12,881	13,268	13,666	14,076	14,498	14,933	15,381	15,842	16,317

Policy & Procedure Development and Approval Process

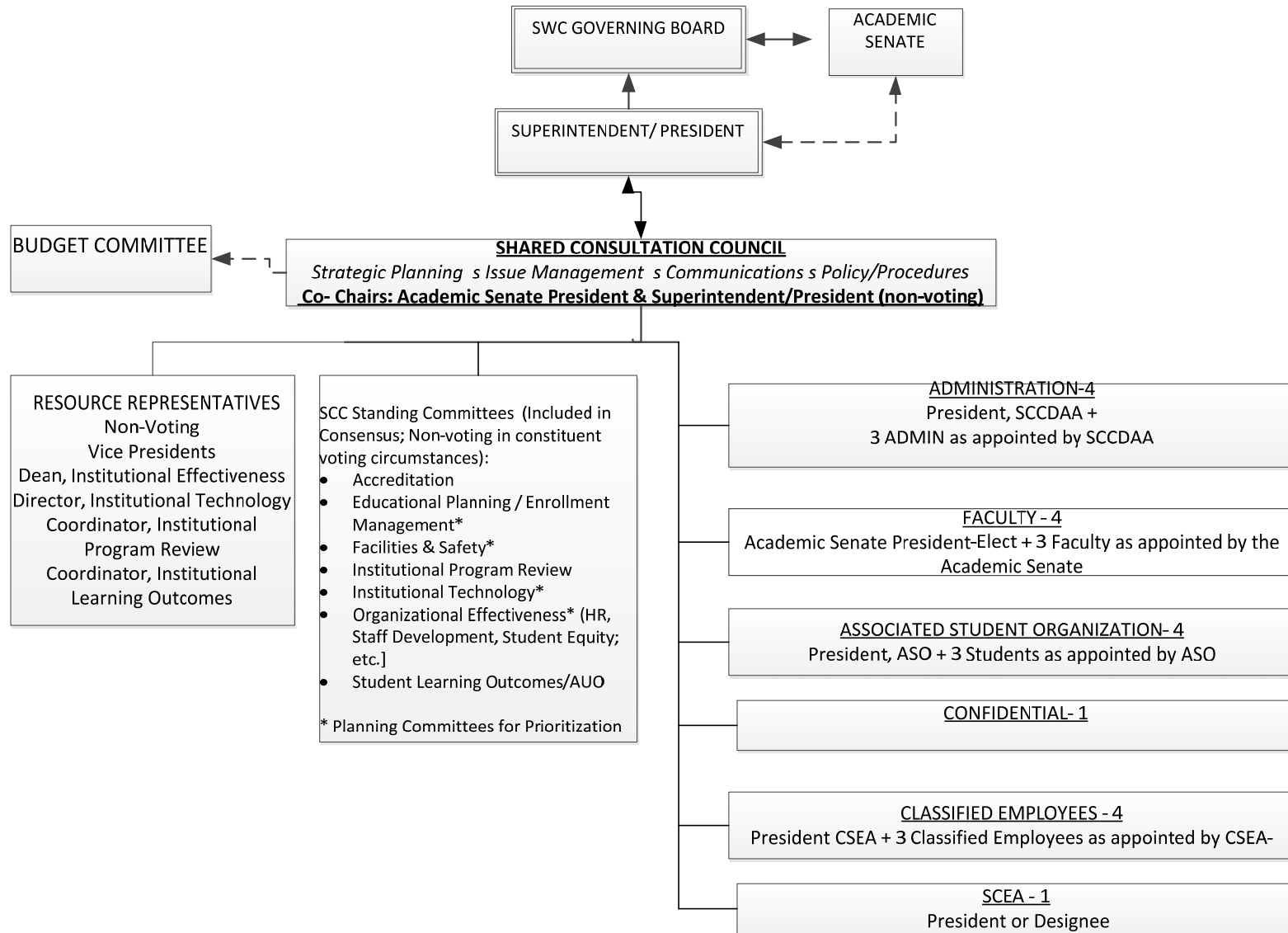


THE CONSULTATION PROCESS – SHARED CONSULTATION COUNCIL



- Policy & Procedures**
- Chapter 1: College District (VPHR) - Excluded
 - Chapter 2: Governing Board (S/P & GB) - Excluded
 - Chapter 3: General Institution (VPHR)
 - Chapter 4: Academic Affairs (VPAA)
 - Chapter 5: Student Affairs (VPSA)
 - Chapter 6: Business & Financial Affairs (VPBFA)
 - Chapter 7: Human Resources (VPHR)

SOUTHWESTERN COLLEGE SHARED CONSULTATION MODEL – 8/3/11



SCC votes by consensus; if non-consensus, 2/3 vote is required to pass a motion.



