

**Santa Barbara City College
College Planning Council
Tuesday, September 23, 2008
3:00 pm – 4:45 pm
A218C
~ Minutes ~**

PRESENT: A. Serban (Chair), I. Alarcon, L. Auchincloss, P. Bishop, S. Broderick, D. Cooper, S. Ehrlich, J. Friedlander, T. Garey, M. Guillen, J. Meyer, K. Molloy, B. Partee, C. Ramirez

EXCUSED LATE ARRIVAL: C. Ramirez

GUESTS: K. O'Connor, J. Pike, A. Scharper, L. Vasquez

Call to Order

1. Superintendent/President Serban called the meeting to order.
2. Approval of the minutes of the July 17, 2008 and September 2, 2008 CPC meetings (attached)

M/S/C [Molloy/Lake] to approve the minutes of the both July 17, 2008 and September 2, 2008 CPC meetings.

Information Items

1. State budget –
 - a. President Serban announced that the California State Budget was signed. She reported what we need to do before we proceed with spending money from this point forward.
 - b. President Serban noted the 0.68 percent COLA only for general purpose apportionments, not categorical programs, and that categorical programs are at the same level of funding as in 07 08.
 - c. President Serban stressed that we need to take a close look at the significant growth this past summer and fall and the cost in terms of overload and hourlies. This growth needs to be understood in terms of the magnitude of impact on the budget and restated that we need to continue to be conservative with our spending.
2. Revised growth rate for SBCC for 2008-09: 2.51% (up from 2.03%) potential revenue if this level of growth is achieved \$1,705,114.
 - a. In terms of growth, the system overall is funded for 2% growth for 2008-09, but our cap was raised to 2.51%. President Serban reiterated that by mid-October we will have a better understanding of our projected expenditures for the year and with the slow down on spending still in affect, the VPs still need to pre-approve credit card expenses.

3. President Serban, in response to a suggestion to send out a communication campus wide regarding the budget, said that she has waited to have a budget signed first before sending out this communication.
4. Measure V updates
 - a. SOMA new cost estimate (attached) – VP Sullivan referred to the attached revised SoMA cost update and went through the changes that led to a \$4.5 million dollar increased estimate. He reported that we will know more about the actual cost in October 2009 when we go out to bid.
 - i. President Serban reported that we are in the process of hiring a Project Manager for the overall oversight and management of all bond projects. The first meeting of the Citizens' Bond Oversight Committee is expected to be scheduled in late October.
 - ii. How closely do we have to adhere to what is in the Bond? VP Sullivan reported that legally we can spend bond money on what is truly required by the district. We want to fulfill our commitment to the community, which is we would like to build what we said we would build and was included on the bond; however, many districts have not been able to do so due to changes in construction costs, duration and changes in state matching funds.
 - iii. If expenses for SoMA continue to grow, we will have to rethink what we can do without and value engineer it down. President Serban expressed gratitude for the Foundation considering raising more money above the \$5.5 million goal originally agreed on. Unfortunately, to date donor interest is not that high. \$1.7 million has been raised to date. At this point, the only state matching funds we have are for the Drama Music remodel and SOMA. None of our other projects listed on Measure V are included on the state capital construction bond to be put on the ballot in 2010 (not state capital construction bond is on the ballot in 2008).
 - b. Drama Music Construction Manager has been hired: gkkworks. We will begin working with them as soon as the contract is signed. The Construction Manager works with the Architect, the Program Manager (to be hired) and district staff. The construction manager directs the work of the contractors.
 - c. (RFP) Request For Proposals for the overall project management for all Measure V projects.
 - i. VP Sullivan reported that we are in the process of hiring a company who has responsibility to put coordinate all work for the Measure V Projects and to help us with tracking and reporting on expenditures, resources, project status, follow up and coordination. RFPs are due on October 9.

Discussion Items

5. Draft College Plan 2008-11 (latest version attached)
 - a. President Serban reviewed Goal 5 on Governance, Decision Support, and Fiscal Management and opened it for discussion. This section has proposed new

language, coming from suggestions from the Academic Senate, from discussions with the Executive Committee and from President Serban.

