

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

College Planning Council
Santa Barbara City College

Tuesday, August 15, 1995

MINUTES

Present: Dr. Peter MacDougall (Chair), Mr. Don Barthelmess CPC Member)
Mrs. Lynda Fairly, Dr. Jack Friedlander, Mr. Tom Garey, Mr. Bill Hamre,
Dr. Charles Hanson, Mr. Bill Hull, Ms. Kathy O'Connor, Mr. Dan Oroz, Mrs. Janice
Peterson and Mr. John Romo

Guests: Mr. John Marrazzo, Ms. Lori Pearce, Ms. Ana Wilson and Financial Aid Redesign
Team Members

I. Call to Order

The meeting was called to order at 1:04 p.m.

II. Approval of Minutes from June 21, 1995 Meeting

A motion was made to approve the Minutes for the June 21, 1995, meeting by Kathy O'Connor, seconded by Bill Hamre. The motion was unanimously approved.

III. Report from Financial Aid Project Redesign Team

Mr. Bill Cordero introduced the members of the Financial Aid Team, distributed copies of the team's report, and reported on the team's efforts. Mr. Cordero expressed appreciation for the team's outstanding work and enthusiasm for the entire Financial Aid Project. Ms. Marsha Wright echoed Mr. Cordero's positive assessment of the team and summarized the highlights of the team's report:

A. Overview of the Project

B. Acknowledgments

C. Contents

D. The Report

1. Mapping took one full week.

2. The proposed system design: a "paperless" office.

3. Recommendations:

- to the College Planning Council
- to the Financial Aid Director

E. Attachments

Ms. Wright noted that two documents not included in the attachments would be completed by the next CPC meeting.

Dr. MacDougall noted that in accord with the role defined for the College Planning Council in Project Redesign, the administrators from the main functional area effected will be responsible for responding to the recommendations and moving them toward implementation. If new college resources are needed from the General Fund, these will go through the resource allocations process.

Mr. Cordero and each of the team members noted the highlights within the team process:

- Isolation was a benefit. This enhanced focus and limited team members' visits to their offices while work was in progress.
- Assumptions about how various departments operate were often wrong. Better inter-departmental communication is needed.
- Student participation was essential and rewarding for all concerned.
- Inter-departmental appreciation occurred from the team's work. The team came to understand a great deal about other department challenges.
- The four-day work week was beneficial.
- Having to return to work to do tasks not completed in one's absence was very hard. Similarly, those colleagues back at the office not participating in the team need to be apprised with the team's work. Resentment can arise if everyone doesn't feel a part of the process.
- Each of the team members expressed enthusiasm for the process and the opportunity to effect positive change for the staff and students.
- Although some of the team members were initially skeptical, they all described their revised viewpoint as strongly favorable. Mr. Cordero said he was an advocate and apostle for Redesign.
- The team expressed willingness to communicate its experience to others in generating a positive attitude from the outset.
- Mr. Cordero complimented the outstanding contributions offered by Ron Adler, Associate Professor of Communication, in group dynamics and brainstorming.

Dr. MacDougall thanked the Financial Aid Team for its exceptional work.

The Chair noted that the follow up with the team needs to be direct and comprehensive. Vice President Fairly should take the lead with coordinating the implementation of recommendations in the Financial Aid team report. Coordination with Information Resources will be essential.

IV. Status Report from Academic Affairs regarding Testing and Marine Tech. Redesign Teams

Dr. Friedlander inquired about the specific follow up for instructional teams. The Chair responded that resource allocations must be approved by CPC if they are significant, but that the major area of follow up would reside within Academic Affairs and committees of the Academic Senate. If the Vice President and the appropriate committees endorse the direction and resources are available within the area, it is assumed the projects will move ahead. If new College resources are required, College procedures will be followed.

Dr. Friedlander reviewed the team members and the direction for the Marine Technology Project. The implications will influence not only Marine Tech. but other departments across the curriculum. The Marine Tech Team has recommended a curriculum which moves to a modular approach and allows students to complete their course of study more quickly. The expectation is that the new approach will allow more flexibility for faculty members and greatly expand the Department's WSCH. The team has outlined every single module and essentially produced a template for where to go next.

Mr. Barthlemess summarized additional key points in the team's work. He reiterated the enthusiasm mentioned by the Financial Aid team. He complimented team members' skills including Karolyn Hanna's expertise as a leader and Liz Auchincloss' serendipitous experience as a diver. The importance of the student role and the student's maturity was emphasized. Students are exposed to sensitive information so they must be trustworthy.

Mr. Marrazzo cautioned against deviation from the process (in areas such as mapping and brainstorming).

Dr. Friedlander reviewed the team members for the Assessment/Testing Team and summarized the results of their labors. The team is proposing an Assessment Center where students would be tested. Ms. Auchincloss said that some of the assumptions about negative student predispositions on various aspects of the testing process turned out to be largely incorrect.

The Chair complimented the teams and the leadership provided by the Academic Affairs and Senate leadership.

Mr. Marrazzo suggested that cultural changes are demonstrably occurring at SBCC.

V. Finalize "End Results" for Next Set of Redesign Projects

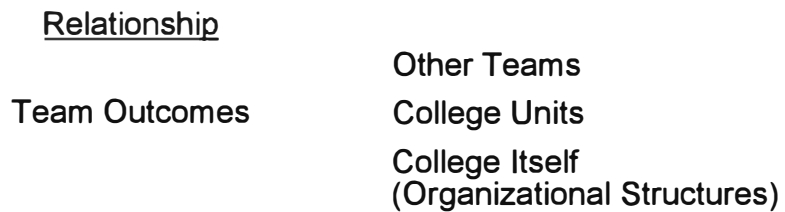
Mr. Marrazzo noted that all team members should be known by the Pre-30. Various changes were made in the end results for the teams starting in September and October. Mr. Marrazzo mentioned that it is not essential for faculty members to serve on all teams.

VI. Review Initial Ideas regarding the Interdependencies of Projects in Scheduling

The Chair explained the draft and the rationale for developing it. He asked CPC members and Mr. Marrazzo to respond. Dr. Friedlander noted the eventual importance of showing the relationship of the projects to the entire college. Revisions in the draft were suggested. The Pre-30 may include a review of potential interdependencies. Mrs. Fairly said that access to the information will be a key point in making sure the interrelationships are known.

Mr. Marrazzo said that:

- A. The timing of the projects is important. Some processes may not be interdependent but may influence other processes (after implementation).
- B. A group needs to be aware of all the information coming out of the projects so the coordination can take place (the czar). The Technical Committee will play this role according to the Chair.
- C. The Redesign end results are no longer bound to the old structures. The Chair graphed out some of the organizational interrelationships.



Mr. Marrazzo said that the Communication Committee will need to play a major role.

VII. Review Draft of the Document CPC will use to Evaluate its Effectiveness for Project Redesign Planning and Implementation

The Council will review the draft and respond to specifics at the next meeting. Mr. Marrazzo suggested that the team leaders and teams fill out the form.

VIII. Review of Proposed Format for Team Report

The Chair said that the format for the team report would be discussed at the Technical Team meeting with Mr. Marrazzo and returned to a future CPC agenda.

IX. Project Management Report

Ms. Wilson distributed copies of the "30 Day Prior Checklist" for teams. Members of the Council said that compensation issues should be clarified and included in the Prior 30. Ms. Wilson reported on other issues with which the Technical Team has occupied itself.

X. Communication Committee Report

Ms. O'Connor distributed copies of the Communication Plan and summarized it.

XI. CPC Transition from Project Redesign to College Responsibilities

We will need to make the transition from Redesign to regular college business at our next meeting.

College Planning Council meetings will take place on first and third Tuesdays of every month. The next College Planning Council meeting will be September 5, 1995, at 3:00 p.m.

Final Approval

Activity	Report	CPC	Team Leaders	Team Leaders	Process Owner	Vice President
End Result	X					
Map Current	X		X			
Redesign	X		X			
Walk Through			X			
*Verification	X		X		X	
CQI Issues	X					X
Policy Issues	X	X				X
Prototype Plan Draft Report						
**Prototyping					X	
Final Report		X			X	
Action Plan					X	X

* Verification - Political Outcome - Involve more people outside of the team.
 Old - Correct/verify problems. Verify team perceptions.
 Ask the people receiving or doing the process whether the new will work.
 New Idea: Does it Fix? Yes.

** Testing whether the concepts of the redesign will work - can carry out by a number of means (e.g., build, visiting UCI paperless office, etc.

SBCC INFORMATION RESOURCES STATEMENT OF VISION AND DIRECTIONS 1995-2000

Preface

This document serves as a foundation for SBCC's information technology planning through the end of the century. It presents how SBCC envisions its future for both the credit and non-credit divisions of the College, the role that information technology will play in that future, and strategic directions the College plans to employ to bring us from our existing state to that desired future. This document updates the July 1991 *SBCC Information Technology Statement Of Vision And Directions*. Much of what was envisioned by the College in 1991 has been accomplished over the past four years. The College has made major investments in providing college-wide access to information technology and network services. The campus fiber optic backbone has been completed, and internal building wiring to that backbone largely has been implemented. Faculty, student, and staff access to computers and networks has continued to be a focus for College equipment expenditures. SBCC has joined the Internet and has begun to explore its seemingly unending information highways, streets, alleys, and backroads. The College has brought its administrative computer systems on campus and continued to maintain and develop its administrative systems. These accomplishments have been made in a time of limited College resources, due largely to the fact that the institution had a clear statement of what it hoped to accomplish.

In an era of ever-increasing rates of change in information technologies and resources, technology planning must be a continuous process. To build a long-term plan and to stick resolutely to that plan dooms a College to obsolescence. To wait to make the "perfect" technology decisions in terms of capabilities and prices freezes a College in indecision and inaction. Plans and deployment decisions must be made well before the technology is fully mature and in wide-spread implementation. To develop and maintain a leadership position in the educational use of technology, the institution must be willing to take calculated risks in its development, based on informed decisions as to what strategies will best achieve desired results.

The College Computer Coordinating Committee recognizes the limited resources that have been made available by the State to fund technology renewal, and the substantial commitment made by the College to fund technology development and renewal through a variety of revenue sources. There continue to be unmet technology needs, and this document will help shape the College priorities for further technology development and implementation. It is hoped that actions and decisions on technology planning and implementation can be streamlined to allow for technology actions and decisions to be made in a more timely and effective manner.

This document presents a far-reaching vision for the future growth and use of technology within the institution. It is important to note, however, that this statement of vision and directions is driven by the fundamental values of the institution, its mission, and its overall *Statement Of Institutional Directions*. Information technology and resources can help enable an institution to function more effectively, but only the faculty, students, and staff of the institution can help it achieve its fundamental mission of teaching and learning. The College Computer Coordinating Committee believes that this document will work toward that end.

Vision Statement For Instructional Technology

Instructional technology will be used within the institution to provide faculty more flexibility in the method of delivery of instruction and instructional support materials. This flexibility will allow faculty to design effective course materials and delivery strategies to meet differences in student learning styles and abilities. Effective use of technology will enhance, rather than replace, faculty and student interaction. Technological developments and wide-area networking will expand the knowledge base available to students and faculty, and make that information available on an anywhere / anytime basis. Use of instructional technology will be designed to promote student responsibility, engagement with the learning process, and active participation within the institution.

Instructional technology and support services will assist the College in moving to a learner-centered approach to delivering instruction. The technology will include new and updated student computer labs, lecture rooms permanently equipped with multimedia presentation capabilities, portable presentation set-ups, computer classrooms, facilities for student drop-in use (possibly in the LRC and/or Library), and perhaps pay-for-use student facilities.

