Santa Barbara Community College District
Board of Trustees
Study Session March 10, 2011

Recruitment for Permanent SBCC Director of Athletics Position – to be filled effective July 1, 2011

Overview

SBCC has had a Director of Athletics since 1955. The position has had several iterations over 56 years. The position had been part of a faculty assignment with the Director of Athletics splitting time between teaching and administrative responsibilities. Over time, the number of sports has grown from one (football, 1955) to the current 17 sport athletic program serving 450 full-time students.

In 2001, a review of the job responsibilities determined that the Director of Athletics should be an educational administrative position. At that time, the responsibilities of the Director of Athletics were combined with an associate dean position (physical education and athletics) and remained so until June 2009. The Athletic Director/Associate Dean reported to the Executive Vice-President.

In June 2009 an administrative change was made after the SBCC Football program was put on probation by the Southern California Football Conference (SCFA) following violations to the California Community College Athletic Association (CCCAA) bylaws. An Interim Athletic Director was appointed. As part of the probation, the Superintendent/President was required to report monthly to the SCFA Commissioner on the activities of the football program. As a result, the Interim Athletic Director has reported directly to the Superintendent/President since June 2009. According to the California Education Code, interim appointments cannot continue beyond two years.

The Director of Athletics is responsible for overseeing the entire athletic program such that all persons involved in the program (coaches, assistant coaches, volunteers, college staff, and students) comply with the California Education Code, Title 5, institutional regulations, and CCCAA bylaws. The athletic director position oversees the activities of 46 faculty and staff (including professional volunteers), administers the departmental budget, and multiple auxiliary trust accounts. SBCC hosts 120 athletic program contests per year that require game management and supervision. SBCC travels to 130 athletic program contests per year that require appropriate student transportation.

Athletic programs run year round with student-athlete recruitment and fundraising activities occurring throughout the year. These two critically important athletic program components require the most oversight to insure compliance with education code, local and state regulations.

Athletics is the most highly regulated discipline in the college curriculum and has significant interaction with a variety of community groups (recruiting, youth clinics, fundraising campaigns). As such, the Director of Athletics must report directly to the Superintendent/President to ensure compliance and keep the Superintendent/President updated regarding program activities.

Athletic teams and personnel are subjects of daily media attention. The vast majority of athletic directors around the state have direct access to their college President either through a formal
reporting structure or an informal structure. This direct access is critical so that the college President is provided information without it going through multiple administrative personnel that create time delays and introduce the opportunity for information to be filtered. The formal reporting structure will continue once the position is filled permanently so that direct communication between the Director of Athletics and the college President can take place without conflicting with an alternate formal reporting structure.

In addition, based on almost two years of experience with this structure, it was determined that the college will be well served by not filling the Associate Dean/ Director of Athletics position, which is on salary schedule 30, range 158 ($8,021/month to $9,770/month) but rather by filling a permanent Director of Athletics, certificated administrator, on salary schedule 30, range 156 ($7,634/month to $9,300/month). At the highest step, this will yield an ongoing saving of $5,640/year in salary and an additional saving of approximately $1,130/year for benefits for a total annual saving of $6,770.
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

CLASS TITLE:     DIRECTOR OF ATHLETICS

Certificated administrator, salary schedule 30, range 156

BASIC FUNCTION:

Under the direction of the Superintendent/President, the Director of Athletics will plan, organize, direct and manage the college’s Intercollegiate Athletic Program; supervise academic and classified staff; assist in the administration of the assigned division with the development, oversight and operations of the academic programs related to athletics; and perform administrative support duties related to the operation of the athletic program.

REPRESENTATIVE DUTIES:

Plan, organize, direct and provide leadership for the programs and operations of the College’s Intercollegiate Athletic Program (including cheerleading) within guidelines established by the District as well as pertinent rules and regulations of the National Collegiate Athletic Association (NCAA) and California Community Colleges Commission on Athletics (CCCAA).

