DRAFT
BOARD'S PRIORITY CHARACTERISTICS FOR SUPERINTENDENT PRESIDENT SEARCH

Not in order or priority

Personal Commitment to Shared Governance Processes - A leader who understands how collaboration/shared governance works. Sees the value of and has a personal commitment to meaningful participatory governance before decisions are made. A leader who encourages openness and transparency at all levels and demonstrates personal humility, empathy and a collaborative management approach.

Excellent Communication/People Skills - This includes strong listening skills, relationship-building, team-building, community-building, motivating and mobilizing people around a positive vision, negotiating, and resolving conflicts, as well as the basic communication skills of public speaking and writing. An effective communicator who can bring together diverse stakeholders and inspire them in a common vision.

Innovator/Risk Taker - A leader who challenges his/herself and others to think creatively, take risks, innovate, rigorously evaluate the results and succeed at all levels. A forward-thinker, someone who has the bigger global in mind in all aspects of college planning.

College, Educational and Community Leader - Will effectively represent the College in and to the community and on the state and national level. Has the personal accomplishments, experience and intellect to garner the respect and support of campus stakeholders and wider community. Committed to spending a large part of his/her time on fundraising and outreach, and capable in all levels of community fund-raising and revenue generation, including development and promotion of local and state-level collaborations.

Good Judgment - Demonstrates good judgment, flexibility, curiosity and comfort in a complex environment. Has informed his/herself about SBCC and its opportunities and challenges before meeting with the committee. Evidences a long term commitment to SBCC and the success of its students. Committed to the fair and equitable application of college processes and decisions and evidences high integrity.
Following adoption of a set of priorities, the board needs to be assured that the evaluative tools used by the search committee will directly relate to those priorities. This draft form may be forwarded to the Search Firm for consideration.

**DRAFT FORM FOR SEARCH COMMITTEE**

<table>
<thead>
<tr>
<th>Score</th>
<th>Strong</th>
<th>Average</th>
<th>Weak</th>
</tr>
</thead>
</table>

**1. Personal Commitment to Shared Governance Processes**

a. Understands Participatory Governance P/G  
b. Articulates the value of P/G  
c. Has personal commitment to meaningful PG before decisions are made  
d. Committed to openness and transparency  
e. Demonstrates personal humility  
f. Shows Empathy  
g. Demonstrates Collaborative Management style

**Total Score for (1)**

**2. Excellent Communication/People Skills**

a. Listens effectively to others  
b. Builds positive relationships  
c. Builds high quality teams  
d. Delegates comfortably  
e. Delegates effectively  
f. Builds positive community relationships  
g. Motivates others toward a positive vision  
h. Good at negotiating and resolving conflicts  
i. Skilled, persuasive public speaker  
j. Skilled at articulating vision  
k. Strong writing skills

**Total Score for (2)**

**3. Innovator/Risk Taker**

a. Challenges him/herself to be creative, innovate  
b. Evaluates results rigorously  
c. Challenges others to be creative and innovate  
d. Evaluates results rigorously
e. Understands specific context and the big picture
f. Strong planning skills

**Total Score for (3)**

**4. Educational and Community Leader**

a. Will effectively represent the college in the local community and state-wide and nationally
b. Will command the support and respect of the campus stakeholders
c. Will have the respect and support of the community
d. Is or will be a successful fundraiser
e. Highly likely to be successful in obtaining grants, bonds and other revenue
f. Committed to creating successful local and state wide partnerships

**Total Score for (4)**

**5. Good Judgment**

a. Has demonstrated good judgment
b. Flexible and comfortable in complex environment
c. Curious about everything with a focus on how to improve
d. Does his/her homework about SBCC in advance
e. Evidences a long term commitment to SBCC
f. Demonstrated ability to be consistent, fair, equitable
g. Has high integrity

**Total score for (5)**

**Total score for all characteristics**

**6. Additional Question for each committee member** (written answer first, then discuss):
Imagine that this person is recommended by the Search Committee to the Board and is selected as the new Superintendent/President.

A. Then imagine that this person has succeeded beyond your best expectations – describe what characteristics of this person have lead to this success.

B. Then imagine that this person has not proved successful at the job – describe what characteristics have lead to this result.
The following analysis is based on the current assumptions for revenue. The assumption is that mid year cuts will be for a deficit factor only, not ongoing. This is from Scott Lay's analysis on the CCLeague website: http://www.c克莱ague.net/february surprise. This includes the original $5.2 million workload reduction and an additional $2.4 million deficit, totaling over $7.6 million for the year. Once this applied to the Adopted Budget it results in an ongoing $5.6 million reduction to budget for the unrestricted general fund. Because this is static in time, applied to the 2011-12 budget it does not include estimates for increases in expenses or revenues that may be realized going forward. The increase in ongoing expenses going forward would include: longevity, step and class salary increases, utilities, unemployment insurance and workers comp.