Suggestions from the SCC Membership regarding Mission, Vision & Values:
From SCC Retreat on August 3, 2011

MISSION

Rationale for revision: shorten the Mission Statement so that it can be used in the catalog, web site, class schedule. The statement below has been changed in the following manner: replaced educational with academic; removed assessment; moved last sentence to be the lead sentence

Southwestern Community College District promotes student learning and success by committing to continuous improvement that includes planning, implementation and evaluation. We serve a diverse community of students by providing a wide range of dynamic and high quality academic programs and comprehensive student services. The District provides educational opportunities in the following areas:

Associate degree and certificate programs; Transfer; Professional, technical and career advancement; Basic skills; Personal enrichment; Non-credit adult education; Community services; Economic, workforce and community development

Abbreviated Mission Statement (for use on business cards, letterhead, email signature)

Southwestern Community College District promotes student learning and success by committing to continuous improvement that includes planning, implementation and evaluation. We serve a diverse community of students by providing a wide range of dynamic and high quality academic programs and comprehensive student services

VISION

Previous SWC Vision Statement from the last Strategic Plan:

“Southwestern College (SWC) serves as a hallmark institution of higher education preparing students to be engaged global citizens and to possess the necessary skills to effectively work within international settings. In order to continuously advance its premier status as a trans-national educational bridge, SWC stewards partnerships and economic/business relationships with community-based organizations, business/industry, governmental entities, and sister educational institutions, to prepare generations of students for meaningful education and technical/vocational/professional career experiences. Most importantly, Southwestern College’s programs and services, renowned for their academic excellence and innovative technologies, are accessible to all learners and serve diverse communities and learners through on-campus courses, distant education, on-line information, and community-based education centers.

Recognizing that collaboration and interdependence creates the most innovative and sustainable learning laboratories, SWC partners with other vital community resources and contributes to the rich fabric of the region by being a leader of higher education and a driver of economic well being.”

SCC membership suggestions for revision of the original Vision Statement for inclusion into our current Strategic Planning process:

Suggestion for revision from one member is as follows:

Southwestern College serves as a hallmark institution of higher education preparing students to be engaged global citizens and to possess the necessary skills to effectively work within international settings. SWC's programs and services are accessible to all learners and serve diverse communities and learners through on-campus courses, distant education, on-line information, and community-based education centers. SWC partners with vital community resources and contributes to the rich fabric of the region by being a leader of higher education and a driver of economic well-being.

Suggestion from another member suggested that the vision statement could be reduced to one sentence as follows:

SWC partners with vital community resources and contributes to the rich fabric of the region by being a leader of higher education and a driver of economic well-being.

Further, if the entire original vision statement is re-affirmed then the suggestion is to eliminate the word "sister" in front of educational institutions

INSTITUTIONAL VALUES

The values below are the values that our College District approved in Policy 1200 and have been included here for your information only. These are not draft items so there is no need for any changes and/or revisions at the present time.

The following values guide how the institution thinks and acts- essentially defining the enduring character of the institution:

- **Mutual Respect-** to treat one another with respect, dignity, trust, and fairness, appreciating the diversity of our community, students, and work force, in a collegial and cooperative manner
- **Shared planning and decision making-** to engage in a collaborative process in which creative thinking, ideas and perspectives contribute to the well being of the entire College community
- **Integrity-** to say what we mean, to deliver what we promise, to fulfill our commitment and to stand for what SWC values
- **Accountability-** to assume responsibility for our College's future as stated in our mission and goals
- **Cultural competence and commonality—** to positively engage our College community in developing a deep appreciation of and collegiality among all cultures
- **Scholarship and love of learning-** to foster and pursue one's curiosity and passion to seek knowledge and gain deeper understanding
- **Critical inquiry and thinking-** to nurture intellectual exploration and develop the analytical skills to problem-solve in new situations throughout life
- **Life-long learning-** to insure a vital and imaginative learning environment
- **Practical and responsive-** to provide practical educational experiences

Source: Southwestern Community College District Policy No. 1200



SHARED CONSULTATION COUNCIL
Guiding Principles & Operating Procedures
2011-2012

I. GENERAL PURPOSE

The purpose of the Southwestern Community College District's Shared Consultation Council (SCC) is to serve as the primary College District shared planning and decision-making body. All College District constituencies will be represented on the SCC and shall have a voice in identifying, reviewing and addressing College District needs and priorities. All committees and task forces operating within the College District, either directly or indirectly, will provide information and make recommendations to the SCC to ensure unity of purpose and efficiency of operations. The SCC will make its recommendations directly to the Superintendent/President.