Software and courseware will include materials from a variety of sources:

- publishers providing augmentation to textbooks
- commercial sources
- educational software clearing houses
- other educational institutions
- discipline-specific providers
- locally developed at SBCC

Instructional redesign projects will develop new and more effective approaches to delivering instruction in many of the disciplines at the College. Not all of these initiatives will rely on technology. Those that do will be assisted and supported by the Faculty Resource Center in order to ensure their success. It will be necessary to devise a selection process to determine which project proposals will be implemented.

A variety of new faculty incentives and rewards will be developed to support faculty growth in the use of instructional technology. Funding of faculty initiatives through such sources as FEC grants, sabbatical leave projects, summer stipends, faculty release time, will be coordinated with instructional redesign projects and curriculum development initiatives. College policies will be developed for sharing royalties from any courseware or software developed with college support, and copyright issues will be addressed properly.

The strategic directions outlined below, if realized, will better equip our students for the world as they will find it when they leave the College for further education or for the workplace, or continue to pursue lifelong learning goals through the Continuing Education division of the College.

Instructional Technology Directions

Student Access To Instructional Technology

All students at the College who wish should be able to gain access to electronic mail to communicate with their teachers, other students, and relevant Student Services staff. They should be able to participate in Internet list server groups on topics related to their areas of study.

There is little doubt that the Internet will revolutionize higher education over the course of the next few years. Students should have access to the World Wide Web and other Internet educational resources because of the instructional value of having an expanded scope of knowledge available.

Students should expect that faculty increasingly will provide lecture outlines, class assignments, and supplemental materials accessible to students on the network. Many faculty will encourage students to submit homework, essays, and assignments electronically. Some faculty will establish electronic discussions or forums on the network, and these will become a valuable part of the students' educational experience at the College.

Some disciplines will move to learning strategies where a significant amount of instruction is obtained by students on computers, as self-paced modules available from the network or on CD-ROMs. There will be more use of multimedia by students as substitutes for or supplements to written assignments or term projects.

Student-Owned Computers

As much as possible, computer assisted instruction should be designed to be able to be used by students on their own computers. Students should be able to access the college instructional computer network, their electronic mail, and the Internet from home and from their workplace twenty-four hours a day, seven days a week.

The College should seek partnerships under which students are encouraged to and are provided with the opportunity to purchase an affordable recommended computer. The College should make efforts to ensure that financial assistance programs should be available for students who cannot otherwise afford to purchase computers. The College should make it known to students that having access to a computer and learning to use it are important to academic success in most fields. The students should be provided with a number of options for learning how to use their computers, ranging from credit courses to small group tutoring.

In anticipation that many of the students who purchase their own computers will want laptops, the College should encourage the students to select laptops with ethernet capability. Convenient locations around the campus should be established where students the campus ethernet network, including the group study rooms in the Library, the tutorial rooms, etc. This will facilitate group study and will relieve the pressure on the general purpose computer labs.

Student Computer Labs

The College must provide sufficient access to up-to-date computer equipment in student labs. A way must be found to ensure regular technology renewal in these labs, where the presence of obsolete and out-of-date equipment and software would seriously undercut the value of the instructional program to the students.

In addition, the College should provide adequate access to general purpose computers on campus to support the growth in use of computer assisted instruction, and to provide computers that students can use for their electronic mail and to access the Internet. Policies concerning student technology access fees or charges must be developed to ensure equal access to instructional technology for students.

Access to word processing for students is a special problem, given the limited instructional computer lab resources. The student computer labs should be reserved primarily for the student use of educational software. For students who don't have computers, use of college computers for word processing might have to be on a pay-for-use basis. Exceptions might include students taking word processing classes and students taking classes such as ESL where word processing is used as part of the pedagogy.

Instructional Support Services For Students

The Library will have a key role as the campus Information Center for students, faculty, and staff. As the experts in access to information, the librarians will provide leadership as the College works out how best to integrate the new information resources available locally, on the Internet, or on other external networks into the students' educational experience. The Library is moving from the concept of ownership to the idea of providing access to information without regard to physical location. The library envisions more of its periodical collection to be available on-line, increased use of search systems, direct delivery of materials to users from vendors, and an increasing collection of books in electronic form.

The Learning Resources Center provides a valuable set of technology-based instructional services for students. There is little doubt that LRC services will need to change and expand to meet the new and different demands for the delivery of instructional support materials that will flow from the instructional redesign projects. Close coordination with the FRC and with the other technology oriented instructional support services at the College will be required.

Students with disabilities should have access to adaptive technology appropriate to their needs. The College will promote reasonable accommodation to students with disabilities through the use of adaptive software and hardware technology. The College will provide instruction on the efficient and effective use of assistive technology for students with disabilities to apply in the mainstream of education and employment.

Evaluation

The use of computers in instruction should be continuously evaluated in order to assess effectiveness and to promote continuous improvement. Appropriate means of evaluation need to be developed

with the participation of faculty committees, the College Computer Coordinating Committee, and the Institutional Research Committee.

Faculty Services

Access

All contract faculty who desire and can benefit from one should be provided with computers by the College. Part time faculty should have access to shared-use computers on campus. All faculty, both contract and part time, should have electronic mail. All faculty computers should be connected to the campus network, giving faculty access to campus services, electronic mail, and to the Internet. All faculty should be able to access the college instructional computer network, the library, their electronic mail, and the Internet from their homes twenty-four hours a day, seven days a week.

Presentation technology should be readily accessible to all faculty, together with training and support for its use. Selected lecture rooms and classrooms should have permanently installed multimedia presentation facilities. Portable presentation set-ups should be available for other classrooms by scheduling in advance.

Academic Information Services

A wide range of services for faculty will be available on an instructional file server, including many that will reduce the administrative load on faculty. Electronic rosters will be distributed to faculty on this file server, ready to load into the college standard grade book program. Submission of grades and rosters electronically will be a future service.

Much of the administrative paperwork will be replaced by information provided on the file server. Committee agendas and minutes, the Faculty Policies Manual, and other documents will be maintained on-line. Faculty will be able to submit materials to Duplicating Services electronically for reproduction. Requests for services such as Media deliveries will be done by electronic mail.

Faculty will have access to student information (transcripts, assessment scores, etc.) to help them better serve the students. The Library catalog and a variety of Library services will be available on-line. Bookstore information and book ordering systems will be accessible.

Faculty Resource Center

The Faculty Resource Center will be the primary locus of technology support and services for faculty. The vision for the FRC can best be expressed by quoting from the task force report that recommended creating the FRC (dated September, 1994).

The purpose of the FRC is to provide faculty and instructional support staff with the training and support needed to enhance student learning through the effective use of instructional methods and computer-based technologies. The FRC will assist faculty in acquiring the knowledge and technical skills needed to take full advantage of the courseware and instructional technologies available for addressing the diverse learning styles of students in as cost effective a manner as possible.

FRC staff will develop and implement a plan for providing faculty members with training on the effective use of available courseware and instructional technologies. The training will range from basic computer literacy skills, to effective methods of using multimedia presentation software packages and multimedia interactive courseware, to strategies on using multimedia interactive courseware to transform courses from the instructor-centered model to a student-centered model. An important component of the training plan will be to inform faculty of the capabilities as well as the limitations of various instructional technologies and courseware programs.

FRC staff will work with departments in identifying effective instructional software and methods of using software in place at other colleges and universities. FRC staff will assist faculty in acquiring, evaluating and, where appropriate, adapting the software to best meet the learning requirements of students enrolled in their classes.

FRC staff will assist faculty in designing, field-testing and evaluating the effectiveness of instructional delivery systems that involve the use of instructional technology and multimedia interactive courseware. The evaluation criteria will include gains in student learning, enhanced ability to meet the diverse learning needs of students, and the cost of using the technology compared to the current method of instruction used by the faculty member or department. FRC staff will be responsible for disseminating to faculty and staff the results and recommendations emanating from the field-tests.

FRC staff will work with the instructional departments and the Information Resources Division staff to identify effective and cost efficient methods of managing, staffing and providing technical support to existing and planned campus instructional computer labs. FRC staff will serve as in-house consultants in helping departments plan and/or modify their instructional computer labs to serve the maximum number of students in the most instructionally sound and cost effective method possible.

FRC staff will keep the college informed of the latest developments in the complications of instructional technology, including the use of technology in altering the method of delivering instruction in classrooms and labs as well as the use of technology in distance learning.

FRC staff will look to enter into partnerships with companies, colleges and universities involved in developing and field-testing promising multimedia interactive courseware.

FRC staff will pursue external sources of funds to support the use of instructional technology at the college.

Instructional Technology Management And Coordination

All instructional technology resources and related support services at the College should be coordinated. This includes multimedia presentation equipment in lecture rooms, portable classroom equipment, student computer labs, a future student electronic mail server, the faculty file server, the Learning Assistance Center, Media Services, and the Faculty Resource Center. Coordination of these resources should be the responsibility of a single administrative unit with the exception of certain specialized, discipline specific facilities.

Vision Statement For Student Services Technology

Student Services technology will assist the College in moving to a more student centered/student success approach to delivering information and support services from the time of the students' initial access relationship to the college, throughout the students' period of enrollment, and through the students' transfer and/or career transition. As such, technology will be applied to improving whole processes that affect student success.

Student Empowerment

Student services technology will empower students to be more autonomous and involved in managing and navigating administrative tasks and college bureaucracy required for their participation in curricular and co-curricular college activity. The technology will also empower students to have greater autonomy and involvement in personal development activities (educational and career goal setting, decision making, planning).

The technology and the processes they support must have sufficient flexibility to meet the diverse learning styles and abilities of students. Therefore, student information systems will need to include the ability to explain the meaning of information, warn the student of the consequences of the information (or missing information) and direct the student to action. Technology will not replace the need for staff and student interaction. Rather it will enhance the quality and amount of the interaction.

Staff/Counseling Faculty Empowerment

Student Services technology will be used to provide staff and faculty with more flexible, effective and efficient means for carrying out (and for learning) student service administrative responsibilities. Specifically, the technology will improve efficiency of operations and institutional effectiveness in the capture, processing, retrieval and utilization of data by college staff. Student services technology will also improve the quantity and quality of direct administrative service to students and faculty.

Student Development

In addition to providing support to administrative processes, Student Services also plays an important role in facilitating students' personal development through counseling, advising, instruction (Personal Development classes), workshops, seminars, leadership training, and educational resource materials. Technology will be used within the institution to provide counseling faculty and student services staff involved in developmental activity with more flexibility in the methods of delivery of these educational services and their related resource material. Effective use of technology will enhance counseling, advising, teaching and learning through faculty/staff and student interaction rather than replace such interaction.

Students will be able to access their own college-based information, their electronic mail, college-wide information, and the Internet from home, their work place, community-based computer services or outdoor campus kiosks twenty-four hours a day, seven days a week. As much as possible, computer-based information systems should be able to be used by students and staff through their own personal computers.

Staff, student and faculty frustrations, problems and inefficiencies due to unnecessary process complexity, insufficient information, unclear information, restricted and untimely access to information, duplication of work, data entry error, unclear instructions, time spent waiting, limited office hours, dependency on staff for information, multiple and un-connected data-bases, and lack of training will be significantly reduced.

The technology will include new and updated student services computer labs, indoor work stations, kiosks, remote access, portable remote set-ups, meeting rooms equipped with or capable of multimedia presentation, portable multimedia presentation set-ups, use of instructional computer labs for selected student information and college-wide information, tele-computing, video, interactive video, image scanning, electronic transfer of inter-institutional data (transcripts, articulation, forms), and Internet/World Wide Web access.

Student Services Technology Directions

The following are key technical directions for carrying out the technology vision statement for student services. A more detailed technology plan is provided in the annually revised "Student Services Technology Plan for Santa Barbara City College".

Telephone and direct PC-based registration will be introduced as will electronic applications. Electronic forms will replace most hard copy use of forms for petitions, information collection and information processing. Electronic document imaging will replace most existing hard copy file systems for student records.

Students will be issued E-mail accounts. Hard copy mail-based communications will be significantly reduced and replaced by E-Mail communications. College-wide as well as student services information will be maintained on the World Wide Web through local area networks.