Manage and participate in the development and implementation of goals, objectives, policies and priorities for assigned activities, programs and operations; recommend and administer policies, procedures and programs; participate in long-range planning activities.

Oversee and participate in the development, administration and coordination of the Intercollegiate Athletic budget (District and Co-Curricular budgets); assist the Physical Education Department Chair with the development and management of the division budget; participate in the forecast of funds; monitor and approve expenditures; requisition instructional supplies and capital outlay; implement adjustments.

Participate in the selection, assignment, training, supervision and evaluation of assigned faculty and staff; supervise assigned personnel in accordance with District policy; provide or coordinate training for staff (including sexual harassment training), participate in the evaluation of classified and certificated staff and faculty per District policy.

Plan, direct and coordinate the work of assigned staff; review and evaluate work products, methods and procedures.

Develop and recommend the athletic schedule(s), including transportation and assignment of officials; propose the scheduling and staffing of day, evening, fall and spring athletic teams and conditioning classes; provide administrative supervision at athletic events at District facilities and all football games (average two nights per week and often on weekends). Assign administrative supervision responsibilities to appropriate employee when unavailable and/or events require simultaneous supervisory responsibilities.

In close collaboration with the SBCC Office of Admissions and Records, manage and monitor student athletic eligibility in accordance with state, conference, and district rules. Prepare and maintain all student athlete records, provide for the security and confidentiality of these records,
and supervise the release of student information contained in these records. Direct the gathering, reporting, and analysis of the student-athlete statistics.

In consultation with appropriate staff, schedule and supervise the use of appropriate facilities, recommend improvement of the physical plant as necessary. Manage and monitor both indoor and outdoor facilities including coordination with maintenance, community service, local community agencies, and local school sport groups.

Ensure compliance with District, conference and state regulations with the recruitment and retention of student athletes. Establish an atmosphere that promotes student success and integrates athletics into the broader educational mission of the district and maintains high standards of performance and ethical conduct for faculty, staff, and students.

Assume responsibility for the Intercollegiate Athletic Program’s compliance with pertinent rules and regulations as well as Title IX objectives; conduct regular meetings and training to promote strict adherence among personnel and student athletes to conferences and state athletic rules, regulations, and codes. In consultation with appropriate staff, complete the annual Equity in Athletics Disclosure Act survey, self-study, and other compliance reports required by local, state, or federal agencies.

Direct and participate in the preparation of a variety of statistical and narrative reports, records and files related to assigned operations and programs; compile intercollegiate athletic program statistics and reports as required.

Represent the District as an active member and participant at local, regional and state meetings; attend conference meetings for directors of athletics as required. Attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of intercollegiate athletics.

Provide administrative leadership in working with the Division faculty and staff in identifying and implementing plans to raise external funds to augment budgets for the district’s athletic teams and facilities improvement projects; primary accountability for managing and monitoring Trust account income and expenditures. Work collaboratively with the Foundation for Santa Barbara City College with respect to fundraising efforts and activities.

Coordinate publicity and public relations activities for the athletic program. Direct and review athletic web page content, as well as the appropriate use of other electronic social networking platforms to promote SBCC Athletics. Direct and review work assignments of the Sports Information Specialist.

In consultation with appropriate staff, review and update the SBCC Coaches Manual; review CCCAA legislative proposals for their impact on SBCC Athletics; assign appropriate game management personnel for home athletic contests.
EDUCATION AND EXPERIENCE:

A Master’s degree in any field related to athletics, recreation, private and/or public management, and/or leadership development. A minimum of one year of formal training, internship or leadership experience reasonably related to the administrator’s administrative assignment.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
- Operations, services and activities of an intercollegiate athletics program.
- Principles and practices of program development and administration.
- Methods and techniques of leadership and management.
- Pertinent federal, state and local laws, codes and regulations.
- District policies, procedures and current educational programs.
- Principles and practices of budget preparation and administration.
- Principles of supervision, training, and performance evaluation.
- Oral and written communication skills.
- Public relations principles and techniques.
- Interpersonal skills using tact, patience and courtesy.

