

SANTA BARBARA CITY COLLEGE

COLLEGE PLANNING COUNCIL
December 6, 1988**M I N U T E S**

PRESENT: Dr. MacDougall, J. Romo, M. Bobgan, G. Brady, J. Connell,
L. Fairly, C. Frank, T. Garey, C. Hanson, D. Oroz
RESOURCE: E. Cohen, J. Friedlander, B. Miller, H. Pugh

MINUTES: November 8 and 29, 1988: Approved - Unanimous

The Chair asked for consent to change the order of business.

ACTION ITEMSElection of Vice Chair

Tom Garey was nominated and elected Vice Chair of the Council, replacing Dennis Ringer who has resigned from that position.

HEARING STAGELottery 1988-89

Dr. Hanson distributed a memorandum to the Council reflecting projected lottery 1988-89 income and expenses.

Income

1987-88 (unallocated)	\$ 262,587
1988-89 (9,182 ADA @ \$109/ADA)	<u>1,000,838</u>
	\$1,263,425

Allocations approved

Salary Commitment (1%)	\$200,000
Data Processing Costs	450,000
Maintenance and repairs	50,000
CPC approved items	<u>228,400</u>
	\$928,400

Proposed college wide allocations

Parking structure	\$100,000
Instructional equipment match	
Library	100,000
Other	54,000
Theatre Deficit	14,000
Classroom renovation	<u>50,000</u>
	\$318,008

According to Dr. Hanson, it is possible that the projected balance of \$17,017 could be augmented by additional lottery monies. He recommended that the ranking process continue through the Council for an additional \$217,017.

The council will take action on the lottery report at its next meeting.

STATEMENT OF INSTITUTIONAL DIRECTIONS (Final draft)

Dr. MacDougall distributed copies of the final draft of the Statement of Institutional Directions which establishes college wide priorities and outlines strategies for achieving them. During the review process members made additional corrections and additions which will be incorporated into the statement by the writing committee. The final draft will be distributed to the major college committees, advisory groups and the Associated Student Body, with the request that members discuss the report, make recommendations and return it to the CPC by February 14. By this date it is expected that Dr. Hanson will have sufficient information to provide an overview of the 1988-89 budget and available resources. There was considerable discussion on the process of allocating resources to implement the activities and programs outlined in the statement. The Chair remarked that the 1988-1989 resources needs were developed during previous three-year planning processes, and that he expects that the Directions statement will be a more critical document for departmental and unit planning next year. Members felt that the efficacy of the statement requires identification of collegewide directions, alignment of its components to committees, groups or persons to determine implementation costs, and, finally, prioritization of programs and activities as set forth in the document.

In general members felt that the current process whereby alignment of needs and resources takes place within each unit or committee (with final review/recommendations by the College Planning Council) has been successful. The President expressed his thanks to the Council for their work in developing the Statement and commended members for the its quality.

HEARING STAGE

New Instructional Equipment Recommendations

The Chair distributed copies of the Division Chair Council recommendations on new instructional equipment, 1988-89. The allocations by division are:

BUSINESS EDUCATION	8,540
ENGLISH/COMMUNICATION	9,875
FINE ARTS	22,940
HEALTH TECHNOLOGIES/HUMAN SERVICES	-0-
MATHEMATICS	2,600
PHYSICAL EDUCATION/RECREATION	8,950
SCIENCES	20,539
SOCIAL SCIENCES/FOREIGN LANGUAGES/LIBRARY	13,175
TECHNOLOGIES	37,000
INSTRUCTIONAL SUPPORT	27,650
TOTAL	<u>151,179</u>

REPORTS

Timeline for Ranking Certificated Personnel Requests

The Chair announced the timeline for ranking certificated personnel requests, 1989-90.

<u>Activity</u>	<u>Timeline</u>
Deadline for Notice of Retirement/Resignation	December 15, 1988
Backup Materials for ranking exemptions to Vice President Romo.	January 3, 1989
Deans meeting to discuss exemptions and to make recommendations.	January 10, 1989
Division Chair Council 1st Hearing	January 11, 1989
Action Items Exemptions from ranking process. New positions and non-exempt placement rankings	
College Planning Council 1st Hearing	January 17, 1989
Division Chair Council 2nd Hearing	January 18, 1989
College Planning Council 2nd Hearing	February 14, 1989

The next meeting of the Council is January 17, 3:00 p.m., A218-C.

The meeting was adjourned at 4:45.

JDM

cc: Dr. MacDougall
Deans/Asssistant Deans
Division/Department Chairpersons
Mr. Miller
Mr. Pickering
Mr. Guillen

SANTA BARBARA CITY COLLEGE

DIVISION CHAIR COUNCIL
RECOMMENDED NON-EXEMPT REPLACEMENT AND NEW
CERTIFICATED POSTIONS, 1989-90 IN RANKED ORDER

1. English Composition and Literature
2. Marketing/Management/Supervision-Finance/Investing/Real
3. Computer Assisted Drafting
4. Physical Education/Athletics
5. Theatre Arts (Costume)
6. Essential Skills
7. English as a Second Language
8. Computer Science
9. Theatre Arts (Management)

Also Recommended:

Disabled Students Programs and Services Counselor (categorically funded)
from 60% to 100%.

SANTA BARBARA CITY COLLEGE

ENGLISH DEPARTMENT

Memorandum December 13

To: John Romo

From: Tony Gilleran

Re: JUSTIFICATION FOR NEW ENGLISH COMP. AND LIT. POSITIONS

As my justification memo of last January indicated, the English Department has been in a growth pattern since 1986. This pattern continues with the following increases, the number of sections offered in Spring 1987 was 73; in Spring 1988 the number increased to 80. Fall 1987 the number of sections offered was 86; in Fall of 1988 the number increased to 93. We can assume that this pattern will continue. The number of sections being offered in Spring 1989 is 84.

In Fall 1987 the FTE was 24.9 of which 10.65 was hourly: 17 hourly to 13 full-time. In Fall of 1988 the FTE was 25.9 with the following breakdown, 14 contract, 3.6 temporary contract and 8.3 part-time. In spite of the fact that we have received an additional temporary contract, for a total of 3, there are still almost 9 positions in part-time as opposed to 14 regular faculty positions.

The above figures show that the department is continuing to grow, obviously due to the mandated matriculation program. We have again reached a situation in which we can not, and will not, meet these growth needs without additional full-time tenure track positions. The continuing situation of meeting the need with temporary contract positions is not a satisfactory or efficient solution; as temporary contract instructors routinely teach a 3 TLU overload, they cannot be expected to contribute to other department activities, such as evaluation of part-time instructors, which, in turn, throws an unfair burden on the regular faculty. Not only have they to evaluate part-time instructors but are also expected to serve on their colleagues' evaluation committees. They are also expected to assist in the evaluation of temporary contract and probationary instructors, which number 6 in this year. As these instructors are required to be evaluated each semester, it can be seen that 12 of the 14 regular faculty will be engaged in this activity alone. Additionally, the majority of the regular faculty serve on the evaluation committees of their colleagues in other divisions.

(cont.)

