

Board of Trustees Retreat

January 28, 2015

9:00-3:00 p.m.

Alta Club Board Room

Welcome!

President Denece G. Huftalin

Discussion of Board Assessment Feedback (Tab 1)

Discussion of Bylaws (2), Electronic Board Books, ACCT Involvement (3)

Updated Trustee Roster (4), SLCC Org Chart (5), Cabinet Directory (6)

Reimagining Leadership/President's Goals

Review of Book VP Barbara Grover (7-10)

What Excellent Community Colleges Do

How SLCC Stacks Up

- By the Numbers
- In Best Practices

Identifying Gaps

Lunch

External Context Mapping

- Current Reality
- Ideal Future
- Guiding Values

Board Role in Reaching Our Vision

- Potential Board Members

**BOARD OF TRUSTEES
SELF-EVALUATION, 2014**



Please rate the statements below on a scale of 1-5 (with 5 indicating strongly agree).

Strongly disagree *somewhat disagree* *neutral* *somewhat agree* *strongly agree*
1 **2** **3** **4** **5**

**I. Board Organization
AVG**

- A. The board operates as a unit and members work together as a team. 4.62
- B. The board meets according to its policies and engages in orderly meetings. 5.00
- C. Committees operate effectively and contribute to board success. 4.62

II. Community Representation

- A. The board represents the Salt Lake County community which it serves. 4.75

III. Policy Direction

- A. Board members understand the college's mission, policies and programs. 4.37
- B. The board is appropriately involved in the planning process. 4.37
- C. The board is familiar with the strategic and master plans of the institution. 4.87

IV. Board-College President Relations

- A. The board and College president have a respectful partnership and open communication. 5.00
- B. The roles are clearly defined. 4.62
- C. The board focuses on its policy and role and avoids micromanaging the college. 4.87
- D. A climate of mutual trust and respect exists between the board and CEO. 5.00

V. College Operations

- A. The board has clear policies related to fiscal affairs, asset management and human resources. 4.62
- B. The board is involved in approval and discontinuation of educational programs and services. 4.87
- C. The board has and adheres to clear protocols for communicating with staff. 4.50
- D. Meeting agenda items contain sufficient background information and recommendations for the board. 4.87

VI. Monitor Institutional Performance

- A. The board uses a variety of measurements to monitor institutional performance. 4.37

B. The board demonstrates a concern for the success of all students.	5.00
C. The board is appropriately involved in the accreditation process.	5.00
VII. Board Behavior	
A. Board behavior sets a positive tone for the institution.	5.00
B. Board members attend Trustee meetings.	4.50
C. Different perspectives are encouraged and incorporated into decision-making.	4.50
D. The board has and adheres to a code of ethics.	5.00
E. Board members make decisions after thorough discussion and exploration of many perspectives.	4.62
F. Board members avoid conflicts of interest and the perception of conflicts of interest.	5.00
G. The board has protocols for dealing with citizens and the media.	4.87
VIII. Advocacy	
A. Board members support the institution by promoting the image of the college in the community.	4.75
B. Board members advocate college interests to local, state and national government.	4.87
C. Board members maintain good relationships with community leaders.	4.75
D. The board helps educate the local community about community college needs and issues.	4.62
E. The board actively supports the college's foundation and fundraising efforts.	4.50
IX. Board Education	
A. New members receive an orientation to the board and the institution.	4.62
B. Board members are knowledgeable about the roles and responsibilities of trusteeship.	4.50
C. The board periodically evaluates itself.	4.62
X. Open-ended Questions	
A. As a trustee, I am most pleased about:	
<i>My association with such a fine institution and Board.</i>	
<i>The mission of Salt Lake Community College.</i>	
<i>Having excellent team.</i>	
<i>Board of Trustees have wonderful, humble and smart persons!! I think that we can do whatever we want with their help.</i>	
<i>The level of commitment of the board, faculty, and especially the new president. I'm also pleased about the open admissions policies and the support available for students.</i>	
<i>All the amazing things the College is accomplishing for its students!</i>	
<i>Recently, the selection of our new president.</i>	
<i>I am also pleased with the respect and kindness that board members show each other.</i>	

B. As a trustee, I have concerns about:

State of funding of SLCC.

