Proposal for the
Enhancement of the Schott Center
Outline of an Approach for Review
by the
Board of Trustees
at the September 25th Study Session

A. Overview of the Facility

What is now the Schott Center was built in 1935 as an elementary school for the Santa Barbara School District. It was called Garfield School and served as an elementary school until it was closed in 1978. It was sold to the Santa Barbara Community College District in 1981 and occupied by the College's Adult Education Program in 1981-82. The Center has served continuously for the past 16 years as one of the Santa Barbara Community College District's two centers for our Continuing Education Program.

Since being acquired, the facility has been well maintained, but there has been limited work done to change the facility from its function as an elementary school to a community college center serving adults.

B. Purpose of Enhancement of the Schott Center Facilities

To develop the facilities of the Continuing Education's Schott Center to the point where those facilities are comparable in quality and appearance to the facilities of the College's main campus on Cliff Drive.

C. Review of Facility Examination and Enhancement Focus.

1. Infrastructure

As with any facility, the fundamentals; i.e., the infrastructure, are critical to effective functioning. In this regard, there is a need to review the following:

- Electricity
- Plumbing
- Roof
- HVAC
- Parking

Though there have been no major problems in this area, there are concerns in regard to verifying the appropriateness of the electrical system, plumbing, the lack of heating and ventilation in portions of the facility, and the improvement of the parking lots.

State deferred maintenance funding is seen as the principal means to support such improvements (with the exception of parking). State deferred maintenance matching funds to support the Schott Center re-roofing is an example.

2. Offices, Classrooms & Support Facilities

- Classrooms: Classrooms for the Schott Center have basically remained relatively untouched with the exception of some painting. There is a need to develop a “model classroom” for instructional effectiveness and to adhere to
that standard in renovating all Schott Center classrooms. In terms of fundraising, individual classroom naming opportunities will be attractive.

♦ **Offices:** Some of the offices at the Schott Center are in excellent shape. They have been renovated, they are attractive and it is assumed that very little, if any, work will have to be done on this aspect of the facility. Other offices still need attention.

♦ **Support Rooms:** One of the major areas is the storage facility. At present there is $45,000 put aside in District funds to improve these facilities. The project needs to be reviewed and a plan developed for improving them.

♦ **Replacement of Portable Classrooms:** There is a desire to look at the replacement of portable classrooms with permanent facilities. This would require applying for state funding. Such facilities will be low on the State priority list. There needs to be a long-term plan put in effect to develop permanent classrooms to replace the temporaries.

3. **Grounds and Campus Access**

Mr. Eli Luria and Mrs. Helen Pedotti have both been very interested in improvement of the grounds and access to the Schott Campus. They have worked with Vice President Romo and his staff, and preliminary work has taken place with landscape architect Katie O'Reilly Rogers. There has been a landscape plan developed and identification of four projects that could be initiated. These project plans were reviewed with the Board Facilities Committee and the outline of what is proposed is in the minutes of the August 21, 1997, meeting. The landscape plan will be discussed at a forthcoming Board Study Session within the context of the overall plan.

D. **Plan of Action**

1. **Goal**

The goals are to develop a facility which responds to the needs of the adults who use the facilities of the Schott Center and to have the Center reflect the same level of quality and attractiveness as exists for the main campus.

2. **Project Support**

The primary means of accomplishing this objective will be through a fundraising effort coordinated with the Foundation for Santa Barbara City College with leadership coming from the Vice President for Continuing Education, the College President and, if appropriate, a committee that will be formed for this purpose. There will be:

♦ Target for the Financial Goals for the Various Project Components
♦ Identification of Individual Donors
♦ Campaign Timeline
♦ Campaign Materials to Educate the Community as to the Need

3. **State and District Support**

The District obviously can utilize its resources as exemplified by the acquisition of State deferred-maintenance funds combined with matching District funds to replace the roof. In addition, there is $45,000 set aside for the storage facility
and Vice President Romo receives a moderate allocation each year for classroom improvement.

Based upon one-time funding, it may be possible for the District to allocate resources periodically to help augment the fundraising efforts and to match state funds that are acquired for improvement.

E. Implementation Steps

1. This concept paper identifying the objective of enhancing the Schott Center facilities will be presented to the Board of Trustees for its endorsement.

2. Based upon Board endorsement, the District will retain an architect to conduct a facility assessment (Mr. Knox, Director of Facilities, will assist in regard to infrastructure issues). From the architect’s facilities assessment, a project plan will be developed and cost estimates identified.

3. The architect works with Vice President Romo and staff, and completes the plan with rough cost estimates for the components and the total project.