ABILITY TO:
- Manage, direct and provide effective leadership for a comprehensive intercollegiate athletics program.
- Analyze and assess programs, policies, and operational needs and make appropriate adjustments.
- Develop, coordinate and manage programs and services to meet the District’s goals and objectives.
- Select, supervise, train and evaluate staff.
- Identify and respond to sensitive organizational issues, concerns and needs.
- Research, analyze and evaluate new service delivery methods and techniques.
- Prepare and present comprehensive, effective oral and written reports.
- Prepare and administer an operational budget.
- Interpret, apply and explain applicable federal, state and district policies, laws and regulations related to assigned functions.
- Plan and organize multiple activities and tasks to meet schedules and time lines.
- Work successfully with District faculty, administrators and staff, as well as community representatives.
- Work with and exhibit sensitivity to and understanding of the diverse racial, ethnic, disabled, sexual orientation and cultural populations of community college students.
- Communicate effectively, both orally and in writing, demonstrating advanced writing skills.
- Establish and maintain effective working relationships with those contacted in the course of work.

OTHER DUTIES:
- Perform related duties as assigned.

LICENSES AND OTHER REQUIREMENTS:

Valid California Class B driver’s license.
DIRECTOR OF ATHLETICS

WORKING CONDITIONS:

ENVIRONMENT:
Office, community and athletic field environment.
Constant interruptions.
Driving a vehicle during adverse weather conditions.
Contact with dissatisfied or abusive individuals.

PHYSICAL ABILITIES:
Hear and speak to exchange information.
Sitting or standing for extended periods of time.
Dexterity of hands and fingers to operate office equipment.
Lifting, moving and carrying boxes and other materials.

HAZARDS:
Potential for exposure to bodily fluids and blood borne pathogens.

Salary Schedule and Range: 30, 156
BP 2340 AGENDAS

Reference: Government Code Sections 54950 et seq., 6250 et seq.; Education Code Sections 72121, 72121.5; BP 2430 Delegation of Authority to Superintendent/President, BP 2210 Officers.

An agenda for the meetings shall be provided by the Superintendent/President. An agenda shall be posted adjacent to the place of meeting at least 72 hours prior to the meeting time for regular meetings. The agenda shall include a brief description of each item of business to be transacted or discussed at the meeting. The regular order of business may be changed by consent of the Board of Trustees. Items may be added to the agenda by the Board of Trustees and/or the Superintendent/President. If requested, the agenda shall be provided in appropriate alternative formats so as to be accessible to persons with a disability.

No business may be acted on or discussed which is not on the agenda, except when one or more of the following apply:

- a majority decides there is an “emergency situation” as defined for emergency meetings;
- two-thirds of the members (or all members if less than two-thirds are present) determine there is a need for immediate action and the need to take action came to the attention of the Board subsequent to the agenda being posted;
- an item appeared on the agenda of and was continued from a meeting held not more than five days earlier.

The order of business may be changed by consent of the Board.

The Superintendent/President shall establish administrative procedures that provide for public access to agenda information and reasonable annual fees for the service.

Members of the public may place matters directly related to the business of the District on an agenda for a Board meeting by submitting a written summary of the item to the Superintendent/President. The written summary must be signed by the initiator. The Board reserves the right to consider and take action in closed session on items submitted by members of the public as permitted or required by law.
AP 2341 Request by Board Members to Place Matters Directly on a Board Agenda

Reference: BP 2210 Officers, BP 2340 Agendas,

1. A member of the Board may request that an item be placed on a regular Board agenda or Study Session agenda by either of the following:
   a. Describing the item at a Board Study Session under the agenda item listed specifically for this purpose or
   b. Discussing the item with the Board president who may place the item on the agenda as part of his/her responsibilities pursuant to BP

2. Placement of an item requested by an individual Board member on the agenda of the Board permits the requesting Board member, others on the Board and members of the public to comment upon the matter after notice to the public and to the members of the Board of Trustees.