The actions of the SCC will be guided by the operating principles set forth herein and will be based on the College District's Strategic Plan, Accreditation standards, Governing Board goals and constituency leaders' input. These Operating Principles apply to all sub-committees of the SCC.

II. MEMBERSHIP

A. COMPOSITION OF SHARED CONSULTATION COUNCIL

Representative Area:	# of Reps	Areas/Details:
Co Chairs:	1 1	Superintendent/President (non-voting) Academic Senate President (votes only to break a tie)
Administration:	4	SCCDAA President & 3 SCCDAA Representatives
Academic Senate:	4	President Elect & 3 Academic Senate Representatives
Associated Student Organization (ASO)	4	ASO President & 3 Student Representatives
CSEA -	4	CSEA President & 3 CSEA Representatives
Confidentials	1	Confidentials Representative
SCEA	1	Representative appointed by SCEA President
Center Representatives: <i>Not confirmed yet</i>	3	<u>1 each from the HECs:</u> <u>1 – Administration</u> <u>1 – Faculty</u> <u>1 – Classified</u>
Standing Committee Representatives:	7	Accreditation Oversight Committee (AOC) Institutional Program Review Committee (IPRC)

Standing Committee Representatives: (con't.) (Rep elected by committee membership)		Institutional Student Learning Outcomes (ISLO) Institutional Technology Committee (ITC) Educational Planning & Enrollment Management Committee (EMC) Facilities & Safety (FSC) Organizational Effectiveness (OEC)
Resource Members: (non-voting)	7	4 Vice Presidents Dean of Office of Institutional Effectiveness Director of Institutional Technology Director of Inst'l. Research, Grants & Planning
SCC Membership Total	35	Not including the SCC Co-Chairs

B. TERM OF OFFICE

The length of term for each category of member is two (2) years, except the ASO Rep terms which are one (1) year terms, without term limits unless otherwise noted herein. SCC representatives are permitted to send substitutes or alternates to attend meetings if written notice is submitted to the Co-Chairs 24 hours prior to the meeting if possible with notification to the respective constituency leader for the assignment of an alternate representative. Long-term absences, family leave, or medical emergencies may require an interim substitute for the duration and also require written notification to the Co-Chairs.

C. GENERAL RESPONSIBILITIES

All members of the SCC shall work together to:

1. Create a positive and effective council which makes meaningful recommendations to the Superintendent/President.
2. Resolve issues of the present while developing a vision for the future.
3. Foster a climate of trust and respect.
4. Ensure that all members of the SCC are able to express their opinions on all key issues.
5. Communicate accurately and regularly with College District staff and students regarding SCC matters.

D. SPECIFIC RESPONSIBILITIES

All members of the SCC will be expected to:

1. Represent and advocate for a specific constituency while maintaining commitment to the College District as a whole.
2. Promote the shared planning & decision-making principles of SCC and support its recommendations to all constituent groups.
3. Participate actively (including being punctual and attending regularly).
4. Prepare well prior to meetings and complete outside assignments in a timely manner.
5. Make a concerted effort to ensure that the SCC works effectively and efficiently.

6. Treat other SCC members with professionalism (civility, courtesy, and respect).
7. Be open to all views on a subject before reaching a conclusion.
8. Support decisions of the SCC once a vote has been made and recorded.
9. Honor confidentiality where the SCC has agreed it is appropriate.
10. Ensure accurate and timely communication with all members of one's respective constituency.