- a. In terms of nomenclature, Administrative Program Reviews will be named using the major different areas of the college: Instructional Program Reviews, Student Support Services Program Reviews and Operational Program Reviews.
- b. A key requirement of the accreditation standards is integration of planning. Based on discussions at the training of accreditation visiting teams, President Serban reported that the Accreditation Commission suggests:
 - 1).refer to your other plans in the overall college plan, acknowledge that you have this plan – that is the reason to refer to the technology plan here.
 - 2) have a college group that will look overall at the progress of all plans. We have CPC to look at the progress towards all our plans.
- c. Goal 6. The changed language, suggested by the Academic Senate, reflects what needs to be done to achieve an overall evaluation framework resulting in improvement of institutional governance. We need to show how we know it is effective.
- d. President Serban stated that we can refer to our goal of developing and beginning to implement a Master Education Plan in June 2010.
- e. VP Sullivan went through Goal 7. The newly hired Program Mgr. for the bond projects is to develop an overall schedule within 4 – 6 months. There was some language added and discussion about the “old 7.2” regarding providing adequate facilities staffing to maintain the new buildings” being eliminated. The evaluation of adequate staffing will be done for all departments in the Program Review. It is built into the process.
- f. Program reviews will come to CPC. They will be summarized by each VP. Sam Thomas is creating online templates and the ARPs will all be available online. Reports will be created to provide aggregated information as well unitary information about resource requests, one time and ongoing.
- g. President Serban stressed the necessity of linking program reviews of all categories to planning to budgeting. This is one of the key points of why colleges are getting put on probation or warning during accreditation visits. It is important that we are clear about how we are going to do that.
- h. Goal 7.3 Discussed the language and came to conclusions as to how it would be worded.
- i. Discussed and changed the language of Goal 8.
- j. Questioned and discussed verifying our space inventory and designation. VP Sullivan reported that this is currently being worked on by Julie Hendricks.
- k. President Serban stated that our goal is that after the next CPC meeting the College Plan 08-11 will be completed and ready to go for review to the

Oct. 16 Study Session, then to the October 30th Board of Trustees Meeting for approval.

6. Employee survey (attachment) – Discussed the latest version of the employee survey. The accreditation standards require we do such a survey at regular intervals. This survey will be finalized at the next CPC meeting and then administered the week after.

M/S/C [Ehrlich/Garey] to approve the meeting is adjourned.

Next meeting

Tuesday October 7, 2008 3-4:30pm A 218C



SANTA BARBARA CITY COLLEGE

Human Resources & Legal Affairs

COPY

May 30, 2007

Ron Selge, Dean
Career Technical Unit
Chancellor's Office
California Community Colleges
1102 Q Street
Sacramento, CA 95814-6511

Re: Voluntary Compliance Plan

Dear Mr. Selge,

I have attached the Voluntary Compliance Plan for the Santa Barbara Community College District. This plan is our response to the findings of the on-site review of February, 2007.

This is our final letter as the college did not provide an earlier response or comments to the findings.

Please contact me if you require any additional information.

Very truly yours,

Susan C. Ehrlich
Vice President
Human Resources & Legal Affairs

Cc: Sharon Wong,
Program Specialist, CCC Chancellor's Office
1102 Q Street
Sacramento, CA 93109

John Romo, President
Jack Friedlander, Executive Vice president, Educational Programs
Joe Sullivan, Vice President, Business Services

VOLUNTARY COMPLIANCE PLAN
California Community Colleges

College: Santa Barbara City College
Address: 721 Cliff Drive, Santa Barbara, CA 93109-2394
Contact Person: Susan C. Ehrlich, Vice President, Human Resources, Legal Affairs
Technical Assistance Requested: Yes _____ No X _____

Date: May 30, 2007

Telephone: 805-965-0581

Ext 2262

Compliance Issue	Plan/Activities/Timeframe	Responsible Person
------------------	---------------------------	--------------------

I. PROCEDURAL REQUIREMENTS

Annual Public Notification of Non-Discrimination

The College has not disseminated an annual notice to the general public in English and the national origin-minority population language of its policy of non-discrimination, and that the lack of English language skills will not be a barrier to enrollment in career technical programs.

Prior to August 27, 2007, and each year there after before the start of the school year, the college will publish in the local newspaper of general circulation the required notice in English and in Spanish.

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

Designation of Coordinator

Although the College has disseminated information regarding the non-discrimination policy to students and employees and in other college publications, the names and college telephone numbers of the individuals who are responsible for coordinating Title IX and ADA have not been included in the publications.

The names and college telephone numbers of the individuals responsible for coordinating Title IX and ADA have been added to the new edition of the college general catalog. A copy of the proof of the relevant section of the catalog is attached to verify this. This same text will also appear in Spanish in the catalog. In addition, a notice has been sent to all college administrators describing the information to be included in college publications, by type of publication, in the future.