To move to the area of service to students we find that the situation of last year continues to apply. For instance all but 2 of the English 2 classes offered in Fall 1988 filled in early registration. This a clear example of the spiraling effect created by the matriculation program. If we look at the figures from English 10 through English 2, we see that there has been an almost annual increase of approximately 10 English 10 sections, 7 English 1 sections, which is in turn increasing the demand for English 2 sections. We estimate that approximately 60- 70 students were turned away from English 2 classes, these students probably being students intending to transfer to UC or CSU for the Winter or Spring term. We also are encountering an amazing demand for literature courses, to the point where we are now scheduling 2 sections of either World Literature or American Literature each semester. Even with this doubling of sections the instructors in these courses have been enrolling as many additional students as 15 for a total of 65; this is not what one would consider a workable or efficient approach to the teaching of literature.

Thus the need for tenure track positions is patently obvious. We need continuity in our program which cannot be supplied by temporary contract instructors. We need to employ well-trained experienced composition teachers in order to free the current regular faculty for staffing the expanded needs in both English 2 and literature courses. In addition, in order to correct the serious imbalance between full-time and part-time faculty, which regularly exceeds 35%, and to return the program to true manageability and integrity, we must have 2 additional tenure track positions.

Respectfully submitted

cc: Elaine Cohen
Guy Smith

Att.

DEPARTMENT: ENGLISH

SANTA BARBARA CITY COLLEGE
 DIVISION CHAIR COUNCIL
 Staffing Summary
 Spring 88, Fall 88

4th Week WSCH

	SPRING 1988			FALL 1988		
	Number	Equiv FTE	% of Total	Number	Equiv FTE	% of Total
#TLU'S CONT	211.8	14.1	59.2%	226.5	15.1	54.3%
#TLU'S TC	36.0	2.4	10.1%	54.0	3.6	12.9%
#TLU'S HRLY	109.9	7.3	30.7%	136.5	9.1	32.7%
#TLU OVRLD	0.0	0.0	0.0%	0.0	0.0	0.0%
TOTAL TLU'S	357.7	23.8	100.0%	417.0	27.8	100.0%
	Number		% of Total	Number		% of Total
WSCH BY CONT	5,287.80		58.7%	5,940		55.9%
WSCH BY TC	897.00		10.0%	1,431		13.5%
WSCH BY HRLY	2,829.00		31.4%	3,258		30.7%
WSCH BY OVLD			0.0%			
TOTAL WSCH	9,013.80		100.0%	10,629		100.0%
	Number			Number		
WSCH/FTE CONT	375			393		
WSCH/FTE TC	374			398		
WSCH/FTE HRLY	388			358		
WSCH/FTE OVLD						
TOTAL WSCH/FTE	378			382		
	Number		% of Total	Number		% of Total
SECTIONS BY CONT	44		55.7%	51		56.0%
SECTIONS BY TC	8		10.1%	12		13.2%
SECTIONS BY HRLY	27		34.2%	28		30.8%
SECTIONS BY OVLD						
TOTAL SECTIONS	79		100.0%	91		100.0%

Santa Barbara City College

DATE: December 23, 1988

TO: John Romo

FROM: Jack Friedlander and Bill Vincent

RE: Request for Replacement Position in the Business
Division (Retirement of Al Silvera)

The Business Division is requesting a full-time faculty contract position to replace Al Silvera who retired from teaching at the end of the 1987-88 academic year. The members of the division request that the vacant position created by Al Silvera's retirement be filled with a full-time instructor qualified to teach courses in marketing, management and supervision as well as courses in at least one of the following areas: Introduction to Business; investments; and real estate.

Adding a full-time instructor to teach courses in these areas will provide much needed assistance to the Marketing, Management and Supervision Department (M/M/S) and to the Finance, Investment, and Real Estate Department (FIRE), each of which is staffed with one full-time faculty member and numerous part-time instructors. The addition of a contract instructor would enable each of these departments to operate much more effectively in terms of coverage of course offerings, supervision of hourly instructors, advisement of students, and development of needed occupational certificate programs such as Retail Management.

The Business Division lost a position in 1986-87 when John O'Day was not replaced. The failure to replace John O'Day has had an adverse affect on the quality of the division's programs. The lose of the position vacated by the retirement of Al Silvera would undermine the viability of the second most popular major at the college.

PART-TIME/FULL-TIME RATIO OF THE M/M/S AND FIRE DEPARTMENTS
(TLUs)

In Fall, 1988, 49% of the TLUs in these departments were taught by hourly instructors. If Al Silvera's position is replaced by a contract instructor, 31% of the TLUs would be taught by hourly instructors.

THE CURRICULAR BALANCE OF THE DEPARTMENT WOULD BE ADVERSELY AFFECTED IF THE POSITION IS NOT FILLED

The Marketing/Management/Supervision Department is a one person department that requires the contract instructor to have five different course preparations each semester. The department chair also serves as division chairman in a division that typically carries out activities (e.g., advisory board, student business club, industry internships, student on-campus business) as a division rather than on an individual department basis. The chairman for the Finance/Investments/Real Estate Department typically is responsible for four or five different course preparations each semester in addition to coordinating the Real Estate Program, a time-consuming activity that was carried out by Al Silvera prior to this year.

The high number of individual course preparations, coupled with the time commitment involved in being the only contract instructors available to advise students in these popular majors, leaves little time to identify and develop new occupational courses and programs that are needed by the business community.

For example, there is a need to offer an Associate in Science Degree and a Certificate Program in Retail Merchandising. Although many of the courses needed for this program are in the curriculum, it would be very difficult to offer such a program with existing staff. Furthermore, the lack of qualified hourly instructors available to teach during day-time hours has limited the department's ability to offer the full-range of its existing courses.

With the retirement of Al Silvera, the coordination of the Real Estate Program has been assumed by the chairman of the Finance, Investment and Real Estate Department. This added responsibility has limited the amount of time available to the one contract instructor in this department to develop, offer and supervise degree and certificate programs in Banking and Finance and in Financial Management. The availability of a contract instructor to teach a portion of his or her load in the FIRE Department would provide the assistance needed to maintain and strengthen the quality of this department's offerings.

Having just one contract instructor in each of these departments undermines the curricular balance in terms of offering degree and certificate programs in Banking and Finance, Business Management, Retail Management, Small Business Management and Personal Financial Management. The curricular balance of these departments is also adversely affected in that it is difficult to supervise and, in some cases, locate hourly instructors for both the day and evening offerings.

C. COURSES ARE SEQUENCED IN SUCH A WAY THAT REQUIRES CONTRACT INSTRUCTORS FOR CONSISTENCY

Contract faculty are needed to provide consistency to the degree and certificate program concentrations in Banking and Finance, Retail Management, Personal Financial Management, Small Business Management and Real Estate. If the request for the position is not approved, it would be difficult to offer occupational programs in these areas.

D. THE VIABILITY OF EACH DEPARTMENT WILL BE JEOPARDIZED IF THE REPLACEMENT POSITION IS NOT FILLED

The department chairs in each of these one-contract faculty departments have been overextended this year in attempting to teach the four or five separate course preparations each term, run their departments, and respond to the increased demands placed on faculty in the Business Division. These demands include: working closely with the Business Division Advisory Board,; expanding contacts with members of the business community; working with the Student Business Club on such activities as guest lectures, visits to local companies, and the student operated on-campus business; identifying and placing students in business internships; and coordinating course offerings in the business curriculum.