<table>
<thead>
<tr>
<th>With no reduction in teaching expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduction required from 2011-12 Adopted Budget</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Presidents Office</td>
</tr>
<tr>
<td>Educational Programs</td>
</tr>
<tr>
<td>Business Services</td>
</tr>
<tr>
<td>Information Technology</td>
</tr>
<tr>
<td>Human Resources</td>
</tr>
<tr>
<td>Continuing Education</td>
</tr>
<tr>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

| Presidents Office                      | $ 1,896,096 |
| Educational Programs                   | $ 25,885,835 |
| Business Services                      | $ 9,526,106 |
| Information Technology                 | $ 4,565,712 |
| Human Resources                        | $ 1,089,325 |
| Continuing Education                   | $ 3,990,067 |
| **Total**                               | **$ 46,953,141** |

8.7% Reduction

| Presidents Office                      | 4.0% $ 164,915 |
| Educational Programs                   | 55.1% $ 2,251,442 |
| Business Services                      | 20.3% $ 828,541 |
| Information Technology                 | 9.7% $ 397,107 |
| Human Resources                        | 2.3% $ 94,745 |
| Continuing Education                   | 8.5% $ 347,039 |
| **Total**                               | **100.0% $ 4,083,788** |

60% of 8.7% Reduction for 2012-13

<p>| Presidents Office                      | 5.2% $ 98,949 |
| Educational Programs                   | 5.2% $ 1,350,865 |
| Business Services                      | 5.2% $ 497,125 |
| Information Technology                 | 5.2% $ 238,264 |
| Human Resources                        | 5.2% $ 56,847 |
| Continuing Education                   | 5.2% $ 208,224 |</p>
<table>
<thead>
<tr>
<th>Additional Budget Required</th>
<th>5.2%</th>
<th>$2,450,273</th>
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</thead>
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**Balance of full Reduction for 2012-13**

<table>
<thead>
<tr>
<th>Category</th>
<th>Reduction</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents Office</td>
<td>6.7%</td>
<td>$126,892</td>
</tr>
<tr>
<td>Educational Programs</td>
<td>6.7%</td>
<td>$1,732,345</td>
</tr>
<tr>
<td>Business Services</td>
<td>6.7%</td>
<td>$637,511</td>
</tr>
<tr>
<td>Information Technology</td>
<td>6.7%</td>
<td>$305,549</td>
</tr>
<tr>
<td>Human Resources</td>
<td>6.7%</td>
<td>$72,900</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>6.7%</td>
<td>$267,025</td>
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</table>

<table>
<thead>
<tr>
<th>Additional Budget Required</th>
<th>6.7%</th>
<th>$3,142,222</th>
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</thead>
</table>

**Total Budget Reductions**

<table>
<thead>
<tr>
<th>Category</th>
<th>Reduction</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents Office</td>
<td>11.9%</td>
<td>$225,840</td>
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<tr>
<td>Educational Programs</td>
<td>11.9%</td>
<td>$3,083,210</td>
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<tr>
<td>Business Services</td>
<td>11.9%</td>
<td>$1,134,636</td>
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<tr>
<td>Information Technology</td>
<td>11.9%</td>
<td>$543,813</td>
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<tr>
<td>Human Resources</td>
<td>11.9%</td>
<td>$129,747</td>
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<tr>
<td>Continuing Education</td>
<td>11.9%</td>
<td>$475,249</td>
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<table>
<thead>
<tr>
<th>Total Budget Reductions</th>
<th>11.9%</th>
<th>$5,592,495</th>
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</table>
2011-12 Noncredit Nonenhanced FTES at P1

* Funding per Noncredit Nonenhanced FTES $ 2,744.96

= Total Noncredit Nonenhanced Funding $ 2,885,774.14

/ Funding per CREDIT FTES $ 4,564.83

= Equivalent CREDIT FTES 632.18

/ FTES per 3-unit Credit lecture section 3

= Equivalent number of Credit sections 211
POTENTIAL ITEMS IN THE COLLEGE BUDGET WHERE SIGNIFICANT REDUCTIONS IN EXPENSES COULD BE MADE
Targeted amount to be reduced by 2012-13

1. Conduct analysis of proposals for increasing revenues.
   a. Increase out-of-state students.
   b. Increase international students.
   c. Increase Food Services revenues.
   d. Increase revenue from renting campus facilities.
   e. Increase student parking fee from $30 to $40.
   f. Charge parking fee at CE Centers.
   g. Charge parking fee for faculty/staff at main campus.
   h. Short term rentals to summer programs.
   i. Go-Print campus wide.
   j. Charge for student materials when possible.