3. Any such item placed upon the agenda shall initially be for information only. Inclusion of an item placed on the agenda in this manner does not confer upon the requestor the right to direct or require preparatory staff study, analysis, research, or review of material related to the item.

4. Any direction to staff to study or provide analysis, research or review of background material may come only as the result of action approved by a majority of the Board to do so.
Accreditation Standards

Standard IV: Leadership and Governance

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

A. Decision-Making Roles and Processes

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

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

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

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

   b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

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

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

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.\(^6\)

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

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

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

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

   d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.
Standard IV: Leadership and Governance

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

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

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

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

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

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

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.
Standard IVB—Board and Administrative Organization
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

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

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

   • establishing a collegial process that sets values, goals, and priorities;

   • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;

   • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and

   • establishing procedures to evaluate overall institutional planning and implementation efforts.

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

d. The president effectively controls budget and expenditures.

e. The president works and communicates effectively with the communities served by the institution.
Ventura CCSD: Board Policy 2434 CHANCELLOR' RELATIONS WITH THE BOARD

The Board has the responsibility for selecting and evaluating the Chancellor. The Board delegates full responsibility and authority to him or her to implement and administer Board policies without Board interference and hold him or her accountable for the leadership and operation of the District and the colleges.

The Chancellor shall take direction from the Trustees only when sitting in a duly held meeting of the Board, and no individual Trustee shall give any direction or instructions to the Chancellor; provided, however the provisions of this policy shall not be construed to prevent any Trustee from discussing matters of the District with the Chancellor.

Neither the Board nor any of its Trustees shall give direction or instructions to any subordinate of the District Chancellor. Behavior inconsistent with this policy would be considered a violation of BP 2715 Code of Ethics/Standards of Practice.

VCCD BP 2715: CODE OF ETHICS

The Board as an independent policy making body, shall maintain high standards of ethical conduct for its members. Members of the Board are responsible to:

- Support the mission of the District
- Act only in the best interests of the entire community
- Ensure public input into board deliberations
- Adhere to both open and closed meeting state laws and regulations
- Prevent conflicts of interest and the perception of conflicts of interest
- Exercise authority only as Board and fully support Board actions once taken
- Use appropriate, formal channels of District communication
- Respect others and divergent opinions
- Be informed about the district, educational issues, and the responsibilities of trusteeship
- Devote adequate time to the work of the Board
- Observe the Open Meeting Act and maintain the confidentiality of closed session and confidential matters.
BP 2720  COMMUNICATIONS AMONG BOARD MEMBERS

Reference: Government Code Section 54952.2

Members of the Board shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the Board.
RESEARCH AND RECOMMENDATIONS CONCERNING
LIVE AND ON-DEMAND STREAMING FOR THE SANTA BARBARA COMMUNITY COLLEGE DISTRICT

Written for Superintendent/President Andreea M. Serban

By

Dr. Paul Bishop,
Vice President, Information Technology

And

Dr. Douglas Hersh
Dean, Educational Programs

February 24, 2011
1. **INTRODUCTION**

In December 2010 Superintendent/President Serban asked Information Technology Division Vice President Paul Bishop and Educational Programs Dean Doug Hersh to research the options for capturing live video of the monthly board meetings and for streaming that video in real-time and on-demand. The following narrative describes the various options and makes both short and long term recommendations.

2. **PHASE I RESEARCH: Granicus, IQM2**

We first began by looking at the vendors that make products exclusively for the capture and display of public meetings and the associated documentation related to those meetings. Two vendors, Granicus and IQM2, appear to have the largest installed base in this area. Both vendors provide a range of software modules that address all aspects of public meetings, including but not limited to agenda preparation and publishing, note taking during the meeting and subsequent editing of those notes, linking the published agenda to the video segment of the recording in which each agenda item is discussed, capture of video from presentation systems used at the meeting, hosted storage for all documents and video, and a web based interface by which the public can easily search for and view meeting content. Both vendors require the purchase of encoders and cameras that would be installed in the meeting location. Content is initially stored locally during capture and then is uploaded to their offsite servers for archiving and on-demand viewing. The primary requirements for the college would be the installation of cameras and video switching equipment, the training of technicians to be able to operate the equipment and to do the actual video production (selecting video content at the video switcher at the appropriate times). We currently have only audio equipment installed in the board meeting room, A211, and 3 computer technicians that have been trained in the use of that equipment.