The viability of the Business Division was adversely affected when John O'Day's position was not replaced in 1986-87. The lose of another contract position would put an end to the division's efforts to strengthen the breadth and quality of its programs.

E. IS THE POSITION NEEDED TO ADDRESS THE IMPACT OF MATRICULATION ACTIONS?

No.

F. ARE PART-TIME INSTRUCTORS IN THE DISCIPLINE DIFFICULT TO LOCATE?

Up until this year, Rupert Haley was available to teach courses in marketing and management that were offered during the day. Since Mr. Haley's retirement, it has become very difficult to find qualified faculty to teach daytime courses in these areas. Nor is it easy to find hourly instructors to teach daytime courses in finance, investments and real estate.

G. IS THE QUALITY OF INSTRUCTION IMPROVED BY ADDING A FULL-TIME POSITION?

Adding a contract position would improve instruction in each of these one contract faculty member departments by providing better continuity in the teaching of courses, properly evaluating part-time instructors, having more than one contract instructor available to advise students, providing adequate time to update instructional materials, and interacting with members of the business community in order to keep abreast of developments in the business community.

H. WILL THE POSITION ADD NEW AND IMPROVED SERVICES TO THE COMMUNITY?

The Business Division has identified several areas in which occupational training programs are needed. The addition of a contract instructor would enable the Marketing/Management/Supervision Department to offer programs in Retail Management and Small Business Management. The addition of a contract instructor will also assist the Business Division in implementing programs initiated this year such as the student internship program, the Student Business Club, the on-campus business operated by the Student Business Club, and activities co-sponsored by the division and members of the Business Division Advisory Board.

DEPARTMENT: MRKT/MGMNT/SUPRV & FIRE

SANTA BARBARA CITY COLLEGE
 DIVISION CHAIR COUNCIL
 Staffing Summary
 Spring 88, Fall 88

4th Week WSCH

	SPRING 1988			FALL 1988		
	Number	Equiv FTE	% of Total	Number	Equiv FTE	% of Total
#TLU'S CONT	29.0	1.9	30.4%	25.0	1.7	30.9%
#TLU'S TC	12.0	0.8	12.6%	0.0	0.0	0.0%
#TLU'S HRLY	53.0	3.5	55.5%	53.0	3.5	65.4%
#TLU OVRLD	1.5	0.1	1.6%	3.0	0.2	3.7%
TOTAL TLU'S	95.5	6.4	100.0%	81.0	5.4	100.0%
	Number		% of Total	Number		% of Total
WSCH BY CONT	948.0		26.5%	880.0		32.1%
WSCH BY TC	429.0		12.0%	0.0		0.0%
WSCH BY HRLY	1,652.0		46.2%	1,764.0		64.3%
WSCH BY OVLD	543.0		15.2%	100.0		3.6%
TOTAL WSCH	3,572.0		100.0%	2,744.0		100.0%
	Number			Number		
WSCH/FTE CONT	498			517		
WSCH/FTE TC	536			0		
WSCH/FTE HRLY	472			505		
WSCH/FTE OVLD						
TOTAL WSCH/FTE	558			508		
	Number		% of Total	Number		% of Total
SECTIONS BY CONT	8		24.2%	8		28.6%
SECTIONS BY TC	4		12.1%	0		0.0%
SECTIONS BY HRLY	20		60.6%	19		67.9%
SECTIONS BY OVLD	1		3.0%	1		3.6%
TOTAL SECTIONS	33		100.0%	28		100.0%

NEW POSITIONS AND NON-EXEMPT REPLACEMENTS 1989-90

Drafting/CAD Department Narrative

The Drafting/CAD Department requests three (3) new full-time instructor positions in order to be in compliance with the provisions of AB 1725.

Any number less than three fails to satisfy the 75% full-time faculty provision of AB 1725.

The Drafting/CAD Department's part-time/full-time TLU ratio is as follows:

Spring 1988	62.55% part-time 34.91% full-time 2.54% overload
Fall 1988	63.24% part-time 36.76% full-time

Note: Release TLUs for Division Chair not included.

The curricular balance of the department will be adversely affected if the positions are not filled. Of the two full-time instructors, one has a background in civil engineering, the other in architectural drawing and CAD. Mechanical and electro-mechanical drafting fields are not represented among the full-time instructors.

At present, the courses in the Drafting/CAD Department are sequenced to accommodate the talents and expertise of the part-time instructors. This posture has resulted in a lack of continuity between the courses that would normally be offered in sequence, and this situation has also resulted in the lack of cohesiveness and structure.

The Drafting/CAD Department continues to depend upon the voluntary extra time and effort of part-time and full-time instructors to maintain the Drafting and CAD equipment. At best, the present status of equipment maintenance could be termed marginal. No permanent improvements to the department can be anticipated until this badly needed personnel requirement is met. Moreover, this marginal status has a detrimental effect on the quality of teaching and student comprehension.

The positions are not necessary to meet the impact of Matriculation actions. A significant number of the Drafting/CAD Department's students already have degrees or are professionals in industry who are taking classes for retraining purposes.

Experienced part-time instructors, especially those with a background in CAD, are extremely difficult to locate. In addition, turnover is relatively high among the part-time instructors. It is as difficult to keep experienced hourly instructors as it is to find them. It takes approximately two to three years to provide the necessary training for

part-time instructors to become efficient in the teaching profession. This accounts for high attrition in our student population and also requires reorienting new part-time instructors to the community college system and upgrading the workforce and professionals rather than the university orientation of encouraging students to drop if the course is difficult. Three of our hourly instructors from the Spring 88 semester did not return in the Fall 88 semester. One new instructor was hired for Fall 88, three additional new instructors have been hired for the Spring 89 semester.

The quality of instruction will be greatly improved with the addition of these full-time positions. In the Spring 1988 semester, the department will have approximately ten (10) part-time instructors. Of the two (2) full-time instructors, one is Division Chair and the other is Department Chair. No one is teaching full-time.

The Drafting/CAD Department has tried to maintain good community relations with local industry. The department needs additional faculty to continue ongoing discussion and planning with local industry in regard to meeting their future retraining needs. Until last year, SBCC was the only community college in California to have an institutional membership in the American Institute of Architects. Activities in the last year include participation in CAD courses for Delco and SBRC employees, and discussion of possible internship programs with Applied Magnetics Corporation.