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

II. ACCESS AND ADMISSION TO CAREER TECHNICAL

Signage

- | | | |
|--|--|---|
| Routes of travel signage are not placed throughout the campus. | SBCC has hired a consultant to provide a comprehensive list of all travel signage required for the campus. This is part of the complete Compliance Plan being developed for the District. | Joe Sullivan, Vice President of Business Services |
| #8 - Some walkways are uneven and are difficult if not impassable for the visually and mobility impaired. | SBCC purchased a grinder in 2006 specifically for this purpose. Every break in the school year the Director of Facilities and Maintenance supervisor walk the campus identifying sidewalks to be repaired in this manner. If the sidewalk or walkway is too damaged to be repaired in this manner more extensive repair or replacement is put into the major maintenance schedule. In addition SBCC has hired a consultant to provide a comprehensive list of all walkways that are uneven or difficult for the visually and mobility impaired. This is part of the complete Compliance Plan being developed for the District. | Joe Sullivan, Vice President of Business Services |
| #10 - Many door handles, such as those in the women's bathroom in the Administration Bldg and offices in the Garvin theatre, have doorknobs that require grasping, pinching or twisting, rather than levers. | SBCC has hired a consultant to provide a comprehensive list of all door handles that need to be replaced with levers. This is part of the complete Compliance Plan being developed by/for the District. | Joe Sullivan, Vice President of Business Services |
| #14 - Elevator in the Garvin Theatre is too small for wheelchairs. It is scheduled to be renovated in 2008, according to a staff member. | The Drama Music modernization is funded by the state and is scheduled to begin in June, 2008. This project includes replacement of the elevator and will bring all access up to the current standard. | Joe Sullivan, Vice President of Business Services |
| #15 - Most drinking fountains are accessible, but the fountain in the women's locker room in the Sports Pavilion does not meet compliance. | This drinking fountain will be brought in compliance in the summer of 2007. | Julie Hendricks, Director of Facilities |

- | | | |
|--|---|---|
| #16 - Bathrooms both for students and faculty in the Administration Bldg, second floor, are not accessible to the physically impaired. | SBCC has set aside funds for the modernization of the bathrooms in the Administration building. The modernization will occur in the 2007/2008 fiscal year. | Joe Sullivan & Julie Hendricks |
| #17 - The auditorium stage in the Garvin Theatre is not accessible to students who are mobility impaired. | The Drama Music modernization is funded by the state and is scheduled to begin in June, 2008. This project includes bringing all access up to the current standard. | Joe Sullivan, Vice President of Business Services |
| #21 - Desks and work stations do not have sufficient clearance to accommodate students with disability, i.e. Automotive Shop. | SBCC has hired a consultant to provide a comprehensive list of all accommodation requirements. This is part of the complete Compliance Plan being developed by/for the District. | Joe Sullivan, Vice President of Business Services |
| #22 - In Biology lab and Automotive shop, not all laboratory and shop equipment and supplies are accessible to students with mobility impairment. | The Physical Sciences building is being modernized beginning June of 2007. This will include all of the science labs. In addition SBCC has hired a consultant to provide a comprehensive list of all accommodation requirements, this will include all of the vocational programs. This is part of the complete Compliance Transition Plan being developed by/for the District. | Joe Sullivan, Vice President of Business Services |
| #24 - The College will need to update its ADA Transition Plan to include identification of all accessibility problems including resolution strategies and timelines. | SBCC hired a consultant to assist in the development of a "ADA Transition Plan" in December of 2006. The analysis of compliance issues for the plan will be completed over the summer and the updated plan will be completed by December of 2007. | Joe Sullivan, Vice President of Business Services |

IV. Counseling and Prevocational Programs

Counseling and promotional materials

- | | | |
|--|--|--|
| The non-discrimination and sexual harassment statements do not appear in CTE pamphlets, brochures and other instructional materials. | In the future, CTE pamphlets, brochures and other instructional materials will contain the information in English and Spanish regarding the college prohibitions against discrimination and sexual harassment. | Jack Friedlander, Executive Vice President, Educational Programs, Keith McLellan, Dean, Educational Programs, Erika Endrijonas, Dean, Educational Programs |
|--|--|--|

**V. Equal Opportunity in Career Technical
Career Preparation, Work Study, Apprenticeship,
and Job Placement**

The college does not provide a statement of non-discrimination including sexual harassment on its work agreements with outside agencies.