2. Small, relatively easy, actions to cut costs.
   a. Warn department and units when exceeding budgets and then freeze budgets.
   b. Offer voluntary contract reduction for full-time staff (12 months to 11 or 10) where feasible. (must be negotiated/can't backfill with hourly)
   c. Re-examine marketing (cost of printing schedule of classes for credit and non-credit; number of catalogs)
   d. When adding additional sections, add sections students need that also yield a high WSCH/FTES ratio.
   e. Review all software contracts to determine if they are still worth their annual fees.
   f. Computers on campus:
      i. Remove some computers from the replacement cycle. Have a pool of computers for just-in-time replacements.
      ii. Replace computers with thin clients where possible, especially in labs.

3. Reorganizing for efficiency (cost savings)—may require giving up work we are used to getting done.
   a. Institute a hiring freeze. Focus on internal moves when possible for administrative, management, and staff positions. Identify work we can do without as vacancies provide opportunities for examination of potentially wasteful, or at least less essential, work we currently do.
   b. Examine need for current number of administrators and staff.
   c. Analyze ways to reduce costs through shared administration and space for tutoring services.
   d. Reduce short-term classified and student hourly workers: Each VP will conduct an analysis of reducing short-term hourly hours in their respective areas. Using 2010-11 as the baseline year ($650K)
   e. Consolidate computer labs. (There are over 25 labs.)
   f. Examine areas of duplication between CE and credit.
   g. Assess all ongoing non-teaching stipends.

4. Reduction of valuable, but technically "extra," services. Assess the effectiveness of academic and student support services in contributing to student success.
   a. Reducing or eliminating readers.
   b. Reducing or eliminating tutors.
c. Re-examine categorical backfills (DSPS, EOPS, Credit and Non-Credit Matriculation). (current budget $825K)
d. Reduce general fund contribution to Partnership for Student Success.
e. Consider elimination of summer school.
f. Consider outsourcing Child Development Center (currently subsidized at $285K from general fund.)

5. Special efforts to lower costs of high-cost programs & examine programs with low or declining enrollments.
   a. Analyze high cost programs to identify strategies to reduce their costs.
   b. Analyze programs that offer classes with low and/or declining enrollments to consider program discontinuance.
VIOLATION OF BP 2715 (Code of Ethics)

The Board of Trustees will promptly address any violation of this Code of Ethics Policy by a Member or Members of the Board. Violation(s) of BP 2715 will be addressed by the Board President, who will first discuss the violation(s) with the Board Member in an effort to seek to reach a resolution. If resolution is not achieved and further action is deemed necessary by the Board President, the Board President may appoint an ad hoc committee composed only of two Board Members to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by a majority vote of the entire Board and may include a recommendation to the Board to censure the Board Member by a resolution. All sanctions will be in accordance with state and federal laws and education codes. If the President of the Board is perceived to have violated BP 2715, the Vice President of the Board is authorized to pursue resolution. Motions calling for the adoption of a censure resolution may only be brought at the Board’s regularly scheduled meetings, or at a special meeting. Censure resolutions shall only be heard in public. Notice of a censure resolution shall be given no later than at the time the meeting is noticed. A censure resolution shall describe in sufficient detail the conduct of said Board Member or Members, so as to allow the Member or Members to prepare his or her response to the allegations before the vote.
AP 5055  Enrollment Priorities

References:  Title 5 Section 58106, 58108; Education Code Section 66025.8
           BP 5055

Dates and times for student registration appointments for each semester will be based on the
following priority order:

Disabled students with the approval of DSPS Director or designee.

EOPS students with the approval of EOPS Coordinator or designee.

Veterans (any member or former member of the Armed Forces of the United States of America)
within five years of leaving active duty, including, but not necessarily limited to, any student who is
called to active military duty compelling the student to take an academic leave of absence.
Verification of veteran status is required.

Foster youth and former foster youth. Foster youth means a person who is currently in foster care
and former foster youth means a person who is an emancipated foster youth and who is up to 24
years of age. Verification of foster youth status is required.

Continuing students except those with an educational goal of Personal Enrichment based on the
number of units completed and currently enrolled (most units first).

Currently enrolled first semester students except those with an educational goal of Personal
Enrichment based on the number of units completed and currently enrolled (most units first).

New, new transfer and returning students except those with an educational goal of Personal
Enrichment who have met pre-registration requirements.

Students enrolled in the SBCC Middle College Program.

Students with an educational goal of Personal Enrichment.