Combination photo ID, mag-stripe "Smart Card"s will be introduced for student access to information systems and services, utilization tracking, and debit-based financial transactions. Student information stations including KIOSKS, student labs and work stations will be expanded. Reasonable accommodation for visually impaired students, orthopedically disabled students and students with language restrictions will be provided.

Electronic degree audit systems will be expanded and enhanced. Where appropriate, the college will participate in intersegmental initiatives related to electronic academic and financial aid transcript exchange, articulation, curriculum, and certification (IGETC, CSU GE), and financial aid management. This will include the use of SPEEDE, ASSIST and other upcoming state-wide and national initiatives that support exchange of common student and curriculum information.

All student information will be maintained on interconnected computer-bases. There will be no need for redundant data collection. Faculty and staff will have independent real-time access to individual student information, except that which is deemed confidential by federal or state law or Board of Trustees policy as well as college-wide information through the World Wide Web protocol and campus wide area network systems.

Windows-based systems will be standard for all faculty and staff providing counseling and advising. Concurrent viewing and updating (multi-tasking) of several student look-up screens at one time will be provided.

Advanced multimedia and graphics production capabilities for use in student information resource development and student development activities (video, publications, interactive CD-Rom) will be available within the Student Services building or will be available through cooperative agreements with other college services.

Coordination, protocols and procedures for Student Services access to the resources of Instructional Technology (including the Faculty Resource Center, the LRC, and Media Services), College-Wide Network Infrastructure, and Administrative systems, and state-wide technology and intersegmental initiatives will need to be sought and established wherever possible so as not to unnecessarily duplicate costs, space utilization and staffing, when carrying out the technology directions for Student Services.

Vision Statement For College-Wide Network Infrastructure

The College will develop a comprehensive and integrated local area network and wide area network capabilities to support voice, data, video, image, and multimedia applications. The College will develop and maintain the communications and cabling infrastructure to deliver these network services to every work area on campus, the Schott and Wake Centers, and major off-campus facilities. The College will be an active participant in developing a community electronic network for the Santa Barbara area in cooperation with UCSB, County Office of Education, school districts, city, county, and state governments, and business and industry. The College will maintain a stable and secure network environment which maintains data integrity, protects the privacy of confidential data, and ensures only authorized access to network services. The College will provide access to network services and information for faculty, students, and staff both from on-campus locations and remotely from home or work. The College will develop strategic partnerships with business and industry to advance our technology infrastructure and to promote effective use of College information. The College will provide support and training for faculty, students, and staff in the use of technology and tools that are available through the network services.

The College will develop and maintain a comprehensive and integrated set of network services to support teaching, learning, and office automation. These services include the following applications: telephone, voice response, voice mail, electronic mail, calendar, scheduling, FAX, electronic forms processing, document imaging and management, work flow automation and management, printing and reprographics, video and teleconferencing, access on demand to multimedia applications, telecommuting, distance learning, and information access to College information and global knowledge bases. These services will be maintained by the College with the same expectations of reliability as other College utilities (electricity, gas, water, etc.).

Technology Infrastructure Directions

Building The Network And Communications Infrastructure

The College must provide for the development and renewal of network cabling and communications equipment to support local and remote access to its network services. This includes underground backbone cabling to all campus buildings, internal building distribution wiring to each work area, and remote site access to Schott and Wake Centers, as well as Internet access to global knowledge bases, institutions, and individuals. The College must ensure that sufficient network bandwidth is available to make effective use of network services. The College must design, develop, and maintain a network topology that supports the effective access, integration, security, and delivery of network services.

Building The Santa Barbara Community Network

The College should play a leadership role in the development of a community-wide network of educational institutions, government, and business and industry to serve the residents of the Santa Barbara area more effectively in terms of access and use of electronic information. The community should seek private, corporate, state, and federal funding to assist in the development and support of the community electronic network.

Network Security

College reliance on network services requires the development and maintenance of a secure network environment that protects the College from unauthorized use of network services, and protects the privacy and confidentiality of the individual. The College will move to a single point of authorization and authentication of individual rights to network access and services. The security system must allow for varying levels of security to allow access to the College communications network, data, and services. The security system must allow for the encryption / decryption of data as it moves over the network, and must protect the College network environment from foreign viruses, worms, and other potentially damaging intrusions.

Expansion Of Network Services

Over time, the College will explore, evaluate, and implement an expanded set of network services to meet the needs of the College community more effectively. Potential services include, but are not limited to, the following areas:

- Electronic forms to replace the myriad paper process currently used by the institution.
- Electronic data interchange to provide for the transfer of college data to other institutions.
- FAX gateway capabilities to allow network delivery of outgoing and incoming FAX materials to the desktop.
- Delivery of video, images, and multimedia applications from a centralized repository.
- Document imaging and management to allow for the scanning and indexing of hard copy materials and to provide for optical character recognition.

- Personal and group video conferencing to allow the College community to communicate effectively with remote sites.
- Telecommuting capabilities to allow faculty, students, and staff to work effectively on the College network from their homes or remote sites.
- Tools for student access and use of College information, such as telephone registration and grade reporting, information kiosks, and public access work stations.

Network Management And Administration

The College must develop and maintain the support staff and network administration tools to plan, manage, maintain, and support the growing and increasingly complex College network. The College must ensure that mechanisms are in place to provide coordinated planning and development of network services that cross existing organizational boundaries.

Technology Access For Persons With Disabilities

SBCC will meet the requirements of the Americans with Disabilities by providing access to technology for persons with disabilities. SBCC will integrate the needs of SBCC employees, visitors and students who have disabilities and who access technology in all mainstream settings. SBCC will promote reasonable accommodation through the use of adaptive software and hardware in environments that use technology.

Partnerships With Business And Industry

The College must develop and maintain strategic partnerships with business and industry to promote College access to external resources for funding and technology expertise. These partnerships need to be developed with a clear understanding of the mutual benefits anticipated by both parties, and should include formal, written agreements as appropriate.

Staffing For Technology Support And Training

The College must develop and maintain sufficient technology support staff on an ongoing basis if the College is to meet its expected vision for the use of technology. Over the past four years, the number of computers supported on campus, as well as the scope and complexity of the College's network environment, has grown substantially. These advancements have occurred through the investment of one-time funds to acquire the technology and tools to expand College computer and network capabilities. Ongoing budget allocations for support staff and operational costs have declined during this same period due to overall College budget limitations. This trend simply can not continue, or the technology infrastructure will begin to unravel due to lack of support, maintenance, planning, and training. The College should develop a detailed information technology staffing and support plan that clearly identifies the necessary ongoing staffing and support levels needed to maintain the College's information technology. The plan should review both centralized (Information Resources, Faculty Resource Center, Media Services, Word Processing Center, Library/Learning Resources Center, Printing And Duplicating) as well as decentralized (departmental) support for information technology.

Vision Statement For Administrative Systems

The College will redevelop its student, academic, and human resources administrative systems over the next five years into an integrated system. This development activity will be conducted in relation to the College's business process redesign initiatives and its completed work with The Delta Group (Santa Barbara, San Joaquin Delta, and Saddleback) on administrative systems design for California community colleges. The Information Resources staff will work actively with College participants in Project Redesign teams to insure that the requirements of redesign initiatives are incorporated into new systems design and development. The College will continue to renew its financial accounting, payroll, purchasing, and other administrative systems through continued partnership in the California Education Computing Consortium and other third party software providers.

The Information Resources Division will play a central role in support of the College's Project Redesign teams. Each team will have a technology specialist who will provide support in the use of automated tools to complete and document the work of the team. Information will be presented to the team in terms of what current and emerging technologies can be applied to the process undergoing redesign. Information Resources will also assist in the development of a prototype of each team's recommended solution and in the development of widespread implementation plan for each project. This activity is projected to extend through the 1995-96 and 1996-97 academic years.

Administrative Computing Directions

Integration Of Administrative Applications With Desktop Tools

The College will develop mechanisms to insure that its administrative systems link effectively to office automation software such as word processing, spreadsheets, E-Mail, local databases, ad hoc query, and decision support tools. This integration will allow for the more effective use of the College's administrative information to do the work of the College.

Access And Use Of Information

The College will develop mechanisms to allow faculty, students, and staff easy access and use of information needed to do their work. This initiative will include on-line access and updating of appropriate information, ad hoc query capability, as well as access to summary level information designed to support institutional research, program review, institutional assessment, planning, and resource allocation. The development of these systems will use the Apple Corporation's VITAL information architecture as the foundation for design. This architecture provides for the creation of a "data warehouse" to provide ad hoc query and data analysis capabilities to the desktop client.

Application Development Tools And Methodology

The College will replace existing tools and methodologies for application development of its administrative systems. The College will acquire application development tools that will provide Computer Assisted Software Engineering (CASE Technology) in the design stage of systems development, and will support visual, rapid application development techniques and code generation. These tools must support a cooperative development environment, both within the College and with

other institutions through the use of a common repository for the storage and management of data models and dictionaries, design documents, and source an executable code for application logic. The new development environment must support the creation of graphical user interfaces (GUI) for Macintosh and Windows clients as well as continue traditional character user interfaces (CUI) for College terminals and non-Windows capable machines. The development tools must also allow for the deployment of new applications in a client/server model, where decisions about the location (mini computer, network file server, desktop computer) of data, application processes, and presentation are made as part of the systems implementation, and are not constrained because of the development tools.

Draft 5/22/95

Santa Barbara City College

Policies for student use of computers and networks

Use of college computers by students and access by students to college computer networks and to the Internet are services made available to students to further the educational mission of the College. In order to be granted these access privileges and to retain them, students must abide by the policies and guidelines described in this document.

Computers and networks can provide access to resources on and off campus, as well as the ability to communicate with other users worldwide. Such open access is a privilege, and requires that individual users act responsibly. Users must respect the rights of other users, respect the integrity of the systems and related physical resources, and observe all relevant laws, regulations, and contractual obligations.

Appropriate use

The College provides students with access to computers and computer networks for educational purposes. Use of college computers or networks for other purposes is not permitted. This prohibition includes, but is not limited to, exchanging electronic mail and accessing materials or information on the network if not relevant to the instructional or related functions of the College.

Students are required to adhere to the posted usage policies of student labs or facilities they wish to use. These policies will be posted in or near the facility, and relate to such things as which students are allowed to use the facility, time limits, reserved hours of usage, restricted activities, etc.

Game playing using college computers is not allowed, with the exception of educational games that have been assigned as part of a college course or certain games authorized for use in one or more student labs because they are considered to have an academic purpose. Note that some labs do not allow any game playing at all.

It is prohibited to use college computers for any activity that is commercial in nature, i.e. paid for by non-college funds. Commercial activities include, but are not limited to, consulting, typing services, and developing software for sale. Exceptions to this prohibition are certain internships and work experience programs when specifically approved in writing by the appropriate college authority.

Security and passwords

The security of computer systems is based to a great extent on passwords. Therefore it is important to take your password very seriously, and to keep it secret at all times. Do not select an obvious password, and change your password any time there is any chance that someone else may have learned it. Your password is for your protection. It ensures that no one can make unauthorized use of your computer account. Use of any other user's account or loaning the use of your account is prohibited. Do not attempt to capture or use any other person's password or account, even for fun or as a joke.

Note that educational networks intrinsically are not secure. Normally student files and electronic mail are private, but this cannot be guaranteed.

Software copying

With only a few exceptions, software on college computers and networks is licensed for use on college computers only. Copying software from a college computer or network is prohibited unless specifically authorized in writing by an appropriate college authority. Illegal copying of software is subject to civil damages and criminal penalties including fines and imprisonment.

Examples of Misuse

Examples of misuse include, but are not limited to, the activities in the following list.