In the future, all work agreements with outside agencies will contain a statement of non-discrimination including sexual harassment.

Jack Friedlander, Executive
Vice President, Educational
Programs

Santa Barbara City College Catalog Proof for 2007-2008 Academic Year.

Non-Discrimination/Sexual Harassment Policy

The policy of the Santa Barbara Community College District is to provide an educational and employment environment in which no person shall be denied full and equal access to, the benefits of, or be subjected to discrimination, in whole or in part, on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges.

The policy of the Santa Barbara Community College District is to provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, sexual favoritism, or other verbal or physical conduct or communications constituting sexual harassment.

The following definition will aid in identifying the kinds of behavior which constitute sexual harassment:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- (1) Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other college activity;*
 - (2) Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or*
 - (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive college environment.*
-

The policy of the Santa Barbara Community College District is to comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973 in the development, procurement, maintenance, or use of electronic or information technology and respond to and resolve discrimination complaints regarding accessibility. Such complaints will be treated as complaints of discrimination on the basis of disability.

This non-discrimination policy covers admission, access and treatment in college programs and activities—including, but not limited to, academic admissions, financial aid, educational services and athletics—and applications for, and treatment in, college employment.

In conformance with the requirements of Title II of the Educational Amendments of 1976, amending the *Vocational Education Act of 1963*, the college is committed to overcoming sex discrimination and sex stereotyping in vocational education programs.

Furthermore, in compliance with the *Vocational Education Guidelines for Eliminating Discrimination on the Basis of Race, Color, National Origin, Sex and Handicap*, lack of English language skills alone will not be a barrier to admission to and participation in vocational education programs. Any screening procedures for vocational programs will evaluate skill levels and proficiencies pertinent to the program as criteria for admission.

Employees, students, or other persons acting on behalf of the District who engage in discrimination as defined in this policy or by state or federal law may be subject to discipline, up to and including suspension, discharge, expulsion, or termination of contract.

Filing of Discrimination Complaint/Additional Information:

Students intending to file a complaint regarding any action which they believe discriminates against them, or who require additional information on the policy and procedures may contact Dr. Ben Partee, Dean of Educational Programs, 721 Cliff Drive Room CC-222, Santa Barbara, CA 93109, at (805) 965-0581, ext. 2278,

Employees intending to file a complaint regarding any action which they believe discriminates against them or who require additional information on the policy and procedures may contact Vice President Susan Ehrlich, Human Resources and Legal Affairs, 721 Cliff Drive, Room SS-230, Santa Barbara, CA 93109, (805) 965-0581, ext. 2261..

If you are a student and you require additional information regarding the *Americans with Disabilities Act (ADA)*, or Section 504 of the *Rehabilitation Act*, please contact Dr. Janet Shapiro ADA/504/DSPS Coordinator, 721 Cliff Drive, Room SS-160, Santa Barbara, CA 93109, (805) 965-0581, ext. 2365 [voice], or (805) 965-8411 [TTY: hearing-impaired]).

If you are an employee and you require additional information regarding the *Americans with Disabilities Act (ADA)*, or Section 504 of the *Rehabilitation Act*., contact Pat English, Human Resources Manager, 721 Cliff Drive, SS-230, Santa Barbara, CA 93109, (805) 965-0581 ext. 2434 [voice]..

The ADA/504 Coordinator for employees is Joe Sullivan, Vice President of Business Services, 721 Cliff Drive, Santa Barbara, CA 93109, (805) 965-0581, ext. 2357.

The Title IX Coordinator is Vice President Susan Ehrlich, Human Resources and Legal Affairs, see above.

In so providing, the Santa Barbara Community College District hereby implements the provisions of California Government Code sections 11135 through 11139.5, the Sex Equity in Education Act (Ed. Code, §§ 66250 et seq.), Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d), Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. § 794d), the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12100 et seq.) and the Age Discrimination Act (42 U.S.C. § 6101).

Authority: Cal. Code Regs., tit. 5, § 59300; Ed. Code §§ 66250 et seq., 66271.1, 66700, and 70901; Gov. Code § 11138. Reference: Ed. Code §§ 66250 et seq. and 72011; Gov. Code, §§ 11135-11139.5; Penal Code §§ 422.6 and 422.55; 20 U.S.C. § 1681; 29 U.S.C. §§ 794; 42 U.S.C. §§ 6101, 12100 et seq. and 2000d; 36 C.F.R. § 1194.