3. **PHASE II RESEARCH: vBrick, MediaCast**

Both Granicus and IQM2 are focused primarily on public meetings. We expanded our search to vendors that have a broader portfolio of services targeting higher education institutions in an attempt to solve as many campus video needs as possible. In a number of campus areas, Library, LRC, Nursing Labs, Language Labs, and faculty courseware development, there is an expressed need for a multi-featured digital video storage and distribution system. To make it a more direct comparison to the previous two vendors, we selected two of the top vendors in this market space, vBrick and MediaCast, and compared the pricing of their hosted services. The major difference between these two groups of vendors is that the first group has a variety of modules all targeted at public meetings and the second group has modules more broadly targeted at other institutional needs such as digital signage, cable TV, video libraries of copyrighted materials, and direct connections to Active Directory for...
authenticated access to on-demand materials. As with the previous group, the college would still be installing equipment and identifying and training the required staff necessary for video production.

4. PHASE III RESEARCH: Contracted Services
We explored a solution that would require little or no college investment in staff or hardware. In discussions with our IT counterparts at the City of Santa Barbara, Tom Doolittle suggested that the city’s video production team could provide this service at a reasonable price. We contacted the City TV studio and they were very receptive to the idea of doing video recordings of board meetings and providing a live stream to Channel 18 as well as providing the college with a digital copy on the next business day for on-demand viewing from the college’s web site. They indicated that they had no outstanding obligations that would prohibit them from being available for the monthly Thursday meetings. In their pricing structure would be a one and a half hour setup/breakdown charge for each meeting with a flat hourly rate of $91.50. The annual cost of the City’s proposal was calculated based upon one meeting per month lasting for approximately four hours.

Table 1. Cost comparison of five vendor solutions for live and on-demand streaming.

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Type of Solution</th>
<th>Startup Costs</th>
<th>Encoder</th>
<th>Camera</th>
<th>Monthly Staff Cost*</th>
<th>Other Fees</th>
<th>Monthly Recurring</th>
<th>Year 1 Total</th>
<th>Annual cost for following Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granicus*</td>
<td>Hosted/Local Encoder</td>
<td>125.00</td>
<td>2,000.00</td>
<td>240.00</td>
<td>91.50/hour</td>
<td>390.00</td>
<td>9,685.00</td>
<td>7,560.00</td>
<td></td>
</tr>
<tr>
<td>IQM2*</td>
<td>Hosted/Local Encoder</td>
<td>2,000.00</td>
<td>240.00</td>
<td>330.00</td>
<td>8,840.00</td>
<td>6,840.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MediaCast</td>
<td>Hosted/Local Encoder</td>
<td>3,500.00</td>
<td>4,700.00</td>
<td>2,000.00</td>
<td>331.67</td>
<td>17,060.04</td>
<td>6,860.04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vBrick</td>
<td>Hosted/Local Encoder</td>
<td>5,395.00</td>
<td>2,000.00</td>
<td>240.00</td>
<td>866.00</td>
<td></td>
<td>20,667.00</td>
<td>13,272.00</td>
<td></td>
</tr>
<tr>
<td>City of SB</td>
<td>Hosted Production</td>
<td>6,039.00 (assuming 12 Board meetings of 4 hours each plus setup and breakdown charge)</td>
<td>91.50/hour</td>
<td>6,039.00</td>
<td>6,039.00</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* This is the cost of just the base module that would allow us to stream and store video content