- o Using a computer account that you are not authorized to use, attempting to monitor or tamper with another user's electronic communications, or reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner. Files owned by individual users are to be considered private property, whether or not they are accessible by other users.
- o Obtaining a password for a computer account without the consent of the account owner. If you as an authorized user give out your account and password to another individual, you can still be held accountable for any actions that may arise that are associated with your account.
- o Using the Campus Network to gain unauthorized access to any computer systems, or attempting to circumvent data protection schemes or uncover security loopholes. This includes creating and/or running programs that are designed to identify security loopholes and/or decrypt intentionally secure data. This also includes programs contained within an account, or under the ownership of an account that are designed or associated with security cracking.
- o Knowingly or carelessly running or installing on any computer system or network, or giving to another user, a program intended to damage or to place excessive load on a computer system or network. This includes, but is not limited to, programs known as computer viruses, Trojan Horses, and worms.
- o Violating terms of applicable software licensing agreements or copyright laws.
- o Deliberately wasting/overloading computing resources, or in any other way knowingly or carelessly performing an act which will interfere with the normal operation of computers, terminals, peripherals, or networks. This includes, but is not limited to, printing multiple copies of a document or printing out large documents that may be available on-line, or that might impact significantly on other users printing resources.
- o Using electronic mail to harass others, including sending electronic mail that the sender would reasonably anticipate to be unwelcome.
- o Creating mail or electronic distribution lists larger than 10 addressees that send electronic communications to other accounts without prior permission of the receiving individual.
- o Moving large files across networks during peak usage periods or prime hours such that it degrades resource performance. Prime hours will be considered to be Monday through Friday from 8:00 am to 5:00 pm.

- o **Masking the identity of an account or machine. This includes, but is not limited to, sending mail anonymously.**
- o **Posting on electronic bulletin boards or any type of electronic forum information that may be slanderous or defamatory in nature or any materials that violate existing laws or the college Standards of Student Conduct.**
- o **Displaying sexually explicit, graphically disturbing, or sexually harassing images or text in a public computer facility, or location that can potentially be in view of other individuals.**

Activities will not be considered misuse when authorized in writing by appropriate college authorities for security or performance testing.

Enforcement

Penalties may be imposed under one or more of the following: SBCC Standards of Student Conduct, California law, the laws of the United States. All existing laws (federal and state) and the regulations listed in the SBCC Standards of Student Conduct document apply, including not only those laws and regulations that are specific to computers and networks, but also those that may apply generally to personal conduct.

Minor infractions of this policy, when likely accidental in nature, such as poorly chosen passwords, overloading systems, excessive disk space consumption, and so on are typically handled in an informal manner by electronic mail or in-person discussions. More serious infractions are handled via formal procedures:

Infractions such as sharing accounts or passwords, harassment, or repeated minor infractions as described in, but not limited to, the above policies may result in the temporary or permanent loss or modification of computer access privileges, and notification of the Dean of Student Services. **Warning! Loss of the privilege of using college computers, even if temporary, may prevent a student from completing course assignments and from making normal progress in the course. This is very likely to have a negative impact on the final course grade.**

Offenses which are in violation of local, state or federal laws will result in the immediate loss of all computing privileges, and will be reported to the appropriate college and law enforcement authorities.

Legal Context

Student files are considered "educational records" as covered by the Family Educational Rights and Privacy Act of 1974 (Title 20, Section 1232(g) of the United States Code). Such records are considered confidential under the law, but student files and electronic mail may be subject to search under court order if such files are suspected of containing information that could be used as evidence in a court of law. In addition, system administrators may monitor network traffic and/or access student files or electronic mail as required to protect the integrity of computer systems (e.g., examining files or accounts that are suspected of unauthorized use or misuse, or that have been corrupted or damaged).

Misuse can be prosecuted under applicable statutes. Students may be held accountable for their conduct under any applicable college policies. Complaints alleging misuse will be directed to those responsible for taking appropriate disciplinary action as specified under "Enforcement".

Illegal copying of software protected by United States Copyright Law is subject to civil damages and criminal penalties including fines and imprisonment.

Other organizations operating computing and network facilities that are reachable via the Internet may have their own policies governing the use of those resources. When accessing remote resources, students are responsible for obeying both the policies set forth in this document and the policies of the other organizations.

Disclaimer

College staff responsible for the computer technology will make every effort to ensure the integrity of the computer systems and of the information stored on them. However, students must understand that the College does not take responsibility for the safe storage of student files. Students must keep their own copies of any information that is important to them. Santa Barbara City College is not responsible for any loss of information from college computers or networks, regardless of the cause.

Information posted by students on computer bulletin boards, electronic forums, Web pages, or other publicly accessible sites administered by the College, is subject to review for conformity with legal requirements, including copyright provisions, and with the computer policies described in this document. Postings found to be unacceptable will be removed.

ETMS/Forms/studpol.doc

Santa Barbara City College

Guidelines for enforcement of policies for student use of computers and networks

A copy of the SBCC policies for student use of computers and networks should be prominently posted in every college computer facility that is used by students. Students in classes that require computer use should be informed about the policies and instructed to read them.

When a lab monitor, instructional aid, or any other person with responsibility for monitoring student behavior observes a violation of the SBCC policies of student use of computers and networks, the student perpetrating the violation is to be informed that their behavior is a violation of the policy and that they are to desist immediately. If the student does not cooperate, the monitor is to inform the student that the offense will be reported to the SBCC staff or faculty member responsible for the facility, that the student must arrange a meeting with this person, that the student's privilege of using college computers will be revoked until this meeting has taken place, and that the student must leave the facility immediately. The lab monitor may then disable the student's account. If the student does not leave as instructed, Campus Security should be called.

It is recommended that lab monitors have available to them a pre-printed form that can be handed to student perpetrators that states the above in writing, and includes the name, office location, and office hours of the SBCC staff or faculty member (i.e., the lab supervisor) with whom the student must meet in order to regain the privilege of using college computers. The lab monitor must make a written report describing the violation and send it to the lab supervisor within twenty-four hours. The student perpetrator may be denied use of college computers until the meeting with the lab supervisor has taken place. If necessary, Campus Security can be called to enforce this.

When the meeting between the lab supervisor and the student takes place, the lab supervisor should explain to the student that violations of the SBCC policies for student use of computers and networks will not be tolerated. If the student is cooperative, (s)he should be warned that any further violation may be referred to the Dean of Students for disciplinary action. The lab supervisor can then restore the student's privilege of using college computers. (The report from the lab monitor should be kept on file as evidence in case of a second offense.) However, if the student is not cooperative, the lab supervisor can inform the student that the privilege of using college computers remains revoked, and that the student will be reported to the Dean of Students.

If the student's privilege of using college computers is restored, and there is subsequently any second violation, the lab supervisor should report the student to the Dean of Students, unless the lab supervisor believes that leniency is appropriate.

When a student is reported to the Dean of Students, the lab supervisor should inform the student that (s)he must make an appointment with the Dean of Students and that, in the meantime, the privilege of using college computers will remain revoked. The student should be informed that failure to meet with the Dean of Students will lead to further disciplinary action. The lab

supervisor must send a written statement to the Dean of Students describing the violation and any earlier violations in detail.

The Dean of Students will meet with the student and impose whatever disciplinary action is called for. Disciplinary actions that may be taken can include the following sanctions, depending on the seriousness of the case:

- a warning**
- a letter of reprimand**
- disciplinary probation**
- suspension**
- summary suspension**
- expulsion from the College**

If the student receives any of the first three sanctions listed above and promises to adhere in the future to the SBCC policies for student use of computers and networks, then the Dean of Students will so inform the lab supervisor. By mutual consent of the Dean of Students and the lab supervisor, the student's privilege of using college computers may be restored. A subsequent violation requiring the student to be reported to the Dean of Students will result in the student losing the privilege of using college computers for at least the remainder of the semester, unless extraordinary mitigating circumstances can be demonstrated.

ETMS/Forms/studentfr.doc

Development of an Electronic Information Policy Framework

by William H. Graves, Carol G. Jenkins, and Anne S. Parker

The University of North Carolina at Chapel Hill, like many other universities, is attempting to manage an unprecedented demand for electronic information in myriad forms. Issues of availability, responsibility, confidentiality, privacy, and security are not easily resolved when accountabilities intersect across non-intersecting central organizations. This article summarizes the strategies and rationales employed in creating a coordinating council to develop a policy framework articulating the electronic rights and responsibilities of the University community and the public, and includes a copy of the current policy.

The purpose of this article is to report the evolution and current status of the policy framework for electronic rights and responsibilities at the University of North Carolina at Chapel Hill (UNC-CH). The framework was developed by a partnership of information technology, library, and administrative leadership at the University. This description of the framework and the processes that shaped and continue to guide its implementation may prove useful to others who recognize new, technological windows on old issues in the following scenarios:

► A teenager dials into a machine at a university in his city. From that connection, he estab-

lishes a connection to another machine at a distant university. This machine allows him to establish an Internet connection and thereby a connection to alt.sex. His father and the press in his city express outrage that the two universities separated by miles have conspired electronically to lead America's youth astray.

► The FBI, suspecting that a nefarious hacker has broken into a machine in the physics department at a college, demands a copy of that machine's fixed disk from the department chair. The chair seeks legal counsel and is advised to comply with the FBI's demand. The FBI now has a copy of many files considered private by their creators in the department.

"The overall goal is to make the information needed by the University's various constituencies as accessible and useful as possible."



Bill Graves, as Associate Provost for Information Technology at UNC-CH, chairs the University's Information Resources Coordinating Council and, on the national front, chairs the planning committee for Educom's National Learning Infrastructure Initiative. He is also Director of the Institute for Academic Technology, Professor of Information and Library Science, and Professor of Mathematics at UNC-CH.



Carol Jenkins has been the Director of the UNC-CH Health Sciences Library since 1986. She has held similar positions at the Oregon Health Sciences University, University of Virginia Medical Center, and University of Maryland at Baltimore. She serves on the UNC-CH Advisory Committee for Information Technology and the Information Resources Coordinating Council.



Anne Parker has twenty-seven years of varied experience in information technology, with over nineteen years of providing research and instructional support at UNC-CH. For the past three years, she has been OIT's deputy director, and also represents OIT on many committees including the Information Resources Coordinating Council.

“The intent is to ‘open’ official, institutional information at the unit level to all members of the University community and to anyone who has Internet access from anywhere.”

- *A state auditor advises a university chancellor that the university should have a special university policy to guide the personal use of university-owned computers and related electronic property, including e-mail. The tenor of the advice is (1) that all personal use should be prohibited, even if it adds no incremental cost and possibly contributes to professional development and an environment of open expression, and (2) that digital technologies demand special personal-use policies different from those formulated for other university-owned property.*
- *An administrator finds herself having to respond to requests for large amounts of data from administrative files, for public use, in the format requested. How can she cost-effectively respond to such requests, mandated by law, while doing her best to provide data that accurately describe the college, are not misleading, and protect individual privacy?*
- *Libraries and other campus agencies have leased network access to commercial databases. How can licenses for access to such databases reflect the broadest access possible to meet information needs of campus users, avoid costly duplication, and be enforced and supported through user support services?*
- *University administrators from units all over campus search for information to support reaccreditation and find that institutional data were not readily available when the need arose.*
- *Individual departments and schools at a university create World Wide Web home pages because the technology is available. Little, if any, consideration is given to the quality of the information, how it will be maintained, or what standards should be incorporated.*

Each of the above scenarios is based on an event that informed or continues to inform UNC-CH's work on the policy framework. In fact, new examples supporting the need for a coordinated institutional approach to information policy arise almost daily.