III. FUNCTIONS OF THE SHARED CONSULTATION COUNCIL

The SCC is the primary shared planning & decision-making body for institution-wide issues, including strategic planning, goals, accreditation, student success, and budget priorities. In addition, the SCC is the designated College District council which is entrusted with facilitating and ensuring integrated planning. Major functions of the SCC include, but are not limited to:

1. Receiving information from all College District committees and task forces.
2. Establishing subcommittees and task groups as deemed necessary.
3. Periodically reviewing the Shared Planning & Decision-Making Handbook and recommend modifications if necessary to improve institutional effectiveness.
4. Receiving, reviewing and establishing institutional priorities and goals based on program review data.
5. Systematically evaluating progress being made by the SCC standing committees to achieve agreed-upon institutional goals in alignment with the College District Mission.
6. Reviewing and approving all institutional plans and documents and communicating these to the campus community.

IV. MEETING NORMS & GROUND RULES

SCC Ground Rules for Collegiality



One person speaks at a time.



Once a decision is made by the group, the decision is final and represents the voice of the body.



Stay on task. No side conversations. Avoid distractions. Be present.



Focus on the issue, not the person.



Thoughtful and respectful communication.



No rank in the room; everyone has an equal voice.



Be unconditionally principled in all matters.



Assume the best intentions and go to the source.

Call for a process check at anytime.

Represent your constituent group with integrity.

Honor timelines for starting, ending and breaks.

Use an agenda agreed upon by the group.

Use a facilitator and recorder.

Acknowledge an 'elephant in the room' (unspoken issues) that may impede communication, with an agreed upon process by the committee.

The Superintendent/President and President of Academic Senate will co-chair Council meetings. The President of the Academic Senate will determine when consensus has been reached and will forward the recommendations of to the Superintendent/President in writing. The recommendation of the SCC will normally be accepted while the Superintendent/ President retains the authority to make recommendations independent from those of the SCC. Where Superintendent/President recommendations differ from those of the SCC, the Superintendent/ President will present both recommendations to the Governing Board and outline the differences between the recommendations as well as the rationale for the difference to both the Shared Consultation Council members and the Governing Board in writing within a reasonable amount of time.

All Council action will be in the form of consensus. In the context of the SCC, consensus shall be defined as general agreement of those assembled. If those assembled conclude that consensus cannot be reached, District Policy 2510 shall remain in effect unless such policy exposes the College District to legal liability or fiscal hardship. As per College District Policy and Procedures 2510, when legal liability or fiscal hardship requires that existing policy be changed, the Superintendent/President may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

All Council action will be made primarily through interest-based problem-solving. Philosophically, the intent of interest based problems solving is that discussion will occur until all members present can support the decision even though they may not believe it is the ideal choice. In the context of the SCC, interest-based problem-solving shall be defined as the right of any member to prevent the passage of a motion by voting against it if they feel they cannot support such a decision. In such cases where there is not a 100% consensus reached through normal deliberation procedures, said motion will be tabled until the next available meeting, at which time discussion will resume on that issue culminating in a final vote where a 2/3 majority will carry the motion. If a 2/3 majority is not reached, District Policy 2510 shall remain in effect unless such a policy exposes the College District to legal liability or fiscal hardship. Failed motions through this process may be re-introduced in future meetings through normal motion procedures starting the process over again through interest based problem-solving procedures.

At any time, a member may acknowledge ‘an elephant in the room’ or unspoken issue that has altered the communication in the committee meeting or structure, and call for a motion of discussion. As part of the SCC’s issue management, the SCC Co-Chairs ask for a second by the members for acknowledgement of the ‘elephant’. If a second is given, the Co-Chairs will establish a time frame (i.e., 10 minutes) to address the issue, starting with the member who has put the motion in order. Resolution or agreement to resolve the issue outside the committee structure, should be established by the end of the discussion.

SCC Meetings are open meetings and are not required to follow The Brown Act. SCC meetings should follow a modified version of agreed-upon parliamentary procedures, such as Robert’s Rules; standing committees may also opt to use Robert’s Rules or they may develop their own procedures to allow for full representative voice and participation. A Facilitator, who is a non-voting member or an outside interested body, will be appointed by the Co-Chairs. The Facilitator will establish the speaker’s order for agenda discussion, final authority on the decisions using Robert Rules of Order and keep the meeting on task/timeframe. SCC meetings shall be cancelled and rescheduled if there is a calendared event that precludes a particular constituency group from attending in order to maintain the College’s shared planning and decision-making policy and procedure.

The SCC will participate in an annual self-evaluation process during the month of May to assess its progress and identify areas needing modification. Revision of any area of its Operating Principles will be revised and approved at the last SCC meeting in May. Based upon its self-evaluation, the SCC will provide an annual report, which shall be a public document, to the Governing Board at its June meeting.

