

SANTA BARBARA COMMUNITY COLLEGE DISTRICT  
**SCHEDULING & PUBLICATIONS COORDINATOR**

**Definition**

Under the direction of the Dean, Educational Programs, and in close coordination with the Director of Marketing, the Publications Assistant will assist in the development and production of all major (class schedule and college catalog) and minor publications, including editing and proofreading.

**Essential Duties & Functions**

Responsible for the schedule building including all room scheduling for instruction, supports the creation (data entry) of new class set up and communicates with students on changes (cancellations). Works with department chairs on schedule changes. Position includes collecting, organizing and distributing schedule building materials to department chairpersons, processing of changes, maintaining master room charts.

Maintains the Master Course File with current course and program information. Coordinates course data accuracy with Information Resources Department, office of Institutional Research and Admissions Office.

Plans, writes, edits and produces a wide variety of publications including catalogs, class schedules, course outlines, program descriptions, guides and brochures for students, faculty and staff use.

**Employment Standards****Education & Experience:**

Any combination equivalent to a Bachelor's Degree in Journalism or English preferred, and 3+ years editing and desktop publishing experience. Additionally, should have strong hands on knowledge of graphic design related software such as PageMaker, QuarkXpress, Adobe PhotoShop, as well as, Microsoft Word and database software programs.

**Knowledge & Abilities:**

This position requires problem solving skills and the ability to work with the faculty and administration to assist with finding adequate class space in addition to the schedule development. The ability to work independently without close supervision is essential. Strong grammar, copy editing, and proofreading skills; keen eye for detail in text and layout; maintain a common voice and terminology for all college publications.

Must be able to work under tight timelines and meet deadlines. Should be comfortable working with new software; Schedule 25 and Oracle conversions are imminent.

Santa Barbara Community College District

**PUBLICATIONS ASSISTANT**  
**Classification Study**  
**March 2002**

**POSITION:** Full-time, 12 month position under the direction of the Dean, Educational Programs, in close coordination with the Director of Marketing for publications tasks. The Publications Assistant will assist in the development and production of all major (class schedule and college catalog) and minor publications, including editing and proofreading.

**DEPARTMENT:** Education Programs and Marketing

**POSITION REPORTS TO:** Dean, Education Programs

**EVALUATION:** This proposed position is a combination of duties from other positions. It is primarily a recast version of Principal Clerk, previously held by DeeDee Dullea. Her resignation provided the opportunity to redefine the position duties and responsibilities, in the interest of achieving greater departmental efficiency. It also includes some duties that remain from the Publications Supervisor position, a vacant M/S/C position last held by Rob Reilley. These specific duties include editing both course descriptions and schedule materials.

The Publications Assistant, responsible for building the schedule, including all room scheduling and all changes, is also responsible for maintaining the Master Course File with current course and program information. Clearly these responsibilities need to be executed with precision and timeliness, as they are a major component of our (technological) academic infrastructure.

However, these important responsibilities are seasonal in nature. Additional tasks have been added to the scope of this position to include the production of other publications, such as department brochures; guides and brochures for students, faculty and staff; and course outlines and program descriptions. These new duties will result in a more consistent workload for the incumbent and will provide the College with the extra resource it needs to generate more marketing pieces internally.

In terms of internal benchmarks, the previous position of Principal Clerk is a level 29 (\$2,163/mo. - \$2,618/mo.). The position of Computer Support/Public Information Specialist (held by Judy Powell) is a level 41 (\$3,121/mo. - \$3,783/mo.). This position has some comparable responsibilities in the area (smaller scale) of creating and publishing the class schedule for CE, but goes beyond with respect to technical support and liaison responsibilities plus public relations responsibilities for the CE division. Also, the Publications Supervisor position previously mentioned (Rob Reilley's position) was a level 39 on the M/S/C schedule.

External data for comparable positions was not widely available. I researched the Southern 30 group, Tri-Counties School Personnel Association survey, Santa Barbara Human Resources Association annual survey, WageWeb (an electronic source), Santa Barbara NewsPress classifieds, Westmont College, Cal Poly San Luis Obispo, and UCSB for positions that were remotely comparable.