DEPARTMENT: Drafting CAD

SANTA BARBARA CITY COLLEGE
 DIVISION CHAIR COUNCIL
 Staffing Summary
 Spring 88, Fall 88

4th Week WSCH

	SPRING 1988			FALL 1988		
	Number	Equiv FTE	% of Total	Number	Equiv FTE	% of Total
#TLU'S CONT	32	2.1	34.9%	30	2.0	36.8%
#TLU'S TC	0	0.0	0.0%	0	0.0	0.0%
#TLU'S HRLY	57.33	3.8	62.5%	52	3.4	63.2%
#TLU OVRLD	2.33	0.2	2.5%	0	0.0	0.0%
TOTAL TLU'S	92	6.1	100.0%	82	5.4	100.0%
	Number		% of Total	Number		% of Total
WSCH BY CONT	612		28%	894		39.2%
WSCH BY TC			0%			
WSCH BY HRLY	1,551		70%	1,388		60.8%
WSCH BY OVLD	46		2%			
TOTAL WSCH	2,209		100%	2,282		100.0%
	Number			Number		
WSCH/FTE CONT	291			447		
WSCH/FTE TC						
WSCH/FTE HRLY	408			408		
WSCH/FTE OVLD	230					
TOTAL WSCH/FTE	362			422		
	Number		% of Total	Number		% of Total
SECTIONS BY CONT	6.34		28.8%	7		35.0%
SECTIONS BY TC						
SECTIONS BY HRLY	14.90		67.7%	13		65.0%
SECTIONS BY OVLD	0.76		3.5%			
TOTAL SECTIONS	22		100.0%	20		100.0%

SANTA BARBARA CITY COLLEGE

Memo To: John Romo
 From: Diana Sloane *DS*
 Date: January 4, 1989
 Re: Replacement Position - PE

The Athletics/PE Division is requesting one FTE replacement position for Fall 1989. Replacement is for Dick Weist (50%) and Rusty Fairly (50%). Rusty Fairly has submitted his interest in writing to pursue the feasibility of a reduced contract. The full-time position is being requested contingent on his follow-through on this intent.

The full-time position would be a split coach/instructor position. The coaching would be for track and cross country. Need for the position is supported by the following data:

PE Division

	<u>Fall 86</u>	<u>Spring 87</u>	<u>Fall 87</u>	<u>Spring 88</u>
WSCH				
Contract	4716	4164	4465	4229
Hourly	3221	3169	2870	3663
Total	7937	7333	7335	7892

TLU'S

Contract	173	170	183	169
Hourly	107	104	96	87
Total	280	274	279	256
%Hourly	38	38	34	34

WSCH/FTE

SBC	427	403	394	464
All large schools			581	
All small schools			586	

In addition to the above data, certain other factors contribute to the need for the replacement position. These include:

1. With many PE faculty responsible for both coaching and teaching, maintaining a consistent program, coordinating efforts, meeting together, etc. is always a problem. An average of 35% hourly faculty only exacerbates this problem. A full-time position will help this situation.
2. With PE classes offered in various locations throughout the community, additional strain is placed on the division's ability to maintain consistency and cohesiveness. As in number one above, a 35% contingent of hourly faculty substantially adds to this problem.
3. The new track facility requires the effort, attention and commitment of a full-time contract faculty member/coach if the track and cross country programs are to grow and to create more substantial links with the community through SBCC sponsored events.

DS:sc

Wrk.Dsk.4

DEPARTMENT: PE

SANTA BARBARA CITY COLLEGE
 DIVISION CHAIR COUNCIL
 Staffing Summary
 Spring 88, Fall 88

4th Week WSCH

	SPRING 1988			FALL 1988		
	Number	Equiv FTE	% of Total	Number	Equiv FTE	% of Total
#TLU'S CONT	155.0	10.3	61.0%	125.0	8.3	45.0%
#TLU'S TC	0.0	0.0	0.0%	15.0	1.0	5.4%
#TLU'S HRLY	87.0	5.8	34.3%	115.0	7.7	41.4%
#TLU OVRLD	12.0	0.8	4.7%	23.0	1.5	8.3%
TOTAL TLU'S	254.0	16.9	100.0%	278.0	18.5	100.0%
	Number		% of Total	Number		% of Total
WSCH BY CONT	3,552.0		48.1%	3,574.0		49.1%
WSCH BY TC	0.0		0.0%	274.0		3.8%
WSCH BY HRLY	3,835.0		51.9%	3,433.0		47.2%
WSCH BY OVLD	0.0		0.0%	0.0		0.0%
TOTAL WSCH	7,387.0		100.0%	7,281.0		100.0%
	Number			Number		
WSCH/FTE CONT	345			464		
WSCH/FTE TC	0			274		
WSCH/FTE HRLY	661			456		
WSCH/FTE OVLD	0			0		
TOTAL WSCH/FTE	437			393		
	Number		% of Total	Number		% of Total
SECTIONS BY CONT	56		53.8%	46		41.8%
SECTIONS BY TC	0		0.0%	4		3.6%
SECTIONS BY HRLY	48		46.2%	60		54.5%
SECTIONS BY OVLD	0		0.0%	0		0.0%
TOTAL SECTIONS	104		100.0%	110		100.0%

Santa Barbara City College

DATE: December 21, 1988

TO: John Romo

FROM: Jack Friedlander, Tom Garey and Tod Fortner

RE: Request for Replacement Position in Theatre Arts
(Resignation of Pam Shaw)

The Theatre Arts Department is requesting a replacement position to cover the teaching and supervision responsibilities that were performed by Pam Shaw before she resigned in the summer of 1988. This year, the teaching and supervision responsibilities in costume design and makeup have been assumed by Mary Gibson on a temporary contract basis. In addition to being responsible for coordinating the costume design program, the person hired would be asked to teach some of the courses previously taught by Max Whittaker such as Understanding Drama.

PART-TIME/FULL-TIME TLU RATIO

A. If the position is filled with a full-time faculty member, 45% of the TLUs would be taught by part-time faculty. If the position is not replaced, the percentage of TLUs taught by hourly instructors would be 59%.

B. THE CURRICULAR BALANCE OF THE DEPARTMENT WOULD BE ADVERSELY AFFECTED IF THE POSITION IS NOT FILLED.

If this position is not filled, the Department will find it difficult to offer classes in costume design or makeup. In addition to being part of the core curriculum for Theatre Arts majors, these courses support the Department's production program. Not having a costume program would severely restrict the types of shows that the Department could produce which would limit the range of educational experiences that could be provided to students in the acting and technical theatre programs. It would also limit the types of productions that could be offered by the department.

It would be very difficult to staff this program with part-time instructors because there are only a few qualified costumers in Santa Barbara and all are employed by various theatrical groups and high schools in the community. Even if hourly instructors could be found, it would be nearly impossible to build a viable program in this area.

An alternative to teaching courses in this area is to hire professionals to provide the costumes and makeup services needed to mount the Department's productions. This alternative would be very expensive and would not provide students with needed instruction in this important aspect of theater.

Filling this position would enable contract faculty to teach all sections of Understanding Drama. This is a general education course and it serves as the introductory class in theatre for actual and potential Theatre Arts majors.

C. THE COURSES ARE SEQUENCED IN A WAY THAT REQUIRES CONTRACT INSTRUCTORS FOR CONSISTENCY.

In order to continue offering a comprehensive production program, there needs to be a faculty member responsible for coordinating the costume design and makeup area. No one on the current full-time staff is capable of teaching or supervising classes in costume design or makeup.

D. THE VIABILITY OF THE DEPARTMENT WILL BE JEOPARDIZED IF THE POSITION IS NOT FILLED.

If this position is not replaced, the Department will not be able to continue offering productions at the current level of quality and diversity. This would seriously undermine the quality and comprehensiveness of the Theatre Arts program in that performances represent the primary teaching laboratory for students.

As previously noted, the alternative of hiring instructors for each show is not viable. There are only a few costumers in Santa Barbara and most are very busy.