~ This is the overtime cost for one IT staff member. A full production crew could require up to 3 persons.
5. RECOMMENDATIONS
   a. Short-Term Recommendation
      Based upon the preceding analysis, it is our recommendation to contract initially with the City of Santa Barbara. Video capture could begin at the college's earliest convenience with no startup costs for either staffing or equipment. Additionally, if the District contracts with the City of Santa Barbara on a meeting-by-meeting basis there would be no annual commitment.
   b. Long-Term Recommendation
      We are also recommending a long-term approach that would include the video recording of board meetings as part of a larger discussion regarding campus video archiving and delivery. The long-term solution would look at a common infrastructure for all campus video requirements that would allow us to minimize training and support costs and provide a common interface for accessing campus video collections.
Santa Barbara Community College District
Board of Trustees
Study Session March 10, 2011
Discussed with the Board at the Study Sessions on February 16, 2011 and February 23, 2011

Preparation for 2011-12 Budget and Looking Ahead
Preliminary Recommendations to and Questions for the Board of Trustees from the Superintendent/President and Executive Committee

In order to begin shaping the direction for building the tentative budget for 2011-12 and looking ahead with an expectation that the state funding for community colleges will not improve until at least 2014-15 and that SBCC will face severe ongoing cuts ahead (from a low of $3.9 million to a high of $10.5 million in 2011-12), it is important to have the Board’s guidance in the next one to two months regarding key assumptions, recommendations and questions outlined below. As it is always the case, building the tentative budget is an iterative process through June when a tentative budget is brought for Board approval.

1. Recommendation: Implement the ongoing cut to base funding in a three-year phased approach as follows:

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-2013</th>
<th>2013-14</th>
</tr>
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<tbody>
<tr>
<td>If cut is $3.9 million</td>
<td>$1 million</td>
<td>$1 million</td>
<td>$1.9 million</td>
</tr>
<tr>
<td>If cut is $6.8 million</td>
<td>$2 million</td>
<td>$2 million</td>
<td>$2.8 million</td>
</tr>
<tr>
<td>If cut is $10.5 million</td>
<td>$2 million</td>
<td>$4 million</td>
<td>$4.5 million</td>
</tr>
</tbody>
</table>

This approach will mean that the current reserves will be reduced significantly over the next three years (we are working on an analysis of the impact of these scenarios which we will bring to a future meeting of the Fiscal Committee and Study session). However, given the magnitude of the reduction, implementing the entire ongoing cut in one year will have a severe negative impact on our students, programs and employees and will not allow sufficient time for analysis and planning. The annual cuts in expenditures proposed above need to be true ongoing expenditure reductions rather than one-time reductions. The reserves we currently have are serving us extremely well and will allow us to implement this phased approach. In addition, there are a number of policy proposals at the state level, which, if implemented, will change the funding for community colleges in very important ways and we may not have the choices that we currently have.
2. **Recommendation: Maintain center status for Schott and Wake** – maintaining center status requires a minimum of 1,000 FTES per center. The 1,000 FTES can be a combination of non-credit and credit FTES. Currently, there is a small number of credit classes offered at the Wake Center through the Professional Development Center and Construction Academy, totaling about 70 FTES per year. The college has the capacity to offer more credit classes at the Wake Center depending on space availability

   a. **Question for the Board:** Will the Board support the college offering additional credit classes at the Wake Center and possibly, but less likely, at the Schott Center, and maintaining the Center status through a combination of credit and non-credit FTES rather than exclusively through non-credit FTES?

3. The ongoing state funding cut looks very likely to be implemented as a **workload reduction in 2011-12**, meaning reducing the base of FTES funded, the same way the $2.6 million reduction in ongoing reduction in our base funding was implemented in 2009-10. Based on recommendation 1 above, the recommendation is to allow for some unfunded FTES in 2011-12 and 2012-13 and we are working on further analysis.