An overview of UNC-CH's policy framework

The policy framework developed at UNC-CH is appended to this article in its present form as Appendix A. It describes the nature of the University's network and proposes a set of overarching University-wide rights and responsibilities for both consumers and producers of networked information. The overall goal is to make the information needed by the University's

various constituencies as accessible and useful as possible. The document is only a policy framework, a statement of philosophy, but it should be read with the understanding that unit-level producers/providers of information resources will be required to develop policies and practices consistent with the new University-wide framework. Indeed, the framework document proposes several new directions that depart from current practice at UNC-CH:

(1) The University will have ultimate responsibility for all official, institutional information generated at unit levels. Current policy, in contrast, places this responsibility solely at the unit level. The University will expect units to act as responsible stewards of the information that they generate. Stewardship will include the responsibility to prepare and manage information in compliance with University-wide standards and practices.

(2) The University will expect the units to “publish” institutional information in a comprehensive manner on the University network with enough searching, browsing, and “mining” capabilities to provide aggregate information about the people and other resources of the unit. Such information includes, for example, information about students, faculty members, unit expenditures, and other fiscal activities. Many units will choose to use electronic publication to provide information about the content and direction of their academic programs and activities, but academic work remains the private property of individual scholars, students, and staff members except as dictated by external funding agencies, state and federal policies, or various contractual arrangements. The intent is to “open” official, institutional information at the unit level to all members of the University community and to anyone who has Internet access from anywhere. Current practice, in contrast, exhibits much less openness. The formats of the electronic presentation of information will be carefully designed to be broadly useful, permitting the University, within the scope of the law, to reject requests for information in other formats that are not easy to accommodate.

(3) Information embodied in University-owned digital storage and transport media will be considered private property except when specifically intended to be an official University communication or record or when otherwise treated by a contractual arrangement or federal or state laws. This includes non-official electronic mail, which presently is not consistently viewed as private.

The first two directions are an attempt to open the University's “official” institutional

records to a broader audience, especially within the University. Open access to information is increasingly important to the University's competitive position at a time when intellectual capital is encroaching on physical capital as the driving force in the world economy and order. Indeed, openness is becoming the expectation in North Carolina, as this recent statement from Governor Hunt suggests: "Members of the public and the media need to have access to this computerized information about their state government, and we should make those records as accessible as possible." In contrast, the third direction is an attempt to put a "privacy" stake in the ground in an area where the law is unclear and is often uninformed on the nature of the digital revolution.

Nor is the University immune to the pressures forcing all institutions—public, non-profit, and commercial—to become more accountable and cost-effective. Academic governance for years has modeled the "flat" structures touted today by the corporate world as essential to competitiveness. But the effectiveness of the flat model is dependent on the open flow of information. Now for the first time, paper-moving impediments to openness can be mitigated by capturing, storing, and sharing information across digital networks. The new technologies can advance educational quality in a timely, cost-effective manner by improving collegial decision-making with the support of nimble administrative and business processes and an open information policy that addresses key issues.

Issues to be considered in an institutional information policy

An information policy should acknowledge that there are complex legal, ethical, technical, governance, and economic issues that need to be addressed. Defining these issues does not necessarily mean that the way to deal with them is clear. Networked access to electronic information is still a new phenomenon to many users and institutions; thus an institutional policy should provide some guidance, but be flexible enough to allow the lessons of experience to mold practice. Some basic assumptions and operating principles set the stage for defining the institution's role at UNC-CH. These may ultimately be incorporated into official policy, if they are supported by the University community. With these assumptions and operating principles in mind, a committee defined issues in three key areas: legal/ethical, technical, and governance/economic. We abstract these basic assumptions, operating principles, legal/ethical issues, technical issues, and governance/economic issues below.

Basic assumptions

Four basic assumptions provide the foundation for defining key policy issues:

- It should be possible to provide timely access
- from a desktop workstation to needed information, regardless of its location and format,
- for members of an institution's community.
- This assumes the availability of a network infrastructure, including distributed computing resources and communications and also assumes external and internal compatibility.
- It should be possible to find a balance between the rights of individuals, as authors and as users of information, and the responsibilities of the institution to make information available to support scholarship, instruction, and service. This is a fundamental balance between privacy and access.
- It should be possible to adopt universal standards of data access and integrity to help achieve this balance.
- It should be possible to define different classes of users of institutional information, each with different access privileges, and to regulate such access accordingly.

Operating principles

Three operating principles define how the institution will behave in fulfilling its policy obligations:

- The institution will define the information that it is responsible for making available electronically, putting itself in the role of electronic publisher/distributor. This will require (a) a robust network infrastructure and a policy governing access to it, and (b) publication of the information on the network.
- The institution will not regulate access to networked information for which it is not responsible. This will be the responsibility of authors and readers. However, the University will support unregulated access to networked information under conditions specified by its authors.
- The institution will define access privileges to its information for classes of users.

Legal and ethical issues

The key legal and ethical issues revolve around concerns for protecting an individual's right to privacy and the rights of authors and distributors. Any policy must address individuals' privacy and identify classes of information protected by law and federal regulation. Policy must recognize, for example, protection currently in place in federal grants involving human research subjects.

Policy must also be sensitive to the needs of

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“... any policy will need to balance the institution’s role in protecting access to sensitive or potentially objectionable information and its role in supporting an individual’s right of free expression.”

the community of both knowledge creators and users, protecting the legal rights of authors/distributors, protecting contractual agreements in software licenses, and facilitating and complying with archival requirements. Many of these issues currently are being debated nationally in an attempt to find a common ground for ensuring that information in electronic form can be made readily available to support scholarship and discovery in a manner that protects the ownership rights of authors and distributors while taking advantage of opportunities for improved access via networks.

Policy must respect the basic rights of authors and distributors and the confidentiality of sensitive information. This raises both ethical and legal issues. Authors and distributors have the basic right to acknowledgment and the right to determine the form, manner, and terms of publication and distribution of their work. An institutional information policy should provide mechanisms for safeguarding these basic rights. Further, any policy will need to balance the institution’s role in protecting access to sensitive or potentially objectionable information and its role in supporting an individual’s right of free expression. These are some of the most difficult issues to tackle in any environment that at present allows highly unregulated access to academic information, while tightly controlling access to most administrative information.

Technical issues

Institutional information policy should support the adoption of technical standards and practices that ensure appropriate accessibility and security of data and appropriate data integrity. Policy must ensure that data are reachable in a usable format by authorized users. Standards for connectivity will address access to data through both direct (e.g., ftp) and indirect methods (e.g., “sneakernet”). Standards for authorization will suggest methods for authentication and encryption of data to protect its accessibility by eligible users. Standard data formats should be recommended to ensure the widest possible readership. To assure quality control and data integrity, policy must ensure that data are stored, backed up, and transmitted according to standards and protocols that preserve data integrity. Standards and responsibility for archiving and accurately transmitting institutional data should be guaranteed.

Governance and economic issues

If an institutional information policy defines the institution’s role as publisher/distributor of certain kinds of information about the institution,

then it also should identify which units are responsible for guaranteeing access to that information. Some of the key questions about governance include:

- Which officer or group is responsible for ensuring appropriate access to institutional information? This role incorporates the legal, ethical, and technical responsibilities outlined above to promote appropriate access to, and availability of, institutional information. It also includes educational and consultative responsibilities to promote the appropriate use of institutional information. In addition, it includes fiduciary responsibility for providing and maintaining information resources. UNC-CH’s information policy framework suggests that schools and departments that are responsible for the content of information can also be responsible for all of these aspects of access to that information, given a strong policy and a robust, pervasive infrastructure.
- What is the institution’s responsibility for access to non-institutional information? UNC-CH’s policy framework suggests that, beyond the University’s obligation to provide Internet service to faculty, staff, and students, this responsibility rests with the author or reader, not with the University.
- Which officer or group determines the rights and privileges of different classes of users? This question also raises the issue of whether access to electronic information should be free or fee-based.

Developing a policy framework

In 1992, the University’s Advisory Committee for Information Technology (ACIT), responding to events such as those described in the opening scenarios, appointed a subcommittee to outline key issues and considerations that a University-wide information policy could help address. (The University’s two chief academic officers—for Academic Affairs and Health Affairs—created the faculty-based ACIT to advise the associate provost responsible for the University-wide network and the University’s central investments in academic computing and classroom technologies.) The subcommittee drew upon campus expertise as well as the experiences of other universities in defining the assumptions, principles, and issues described in the preceding section. (A list of references used by the committee and subsequent groups working on the policy framework is included at the end of this article.)

During the subcommittee’s deliberations, the two academic officers and the University’s chief financial officer created the Information

Resources Coordinating Council (IRCC) to coordinate the management of pan-University digital information stores and technologies distributed across organizational boundaries that intersect only at the level of chancellor. The Council includes library leadership, academic and administrative information technology leadership, and the chair of ACIT. ACIT then decided that the work of its subcommittee on information policy was more appropriately the domain of IRCC.

After reviewing the key issues and guiding principles articulated by the ACIT subcommittee, IRCC decided that the development of information policy or policies would be a long-term process that would benefit from a policy "framework" document. IRCC proceeded to develop a framework document and then "proofed" the document by applying test cases to its key concepts. The test cases derived from a discussion of the current electronic mail environment, a meeting with the University Registrar to discuss the framework's compatibility with current practice and planned direction for student information, and a meeting with representatives of a grass roots staff initiative aimed at coordinating and developing standards for document imaging initiatives. The policy framework was demonstrated to be highly compatible with the desired directions in the areas tested. Thus far, the only omission exposed by case testing is a lack of archiving considerations. Some current practices for electronic mail, however, contrast in minor ways with the philosophy stated in the document and are being revised accordingly.

The resulting version of the framework was then presented to a group of University vice chancellors—those responsible for University academic, research, and business matters. The vice chancellors voiced strong concern about protecting the privacy of academic research conducted over electronic networks. They agreed that using the term "institutional information" would help clarify how the University wishes to distinguish between public and private information. They recognized that many difficult issues would surface again during implementation of the framework and the evolution of a governance structure to resolve disputes. The meeting ended with an agreement to obtain feedback on the policy framework from deans, faculty, administrative officials, and perhaps the grass roots staff-based Employee Forum.

Garnering support and gathering feedback

IRCC has sponsored presentation/discussion meetings with several important constituencies: a group of ten faculty members, the deans in Health Affairs, the deans in Academic Affairs, the

Executive Committee of the Faculty Council, the Faculty Council, the Division of Business and Finance, and the Chancellor's Administrative Council. With the exception of the session with the Faculty Council, these meetings were conducted as small focus-group sessions framed by a presentation. Well in advance of each meeting, each participant received a copy of the draft policy framework and a letter describing what was to happen at the meeting and why the policy framework was important. A few days before the meeting, invited participants received a list of potential benefits and a list of questions to consider for the discussion.

With the exception of the Executive Committee of the Faculty Council, each group had difficulty separating the policy framework from the issues that will have to be resolved during implementation. Concerns common to all groups fall within three primary areas: (1) financial support, training support, and other infrastructure support for implementation of the framework; (2) definition of "institutional" information; and (3) privacy.

Given the budget constraints of the University, some faculty questioned whether the expectations raised by the policy framework were realistic, while others, noting the growing amount of institutional data already online, wondered about the need for such a policy. Many faculty wondered if they would be able to utilize online resources without time, incentives, and support from department chairs and deans to familiarize themselves with new technologies.

Many participants from each group asked for a specific definition of "institutional" information—an example of participants' difficulty in differentiating conceptual framework from implementation. In response, IRCC members reiterated their hesitation to determine what should and should not be "published" online without input from departments during the implementation process.

Deans echoed these concerns and also suggested that the central administration adopt a pan-University "vision" of the use of electronic information. They were very receptive to the idea of the Internet as a marketing tool for their programs, but some worried that making more information available would increase individual workloads through requests for more details or requests for services. The deans clearly wish to be involved in determining the scope and nature of institutional information and want a high-level commitment to addressing the cost issues. They agreed that this is not solely a technology issue.

Privacy and appropriate use issues arose but not as a pressing issue for most faculty members.

"The deans clearly wish to be involved in determining the scope and nature of institutional information They agreed that this is not solely a technology issue."