The SCC Co-Chairs, or designees, shall be responsible for planning a summer retreat to review the College District’s Mission, environmental scans, and establish SCC goals for the upcoming year, as well as provide training for members when needed.

In order to implement and promote District-wide Shared Planning and Decision-Making as outlined in Policy & Procedure 2510, all SCC standing committees shall be Co-Chaired by one administrator or his/her designee, and one non-administrative member, either a faculty or classified member.

V. MEETINGS

A. Frequency

Meetings will be scheduled for at least an hour and half at least twice a month on a day designated by the SCC including during the summer as needed. Co-chairs may call for additional meetings as deemed necessary. Exact dates for the summer and for the following academic year shall be determined at the last SCC meeting in May.

B. Development of Agenda

Agenda items for meetings can be submitted through a representative member or directly to the Co-Chairs one (1) week prior to the meeting at which action would like to be taken. A requested agenda item may be acted upon, assigned to a task force created by the Council, or referred to another appropriate College District committee or body, and will be placed on the next available SCC agenda as time permits. All agendas will include the Southwestern College Mission Statement.

DRAFT

**Southwestern Community College District
Shared Consultation Council (SCC)**

Request for Consultation Form

(All items for consultation will be submitted to the SCC for first consultation on an SCC agenda)

Title:	4050 BP Articulation (Draft Policy) 4050 AP Articulation (Draft Procedure)	
Brief Overview of Proposal (attach additional support documentation as appropriate):		
STEP 1	Date of First SCC Consultation:	
STEP 2	Consultation Start Date:	
STEP 3	Name of Originator: Mark Meadows; Bea Zamora; Veronica Burton	
	Sponsoring Constituency Group: Academic Senate	
	Extension:	Email:
STEP 4	Timeline determined by SCC	<input type="checkbox"/> Normal (14-21 Calendar Days)
		<input type="checkbox"/> Urgent (5-7 Calendar Days) Must provide a rationale:

STEP 5			
	SCC Constituency Group Required for Consultation(Check all that apply)		Additional Stakeholders Required For Consultation
<input type="checkbox"/>	Academic Senate	1.	
<input type="checkbox"/>	ASO	2.	
<input type="checkbox"/>	Classified Senate	3.	
<input type="checkbox"/>	CSEA	4.	
<input type="checkbox"/>	Confidentials Employee Group	5.	
<input type="checkbox"/>	SCEA	6.	
<input type="checkbox"/>	SCCDAA	7.	

STEP 6**Acknowledgment of Consultation Tracking**

This form is intended to track acknowledgment of consultation and to confirm that the SCC representatives for each constituent group below has had an opportunity to consult with the appropriate constituent group in the manner most effective for that group. This form does not imply agreement, only acknowledgement that opportunity consultation has occurred.

Constituency Group-Representative	
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Date	Academic Senate-Academic Senate President
Signature	

Manner of consultation (e.g. global e-mail, committee meeting, Academic Senate meeting):

Date	Associated Student Organization- ASO President
Signature	

Manner of consultation (e.g. global e-mail, committee meeting, ASO meeting):

Date	California School Employee's Association-CSEA President
Signature	

Manner of consultation (e.g. global e-mail, committee meeting, CSEA meeting):

Date	Classified Senate- Senate President
Signature	

Manner of consultation (e.g. global e-mail, committee meeting, Classified Senate meeting):

Date	Confidential Employees-Confidentials Designee
Signature	

Manner of consultation (e.g. global e-mail, committee meeting):

Date	Southwestern College Education Association-SCEA President
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, SCEA meeting):	
Date	Southwestern Community College Administrators Association -SCCDAA President
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, CMT meeting):	

STEP 7	Results of SCC Action
<input type="checkbox"/>	Item Approved Date:
<input type="checkbox"/>	Item Not Approved Date:
<input type="checkbox"/>	Item Tabled Date:
<input type="checkbox"/>	Item Postponed / No Action Date:

100% Tobacco-Free Policies

The use of any tobacco product is prohibited on campus property.

California Community Colleges
Cuyamaca College
Grossmont College
Moreno Valley College
Norco College
Riverside City College
Santa Rosa Junior College
Woodland Community College

100% Smoke-Free Policies

Smoking is prohibited on campus property, including parking lots.