E. THE POSITION IS NOT NECESSARY TO ADDRESS THE IMPACT OF MATRICULATION ACTIONS.

F. PART-TIME INSTRUCTORS IN THE DISCIPLINE ARE VERY DIFFICULT TO LOCATE.

This is a very specialized field and there are only three or four qualified costumers in the Santa Barbara area. Two of these individuals are working full-time. The other two are free-lance operators who are called upon to work for other performance groups in the city, including the high schools. Part-time instructors are also difficult to locate to teach courses in TA 3, Understanding Drama.

G. THE QUALITY OF INSTRUCTION WOULD BE IMPROVED BY ADDING A FULL-TIME POSITION.

A full-time contract instructor is needed to coordinate all aspects of the costume design program including recruitment of students, teaching, supervision of the costume shop, input into the selection of shows, and coordination of costuming with the Department's productions. In addition, a full-time instructor is needed to maintain office hours, tutor students, and be available for extensive periods of time prior to each production. As previously noted, no one on the present staff is qualified to perform these activities.

The full-time faculty replacement would teach one or two sections of Understanding Drama. This would enable Tom Garey to devote a greater portion of his load to teaching and building the technical theatre program.

H. THE POSITION WILL ENABLE THE DEPARTMENT TO CONTINUE TO PROVIDE NEEDED SERVICES TO THE COMMUNITY.

The Theatre Arts Department has provided members of the community with excellent productions for many years. The absence of having a costume program would severely restrict the types of productions that the department would be capable of producing.

DEPARTMENT: THEATRE ARTS

SANTA BARBARA CITY COLLEGE
 DIVISION CHAIR COUNCIL
 Staffing Summary
 Spring 88, Fall 88

4th Week WSCH

	SPRING 1988			FALL 1988		
	Number	Equiv FTE	% of Total	Number	Equiv FTE	% of Total
#TLU'S CONT	39.9	2.7	34.2%	43.6	2.9	41.4%
#TLU'S TC	14.2	0.9	12.2%	9.0	0.6	8.5%
#TLU'S HRLY	62.4	4.2	53.6%	52.7	3.5	50.0%
#TLU OVRLD	0.0	0.0	0.0%	0.0	0.0	0.0%
TOTAL TLU'S	116.5	7.8	100.0%	105.3	7.0	100.0%
	Number		% of Total	Number		% of Total
WSCH BY CONT	737.0		33.2%	1,360.0		46.9%
WSCH BY TC	156.0		7.0%	138.0		4.8%
WSCH BY HRLY	1,326.0		59.8%	1,403.0		48.4%
WSCH BY OVLD						
TOTAL WSCH	2,219.0		100.0%	2,901.0		100.0%
	Number			Number		
WSCH/FTE CONT	273			469		
WSCH/FTE TC	173			230		
WSCH/FTE HRLY	316			401		
WSCH/FTE OVLD						
TOTAL WSCH/FTE	284			414		
	Number		% of Total	Number		% of Total
SECTIONS BY CONT	10		37.0%	11		39.3%
SECTIONS BY TC	4		14.8%	2		7.1%
SECTIONS BY HRLY	13		48.1%	15		53.6%
SECTIONS BY OVLD						
TOTAL SECTIONS	27		100.0%	28		100.0%

January 3, 1989

To: John Romo
Elaine Cohen

From: Jane Brody

RE: Justification for full-time contract positions in Essential Skills

Due to the assessment program and the current matriculation process, the Essential Skills program is growing more rapidly than it can be successfully maintained without a new permanent staff member. All literature in the field indicates that this growth pattern will continue as more and more underprepared students enter our doors. Students placed in Essential Skills classes are in need of special help and instruction if they are to succeed in their educational needs and goals. Otherwise, they will never be able to move on and contribute to society. The needs of Essential Skills students are not being met under present conditions.

In the fall of 1988, thirteen hourly instructors were hired to teach nineteen sections of thirty-four scheduled classes. Of the six full-time instructors presently on the staff teaching Essential Skills, only two teach full time in the department. Obviously, there is a serious imbalance between full-time and part-time staff. The pattern has been to offer more Essential Skills classes as needed but to fill them with part-time instructors.

The result is an unstable program through a loss of course coordination and articulation, a negative impact on the morale of regular staff members, too much time expended in the interviewing, hiring and evaluating of transient teachers, a high turnover of part-time personnel, sometimes inadequate teaching, and a high student dropout rate. All of this is counter to the needs of the students in the Essential Skills courses and to the purpose of the program, which is to provide underprepared students with a superior instructional base for future achievement.

In order to restore integrity to the Essential Skills program, at least one full-time instructor must be added to our staff. We cannot continue to fool ourselves into thinking that we are providing the best for Essential Skills students if we simply continue to hire part-time instructors to fill our growing enrollment. If the college is unable to provide at least one full-time contract instructor in the Essential Skills program, then our understaffed department will be unable to meet the demands of increasing enrollments.

DEPARTMENT: ESSENTIAL SKILLS

SANTA BARBARA CITY COLLEGE
 DIVISION CHAIR COUNCIL
 Staffing Summary
 Spring 88, Fall 88

4th Week WSCH

		SPRING 1988		FALL 1988		
	Number	Equiv FTE	% of Total	Number	Equiv FTE	% of Total
#TLU'S CONT	74.00	4.9	62.8%	74.00	4.9	46.9%
#TLU'S TC	18.00	1.2	15.3%			
#TLU'S HRLY	25.80	1.7	21.9%	83.80	5.6	53.1%
#TLU OVRLD	0.00	0.0	0.0%	0.00	0.0	0.0%
TOTAL TLU'S	117.80	7.9	100.0%	157.80	10.5	100.0%
	Number		% of Total	Number		% of Total
WSCH BY CONT	2,611.81		72.1%	2,193		54.3%
WSCH BY TC	435.00		12.0%			
WSCH BY HRLY	574.21		15.9%	1,846		45.7%
WSCH BY OVLD			0.0%			
TOTAL WSCH	3,621.02		100.0%	4,039		100.0%
	Number			Number		
WSCH/FTE CONT	533			448		
WSCH/FTE TC	363					
WSCH/FTE HRLY	338			330		
WSCH/FTE OVLD						
TOTAL WSCH/FTE	458			385		
	Number		% of Total	Number		% of Total
SECTIONS BY CONT	15		68.2%	15		48.4%
SECTIONS BY TC	4		18.2%			
SECTIONS BY HRLY	3		13.6%	16		51.6%
SECTIONS BY OVLD						
TOTAL SECTIONS	22		100.0%	31		100.0%

ESL DEPARTMENT

TO: John Romo, Elaine Cohen

RE: JUSTIFICATION FOR NEW ENGLISH
AS A SECOND LANGUAGE
POSITION

FROM: Pat Chavez Nunez

DATE: December 15, 1988

English as a Second Language continues to be the fastest growing department on campus. Our department has been in a growth pattern since 1983. The number of sections offered in Spring 1987 was 40; in Spring '88 the number increased to 48. In Fall 1987 the number of sections offered was 43; in Fall 1988 the number increased to 52. We can assume that this pattern will continue because we have had to turn away several hundred students the past two semesters due to lack of classroom space. The number of sections being offered in Spring 1989 is 52. We have already had to close several classes that filled during pre-registration.