The best information came from UCSB. They have recently changed the title of their position from Publications Coordinator/Supervisor to Publications Manager, but it did not seem to elevate the salary range associated with the position. Their current range for this position is from \$2,622/mo. - \$4,457/mo. The midpoint of the UCSB range (\$3,539/mo.) is about at the D step of our level 40 (\$3,055/mo. - \$3,706/mo.) (our D step is \$3,528/mo.). The incumbent at UCSB

supervises the Classroom Systems Manager and Publications/Scheduling Assistant positions, spending only 15% of their time weekly in this area of the position. Fifty-five percent of their time on a daily basis is spent on publications management duties (class schedule, general catalog, information brochures, booklets, forms, etc.).

Considering the similarities and differences between our proposed position and the position at UCSB, and weighing internal equity considerations, I would recommend placing this position at a level 38 (\$2,920/mo. - \$3,534/mo.) on CSEA Classified salary schedule 20. This is one level below the entry to our technical positions (User Support Rep I, level 39), yet is above other positions that require less education and experience and less in-depth knowledge of specialized software tools.

**RECOMMENDED CLASS:**

**Publications Assistant  
Classified salary schedule 20  
Range 38 (\$2,920/mo. - \$3,534/mo.)**

**SALARY REFERENCES:**

- Southern 30 group (no match)
- Tri-Counties School Personnel Association (no match)
- Santa Barbara Human Resources Association (no match)
- WageWeb (no match)
- Santa Barbara NewsPress classified (no match)
- Westmont College, Media Relations Specialist, \$2,083/mo. - \$3,083/mo.) (poor match)
- Cal Poly SLO (no response)
- UCSB, Publications Manager, \$2,622/mo. - \$4,457/mo.(partial match for publications portion)
- UCSB, Assistant II, \$2,110/mo. (partial match for schedule building portion)

STUDY BY: Patricia English  
Human Resources Manager  
March 1, 2002

**RECOMMENDED APPROVAL:**

\_\_\_\_\_  
Susan C. Ehrlich, Vice President  
Human Resources and Legal Affairs

\_\_\_\_\_  
Date

## **Request for Reclassification of Principal Clerk Position (Deban Dullea) due to Reorganization**

Over the past year, there have been five significant changes in the Marketing Department which have created a need for reorganization and an opportunity for a reclassification of a vacant position:

### **Changes:**

1. We hired a Director of Marketing (Karen Sophiea). This was a new position created by the resignation of Pat Kistler and a reorganization of Educational Programs.
2. Rob Reilly (head of publications) retired and will complete his post-retirement contract this June.
3. We hired a Graphic Designer.
4. Deban Dullea resigned as Principal Clerk (29) with schedule and catalog responsibilities.
5. We created, at the request of the Supt.-President, an Enrollment Management Plan.

### **Effects of Changes:**

1. We developed an Enrollment Management Plan aligned with the College Plan. The EM Plan has specific, measurable marketing goals with defined market segments. The EM Plan has been presented to the Board of Trustees.
2. In support of the EM Plan, we have created a coordinated marketing effort in order to have a consistent voice and look in the community. This consistency of "brand" ensures product integrity and includes all major publications. For the first time, a consistent look is being developed to include the Schedule of Classes, catalog, web, departmental brochures, flyers and miscellaneous advertising materials (newspaper, radio, etc.). Marketing materials and efforts have been greatly expanded. This expansion has created a need for additional assistance with the variety of marketing materials, including a division of labor between the Graphic Designer and someone who can assist in materials production implementing the Graphic Designer's designs. In the past, individual departments often created their own advertising materials leading to a fragmented college image, e.g. 24 different logos being used.
3. A significant void will be created with the departure of Rob Reilly. Among other duties, Rob has been the college's proofreader and editor for all major publications and for all course outlines and program descriptions. He writes/edits copy for departmental brochures and other promotional pieces.
4. Consistency of look and increased marketing efforts have generated more work. Specifically, additional production of departmental brochures both for print and web will be extremely time-consuming. In addition, all ads in the Schedule of Classes are now done by a professional or with professional oversight (Graphic Designer and interns under supervision of Graphic Designer) in order to improve the overall marketing image of the college in the community. Unlike the Graphic Designer who is responsible for design of marketing materials, e.g. developing a template for departmental brochures, this position would implement the design developed by the Graphic Designer. This implementation does not require graphic design skills and experience but should include basic desktop publishing skills.