University of California
UC San Diego Health Sciences Campus
UC San Francisco

California Community Colleges
Fullerton College
Ohlone - Newark Center
San Jose City College

Smoke-Free with the Exception of Parking Lots or Designated Parking Lots

California Community Colleges
Allan Hancock College
Cabrillo College
College of the Canyons
Contra Costa College
DeAnza College
Foothill College
Golden West College
Los Medanos College
Mission College
Monterey Peninsula College
Moorpark College
Ohlone College
Oxnard College
San Diego City College
San Joaquin Delta College
Santa Ana College
Santiago Canyon College
West Valley College

Smoke-Free with the Exception of Designated Areas

California State University
CSU Fresno
Humboldt State University
California Maritime Academy
Cal Poly San Luis Obispo
CSU San Marcos
San Francisco State University

California Community Colleges
College of Alameda
Berkeley City College
Butte College
Cerro Coso Community College
Chabot College
College of the Canyons
Columbia College
Copper Mountain College
Crafton Hills College
Cuesta College
Diablo Valley College
Feather River College
Hartnell College
Las Positas College
Laney College
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Valley College
Mendocino College
Merritt College
MiraCosta College
Modesto Junior College
Mt. San Jacinto College
Napa Valley College
Palomar College
Pasadena City College
College of the Redwoods
Rio Hondo College
College of San Mateo
San Bernardino Valley College
San Diego Miramar College
Santa Barbara City College
College of the Sequoias
Shasta College
College of the Siskiyous
Skyline College
Southwestern College
Taft College

I. Policy

CPCC is committed to providing its employees, students and visitors with a safe and healthy environment. The College recognizes that the [use of tobacco products](#) on College premises is detrimental to the health and safety of all. To that end, the use of tobacco products will not be permitted at any time on College premises without explicit permission from the President, or designee. This policy shall be implemented with an emphasis given towards positive methods of ensuring compliance whenever possible.

II. Definitions

A. Tobacco products include cigarettes, cigars, cigarillos, blunts, pipes, bidis, hookahs, chewing tobacco, dip, smokeless tobacco, snuff, or any other items containing or reasonably resembling tobacco or tobacco products.

B. Tobacco use includes smoking, chewing, dipping, or any other use of tobacco products.

C. College premises includes any property in use by the College; property leased or owned (including all grounds, buildings, facilities, vehicles, parking lots); property used for official functions sponsored by the College; and property used by the College in the conduct of any of its courses.

III. Regulations

A. Students, employees, visitors, volunteers, contractors or other persons performing services on behalf of the College shall not be permitted to use any tobacco product at any time while on College premises.

B. The sale or free distribution of tobacco products or merchandise on College premises shall be prohibited.

C. Tobacco advertisements shall be prohibited in College-run publications and on College premises.

IV. Compliance

A. It shall be the responsibility of all CPCC employees and students to comply fully with the policy.

B. Students who repeatedly violate this policy will be handled through the student disciplinary process.

C. Employees who repeatedly violate this policy will be referred to their supervisor. Repeated violations by employees will be handled through the appropriate employee disciplinary process.

D. Visitors, volunteers, contractors or other service providers who repeatedly violate this policy shall be asked to leave campus.

V. Procedures

A. Communication

Signage and other forms of communication will be posted in a manner and location that adequately notify students, employees, visitors, volunteers, contractors or other persons performing services on behalf of the College about this policy.

B. Education

CPCC will consult with appropriate health organizations and resources to identify and provide programs and opportunities for students and employees to gain a greater understanding of the health hazards of tobacco use.

C. Cessation

CPCC will consult with appropriate health organizations and resources to identify and provide programs and opportunities for students and employees to access support systems, programs, and services that encourage them to abstain from the use of tobacco products.

Policy approved by Board of Trustees 9-2-2009 with effective date of 1-2-2010

Wake Technical Community College recognizes that the use of tobacco products is a health, safety, and environmental hazard for students, employees, visitors, and college facilities. The College believes that the use of tobacco products on college grounds, in college buildings and facilities, on college property, and at college-sponsored events is detrimental to the health and safety of students, employees, and visitors. The College takes seriously its obligation to provide a healthy learning and working environment, free from unwanted smoke and tobacco use, for students, employees, and visitors on the Wake Tech campus.