“The presentation/discussion meetings revealed that people have a hard time ‘getting into’ a discussion about something that is abstract and outside their experiences.”

Most agreed that a proactive stance on these issues would help guide the University’s decisions on policies in the future and would place the University in a stronger position in case of a legal entanglement over these issues. There was, however, strong agreement among the deans that faculty and other University employees need to be made aware of the unique qualities of electronic mail as a means to create, send, and store information. The deans expressed concern that many people still look at e-mail as a secure and highly protected medium.

The presentation/discussion meetings revealed that people have a hard time “getting into” a discussion about something that is abstract and outside their experiences. The scenarios presented in advance of the meetings were beneficial, but more was needed. Additional stage setting might have helped people understand why information policies are important. Futuristic scenarios might have been helpful if balanced against today’s scenarios. What would it be like if the policy framework were in place?

Providing participants with a brief summary of the follow-on implementation issues (legal, ethical, technical, governance) also might have helped focus discussion on the framework itself rather than on implementation. Participants focused almost exclusively on departments as providers of information, rather than as consumers. It might have been valuable to inquire specifically about departments’ information needs.

Nevertheless, reviewers generally accepted the policy framework and agreed on the need for, and utility of, a set of defining principles to guide development of future policies and practices. They also recognized that early involvement of the highest levels of the administration would encourage more sound and consistent policy decisions in the future. Toward this end, IRCC recently asked the Chancellor’s Administrative Council to endorse that policy framework, and the Council did so.

Implementing the policy framework

With the endorsement of the Chancellor’s Administrative Council in hand, IRCC has commissioned several working groups to begin the evolutionary implementation process. IRCC is usually represented on these working groups, but their membership is broadly representative of all interested constituencies.

One group is concerned with the scope, integrity, and presentation of “official” institutional information, such as financial and enrollment data. A different group is coordinating departmental and special-interest Web pages that are deployed primarily for academic market-

ing and public service. Another group is charged with recommending institutional standards for imaging applications. Another is developing a policy to guide the personal use of the University’s digital resources and services. Privacy is the focal point for yet another group. A subcommittee of IRCC is developing a framework to guide faculty-based academic publication on the net. The pro-voost has commissioned a committee that includes IRCC representation to investigate copyright issues. The policy framework thus has spawned a flurry of information policy activity at the University.

Conclusion

The overall goals of UNC-CH’s policy framework are (1) to educate the University community to the opportunities and obligations inherent in a pervasive digital networked environment, and (2) to make information as accessible and useful as possible to the University’s various constituencies. These goals can be met only if individual units are guided by a consistent philosophical framework for establishing policies and practices. The IRCC central management partnership representing information resources in information technologies successfully navigated UNC-CH’s highly decentralized and complex environment to produce a policy framework that has coalesced fragmented interest in the role of digital information and information technologies into a healthy community of interest and action.

For further reading:

Boston University. “Conditions of Use and Policy on

Computing Ethics.” CAUSE Information Resources Library, Document #CSD0571, June 1990.

“Campus Journal: Dartmouth Seeks Ethics for the Age of Computers.” *New York Times*, 5 May 1994, p. 23.

DeLoughry, Thomas J. “Colleges Try to Devise Policies on Obscenity on Campus Networks.” *The Chronicle of Higher Education*, 27 January 1993, pp. A27-A28.

_____. “Electronic Technologies Extend the Reach of Campus Public Relations Offices.” *The Chronicle of Higher Education*, 10 February 1993, pp. A27-A28.

Frost, Renee Woodten, and John Gohsman. “Implementing a Data Administration Function and Strategic Data Planning at the University of Michigan.” *CAUSE/EFFECT*, Fall 1993, pp. 37-46.

Myers, Ken. “Institutions Around the Nation Hitch a Ride on the Data Highway.” *The National Law Journal*, 4 July 1994, p. A16.

Stager, Susan. “Individual Rights Versus Institutional Responsibilities.” *Educom Review*, May/June 1993.

Spetalnick, Terrie. “Privacy in the Electronic Community.” *Educom Review*, May/June 1993.

APPENDIX A

A Policy Framework for the University's Network

Electronic Rights and Responsibilities at the University of North Carolina at Chapel Hill

The University develops and manages a physical and social learning infrastructure to the economic, social, and cultural benefit of the state and the nation. This learning infrastructure increasingly depends on information in digital form and on digital technologies for communicating, sharing, and analyzing such information. Indeed, digital infrastructure is fast becoming a prerequisite, not only for a more effective and efficient University, but for a better informed and more responsible citizenry.

For example, a centrally supported digital network provides a means to publish much of the University's official, institutional information for the benefit of both the University and the public. The University, acting through its central administration, is responsible for this information, but centrally coordinated infrastructure and guidelines for publication shift the locus of responsibility for publication and stewardship to the academic and administrative departments that are the sources of most of the information. Similarly, the central administration and academic and administrative units share responsibility for the hardware and software used by the University community to analyze institutional information and other information accessible through the network. Digital infrastructure thus becomes a primary medium in a federal model for balancing responsibilities and encouraging collaboration and public service.

This federal model enables, and the University is committed to, an open flow of information within the University and between the University and the public. The Information Resources Coordinating Council, as the font and guardian of this philosophy, coordinates the development and management of the implied centrally supported digital infrastructure and related services. The Council also formulates the institutional policies that frame the related rights and responsibilities of the institution, those who serve it, and those whom it serves. All members of the University community are responsible, along with the institution, for good citizenship and informed stewardship in a digital democracy. The Council prepared this document to describe these institutional and individual rights and responsibilities and to provide a framework for governing the University's digital infrastructure and implementing the operational practices that determine its utility to the University and the public.

I. THE NATURE AND PURPOSE OF THE UNIVERSITY'S NETWORK

The network

The University of North Carolina at Chapel Hill operates, through its central administrative offices, a wide-area (inter-building) digital transport network that interconnects local-area networks operated by academic and administrative departments that have agreed to adhere to the University's Uniform Wiring Policy and to the network management policies coordinated by the Office of Information Technology. The resulting network of networks is the "University's network." It is one of the institutionally-operated networks that make up the global Internet and that adhere to the open standards and protocols adopted by the Internet Engineering Task Force. In addition to an Internet gateway, the University's network also includes a gateway to the North Carolina Information Highway. Through its gateways to the Internet and the North Carolina Information Highway, the University's network becomes an extended global network that provides access to information and information processing technologies, only a fraction of which is under the stewardship of the University. This extended network and the resources accessible through it serve two primary purposes in the framework of the University's mission.

✓ To enhance institutional effectiveness and efficiency

By having access to the University's network and its resources, to include its gateways to the Internet and the North Carolina Information Highway, the faculty, the staff, and the student body can communicate and collaborate among themselves and with their counterparts elsewhere who can connect to the Internet or the North Carolina Information Highway. Network connections are a starting point for internal collaboration and efficiencies, for extending the reach of the University, and for expanding the resources available to the faculty, the staff, and the student body. But the University's network is a powerful lever for institutional effectiveness and efficiency only to the extent that network connections are easily established and broadly available, are accompanied by easy-to-use services and accessible and reliable mission-critical information, and are based on the standards that guide the development of the Internet and the North Carolina Information Highway.

✓ To publish institutional information about the University

The network's gateways to the Internet and the North Carolina Information Highway are the primary means by which the University meets its responsibility to the public to publish much of its institutional information in useful

digital formats. By publishing this information via the University's network, mostly in the form of institutional databases, the University not only meets a public obligation, but serves its own goal of continuous quality improvement in a distributed management model that depends on the free flow of information and that is essential to academic effectiveness. Institutional information, whether for the public or for internal purposes, therefore is published online in an open, democratic framework designed to encourage (1) consistent and ready, affordable access to digital information, (2) stability and reliability from the inquirer's perspective, (3) integration among disparate databases with minimal duplication in capturing, storing, and maintaining these databases, (4) useful, unifying perspectives on the University's programs and resources, and (5) information literacy and the use of institutional data in decision making.

II. CONNECTIONS TO THE UNIVERSITY'S NETWORK

Centrally supported connections for the faculty, the staff, and the student body

Members of the faculty, staff, and student body have the right to connect to the University's network and, through it, the Internet and the North Carolina Information Highway. This right and the resulting right to the University's information services and applications described in Section III carry the responsibilities that attach to the use of any University resource. Any revocation of any of these rights, in whole or in part, is subject to the normal due process available to any member of the faculty, staff, and student body.

The University centrally provides two fundamental modes of connection for the faculty, staff, and student body: (1) direct connection via Internet protocols through reasonably convenient, centrally supported computer labs on campus, and (2) dial-up connection via a centrally operated pool of modems connected to the switched public telecommunications network through Southern Bell's Chapel Hill Exchange—to accommodate those who have a computer, a modem, and telephone service and who find themselves in circumstances that do not allow direct connections.

Departmentally supported connections for the faculty, the staff, and the student body

The University's academic and administrative departments have the right to connect their computers and local-area networks to the University's network provided that they agree to adhere to the University's Uniform Wiring Policy and to the Internet-compliant network management policies coordinated by the Office of Information Technology. Departmental connections provide an additional route by which some members of the faculty, staff, and student body connect to the University's network. Those eligible to exercise such rights of connection as are granted by a department assume responsibilities imposed by the department, which must include the responsibilities described in the first paragraph of this section as applying to those who employ centrally provided connections.

Centrally supported connections for the public

One of the reasons that the University operates gateways to the Internet and the North Carolina Information Highway is to provide mechanisms for the public to connect to the University's network, primarily to give the public a standards-based interactive digital path into the University's published institutional information. This means that anyone anywhere with a connection to either the Internet or the North Carolina Information Highway, whether through a commercial online service or otherwise, also has a connection to the University's network and thereby has access to a vast collection of the University's institutional information in a useful digital form. The University, however, has no obligation, beyond that to its faculty, staff, and students described in the preceding two paragraphs, to connect individuals and organizations to the Internet or the North Carolina Information Highway.

III. INFORMATION SERVICES AND APPLICATIONS

Information services and applications for the faculty, the staff, and the student body

Members of the faculty, staff, and student body who connect directly or through one of the University's dial-up lines to the University's network have the right to, and easy access to, a collection of centrally supported, standards-based network applications and services for (1) communicating with others via the Internet (using Internet-based e-mail and news groups, for example) and (2) locating, retrieving, storing, publishing, and analyzing the University's published institutional information on the University's network. These centrally supported standards, applications, and services are deployed to provide ease of connection and use and to comply with, and contribute to, the direction of the Internet and the North Carolina Information Highway. This maximizes the probability that any resource on these extended networks will be readily accessible through the University's network to any member of the faculty, the staff, or the student body who is eligible to use it. It also helps to ensure that the University's resources will be accessible, as appropriate, to other networks and computers connecting to the University's network through the Internet or the North Carolina Information Highway. The University thus draws on the resources of the larger networking community and contributes to it.

The University's network is a large capital investment incurring very substantial continuing operating costs. Nevertheless, the marginal costs of centrally providing a connection and basic services to any member of the faculty,

staff, and student body are currently negligible, and so the University centrally levies no individual per-use charges. Accordingly, connections and basic services are provided to the faculty, staff, and student body in a context not unlike that defining the use of University-owned telephones to make telephone calls within the Chapel Hill Exchange area. Basic connections and services (1) are reasonably convenient and free to responsible members of the University community, and (2) are the portals to extended services, some of which incur individual per-use charges that are paid in a variety of ways.

Information services and applications for the public

The University also grants access rights on an as-is basis to its published institutional information and to selected software resources on its network to anyone anywhere with a connection to the Internet or to the North Carolina Information Highway. Such information includes, but is not limited to (1) information about the University and its policies, resources, demographics, and management as maintained in institutional databases, and (2) selected academic resources in digital form, to include the catalogs of the University's libraries in the form of the Online Public Access Catalog operated by the Triangle Research Libraries Network. To advance the University's mission, other digital information and resources also are available on a selective basis to anyone with a connection to the University's network, but the University has no general responsibility in this regard. Access to information may be constrained, for example, by commercial licensing agreements. At the other extreme, free access to information may derive from cooperative arrangements between University departments and federal and state agencies. For instance, all official documents of the Clinton administration currently are online on the University's network as a service to the global Internet community.