Workplace Environment Assessment

Draft October 6, 2008

Based on your personal experience at SBCC, please indicate your level of agreement with the following statements:

1. Campus Climate

1. There are opportunities for me to expand my skills at SBCC.
I don't know Strongly disagree Somewhat disagree Somewhat agree Strongly agree
2. Campus facilities are maintained to ensure a **physically** safe working environment.
I don't know Strongly disagree Somewhat disagree Somewhat agree Strongly agree
3. Evaluation processes at SBCC improve the quality of my job performance.
I have not yet been evaluated strongly disagree Somewhat disagree Somewhat agree Strongly agree
4. SBCC takes active steps to support and promote diversity.
I don't know Strongly disagree Somewhat disagree Somewhat agree Strongly agree
5. The general campus climate is one that is welcoming and supportive of differences in:
I don't know Strongly disagree Somewhat disagree Somewhat agree Strongly agree
Race and ethnicity
Gender
Disability
Age
Sexual orientation
Religion
Educational level

6. Campus security measures currently in place are sufficient

I don't know Strongly disagree Somewhat disagree Somewhat agree Strongly agree

2. Campus Work Environment

1. I **am** valued as an employee of the college.
Too early to tell Strongly disagree Somewhat disagree Somewhat agree Strongly agree No opinion
2. The activities that the college offers such as faculty and classified in-service, retreats, lectures, orientations are effective in creating a sense of community for employees.
Too early to tell Strongly disagree Somewhat disagree Somewhat agree Strongly agree No opinion
3. I **am adequately** informed about what is going on at the college.
Too early to tell Strongly disagree Somewhat disagree Somewhat agree Strongly agree No opinion
4. **My representatives** in governance committees adequately inform me about important college committee issues and recommendations.
Too early to tell Strongly disagree Somewhat disagree Somewhat agree Strongly agree No opinion
5. I **know who my representatives are in college committees.**
Yes No
6. I **am** adequately represented in college-wide decision making.
Too early to tell Strongly disagree Somewhat disagree Somewhat agree Strongly agree No opinion
7. There are processes in place for me to be involved in decision making and problem solving within my work group.
Too early to tell Strongly disagree Somewhat disagree Somewhat agree Strongly agree No opinion
8. **SBCC is making a good effort to support practices that move towards sustainability (ecological longevity).**
Too early to tell Strongly disagree Somewhat disagree Somewhat agree Strongly agree No opinion

9. SBCC encourages employees to take initiative in improving the practices, programs and services in which I am involved.
 Too early to tell Strongly disagree Somewhat disagree Somewhat agree Strongly agree No opinion
- 10. The college is making a good effort to inform about opportunities to improve my health and well being.**
 Too early to tell Strongly disagree Somewhat disagree Somewhat agree Strongly agree No opinion

3. My SBCC Employment Relationship

1. I receive recognition for doing a good job.
 Too early to tell Strongly disagree Somewhat disagree Somewhat agree Strongly agree No opinion
2. I know what is expected of me in my job.
 Too early to tell Strongly disagree Somewhat disagree Somewhat agree Strongly agree No opinion
3. What does your supervisor do that makes your work more enjoyable?
 My supervisor.....
4. What does your supervisor do that helps you be more successful?
 My supervisor.....
5. My supervisor supports a team environment of collaboration, cooperation and contributing to the success of others.
 Too early to tell Strongly disagree Somewhat disagree Somewhat agree Strongly agree No opinion
6. I would like my supervisor to begin doing:
 List:
7. I would like my supervisor to stop doing:
 List:
8. I recommend that these classes be added to the Professional Department Center (PDC) classes for employees:
 List:
- If classified staff or management please answer the following two questions**
9. My supervisor encourages and supports my professional growth and development.
 Too early to tell Strongly disagree Somewhat disagree Somewhat agree Strongly agree No opinion
10. I have taken advantage of the Professional Growth (stipend) Program.
 Yes No

4. My Campus Interactions

1. My interactions with most faculty at SBCC are:
 Not applicable Insufficient Very negative Negative Positive Very Positive
2. My interactions with most classified staff at SBCC are:
 Not applicable Insufficient Very negative Negative Positive Very Positive
3. My interactions with most students at SBCC are:
 Not applicable Insufficient Very negative Negative Positive Very Positive
4. My interactions with most managers and administrators at SBCC are:
 Not applicable Insufficient Very negative Negative Positive Very Positive
5. My interactions with my immediate supervisor are:
 Insufficient Very negative Negative Positive Very Positive Decline to state

5. My Personal Profile

1. I have been employed by SBCC in my position for:
 Less than one year 1-4 years 5-9 years 10-14 years 15-20 years More than 20 years
2. I am: Ethnicity

Hispanic or Latino: All persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.
If you choose this box please do not check any boxes in the RACE section below.