Dual Enrollment students

Formerly Student Policy 5013.119-5013.169
BP 5075 Course Adds, Drops and Withdrawals

Reference(s): Title 5 Sections 55024, 58004, 58161

The Superintendent/President, in consultation with appropriate participatory governance groups as stipulated in BP 2510, shall establish procedures defining course adds, drops and withdrawals which shall comply with Title 5 regulations.

The district policy shall establish the number of times (not to exceed three times), that a student may withdraw and receive a "W" symbol on his or her record for enrollment in the same course. A student may be permitted to enroll again in a course after having previously received the authorized number of "W" symbols in the same course if:

- Notwithstanding the limits set forth above, apportionment will be limited as set forth in Title 5 section 58181.
- Approval is granted by the appropriate district official after a review of the student's petition.
- Provisions for intervention in cases of multiple withdrawals must be included.

Withdrawals: Formally BP 3043.4

Amended by Board action of February 11, 1982; June 24, 1982; June 23, 1983
Revisions approved by the Board of Trustees January 27, 2011
AP 5075 Course Adds, Drops and Withdrawals

Reference(s): Title 5 Sections 55024, 58004, 58161

Adding Courses

Students may add open classes through the registration period.

Once a class closes or the registration period concludes, classes may only be added by obtaining permission from the instructor through the last day to add deadline.

1. Full semester length Fall/Spring classes must be added with instructor permission by the end of the second week of the semester.
2. Fall/Spring courses less than full semester in length and all Summer courses must be added prior to the 20% length of the class. Find the last day to add by clicking on the CRN from the semester web schedule of classes.

Students who miss the last day to add deadline for a course due to extenuating circumstances may submit a Petition for Late Add to Admissions & Records. In order to be eligible for consideration of a late add a student must have begun attending the course prior to the last day to add deadline. Instructor approval and signature is required for consideration. The final deadline to submit a Petition for Late Add is the end of the 4th week of the semester for full semester length classes (25% length of the class for classes less than full semester in length).

A section switch from one section of the same course to another section is permitted with the permission of both instructors through the fifth week of the semester.

A level switch from a higher/lower to a lower/higher level of the same course (e.g., Spanish 102 to Spanish 101) is allowed through the fifth week of the semester with permission from both instructors.

Drops/Withdrawals

Withdrawals, or drops, are authorized through the last Friday of the ninth week of instruction for full semester length classes or 60% of the course for all other classes and in summer.

Students who drop classes during the first two weeks or 20% of the term, whichever is less, will receive no notation on their academic record.

It is the student’s responsibility to officially withdraw from courses by the appropriate deadline(s). A student who remains in a semester length class beyond the 9th week (60% point of the class for all other classes and in summer) must receive an evaluative grade other than a “W”.

Instructors shall clear their rolls of inactive students not later than the end of the last business day before the census day for all students. No notation, “W” or other shall be
made on the academic record of a student who withdraws prior to census.

"Inactive students" include:

- Students identified as no-shows,
- Students who officially withdraw,
- Students who are no longer participating in the courses and are therefore dropped by the instructor.

An instructor may drop a student from a semester length class until the end of the 9th week of the semester (60% point of the class for all other classes and in summer) for excessive unexcused absences. Absence is considered excessive if a student misses more than the equivalent of one week of class during the semester.

In such instances, the student will receive a "W". An instructor may reinstate a student when it is determined that the student has been dropped in error. The instructor may not drop a student from a full semester length class after the 9th week (60% length of the class for all other classes and in summer). After the end of the 9th week (60% length of the class for all other and summer), an evaluative grade symbol must be assigned.

A student may petition the Scholastic Standards Committee for a "W" to be recorded after the 9th week (semester length classes or 60% length of all other classes due to extenuating circumstances. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the control of the student.

The district policy shall establish the number of times (not to exceed three times), that a student may withdraw and receive a "W" symbol on his or her record for enrollment in the same course. A student may be permitted to enroll again in a course after having previously received the authorized number of "W" symbols in the same course if:

- Approval is granted by the appropriate district official after a review of the student's petition
- Provisions for intervention in cases of multiple withdrawals must be included
- Notwithstanding the limits set forth above, apportionment will be limited as set forth in section 58161.

Students wishing to petition to register in a course in which their academic record reflects 3 previously recorded "W" notations should complete a Petition to Register in a Course With 3 Previously Recorded Withdrawals. The form is available at www.sbcc.edu/forms and from Admissions & Records (SS-110). The completed petition and documentation (if required) must be submitted to the Director, Admissions & Records (SS-110).

Approved by Student Senate 11/19/2010
Board History: Withdrawals: Formally BP 3043.4
BP 2716  POLITICAL ACTIVITY

Reference: Education Code Sections 7054; 7056; Government Code 8314

Members of the Board shall not use District funds, services, supplies or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the governing board.

Adopted: Board of Trustees November 20, 2008