4. Review the architect’s results with the Board Facilities Committee and obtain approval. Estimate the amount of money to be raised through the campaign coordinated through the Foundation for Santa Barbara City College.

5. Discuss the project with the Foundation staff. Identify its status in regard to the overall college priorities.

6. Establish fundraising campaign objectives, and as appropriate, committee, literature, and timetable.

7. Campaign kick-off and publicity coordinated through the Foundation for Santa Barbara City College with leadership coming from the Continuing Education staff.

8. Proceed with project implementation as funding allows.

F. Immediate Steps that Can be Taken

1. The roof will be completed as soon as time allows. No later than summer of 1998.

2. Landscape Plan: The full Board will review the overall landscape plan. If approval is given, we will proceed with the implementation as funds are available. The four items identified for action at the August 21 Facilities Committee Meeting will be the immediate focus.
SANTA BARBARA COMMUNITY COLLEGE DISTRICT
COMMUNITY SERVICES

DEFINITION OF USE CATEGORIES

I. College Sponsored

A college sponsored event is defined as an event directly related to, participated in and run by the College faculty, staff, or duly approved campus student organization. When a fee or admission charge is made, proceeds will remain with the sponsoring organization. (Refer to SBCC fund-raising guidelines.)

II. Public Service (Civic Center Act)

A public service event is defined as an event sponsored by young organizations, senior citizen groups, PTA’s and other public service groups whose activities are open to the public and no admission is charged. This category includes activities classified as joint use by the agreement with the City of Santa Barbara. (A charge may be made for special services rendered.)

III. College Co-sponsored (Cost Covering)

A co-sponsored event is defined as an event in which a College organization/department agrees to participate in the planning and running of the event in conjunction with an off-campus organization/vendor when fees and/or admission charges are made. (Charges are made because the activity is not free and open to the public.)

IV. Public Service (Cost Covering)

A public service event is defined as an activity sponsored by a public agency, a school within district boundaries, a civic group (non-profit) or a governmental agency where a fee or admission charge is made. (Charges are made because the activity is not free and open to the public.)

V. Commercial Activities

A commercial activity is defined as an event conducted for profit-making, or where a private, business, or commercial interest wants to use College facility for a conference or other activity.
COMMUNITY SERVICES POLICY

PUBLIC HIGH SCHOOLS' SPECIAL USE

It is to the benefit of the College to provide opportunities for high school youth to come to campus and become familiar with the facilities. As an end to this means, we are proposing the following amendment to the Community Services Policy:

Santa Barbara area public high schools will be allowed to use the Carter Track, La Playa Stadium, and Sports Pavilion facilities only for athletic events under the Public Service/Civic Center Act use category (Category II). Direct costs for cleanup, damage, supervision, security and utilities will be charged. Rental fees will be waived.

The use of the above facilities will continue to be allocated on the following priority basis:

1. College Athletic Events
2. City of Santa Barbara Events (as per Joint Use Agreement)
3. Other College Events
4. Outside Groups (including high school use)

The regular Request to Use College Facilities form must be completed and as for all groups, events can be scheduled no sooner than four months in advance.

MZ/bai/14/88
Revised 12/8/87, Facilities Subcommittee, Board of Trustees
POL: HSUse.Fee
Dr. Dobbs asked that this be given to each Board Member.

15 questions to ask about your board

Question #1. In working meetings, do members ignore each other's input?

Question #2. During work sessions, do members state their own ideas rather than build on the ideas of others?

Question #3. Are confidential board discussions leaked to non-board members?

Question #4. Do private communication networks exist between board members and the college management?

Question #5. Do members criticize each other privately to other members?

Question #6. Do members criticize each other in the media or other public settings?

Question #7. Do face-to-face criticisms lead to personal attack, defensiveness, name-calling or arguments?

Question #8. Do trustees disagree on the board's role and its use of time?

Question #9. Do members regard themselves as representing particular constituencies, rather than as part of a team?

Question #10. Do members have conflicting goals for the college?

Question #11. Do members disagree on how meetings should be run?

Question #12. Do members boycott meetings to indicate displeasure with what is going on?

Question #13. When the chair asks for a consensus check around the table, do certain members ask to pass, withholding their views until they hear the opinions of others?

Question #14. Do board members differ widely regarding the effectiveness of the management of the college?

Question #15. Does voting (and disagreement on issues) occur along predictable lines?

You should be able to answer "NO" to each question. If you answered "YES" and want help, consult your board chair, college president, or the Illinois Community College Trustees Association.