In Fall 1987 the FTE was 11.4 of which 7.2 was hourly and 4.2 was full-time. In Fall 1988 the FTE was 13.8 with 6.4 hourly and 7.4 full-time. Four TLU's are overload units for full-time staff. Full-time staff include 5 full-time staff members, 1 person half-time to the department and 1 person one fourth time to the department. One person is on a one year temporary contract and one other is on a one semester contract which accounts for the increase in full-time FTE's this Fall. In spite of the additional temporary contracts this year, there are still 18 hourlies as opposed to 9 full-time faculty members.

The above figures show that the department is continuing to grow, due in part as a response to amnesty, although only a small percentage of our students indicated that their main purpose in taking E.S.L. was because of a necessity to learn English to qualify for amnesty. Approximately 90% of our students indicated, on the scantron administered to all students this semester, that they were interested in pursuing vocational programs or A.A. degree programs. The goal of the ESL program is to develop college level skills in speaking, reading, and writing so that students will be able to successfully complete courses taught in English throughout the college in an academic or occupational program of their choice. Successful completion of ESL classes, then, has profound implications for the college's enrollment throughout the curriculum.

The ESL department also enhances the multicultural international atmosphere on campus and provides American students an opportunity to interact with students around the world. The increase in minority enrollment in the college this fall reflects the growth in ESL enrollments.

Unlike students in most other academic programs, the majority of ESL students are advised not to take courses out of the ESL program until they are advanced enough to be able to succeed in those courses. As a result, ESL faculty are usually the only faculty with whom ESL students have contact, especially at the lower levels. ESL staff provide all the assessment, placement, advising and registration assistance to ESL students. They also provide a great deal of personal and academic counseling. Because most ESL students are low-income, they typically have the kind of problems inherent in being poor. They need regular assistance from staff, and the full-time staff take on most of these responsibilities.

In addition to these student needs, there are other equally as important departmental needs. With an hourly staff of 18, there are always instructors who need evaluating every semester. Additionally, the majority of the full-time faculty serve on the evaluation committees of their colleagues in other divisions. Because the course offerings in ESL are articulated across curriculum content areas as well as from level to level, communication and consistency is vitally important to the program. This requires additional time and effort of coordination which again fall on the full time staff. It is very difficult for a new part-time teacher who is not familiar with the scope and sequence of skills taught in all of the levels of the program to know entrance and exit standards as well as to be able to identify students who have been misplaced by the placement exam. Good course coordination and articulation is very difficult to achieve with a large, transient cadre of part-time teachers.

The enrollment in the ESL program has grown significantly each year for the past five years. This growth is testimony to the scholastic integrity and effectiveness of the program's instruction. Such growth has been accomplished through a lot of hard work and dedication on the part of the staff. Many curriculum development and support service responsibilities are divided among the full-time staff. Several areas of the curriculum have been identified as needing immediate attention. Although this

semester we have nine contract positions, only five are actually full-time permanent to the department. Two of the positions are temporary contracts, one is for one semester only. Of the other two permanent positions, one is half-time to the department and the other is only one quarter time to the department. With their limited time resources, it's difficult for these people to participate fully in the department. This then leaves the majority of the responsibilities on the five full-time faculty. With a department of 52 sections, it is an overwhelming responsibility.

The nature of student needs, the disproportionate number of sections taught by hourly instructors, enrollment implications college wide, and a sense of fairness and equity all argue in favor of an additional full-time tenure track position. It is vital to the college to place resources in those areas with excellent growth potential and provide students in those growth areas with the best instruction possible.

DEPT: ENGLISH AS A SECOND LANGUAGE

SANTA BARBARA CITY COLLEGE
 DIVISION CHAIR COUNCIL
 Staffing Summary
 Spring 88, Fall 88

4th Week WSCH

	SPRING 1988			FALL 1988		
	Number	Equiv FTE	% of Total	Number	Equiv FTE	% of Total
#TLU'S CONT	62	4.1	32.1%	104.00	6.9	43.6%
#TLU'S TC	13	0.9	6.7%	29.00	1.9	12.1%
#TLU'S HRLY	118	7.9	61.1%	105.80	7.1	44.3%
#TLU OVRLD	0	0.0	0.0%	0.00	0.0	0.0%
TOTAL TLU'S	193.00	12.9	100.0%	238.80	15.9	100.0%
	Number		% of Total	Number		% of Total
WSCH BY CONT	1,414.37		27.3%	2,686.1		38.4%
WSCH BY TC	455.00		8.8%	909.6		13.0%
WSCH BY HRLY	3,304.57		63.9%	3,393.0		48.5%
WSCH BY OVLD						
TOTAL WSCH	5,173.94		100.0%	6,988.7		100.0%
	Number			Number		
WSCH/FTE CONT	345			389		
WSCH/FTE TC	506			478		
WSCH/FTE HRLY	418			479		
WSCH/FTE OVLD						
TOTAL WSCH/FTE	402			439		
	Number		% of Total	Number		% of Total
SECTIONS BY CONT	14		29.8%	23		42.6%
SECTIONS BY TC	3		6.4%	7		13.0%
SECTIONS BY HRLY	30		63.8%	24		44.4%
SECTIONS BY OVLD						
TOTAL SECTIONS	47		100.0%	54		100.0%

SANTA BARBARA CITY COLLEGE

Department of Theatre Arts

TO: Division Chairs

FROM: Tom Garey, Curriculum Chair/Director, Design and Technology
Tod Fortner, Production Chair

RE: Replacement faculty for Theatre Arts

DATE: January 17, 1989

Given the changes that have occurred in the Theatre Arts program in recent years, and the unique character of that program, this summary is offered to clarify the nature, need, and rationale behind the department's current proposals for faculty replacement.

Two faculty posts are currently vacant of permanent appointees. Max Whittaker retired from his acting/directing post in June, 1987. He was replaced by Gregory de Silva who assumed both management and teaching functions for one year before resigning. Pamela Shaw resigned her costume instructor/designer position in the summer of 1988, at the end of a one-year leave without pay. She has been replaced temporarily by Mary Gibson.

Both of these positions, in their unique ways, are essential to the continued conduct of the Theatre Arts program. This program consists of comprehensive instruction in dramatic theory, acting, directing, stagecraft, costume craft, make-up, lighting, scenic, and costume design. These activities are supported and given full dimension by an active production program that serves as the principal laboratory for all of the specialties taught. To do this, as well as to insure the quality of the productions offered, support is needed from each of the three major speciality areas: acting/directing; scenic/stagecraft/lighting; and costume/make-up. Additionally, since a large portion of the costs of the production budget must be covered by ticket sales, fundraising, and subsidiary income, adequate fiscal and operational management is essential. Thus, these four elements are crucial to the operation of the production laboratory. If any one is removed or seriously curtailed, the entire program is jeopardized.

Costume Teacher/Designer position (P. Shaw replacement):

The costume faculty position is the core of the department's activities in the costume and make-up area. In addition to teaching classes in this speciality, the incumbent supervises all operations of the costume studio, manages an extensive collection of period and contemporary costumes, designs costumes and make-up for productions, and otherwise provides for the costuming needs of the production and training programs. With much past experience in trying to serve a more limited program, the department does not consider providing these services with hourly personnel to be a viable alternative. The responsibilities require leadership, creativity, and commitment from a dedicated specialist who can coordinate and direct this segment of the program and build a loyal student following. The fragmentation that occurs when the activities are staffed entirely with part-timers

results in disorganization, poor coordination of training, and a very limited ability to support the costume needs of the production program. Moreover, the pool of competent costume teachers and artists in the Santa Barbara area who are interested in and/or available for part-time work is quite limited.