The University is aggressive in publishing its institutional information and other important information resources on its network for public access. Within the terms of software licenses and other resource constraints, the University also chooses to provide access to standards-based software tools that allow inquirers to locate, display, capture, and analyze published information. In designing and publishing its digital databases, the University makes every effort to comply with the law by protecting that information which by law is protected from disclosure and by disclosing that information which by law is public. In designing data formats and applications for publishing information online in a way that optimizes the usefulness of vast stores of raw digital data, the University makes no distinction between access by the public and access by members of the faculty, staff, and student body. The design philosophy seeks to provide any inquirer with relational flexibility in aggregating data and spotting trends but, through aggregation, to protect data elements that by reasonable management and community standards would be considered private—an individual's salary, for example.

Any University-owned computer or local-area network connected to the University's network provides a means to share mission-related digital information or resources with the public through the gateways to the Internet and the North Carolina Information Highway. The University assumes the responsibility for ensuring that such information is published in digital form by requiring its departments to assume responsibility for the institutional information that they generate. As the steward for institutional data that it collects, a department must comply with the University-wide standards and implementation guidelines overseen by the Information Resources Coordinating Council.

IV. PRIVACY, CONFIDENTIALITY, AND FREEDOM OF EXPRESSION

The University expects members of the faculty, staff, and student body to become familiar with individual and institutional responsibilities to protect confidential information and with the risks to privacy inherent in digital technologies. Good citizenship implies familiarity with the possible states of dynamic digital streams sent or received via the University's network and static digital files stored on University property. For example, digital streams constituting e-mail communications might traverse public and private networks over which the University has no authority, and they might be broadcast or duplicated by a recipient without the permission of the sender. Just as with printed documents, the University owns and archives digital communications having the official sanction of a department. Otherwise, the University considers static digital files and dynamic digital streams to be private and does not disclose their contents, except as required by contractual obligation or state or federal law. To ensure reliability, however, the University reserves the right to employ backup, storage, and recovery systems throughout its digital infrastructure.

University departments that serve as stewards of an information resource available to the University community at no charge and without contractual obligations have the right, within the limits of prevailing laws, to store the details of any inquiry to, or use of, the information resource. This right can be practiced, however, only if the inquirer is notified at the time of connection of the intent to store any identifying details of the would-be transaction and is given the option to disconnect immediately with confidentiality preserved.

The University respects encryption rights on its network and may itself encrypt information and transactions when secure confidentiality is an obligation.

All existing guarantees of freedom of expression extend to those who use the University's network as a medium of expression.

Self Study Outline
Accreditation - Project Redesign
Draft 3- August 31, 1995
For College Planning Council Review - September 5, 1995

- I. Introduction
 - A. The process whereby Santa Barbara City College was granted approval to embark on an experimental option for reaccreditation (Self Study and Accreditation Team Visit).
 - B. Areas of departure from the traditional Accreditation process.
 - C. Methods for covering the Eight Standards of Accreditation and the focus on Project Redesign.
 - D. Essential elements of Project Redesign
 - 1. Background and rationale
 - 2. Goals and objectives
 - 3. Project Redesign blueprint
 - 4. Outcomes/phases completed at the time of Self-Study submission
 - 5. Activities/Expectations for follow-up/implementation.
- II. College methodology for completing the Self-Study.
- III. Responses to recommendations of previous Accreditation Visiting Team and implementation of plans from the 1990 Self Study
 - A. Accreditation Mid-Term Report
 - B. Response to recommendations of the previous Accreditation Team.
 - C. 1990 Accreditation Self-Study and relationship to the College's Statement of Institutional Directions.
- IV. SBCC's Verification that the Eight Standards are being met.
 - A. Narrative and Support Material
- V. Project Redesign: An Institutional Case Study of its influence on Santa Barbara City College from the perspective of the ACCJC Standards for Accreditation.

VI. Conclusions

- A. Summary of Project Redesign and Accreditation
- B. Anticipated outcomes for Santa Barbara City College
 1. Efficiency of client services
 2. Effect on educational programs and campus climate.
 3. Fiscal effectiveness

Santa Barbara City College

To: College Planning Council
From: Peter MacDougall
Date: August 10, 1995
Subject: Plan for Developing the Accreditation Self-Study, 1995-96

A. Introduction

Every fifth and sixth year, Santa Barbara City College participates directly in the accreditation evaluation process. This consists of a comprehensive self analysis or as it is called, Self-Study (year five), that is followed by a visit to the campus for approximately four days by a team composed of faculty, administrators and public members from other community colleges in California (year six). The purpose of the team's visit is to validate the College's Self-Study.

The visiting team submits the report of its visit to the Accrediting Commission for Community and Junior Colleges (ACCJC) and, based upon its report and other information submitted by the College, the Commission votes to either fully maintain accreditation without further requirements or decides on an action from an array of other options.

The purpose of the Self-Study is to accurately portray the status of the College and how it meets the various standards that comprise the core of the accreditation review process.

In 1995-96, Santa Barbara City College will prepare its Self-Study report. The report along with the Team's campus visit will be central to the visiting team and the Accrediting Commission in assessing SBCC's strengths and areas in need of improvement.

The purpose of this memorandum is to set forth the structure and process by which the College will develop the accreditation Self-Study.

B. Purposes of Accreditation

While the Commission (ACCJC) works to establish minimum standards of quality

for institutions, its primary focus is to foster educational excellence.

Each institution has the responsibility of defining characteristics of quality and excellence for itself, and presenting evidence that such quality and excellence are being achieved.

In addition to assessing academic quality, integrity, and effectiveness, the Commission emphasizes structures, processes, and resources.

The major purposes of accreditation are to:

1. assure the educational community has clearly defined objectives, has established conditions under which their achievement can reasonably be expected, appears in fact to be accomplishing them substantially, and is so organized, staffed, and supported that it can be expected to continue to do so;
2. encourage institutional development and improvement; and,
3. develop and use standards to assess and enhance educational quality and institutional performance, and to validate these standards by ongoing research.

C. Request to the Accrediting Commission for a Focused Visit

In March of 1995, I wrote to the Commission and asked if the Accreditation Commission's review of Santa Barbara City College could focus on the work the College was and would be doing through its Project Redesign activities.

My reasoning for this request was that given the tremendous time investment of the SBCC community in Project Redesign activities and the implications for institutional change we could approach our accreditation responsibilities in a way that highlighted our efforts through Project Redesign. Further, by doing so, we could meet the criteria of the Accreditation Commission and support and strengthen the work the College is doing to improve itself.

A copy of the letter I sent to Dr. John Petersen, Executive Director of ACCJC, outlining the proposal is attached.

In June the Commission met and approved the SBCC request. A copy of that letter notifying us of approval is also attached.

D. Proposed Organizational Structure to Develop the Self-Study and Respond to the Visit by the External Team

Student Body)

- a. General Provisions
- b. Admissions and Records
- c. Comprehensiveness of Services
- d. Counseling Services
- e. Coordination and Administration

4. Faculty and Staff

(D. Oroz)

(S/G: Affirm. Action Committee, Faculty
Enrichment Committee & Classified

- a. Selection
Council)
- b. Qualifications of Staff
- c. Evaluation
- d. Staff Development
- e. Other Personnel Policies

5. Library and Learning Resources

(J. Friedlander/D. Kiley/G. Gregg)

(S/G: M. Ferrer-FRC, J. Pike-LAC, B.

Smith &

- a. General Provisions
- b. Resource Development
- c. Accessibility
- d. Faculty and Staff
- e. Information Technology

College Committees)

6. Physical Resources

(C. Hanson)

(S/G: G. Knox & College Committee)

- a. Facilities
- b. Equipment
- c. Facilities Planning

7. Financial Resources

(C. Hanson/D. Pickering)
(S/G: H. Swift-Frndn. & College
Committee)

- a. Financial Stability
- b. Financial Planning
- c. Financial Management

8. Governance and Administration

(P. MacDougall)
(S/G: CPC, Academic Senate,
Classified
Council & Associated Student Body)

- a. The Governing Board
- b. Chief Executive Officer
- c. Administrative Services
- d. Faculty
- e. Support Staff
- f. Students

E. Tasks for Standard Leaders/Coordinators

1. Assure that the support documentation for their respective standards is prepared well in advance, provided to the coordinator for the accreditation Self-Study, and either be located in the team room or readily accessible when called upon.
2. Assure a broad-based awareness exists for all campus groups whose functions relate to the standard and involve such groups in the development of the Self-Study materials for that standard.
3. Identify the actions taken to respond to the recommendations from the last accreditation visiting team and provide materials that demonstrate how the planning part of the 1990 SBCC Self-Study has been pursued through the College's *Statement of Institutional Directions*.
4. Provide the content for the Self-Study that outlines how Project Redesign has been carried out for groups/functions within the standard and describe how Project Redesign is likely to effect activities for the standard.

F. Overall Coordination

Overall responsibility liaison with the Commission for the report and visit will be assumed by the Accreditation Liaison Officer, Mr. Bill Hamre. Academic Senate Past-President, Mrs. Janice Peterson, will be the Accreditation Self-Study Coordinator, will work with the leadership groups in developing the Self-Study, and assure the report is prepared in a timely manner (May 1, 1996) and be of high quality. I will work with Bill and Janice to assure we are well prepared and

the activity has the full involvement of the College community.

G. Appendix

Appendix A lists the supporting documentation to be prepared for each of the Standards. As appropriate, Team Leaders will augment these basic references with other reports, etc., that the visiting team will find beneficial in understanding the work of the College.

H. Conclusion

Accreditation should be an experience that is positive for the College--an opportunity for us to learn from others how to improve the operation of SBCC.

We are indeed fortunate to have been provided the latitude by the Commission to carry out a focused Self-Study. I am confident we will respond to that challenge and do an exceptional job.

I look forward to discussing this important process with you.

PRM:sjc

Attachments

Appendix A

Institutional Integrity Purposes, Planning and Effectiveness

- Catalog
- Brochures and Handbooks
- Statements or Policies on Academic Freedom
- Planning Documents
- Program Review Documents
- Institutional Research Reports
- Articles of Incorporation or Charter (Nonpublic Institutions)

Educational Programs

- Description of curriculum-development bodies and recent minutes.
- Self-study and evaluation reports from external reviews and the most recent professional and institutional accreditation visits and documentation of resulting actions.
- Course outlines and objectives for all programs.
- Written philosophy and rationale for the general education program
- Articulation agreements.
- Follow up studies on transfer and vocational students.
- Program advisory committee rosters and recent minutes.
- Summary listing of off-campus programs, directors, sites and enrollments.
- Catalogs, brochures, announcements and class schedules for special programs and community education programs.
- Policies regarding the award of credit based on prior experiential learning, including a report on the amount of such credit awarded for the past two years.
- A copy of each memorandum of understanding for programs offered on military bases or for military agencies.
- Copies of brochures and announcements and any contractual agreements with other institutions or travel agencies for study abroad or study-travel programs.
- Contracts with other organizations that provide instruction for the College.

Student Services and the Co-Curricular Learning Environment

- Student Handbook
- Summaries of student characteristics that will give the reader a concept of the nature of the student body.
- Organization chart for student services.
- Sample copies of student publications.
- Policies on student conduct, rights and responsibilities.

- Policies on athletics.
- Policies on student fees.
- Statistics on student financial aid.
- The most recent financial aid reviews conducted by the state and federal agencies.
- Any program review documents for student services.
- Catalog, brochures and other documents prepared by the institution to recruit or inform students.
- The institution's matriculation plan (California Community Colleges).