Data breach of confidential student info—I.T.

Funding availability to College.

I would like to see board of trustees more involved with the regular students. I think that they are great role models for our bruins but we have to create more opportunities to connect the trustees with the students (workshops, keynotes, conference, etc.) This semester we start doing this with SLCCSA and board of trustees. We are going to have 2 of them in "Profiles on Leadership" that was my idea as student body president.

The loss of a number of board members who will soon be completing their respective terms, resulting in a number of positions that will need to be replaced.

Low trustee attendance at Board meetings.

I am concerned mostly about the legislature recognizing our accomplishments and know what a gem the state has for so many people.

C. I recommend that the board has the following goals for the coming year:

Need to update brand and image of College.

Increase enrollment.

Continuing I thru IX items successfully.

Getting more involved with the community!! I think that we can do more if we make a strategy to have more community participation.

As student body president I recommend board of trustees to train the next student body president. Most of them just have one year to learn and represent the students. I would like to see in the future a special training for the student body president and the executive vice president.

I would like to see more interaction of the board of trustees with the regular students.

Help identify potential candidates for future open trustee positions.

Help develop a future state vision for the college to meet needs of students and the community over the next five to ten years.

Support development of a philanthropy plan and/or help identify potential major donors. Be actively involved in helping President Huftalin establish a clear path to success for her tenure!

Goals that focus on students and their success.

**FIRST AMENDMENT TO THE RESTATED BYLAWS
OF
THE SALT LAKE COMMUNITY COLLEGE**

**ARTICLE I
OFFICES**

The principal office of the Salt Lake Community College (the "College") in the State of Utah shall be located in Salt Lake County. The Board of Trustees of the College (the "Governing Board") may change the location of the principal office of the College and may, from time to time, designate other offices within or without the State of Utah as the business of the College may require. The office of the registered agent of the College required by the Utah law to be maintained in the State of Utah may be, but need not be, identical with the principal office of the College in the State of Utah. The address of such registered agent's office may be changed from time to time by the Governing Board.

**ARTICLE II
PURPOSES**

The purpose of the College is to act and operate as a state institution of higher education and as a body politic and corporate organized under Title 53B of the laws of the State of Utah governing the state system of higher education (the "Act"), subject to oversight by the State Board of Regents, the State Auditor, and the State Legislature. Furthermore, the College is to act and operate exclusively for educational, charitable, or scientific purposes as described in the provisions of Section 501(c)(3) of the U. S. Internal Revenue Code, as amended, or the corresponding provisions of any future U. S. Internal Revenue law (the "Code"). The College shall operate exclusively as an educational institution for the sole benefit of the public purposes of the State of Utah and shall not engage in operations or activities which are beyond or not in furtherance of the purposes described in Section 501(c)(3) of the Code or in the Act. The College shall operate consistently with all of the purposes described herein and shall qualify as a state institution of higher education at all times under the Act and the provisions of Code Section 501(c)(3).

**ARTICLE III
POWERS**

Exclusively in furtherance of such purposes, by way of illustration and not by limitation, the College may rent or own real and personal property necessary or appropriate for the rendering of said services, invest its funds in real estate, intellectual property, mortgages, stocks, bonds and other types of investments; do each and every thing necessary, suitable, or proper for accomplishment of any of the educational, charitable, and scientific purposes

herein enumerated, or which shall at any time appear conducive to or expedient for the protection of the College within its exclusively educational, charitable, and scientific purposes; and to carry on any other lawful business whatsoever which is calculated exclusively, directly or indirectly, to promote the educational, charitable, and scientific purposes and interests of the College or, for such purposes, to enhance the value of its properties, and which is authorized by the Act.