Race

Two or more races. If you choose this box, please check two additional boxes in the section below.
If you did not choose this box, please check only one of the boxes in the section below.

White (not of Hispanic or Latino origin): All persons not classified into one of four specific minority categories that follow.
Also includes, by definition, persons having origins in any of the original peoples of North Africa and the Middle East.

Black or African American (not of Hispanic or Latino origin): All persons having origins in any of the black racial groups.

Native Hawaiian or other Pacific Islander (not of Hispanic or Latino origin).

Asian (not of Hispanic or Latino origin): All persons having origins in any of the original peoples of the Far East, Indian Subcontinent, Southeast Asia, or the Pacific Islands. For example, the area includes China, Japan, Korea, the Philippines, and Samoa.

American Indian or Alaska Native (not of Hispanic or Latino origin): All persons having origins in any of the original people of North America, and who maintain cultural identification through tribal affiliation or community recognition.

3. My age is:

18-30 31-40 41-50 51-60 over 60

4. I am:

Female Male

5. I have a disability. Physical or mental impairment which substantially limits communication, ambulation, self-care, socialization, education, vocational training, employment, transportation, adapting to housing, etc.

Yes No

6. My primary position at SBCC is:

Permanent classified staff Permanent Faculty Hourly Credit Faculty Hourly Cont Ed Faculty Management/Administration/Confidential

7. My primary work location is:

Main campus Wake/Schott Other off campus location

8. I expect to continue my career with SBCC for:

Less than one year 1-4 years 5-9 years 10-14 years 15-20 years More than 20 years

9. Critical factors for continuing my career with SBCC include (choose all that apply):

Appropriate compensation Employee benefits Cost of Living Housing availability Distance of commute
Relationship with supervisor Work load Working conditions **I plan to retire**

10. If I had to do it all again, I would choose to work for SBCC

Yes No Too soon to tell Undecided

11. Please share any additional feedback you would like regarding your overall job satisfaction.

**INSTITUTIONAL CODE OF PROFESSIONAL ETHICS
DRAFT**

Reference:

Accreditation Standard III.A.1.d

DEFINITION OF ETHICS

Ethical behavior is often defined as “right” or “good” behavior as measured against commonly accepted rules of conduct for a society or for a profession. The ethical person is often described in absolute terms as one who is fair, honest, straightforward, trustworthy, dispassionate, and unprejudiced. If, however, one is inconsistently fair or honest, one loses credibility and is perceived to be unethical. The ethical person must be conspicuously consistent in the exercise of integrity to sustain the credibility that is an expectation of office.

IMPORTANCE OF ETHICS

The credibility of the District’s employees depends upon whether they are perceived as honest men and women. If integrity contributes to credibility, then ethical behavior is a singular prerequisite to successful performance. When people are convinced that public institutions employ honest individuals, questions of credibility and demands for public accountability rarely arise.

Statements of ethical standards do not necessarily ensure ethical behavior. Yet public statements of intent surely create an expectation that public officials will indeed act with integrity in the public interest.

EXPECTATIONS FOR ETHICAL BEHAVIOR

Employees of the District shall be committed to the principles of honesty and equity. They shall not seek to abridge for any purpose the freedoms of other employees or students. At the same time, they shall not willingly permit the right and privileges of any members of the college community to override the best interests of the public served by the District.

Employees shall exercise judgments that are dispassionate, fair, consistent, and equitable. They shall exhibit openness and reliability in what they say and do as educational leaders.

They shall confront issues and people without prejudice. They shall do everything they can to demonstrate a commitment to excellence in education and without compromise to the principles of ethical behavior.

Similarly, students are expected to abide by ethical behavior and decision-making in their treatment of District employees, other students, and members of the public.

Santa Barbara City College adopted the following core principles to guide its employees and operations:

Core Principles

Santa Barbara City College encourages and supports instructional improvement and innovation that increases the quality and effectiveness of its programs based upon these core principles:

- Policies, practices and programs that are student-centered
- Shared governance involving all segments of the College community
- An environment that is psychologically and physically supportive of teaching and student learning
- A free exchange of ideas in a community of learners that embraces the full spectrum of human diversity
- A commitment to excellence in all College endeavors