Therefore, the Theatre Arts department urges approval for the replacement of this position as essential to the maintenance of our current program. It should also be noted that, in keeping with the character of our present full-time faculty, the replacement instructor will also be expected to be able to teach dramatic theory, appreciation, and/or history, in addition to the costume speciality.

Theatre Management position (G. de Silva replacement):

Prior to Max Whittaker's retirement in June, 1987, the extensive management demands of the production program were met by Pope Freeman and Tom Garey, with the assistance of a full-time box-office manager (A full-time classified manager was hired in July, 1986, but left after a very unsuccessful summer season). In 1986/87, over one (1) FTE of faculty time was reassigned to management duties. In view of this, the department recommended that the position Max Whittaker retired from be converted to a full-time classified management position, with the excess monies from the faculty position to be used to support hourly instructors, principally in the acting program. This was to allow all of the permanent faculty to devote their time to teaching and instructional production assignments. At that time, the recommendation was denied, and Gregory de Silva was hired to serve half-time as an instructor, and half-time as Theatre Manager. The results were unsatisfactory: the management need still required 1.2 FTE in reassigned faculty time between Mr. de Silva and Dr. Freeman; there was needless duplication and friction; and Mr. de Silva resigned partially in frustration.

Following that, and a reorganization of the department's activities and leadership, the department recommended to the Academic Affairs Office and the Superintendent-President that the de Silva position be replaced for 1988/89 with a full-time classified Manager, and that the remaining funds from such replacement be used to fund hourly instructors to teach the two acting program classes that Mr. de Silva taught each semester. It was further recommended that the full-time box-office manager position be discontinued, with the supervision responsibility accruing to the Manager, and the funds (from the production budget) be applied to part-time box-office help and additional, much needed marketing efforts.

Approval for this proposal was granted in September with the understanding that the resources from the de Silva position would be required on a continuing basis in order to fund this structure.

Pamela Lasker, formerly the box-office manager, was hired as Theatre Manager. The results of this, combined with the restructured departmental leadership have been an unmitigated success: Management responsibilities are being met in a timely and efficient manner; The program is fiscally solvent (in contrast to several occasions in recent years); and for the first time since the program was consolidated with the Continuing Ed. Alhecama Theatre program in 1977, no faculty time is reassigned to management duties. Thus, each of the full-time faculty (other than Mr. Garey who has reassigned time for his Academic Senate responsibilities) is teaching a full classroom and creative load. Further, the department has maintained its instructional program with no change in total instructional TLUs.

Effective management is an essential component to operating the production program and a performance facility. The Theatre Manager provides fiscal, organizational, marketing, and operational coordination and leadership that keeps the production activities solvent and efficient. Additionally, she provides valuable consultative and management services to the other users of the Garvin Theatre, thus enhancing their programs. Loss of this function, particularly at the current level, would be a serious blow and have a severely deleterious effect upon the Theatre Arts department's ability to continue its production program/laboratory at its current level.

The department believes that the restructuring of the management function, and the conversion of the Whittaker/de Silva faculty position to a classified management position is a creative use of resources that effectively serves the instructional and production program of the department in a more efficient and academically sound manner. We urge your endorsement of its continuance.

The past three years have been both dynamic and turbulent for the Theatre Arts department. In an attempt to create a more "professional" program, we have enhanced the quality of our production offerings and created a program that provides more intensive training to students considering acting as a career. Enrollments in the appreciation and acting classes have continued to be strong. Due to the emphasis on using professional talent in productions, and we believe, the increased demands on the technical support for the production program, overall enrollment figures have declined. Fewer students have been cast in productions and technical enrollments have declined significantly. In part because of this, the departmental reorganization of last year sought to more clearly focus the production program upon student involvement (both acting and technical) and to reduce the overall production program to a level that balanced the need to offer a viable season with the reasonable demand for student technical support. As a result, the final enrollment projections for Fall '88, and Spring '89 are significantly improved and encouraging. Ongoing adjustments to the class and production offerings are being directed toward further improvements in enrollment and student participation. Additionally, the department is developing a concerted plan to improve enrollments in the technical segments of the program.

In sum, the Theatre Arts program is an integrated, mutually interdependent set of activities that combine comprehensive instruction with a practical production laboratory that serves both the instructional needs of our students and the cultural wealth of the community. Operating this program is much like operating a business, balancing organizational and financial efficiency with effective service to the clients (the students and the community). The SBCC Theatre Arts program is, by any standard, a lean and efficient unit that delivers comprehensive theatre instruction and effective practical experience to our students, and a high-quality series of presentations to our audience. The program is highly respected locally, and with our presentation at the Kennedy Center in Washington, D.C. last year, it has been nationally recognized. Continuing this program is dependent upon maintaining the current staffing level and organizational support. At this time, the loss of either our costume element or our management element would force a severe curtailment of the production program and significant degradation of the instructional program.

We earnestly hope that the Division Chair Council will help us to avoid this outcome.

DISABLED STUDENT SERVICES
MEMO

TO: Elaine Cohen

DATE: December 7, 1988

FROM: Janet Shapiro

RE: New Certificated Contract
Positions for 1989-90

Disabled Student Services is requesting approval for a full-time certificated contract disabled student counselor position for 1989-90. Funding for this position is secured by special class A.D.A., Disabled Student Services AB77 direct excess cost funding or by VEA and Department of Rehabilitation grants. We are currently funding a full-time certificated temporary contract for 88/89. Approximately 70 California Community College Campuses have a permanent full-time certificated counselor position for disabled students. All of those campuses fund the position, as we do, out of AB77, special class ADA, VEA or other grants.

In 87/88 Disabled Student Services served a total of approximately 400 students in credit classes and 200 students in non-credit. However, the department has only two full-time certificated contract positions. One is the Learning Disabilities Specialist, who provides psychological testing and instruction. The second position is the Coordinator of the Department who supervises 7 hourly certificated employees; 30-35 hourly classified employees; 3-10 volunteers; 1 certificated full-time L.D. Specialist; 1 classified full-time typist/clerk; a full compliment of 30-40 on and off campus special classes; psychological assessment; campus/community liaison; and counseling services. The department has not had an increase in full-time permanent contract positions since its inception in 1977 despite the fact that our student population has increased by 200% since that time and our direct excess cost funding base has increased by 70%. Assembly Bill 77 mandates the provision of direct excess cost funds to cover the cost of special services for the disabled, above and beyond what the district provides for all students. In addition to the AB77 funds, Title V of the California Education Code mandates that the ADA generated by special classes be expended on special instructional costs. The other sources of income generated for services to students with disabilities comes from grants from VEA and the Department of Rehabilitation. Consequently there are a number of possible secure sources of funding for the position of a special counselor for disabled students. Because the counselor teaches special classes, part of the salary will come from special class A.D.A. Because the counselor's student case load has approximately 50-60% of students in vocational counseling and job placement services, part of the salary could come from VEA. Because the counselor provides vocational counseling and job placement services, part of the salary could come from the Department of Rehabilitation through a Workability Grant. The most obvious source of funding for the position is secured through AB 77 funding, for counseling services above and beyond what regular

counseling is providing. The continuation of this funding is protected not only by State Law but also by Federal Law.