The foregoing shall be construed both as objects and powers, but no recitation or declaration of specific or special powers or purposes herein enumerated shall be deemed to be exclusive; it is hereby expressly declared that all other lawful purposes not inconsistent with the exclusively educational, charitable, and scientific purposes of the College are hereby included.

ARTICLE IV

MEMBERS

The College shall have no members.

ARTICLE V

GOVERNING BOARD

1. Number and Qualifications. As provided under Section 53B-2-104 of the Act, the number of Trustees on the Governing Board of the College shall be ten (10) persons, all of whom shall be of age eighteen (18) years or older, eight (8) of whom shall be appointed by the Governor and approved by the Senate of the State of Utah, and two (2) of whom shall become Trustees by virtue of their position (ex-officio)*: the president of the College's alumni association and the president of the College's associated students. Trustees must be residents of the State of Utah. The Governor shall appoint and the Senate shall approve only candidates who are not "disqualified persons," as defined in Section 4946 of the Internal Revenue Code (other than foundation managers), to assure that the College is not controlled, directly or indirectly, by one or more such "disqualified persons," but rather is responsive only to the State of Utah. (*Note: *Ex Officio means "by virtue of office or position" and is not related to voting rights.*)

2. Term of Service. Four (4) of the eight (8) appointed members of the Governing Board shall be appointed during each odd-numbered year to four-year terms commencing on July 1 of the year of appointment. Vacancies occurring before the expiration of a term will be filled by appointment for the remainder of the unexpired term. An appointed member holds office until a successor is appointed and qualified. Ex officio members serve for the same period as they serve as presidents and until their successors have qualified.

3. Duties and Powers. In accordance with Section 53B-2-103 of the Act, the Governing Board may act on behalf of the College in performing duties, responsibilities, and functions as may be specifically authorized by law, and delegated to the Governing Board by the Utah State Board of Regents. The Governing Board is a policy making body, while the College administration, under the direction of the President of the College, establishes rules and

regulations to carry out all such policies and controls and manages the affairs and business of the College. The Trustees shall in all cases act as a Governing Board, regularly convened, and in the transaction of business the act of a majority of the Trustees present at a meeting, except as otherwise provided by law, shall be the act of the Governing Board, provided a quorum is present. The Trustees may adopt such rules and regulations for the conduct of their meetings and the management of the College, as they may deem proper, not inconsistent with law or these Bylaws. The Governing Board has the following powers and duties:

- a. To facilitate communication between the College and the community;
- b. To assist in planning, implementing, and executing fund raising and development projects aimed at supplementing College appropriations;
- c. To perpetuate and strengthen alumni and community identification with the College's tradition and goals;
- d. To select recipients of honorary degrees;
- e. To approve institutional processes, as prescribed by the President of the College, pursuant to the authority established in Section 53B-2-106(1) and (2), including:
 - 1) faculty, student, and employee organizations, rules and regulations,
 - 2) instruction, examination, admission, and classification of students, and
 - 3) the necessary and proper exercise of powers and authority not specifically denied to the College, its administration, faculty, or students by the Board of Regents or by law;
- f. To approve all candidates for earned degrees and diplomas as recommended by the President of the College and the faculty, as authorized by the Board of Regents;
- g. To monitor, review, and report, as appropriate, specific delegated areas of responsibility as set forth by the Board of Regents.

4. Place of Governing Board Meetings. Governing Board meetings of the College shall be held at the principal office of the College or at such other suitable place convenient to the Trustees within the State of Utah, whether for any annual meeting or special meeting of the Trustees called by the Governing Board.

5. Regular Meetings. Regular meetings of the Governing Board for the transaction of business as may properly come before the Governing Board shall be held, not less frequently than annually, at the principal office of the College in Salt Lake County, State of Utah, or at such other place within the State of Utah as shall be set forth in the notice of the meeting. Regular meetings of the Governing Board shall be called by the chairperson, or in the chairperson's absence, the vice-chairperson, or by any four members of the Governing Board.

6. Special Meetings. Special meetings of the Governing Board may be called by the chairperson, or in the chairperson's absence, the vice-chairperson, or by any four members of the Governing Board.