   **Recommendation:** maintain the enhanced non-credit FTES at current level of about 930 annually; consider reducing non-credit non-enhanced FTES from an estimated 1,065 in 2010-11 (the 1,263 non-enhanced FTES was the actual FTES in 2009-10) to about 800 in 2011-12 to allow for a lower reduction in credit FTES than otherwise possible. Consider offering additional non-credit classes for a fee under Community services. Reduce credit FTES in a phased approach over three years as follows: a) in 2011-12, the college will not exceed $2,000,000 in unfunded FTES; b) in 2012-13, the college will not exceed $1,000,000 in unfunded FTES; c) in 2013-14, the college will not exceed $200,000 in unfunded FTES.

   **Work on the summer 2011 schedule for non-credit** starts in mid-March 2011. It is important to make a decision regarding the non-credit courses offered in Summer 2011 by March 15.

   a. **Question for the Board:** How does the Board view the implementation of the workload reduction in terms of the split of the FTES reduction between credit and non-credit?

4. **Recommendation:** Maintain the commitment that all regular employees of the college will be employed – no layoffs of regular employees due to budget reductions. The college employs a large number of adjuncts and short-term hourly workers.

   a. **Question for the Board:** What is the position of the Board?

5. **Support for categorical programs (EOPS, DSPS, matriculation):** since 2008-09 when the state funding for categorical programs has been cut by about 50%, the college has increased
significantly the support for these programs from the general fund above and beyond what was already funded from the general fund. In 2010-11, $825,173 additional funding from the general fund is committed to offset the state budget cuts and maintain an overall level of funding of over 90% of what these programs had in overall funding in 2007-08.

**Recommendation:** To the extent that the workload reduction will result in fewer students served, the overall funding needed by these programs will decline, however we will not know the impact regarding demand for the services offered by these programs until later in 2011-12. For 2011-12, maintain the same total additional support from the general fund as in 2010-11.

a. **Question for the Board:** What is the position of the Board?

6. **Borrowing:** Due to effective and prudent fiscal management the college has never needed to borrow in order to deal with cashflow challenges created by deferments in state payments or increased costs.

**Recommendation:** Commit to not arrive at a situation where the college is forced to borrow money to deal with cashflow.

a. **Question for the Board:** What is the position of the Board?

8. **General fund reserves:** Due to effective and prudent fiscal management the college has been able to end 2009-10 with a total of $30.4 million in fund balances (general fund, construction and equipment funds). The minimum required by the State Chancellor’s Office is 5% of the restricted and unrestricted operating budget. Accreditation standards set expectations of minimum fiscal solvency and stability (see standard IIIID).

**Recommendation:** Maintain a cash fund balance equal to 5% + cost of TLU liability + annual deferrals paid into the next fiscal year. This is the minimum level of cash needed to ensure that we meet cashflow needs throughout the year without the need to borrow (see cashflow analysis provided for the meeting of the Fiscal Committee on February 7, 2011).

a. **Question for the Board:** What is the position of the Board?

9. **Construction and equipment funds:** The physical and technical infrastructure of the campus needs to be maintained in order to provide a positive and effective learning environment for our students and a reasonable working environment for our employees. The college must maintain a high standard in our technology – hardware and software – in order to provide a quality of education that our students need to receive from SBCC. Learning on obsolete equipment and software will not provide our students with the education that expect and need to receive to be
competitive in the job market or as they pursue higher education at the university level. The state has stopped providing block grant funding for instructional equipment. Without a sustained effort on the part of the college to save money and replenish out equipment and construction funds, the college will fall behind and jeopardize the quality for which SBCC is known and respected statewide and around the nation. Just the routine annual maintenance of facilities is about $640,000 per year. As in any institution of this size, there are always unexpected issues that occur throughout the fiscal year with equipment or pipes breaking or other emergencies that must be addressed right away. The annual cost for scheduled replacements of computers and servers is about $700,000/year. This does not include the cost of cyclical replacement of other equipment that is non-computer related.

Recommendation: Transfer at least $2 million/year into the construction fund and $1.5 million/year into the equipment fund.

a. Question for the Board: What is the position of the Board?