Santa Barbara City College is mandated by Section 504 of the 1973 Rehabilitation Act to provide "reasonable accommodations" for students with disabilities. These accommodations include special counseling services. Disabled students who need simple academic program planning are receiving services from regular counselors, faculty advisors or other appropriate campus resources. However, the majority of our 600 disabled students have counseling needs that are above and beyond straightforward academic advising or I.E.P. planning. These exceptional needs are handled by a counselor with exceptional qualifications. In addition to credentialing requirements for regular academic, vocational and personal counseling provided by all counselors, the disabled student counselor must also meet the state's credentialing requirements for the disabled population. These requirements rigidly detail graduate level coursework in a variety of disability related areas and recommend direct experience with adults who have disabilities. This special counseling service must be provided by the district in an effort to make the college accessible to all underrepresented groups. Whether the position is funded by the district, categorical funds or grants it is a necessary position for compliance with federal law. Consequently, disabled student counselors must meet the requirements of sections 56058-60 of Title V no matter how their salaries are paid. If the California Community College system is to be in compliance with the 1973 Rehabilitation Act, they must continue providing direct excess cost funds to cover the costs of exceptional counseling needs.

In order to give you a better sense of the concept of these exceptional counseling needs that are "above and beyond" those required for straight forward academic advising, I have reviewed a number of student files and counselor case notes from the first few weeks of this semester. I have chosen three examples as illustrations:

1. Mike is a 26 year old student who is a T-5 quadriplegic. Mike uses a motorized wheelchair for mobility, has limited use of his arms and minimal hand dexterity. Specialist counseling is being provided to help Mike evaluate how his medical situation will impact on him physically, now and in the future and prescriptive student programming. The counselor is discussing possible adaptive devices for classes and in the work situation.
2. Bill is a 41 year old dyslexic with an additional back problem. He is majoring in electronics technology with a speciality in computer maintainance. He is currently a part time lab technician at S.B.C.C. Specialist counseling is being provided to evaluate how Bill's dyslexia impacts in each technical class and recommending appropriate accommodations for each different situation. The specialist counselor has met with two of Bill's instructors to explain

the impact of dyslexia on Bill's performance. The specialist counselor has met with a counselor at the Department of Rehabilitation to discuss job seeking skills for Bill with an orientation of a learning disability.

3. Dane is a 22 year old male student who has had a severe hearing loss since birth. Specialist counseling was provided to determine if Dane would benefit from interpreter services, to determine to what extent his hearing aid helps, and to evaluate his lip reading skills. The specialist counselor recommended adaptive devices and accommodations for the classroom. Dane has explained that the reason for his retention at the counseling sessions is because of the credibility established by the specialist counselor. Dane has verbalized that this is due to the counselor's clear understanding of the impact of a significant congenital hearing loss that only specialized training brings.

These examples illustrate that although disabled student counselors are qualified to provide excellent regular academic counseling services, they must use their time to focus on the exceptional needs of this underrepresented group of students. This service is clearly above and beyond the requirements of regular counseling and, as such, is clearly a direct excess cost.

There are a number of pressing reasons for us to hire a permanent full-time disabled student counselor to replace our temporary, part-time or hourly counselors of previous years. These reasons relate to the quality of continuing professional services, the organizational needs of our department, the steady increase in numbers of students, the demands of Matriculation, the impact of our new High Tech Center, and community efforts to make a difference for underrepresented students:

1. Quality of Services

The most important argument for a permanent full-time disabled student counselor is to attract and maintain the highest qualified personnel for Santa Barbara City College. A permanent full-time position is necessary for continuity of quality services which impacts directly on the retention and success of students with disabilities. Disabled Student Services is focusing on goals of cutting down on non-productive grades, increasing retention and increasing transfer to four year colleges and successful employment. These goals can only be met with quality counseling services to recruit new students, to advise continuing students and to follow-up on graduating students.

2. Organization of D.S.S.

From an organizational point of view it is most appropriate that a full-time disabled student counselor position be the focal position for Disabled Student Services. It certainly works that way in practice. The counselor receives referrals, completes intake interviews and refers out to appropriate disabilities specialists or campus and community services.

3. Increase in numbers of Students

In 1987/88 400 students registered as disabled in credit classes. This is a 200% increase of students since the program's inception in 1977. However, the population of Santa Barbara City College has only increased by 74% in the same amount of time. In 1983 Disabled Student Services gained the added responsibility of the 200 disabled students in non-credit classes.

The 1988/89 Basic Agenda for the California Community Colleges Board of Governors in its section on underrepresented students refers to the fact that "one in ten Californians is disabled and this number is expected to increase more rapidly than the general population. Two-fifths of those individuals have physical disabilities. Many need special services in order to succeed in college programs that prepare them for work or transfer or vocational education programs." These statistics indicate that we have a potential 1,200 disabled students in the credit program and another 1,200 in non-credit. The implication is that our registered disabled student population could increase 300% in the immediate future. These numbers more than justify the need for a permanent, full-time counselor for disabled students.

4. Matriculation

Matriculation has impacted disabled student counseling services over the last year both in the need for appropriate guidance before registration and also during our early warning process when we respond to progress reports on the students. Because regular counselors and faculty advisers are so busy, even the disabled students with straightforward counseling needs have been trying to make appointments with the disabled student counselor. However, the demand for specialized counseling is so great, any regular needs are always referred to mainstreamed counseling so that we are not duplicating services but only provide services above and beyond regular counseling. Our local matriculation plan includes goals to expand disabled student counseling services.

5. High Tech Center

We anticipate an increased enrollment of disabled students as a result of our new High Tech Center. The Community has demonstrated a high level of interest and enthusiasm for this new college program. Many agencies such as the Braille Institute and Department of Rehabilitation have been recruiting students to return to school so they can take advantage of the accessibility afforded them by new High Tech products. We are already seeing the impact of these referrals on the counselor's schedule.

6. Underrepresented Students

Students with disabilities will continue to be in attendance at SBCC. If the efforts of the Academic Senate subcommittee on underrepresented students bears fruit, Disabled Students as well as ethnic minorities will be here in larger numbers with increased goals of transfer and employment. This will continue the district's increasing demand for both regular and exceptional

counseling services. In an effort to make a difference for underrepresented students, I look forward to S.B.C.C. actively endorsing our Academic Senate Statement as it applies to Disabled Students by approving a full-time disabled student counselor position.

Santa Barbara City College has clearly demonstrated its commitment to underrepresented students by hiring a full-time Specialist Counselor for Latino students. We are requesting a committment to another underrepresented minority through the hiring of a permanent full-time specialist counselor for disabled students.

cc: D.S.S. Staff

SANTA BARBARA CITY COLLEGE

TO: John Romo, , Vice President
Academic Affairs

FROM: Richard T. Wotruba, Dean 
Student Development

DATE: January 19, 1989

RE: Replacement Retirement Counselor

The following position has been endorsed by the Counseling Staff and by the Student Services Advisory Committee and I forward to you for the first hearing at the next College Planning Committee meeting.

cc: Dan Oroz