**Additional factors:**

1. The conversion to Oracle requires a data cleansing of the Master Course File and the learning of new technology and software. This new technology will be database driven and will be significantly different from past practices. Database course and program content management will be the primary responsibility of this position.
2. The conversion to Oracle and/or Schedule 25 will require the learning of new technology and software related to room scheduling. Exact requirements are unknown at this time.
3. The conversion to Oracle will allow for a new process of prospective student request fulfillment. CRM (Customer Relations Management) software provides for the recruiting of students electronically and systematically based on a student profile of interest and aptitude. This is highly complex software and will require a significant amount of content development (scripting, setting of "rules"). For example, when a student submits an application electronically, that student's background, skills, interests, major, etc. will be automatically profiled and materials will be electronically sent to the prospective student which match the student's profile. The materials are varied and sent systematically to a student over a period of time. Those materials will need to be developed and, as time allows, this person will play an important role in the development and implementation of CRM materials.

The current job description of Principal Clerk is both inaccurate and inappropriate for the proposed duties. The primary new duties will be that of publications editor and materials production assistant. The Director of Marketing will supervise the staff responsible for the implementation of the marketing component of the Enrollment Management Plan including the graphic designer and this position.

**Why attach these new duties to the job description of the person responsible for the Schedule of Classes and catalog?**

The Schedule of Classes is our strongest marketing piece sent to all Santa Barbara residents. It contains over 50 display ads and must be developed as part of the overall marketing plan. In the past, DeeDee Dullea was responsible for the course listings and Rob Reilly was responsible for the display ads and coordinating the content copy (policies, etc). This past schedule, the Director of Marketing was the overall coordinator ensuring that the Graphic Designer's work (display ads) was integrated into the course listings.

In addition, the work related to the development of the schedule of classes and catalog is seasonal (50%) and there are times (50%) when the person with the right skills could serve as the college publication editor and desktop publisher of miscellaneous materials, meeting both the needs created by Rob leaving (editor) and by the new demands of an integrated marketing plan (developing miscellaneous advertising pieces utilizing the Graphic Designer's templates).

It should also be emphasized that the independent problem solving skills are substantial and necessary to build a schedule and interface with all department chairs and deans in an

attempt to accommodate needs and conflicts. Mistakes are costly and the work must be done with extreme accuracy and tact.

The range recommended by HR after research of comparable positions is range 38. Rob Reilly's classification is 46. The closest and most comparable position that currently exists is Comp. Supp./Pub. Info Specialist (Judy Powell) range 41.

## SANTA BARBARA COMMUNITY COLLEGE DISTRICT

### PRINCIPLES OF BUDGET DEVELOPMENT

There are numerous examples of organizations that have become ineffective because of a lack of sound fiscal planning. Organizational leaders should assure (Drucker) that organizations have: a capacity for survival; structural strength and soundness; and, the ability to survive a blow, adapt to sudden change, and avail itself of new opportunities.

The delineation of principles applied in developing the College's budget is intended to protect SBCC's viability—as an institution capable of fulfilling its educational mission for the greater Santa Barbara community. Providing students with quality educational and student services consistent with our mission and State funding is the objective sought through applying these principles.

#### Principles:

1. The College must balance its budget, i.e. ongoing expenses must be supported by ongoing income and reserve of 5 percent maintained.
2. The College will proceed with firm additions or reductions on the basis of what is known. Other actions will be taken to enable us to increase appropriations or implement reductions as factors such as enrollment declines or budget shortfalls materialize.
3. Lay-offs will be avoided if possible. In the event funding shortfalls, certificated and classified positions that become vacant may not be filled, and reassignments may be necessary.
4. It is recognized that the faculty and staff are SBCC's greatest resource. The faculty and staff will need to participate in identifying solutions and increasing efficiencies. Staff development activities to increase the capability of faculty and staff to contribute, e.g. using technology to increase effectiveness, will be supported.
5. The FTE cap must be met. If it is not, fiscal problems may develop. Consistent with the ability to meet our mission, a higher WSCH/FTES will be a major factor in considering program retention.
6. With fewer resources, it may not be possible to conduct the scope of academic and support programs that we currently have. Reductions will not be across the board. High cost programs and services, particularly if student demand is not high, will be considered for reduction/elimination.
7. Serious effort should be made to assure that salaries do not deteriorate.
8. Equipment replacement and repair funds will be maintained at the level specified in Board policy. Support of maintenance and purchase of equipment that enable SBCC to apply technology to gain efficiencies will be a priority.