Policy

No student, employee, or college visitor is permitted to use any tobacco product at any time, including during non-college hours, in any building, facility, or vehicle owned or leased by Wake Technical Community College; on any college grounds or property – including athletic fields and parking lots – owned or leased by Wake Technical Community College; or at any College-sponsored or college-related event, on campus or off campus.

In addition, college employees, college volunteers, contractors, or other persons performing services on behalf of the College also are prohibited from using tobacco products at any time while on duty and in the presence of students, either on or off college grounds. Further, no student is permitted to possess a tobacco product while in any college building, on college grounds or property, at a college-sponsored or college-related event, or at any other time during which students are under the authority of college personnel. Tobacco products may be included in instructional or research activities in college buildings if the activity is conducted or supervised by the faculty member overseeing the instruction or research and if the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

Definitions

For the purposes of this policy, “tobacco products” are defined as cigarettes, cigars, blunts, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products. “Tobacco use” includes smoking, chewing, dipping, or any other use of tobacco products.

Signage

Signs shall be posted in a manner and location to provide sufficient notification to students, employees, and visitors of the 100 percent tobacco-free college policy.

Policy Implementation

Wake Tech shall communicate the tobacco-free policy through a comprehensive campaign that shall include printed information in student and employee handbooks, announcements at college-related events, and appropriate signage in buildings and around campus. Likewise, an enforcement protocol, identifying consequences for students, employees, and visitors who violate the policy, shall be created and communicated to all.

Tobacco Use Prevention and Cessation

Wake Tech shall encourage students and employees to abstain from and/or cease smoking and the use of tobacco products. In consultation with health agencies, the administration shall offer students and employees information about tobacco and its impact on health and safety as well as access to appropriate support programs and services.

Enforcement

- **Students:** Any student who violates the terms of this policy will receive a reprimand upon his or her first offense. If a second offense occurs, the student will be placed on general probation and required to meet with the Dean of Students. A third offense by the student will incur suspension from the College for three calendar days (weekends and holidays excluded). The student will be suspended for a semester if he or she subsequently violates the terms of the Tobacco-Free Policy.
- **Employees:** Any employee who violates the terms of this policy will receive a written warning upon his or her first offense. If a second offense occurs, the employee will be placed on probation. Any employee who subsequently violates the terms of the Smoking/Tobacco-Free Policy will be terminated..

OWENS COMMUNITY COLLEGE, OHIO

3358:11-4-03 Smoke-free buildings/vehicles.

(A) Smoking is not permitted in any of the college's buildings, in any college vehicle, or in any area designated as a no-smoking area.

Effective date: March 5, 2002

Smoke-free Buildings and Vehicles Policy

On May 3, 2007 the law enforcement section of the smoking law went into effect. A citation may be issued for the law violation. The College is working the Wood County Health Department and Hancock County Health Department to assist with the enforcement on our campuses. Violations:

- ORC Code 3794.05 - Smoking shall be prohibited in any place declared nonsmoking. Suggested distance from a building is at least 10 feet.
- ORC Code 3791.031 - Prohibits smoking inside all buildings on campus. A violation of this offense is a minor misdemeanor. Citations may be issued and may be forwarded to the local Court.

Violations of the Owens Community College smoking policies outside the scope of the state law will result in the person being referred to the respective department in charge of disciplinary actions. For more information on the Ohio Smoking law visit the [Ohio Department of Health Website](#).

DE ANZA COLLEGE - Smoke-Free Policy

Last summer, the Board of Trustees made a small but significant change to the District's No-Smoking Policy by replacing the words "parking lots" with "designated areas."

The policy now reads: **"In order to provide a safe learning and working environment for students and employees, smoking is prohibited in all indoor and outdoor campus locations, with the exception of designated areas,"** and **"In addition, designated areas for smoking will be clearly marked."**

Smoking is permitted only in the designated areas located near the following parking lots:

- Staff Lot A
- Parking Lot B
- Flint Parking Structure
- Parking Lot E
- Staff Parking Lot F

- For exact locations, see **GREEN CIRCLES** on the map below and look for the **RED SMOKING AREA BANNERS** on campus.