Faculty and Staff

- Ethnic and gender distribution of faculty and administration (full- and part-time).
- Faculty handbook, including personnel policies and procedures.
- Collective bargaining agreements.
- List of faculty, with degrees earned, unless catalog list is up to date.
- Staff handbook.
- Salary schedules.
- Affirmative action policy and plan.
- Criteria and procedures for employing, evaluating and compensating faculty in special programs such as off-campus, study abroad, study travel, noncredit programs and programs provided by contract with other organizations.
- Doctrinal statements required for employment, if any (church-related institutions).
- Policies and procedures for evaluation of faculty, administrators and support staff.
- Documents describing staff development activities.
- Criteria and procedures for selection of faculty and administrators.

Library and Learning Resources

- Budget for the library.
- Statistics on use of library and learning resources.
- Data on user satisfaction
- Data concerning number and assignment of staff to support learning resources.
- Curriculum materials for bibliographic instruction.
- Printed materials that describe for students the hours and services provided by learning resources.
- Formal, written agreements with other libraries.
- Collection development and weeding policies.
- List of data bases to which students and faculty have access through the library.

Physical Resources

- The master plan for campus development.
- Policies on safety, security and energy conservation which are related to physical facilities and equipment.
- Equipment inventory and replacement policy.

Financial Resources

- Institutional budget.
- Institutional financial plan.
- Latest report of the independent auditor.
- Documents illustrating budgetary control.
- Foundation documents.
- Auxiliary organization documents.

Governance and Administration

- Board policy manual.
- Chart of the administrative organization.
- Manual of administrative procedures.
- Faculty handbook.
- Constitution and bylaws of the faculty senate.
- Student handbook or informational brochures.

**SANTA BARBARA COMMUNITY
COLLEGE DISTRICT**

ADOPTION BUDGET

for the Fiscal Year

JULY 1, 1995 - JUNE 30, 1996

BOARD OF TRUSTEES

**KATHRYN O. ALEXANDER
JOE W. DOBBS
JOAN LIVINGSTON
ELI LURIA**

**DESMOND O'NEILL
JOYCE H. POWELL
LUIS VILLEGAS**

SANTA BARBARA COMMUNITY COLLEGE DISTRICT
1995-1996 Adoption Budget
General Fund Summary
Includes Unrestricted, Restricted and Lottery

	1994-1995				1995-1996			
	Adopted	Adjusted	Actual	%	Preliminary	Tentative	Adoption	%
NET BEGINNING BALANCE								
General (5% Reserve)	\$1,515,730	\$1,515,730	\$1,515,730		\$1,555,206	\$1,564,783	1,565,158	
Other Appropriations (Rehab Fund)	863,516	574,888	693,312		600,000	670,000	670,000	
Committed or Restricted	1,156,910	1,156,910	1,156,910		0	0	1,159,321	
Contingency for Shortfall	0	0	0		0	0	336,060	
TOTAL BEGINNING BALANCE	\$3,536,156	\$3,247,528	\$3,365,952		\$2,155,206	\$2,234,783	\$3,730,539	
REVENUE								
Federal	\$1,030,360	\$1,270,000	\$1,275,914	4%	\$742,262	\$742,262	\$1,131,727	3%
State	18,726,075	19,192,114	19,868,902	54%	18,451,900	18,534,876	19,872,461	55%
Local	15,421,770	15,842,151	15,594,625	42%	15,452,227	15,587,227	15,109,607	42%
TOTAL REVENUE	\$35,178,205	\$36,304,265	\$36,739,441	100%	\$34,646,389	\$34,864,365	\$36,113,795	100%
Transfer from other Funds	\$164,700	\$164,700	\$161,918		\$164,700	\$156,256	\$156,256	
REVENUE AND BEGINNING BALANCE	\$38,879,061	\$39,716,493	\$40,267,311		\$36,966,295	\$37,255,404	\$40,000,590	
EXPENDITURES								
Certificated Salaries	\$16,010,641	\$16,386,544	\$15,637,689	46%	\$15,800,370	\$16,009,903	\$16,650,340	46%
Classified Salaries	8,937,298	9,052,256	8,862,751	26%	8,644,259	8,663,965	8,898,140	25%
Employee Benefits	4,788,149	4,764,286	4,646,052	14%	4,766,455	4,703,011	4,973,776	14%
Supplies	1,272,079	1,303,458	1,136,421	3%	1,140,995	1,145,620	1,224,858	3%
Contracted Services	4,240,894	4,180,564	3,342,135	10%	3,659,874	3,691,598	4,133,456	11%
TOTAL CURRENT EXPENSES	\$35,249,061	\$35,687,108	\$33,625,048		\$34,011,953	\$34,214,097	\$35,880,570	
Capital Outlay	\$259,400	\$332,602	\$310,531	1%	\$191,843	\$199,231	\$258,761	1%
TOTAL EXPENDITURES	\$35,508,461	\$36,019,710	\$33,935,579	100%	\$34,203,796	\$34,413,328	\$36,139,331	100%
Student Financial Aid	\$205,568	\$385,607	\$287,407		\$183,628	\$183,628	\$269,103	
Transfer to Other Funds	1,369,260	1,598,658	2,313,786		1,023,665	1,093,665	1,519,048	
ENDING BALANCE								
Board Operating Contingency (5%)	1,555,206	1,565,158	1,565,158		1,555,206	1,564,783	1,574,790	
Other Approp. for Contingencies	0	0	670,000		0	0	0	
Committed or Restricted	0	0	1,159,321		0	0	0	
Contingency for shortfall	240,566	147,360	336,060		0	0	498,318	
EXPENDITURES, TRANSFERS AND ENDING BALANCE	\$38,879,061	\$39,716,493	\$40,267,311		\$36,966,295	\$37,255,404	\$40,000,590	

SANTA BARBARA COMMUNITY COLLEGE DISTRICT
1995-1996 Adoption Budget
General Fund Summary
By Category

	1994-1995 Actual				1995-1996 Adoption			
	Unrestricted	Restricted	Lottery	Actual Total	Unrestricted	Restricted	Lottery	Adoption Total
NET BEGINNING BALANCE								
General	\$1,515,730	\$0	\$0	\$1,515,730	\$1,565,158	\$0	\$0	\$1,565,158
Other Approp. for Contingencies	693,312	0	0	\$693,312	670,000	0	0	670,000
Committed or Restricted	361,800	449,515	345,595	\$1,156,910	570,294	363,644	225,383	1,159,321
Contingency for Shortfall	0	0	0	0	336,060	0	0	336,060
TOTAL BEGINNING BALANCE	\$2,570,842	\$449,515	\$345,595	\$3,365,952	\$3,141,512	\$363,644	\$225,383	\$3,730,539
REVENUE								
Federal	\$8,992	\$1,266,922	\$0	\$1,275,914	5,435	1,126,292	0	1,131,727
State	16,653,534	1,889,985	1,325,383	\$19,868,902	17,095,363	1,677,098	1,100,000	19,872,461
Local	14,821,429	773,196	0	\$15,594,625	14,434,309	675,298	0	15,109,607
TOTAL REVENUE	\$31,483,955	\$3,930,103	\$1,325,383	\$36,739,441	\$31,535,107	\$3,478,688	\$1,100,000	\$36,113,795
Transfer from other Funds	\$161,918	\$0	\$0	\$161,918	\$156,256	\$0	\$0	\$156,256
REVENUE AND BEGINNING BALANCE	\$34,216,715	\$4,379,618	\$1,670,978	\$40,267,311	\$34,832,875	\$3,842,332	\$1,325,383	\$40,000,590
EXPENDITURES								
Certificated Salaries	\$14,545,289	\$764,324	\$328,076	\$15,637,689	\$15,405,496	\$916,768	\$328,076	\$16,650,340
Classified Salaries	7,193,644	1,546,783	122,324	8,862,751	7,422,384	1,353,432	122,324	8,898,140
Employee Benefits	4,278,592	317,860	49,600	4,646,052	4,666,046	258,130	49,600	4,973,776
Supplies	908,690	227,731	0	1,136,421	1,056,284	168,574	0	1,224,858
Contracted Services	2,642,080	700,055	0	3,342,135	3,317,926	815,530	0	4,133,456
TOTAL CURRENT EXPENSES	\$29,568,295	\$3,556,753	\$500,000	\$33,625,048	\$31,868,136	\$3,512,434	\$500,000	\$35,880,570
Capital Outlay	\$135,117	\$175,414	\$0	\$310,531	\$197,966	\$60,795	\$0	\$258,761
TOTAL EXPENDITURES	\$29,703,412	\$3,732,167	\$500,000	\$33,935,579	\$32,066,102	\$3,573,229	\$500,000	\$36,139,331
Student Financial Aid	\$3,600	\$283,807	\$0	\$287,407	\$0	\$269,103	\$0	\$269,103
Transfer to Other Funds	1,368,191	0	945,595	\$2,313,786	693,665	0	825,383	1,519,048
ENDING BALANCE								
Board Operating Contingency (5%)	1,565,158	0	0	1,565,158	1,574,790	0	0	1,574,790
Other Approp. for Contingencies	670,000	0	0	670,000	0	0	0	0
Committed or Restricted	570,294	363,644	225,383	1,159,321	0	0	0	0
Contingency for Shortfall	336,060	0	0	336,060	498,318	0	0	498,318
EXPENDITURES, TRANSFERS AND ENDING BALANCE	\$34,216,715	\$4,379,618	\$1,670,978	\$40,267,311	\$34,832,875	\$3,842,332	\$1,325,383	\$40,000,590

1. Note: To Meet Rehab/Major Maintenance, \$670,000 is assumed as being available at year end.

**Santa Barbara Community College District
General Fund - Unrestricted**

***Changes to the 1994-1995 Adopted Budget
for the 1995-1996 Adoption Budget***

Revenue

State

Restoration of the 1994-1995 Base		
Add back the 1994-1995 Budgeted .52874% Deficit		\$155,364
Add the 1994-1995 Budgeted Temporary PERS Revenue Reduction		200,139

Local

Increase International Education to the 500 FTE level from 450		200,000
<i>Total Revenue Increase</i>		<u>\$555,503</u>

Expenditures

One Time 1994-1995 Committed Funds Eliminated		(361,800)
1994-1995 Mid Year Permanent Reductions		(383,683)
Additional Reductions		(16,317)
Automatic Increases		400,000
Step Increases		
Certificated Salaries	\$184,000	
Classified Salaries	37,000	
Benefits	29,000	
Utility Increases	67,000	
Liability Insurance Increase	15,000	
Postage Increase	20,000	
Contracts, Other	28,000	
Network Maintenance	20,000	
Increase International Education Expenses		200,000
Adjust Health & Welfare due to decrease in Bookstore Payback Amount		(8,444)
Add One Time (1995-1996) Committed Funds		570,294
Increase PERS Budget to Cover Rate Increase		200,139
<i>Total Expenditure Increase</i>		<u>\$600,189</u>

Additional Revenue Anticipated But Not Budgeted

1994-1995 (One Time)		\$1,084,239
Partial Property Tax Backfill		
General Apportionment	\$598,568	
Gain	15,007	
Basic Skills	138,028	
Block Grant (Restricted for deferred maintenance, supplies, equipment, & library materials)	332,636	
1995-1996		\$1,336,412
3.07 % COLA	\$902,068	
Basic Skills	434,344	
(In addition, the State Budget included growth funds which are being held to offset a projected tax shortfall.)		

CONTINUING EDUCATION DIVISION

REDESIGN

CORE PROCESSES

We provide non credit, community services and customized training learning opportunities.

We interact with the community on an on-going basis to meet community need.

We produce and market a schedule of classes.

We recruit students.

We register students.

We compile and report data for state funding.

We hire and pay faculty and other staff.

We purchase things for the instructional program.

We maintain our own personnel and financial systems.

We maintain facilities.

CONTED

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