9. Building and grounds must be maintained sufficiently to assure the campus remaining attractive to students and protect the investment in these facilities.
10. Because long-term efficiencies are viewed as being heavily dependent on technology, additional investments may have to be made there and other areas in order to realize cost savings.
11. Categorical funds, e.g. DSPS, EOPS, and staff development, must be spent in accord with the program guidelines.
12. All Federal, State, and local legal mandates shall be complied with, e.g. collective bargaining agreements, etc..
13. One-time funds will not be used to fund essential ongoing programs or activities.
14. Utility, liability and property insurance, salary steps, and reserve expense increases are projected annually; and allocations made early in the budget development process (preliminary budget) to meet those mandates expenses.
15. For non-state income (out-of-state fees, interest income, lottery), a conservative estimate is made, e.g. a three-year historical trend is used to establish a base and adjustment made for current conditions.
16. The District equipment inventory is estimated at \$12 million. To assure the College's capacity to provide quality programs, this inventory should be replaced in a timely fashion. Items have an estimated life of ten years; thus, \$1.2 million is needed annually to maintain current levels; that is a minimum goal. Under no circumstance should the replacement go below a 15-year replacement criterion (\$800,000). To achieve this, lottery income will continue to be used primarily for the systematic and timely replacement of the District equipment inventory. (Board Policy #3, 1991-92, 8/22/91)
17. There is a responsibility to maintain the College's buildings and grounds. To achieve this, funds will be transferred from the general fund to the Construction Fund for maintenance projects. A minimum level of funding to maintain College buildings and grounds is projected to be \$1.2 million/year. (Board Policy #2, 1991-92, 8/22/91)

# **Proposed Role of CPC in College Planning and Budgeting**

This document is to be considered as a starting point in the discussion to better define the role of the College Planning Council in the district planning and budgeting process. The desired outcomes of this discussion is to identify the roles and responsibilities of CPC in the college's planning and budgeting processes, to develop the approach to preparing and reviewing the college's planning and budget documents, and to develop a work plan for the development, monitoring and evaluation of the College Plan, related planning documents and the College budget.

## **Role of CPC in the College Planning Process**

Review of CPC's stated roles and responsibilities

1. Development of the college plan: every three years

### **Phase 1**

- A. Environmental Scan
- B. Identification of goals and objectives
- C. Completion of the three-year college plan

### **Phase 2**

- A. Identify strategies for achieving goals and objectives in the College Plan
- B. Identification of priorities
- C. Identification of resources required to achieve College Plan objectives
  1. Additional funds allocated from state to the college beyond COLA and growth
  2. Reallocation of budget/expenses
  3. External funds

### **Phase 3:**

- A. Implementation of the plan to the extent that resources are available to achieve plan priorities

#### **Phase 4:**

- A. Evaluation of SBCC's effectiveness in achieving the Goals and Objectives in the College Plan.
2. As part of the responsibilities regarding the College Plan, review new initiatives and plans pertaining to:
  - A. Facilities
  - B. Technology
  - C. New Educational Programs
  - D. Human Resources

A master plan needs to be developed specifying the timelines for accomplishing the planning tasks that CPC is involved with in A-D above.

#### **Role of CPC in the College Budgeting Process**

1. Review and recommend district budget principles to Superintendent/President on a periodic basis and at least once every three years.
2. Review annual district budget: Income
  - A. Be informed of actions that influence district income (e.g., state funding, actions of the Legislature and governor, increases in the cost of utilities)
  - B. Review allocations of COLA, growth and special funding
  - C. Review three-year average of changes in out-of-state and international student fees
3. Review annual district budget: Expenses
  - A. Be informed of developments that influence district expenses
    - 1) Adjustments to salaries from step and column increases and salary increases
    - 2) Amount of funds needed to pay salary increases not included in the State-funded COLA
    - 3) Cost of utilities and insurance
    - 4) Salary and benefits increases in accord with collective bargaining agreements

- 5) Cost of new faculty positions needed to meet state staffing requirements
  - 6) New classified staff and management positions
  - 7) Other new expenses
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4. Review and recommend modifications regarding positions from growth funds and categorically funded positions
  5. Review and recommend modifications regarding the redistribution of existing expenses to better meet college goals.
  6. If major funding is received beyond growth and COLA, develop a process for the distribution of those funds that will maintain present priorities and address new funding initiatives to achieve College Plan objectives.