SOUTHWESTERN COLLEGE 2011-12 FINAL BUDGET OVERVIEW

UNRESTRICTED REVENUE & EXPENSE COMPARISON OVERVIEW

	A 2008-09 <u>Audited Actual</u>	B 2009-10 <u>Audited Actual</u>	C 2010-11 <u>Adopted Budget</u>	D 2010-11 <u>Unaudited Estimate</u>	E 2/11/2012 <u>Proposed Final Budget</u>
Revenue	A 1 82,079,930	B1 80,830,406	C1 80,200,286	D1 81,675,326	E1 76,559,304
Expenses	A 2 79,979,919	B2 80,319,937	C2 83,384,808	D2 79,895,029	E2 81,559,304
Total Fund Balance	A 3 11,376,253	B3 11,886,722	C3 8,702,200	D3 13,667,091	E3 8,667,019
Board Reserve	A 4 5,146,424 (6.4%)	B4 5,598,397 (7%)	C4 6,542,525 (7.8%)	D4 6,542,525 (8.2%)	E4 5,709,151 (7%)
Remaining Fund Balance	A 5 6,229,829	B5 6,288,325	C5 2,159,675	D5 7,124,494	E5 2,957,868

SOUTHWESTERN COLLEGE FINAL BUDGET OVERVIEW – 2011-12

1. In recent prior years, revenue (A1 and B1) exceeded expenses (A2 and B2) as verified by the actual audit data.
2. In 2010-11, we used \$3,184,522 from the fund balance (C3) to balance the budget, recognizing that our expenses (C2) exceeded our revenue (C1) for final budget purposes.
3. For 2010-11:
 - a. Our unaudited expenses (D2) are estimated at \$79,895,029 which means we did not need the \$3+MM of fund balance dollars that we used to balance the budget.
 - b. Our unaudited expenses (D2) also show that we under-spent (due to prudent spending across all areas) by \$1,780,297.
 - c. What this means is that for budgeting purposes, although our anticipated expenses in 2010-11 (D2) exceeded our anticipated revenue (D1), in actuality, we underspent both our anticipated revenue and expenses, resulting in a greater fund balance (D3). This is important for planning purposes for our 2011-12 budget.
4. For 2011-12 Budget:
 - a. Our funding values are (as identified by the college community):
 - 1) Preserve Jobs (Employment Integrity)
 - 2) Preserve Classes (Instructional Integrity)
 - 3) Preserve Support to Students (Student Services Integrity)
 - 4) Preserve Safety (Environmental/Security Integrity)
 - b. Our expenses (E2) are currently budgeted to exceed our anticipated revenue (E1).
 - c. Not reflected in E2, anticipated expenses, are the internal cuts that were made to bring the budget down from an initial \$86MM expense budget that was submitted as a Tentative Budget in June, 2011. Tremendous efforts from the Budget Committee resulted in the reduction of over \$5MM, resulting in our current expenditure budget (E2).
 - d. The Board approved \$4MM fund balance use in the Tentative Budget. We are recommending \$5MM (from E3) to balance the budget for the following reasons:
 - 1) The Budget Committee and college leadership are committed to having a balanced revenue/expenses, (without depending on one-time fund balance monies) within 3 years. It is not possible to make such drastic cuts all at once without negatively impacting our funding values.
 - 2) Nearly 100% of the classified and management vacant position are fully funded which means we have over-estimated those salaries and benefits, not taking into consideration salary savings for eliminated and late-start positions. As we identify eliminated positions, salary and benefit savings will be realized thereby reducing expenses.
 - 3) The current budget includes hiring no less than 7 new faculty for spring 2012.
 - 4) We presented a conservative revenue projection (Bob Temple to provide greater detail).
 - 5) We believe there are other cost-savings imbedded within the budget, and as realized, will free up funds to address under-funded and unfunded unmet needs and priorities.

- 6) The Budget Committee and constituent leaders understand that the only way we can bring our expenses into line with our revenue over the next 3 years is to reduce on-going expenses (positions) and to increase our revenue. Our plan is to start now, making difficult decisions to eliminate positions, resulting in reduced and eliminated services; and to generate new sources of income (i.e. achieving Center Status, acquiring grants, and increasing revenue generating activities, etc.). These combined efforts are the the only ways we will accomplish this goal. Once the State's fiscal situation improves and our revenues start increasing and stabilizing, we will slowly begin to backfill vacant or eliminated positions (as determined necessary).
- 7) This is a prudent final budget taking into consideration the Chancellor's Office and CCLC's projections, while maintaining the academic, student support, and operational integrity of the District.
- 8) I could provide you with other explanations and detail for how and why the budgets are being presented, but those details can be addressed at Wednesday's meeting.