7. Notice of Meetings. The Utah Open and Public Meetings Act shall govern public notices of the regular and special meetings and executive sessions of the Governing Board. The person or persons authorized to call regular or special meetings of the Governing Board

may fix any place within the State of Utah as the place for holding any such special meeting of the Governing Board. Notice of all regular and special meetings of the Governing Board shall be served upon each Trustee in person or by mail or e-mail addressed to him or her at his or her last known post office or e-mail address, at least one week prior to the date of such meeting, specifying the time and place of the meeting and enclosing a copy of the agenda indicating the nature of the business to be transacted thereat. If mailed, such notice shall be deemed to be delivered when deposited in the United States Mail so addressed with the postage prepaid thereon. Any Trustee may waive notice of any meeting by a signed writing. The attendance of a Trustee at a meeting shall constitute a waiver of notice of such meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened, provided such objection is made by such Trustee at the beginning of the meeting.

8. Quorum. Meetings of the Governing Board shall be conducted according to Robert's Rules of Order. At any meeting of the Governing Board, the presence in person of six (6) members of the Governing Board shall be necessary to constitute a quorum for the transaction of business. However, should a quorum not be present, a lesser number may adjourn the meeting to some future time, not more than seven (7) days later, without further notice. The Trustees may participate in a meeting of the Governing Board by means of telephone or similar communications equipment by which all persons participating in the meeting can hear each other, and participation in a meeting by such means shall constitute presence in person at the meeting.

9. Voting. At all meetings of the Governing Board, each Trustee shall have one (1) vote. All matters submitted to the Governing Board for its approval shall be decided by a majority vote of those in attendance. Proxy voting shall not be permitted at any meetings of the Governing Board or its committees.

10. Compensation and Reimbursements. Pursuant to Section 53B-2-104(9), a member of the Governing Board may not receive compensation or benefits for the member's service, but may, by resolution of the Governing Board, receive per diem and travel expenses in accordance with (a) Section 63A-3-106 of the Act; (b) Section 63A-3-107 of the Act; and (c) rules made by the Division of Finance pursuant to Sections 63A-3-106 and 63A-3-107.

11. Resignation. Any Trustee may resign his office at any time, such resignation to be made in writing and to take effect immediately without acceptance.

ARTICLE VI

OFFICERS OF THE GOVERNING BOARD

1. Officers and Qualifications. The officers of the Governing Board of the College shall be at a minimum a chairperson, a vice-chairperson and a secretary.

2. Election and Appointment of Officers. At the July or August meeting of each odd-numbered year, the Governing Board shall elect the chairperson and the vice-chairperson and, upon the recommendation of the President of the College, shall appoint the secretary.

The chairperson and vice-chairperson shall be elected pursuant to the following procedures:

- a. The chairperson shall appoint a nomination committee consisting of members of the Governing Board.
 - b. The nomination committee shall prepare a recommendation for the office of chairperson and vice-chairperson to be submitted to the full Governing Board for the meeting at which the election shall occur.
 - c. The chairperson shall ask the Board if there are additional nominations for either office.
 - d. When the nomination process is complete, the chairperson shall call for a vote for the new chairperson. Ballots will be provided each member of the Governing Board.
 - e. When the votes are tabulated, the secretary will announce the name of the newly elected chairperson. The new chairperson shall then preside and call for a vote for the office of vice-chairperson, and the voting will proceed as it did for the chairperson.
3. Term of Office and Resignation or Removal. Officers shall serve for terms of two years or until their successors are elected and qualified. An officer may resign at any time by giving written notice to the Governing Board. An officer elected or appointed by the Governing Board may be removed, either with or without cause, by the vote of a majority of the Governing Board whenever, in the Governing Board's judgment, the best interests of the College would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the persons so removed.
4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by the Governing Board for the unexpired portion of the term of such office.
5. Duties of Officers. The duties and power of the officers of the Governing Board shall be as follows and as shall hereafter be set by resolution of the Governing Board:
- a. The chairperson shall preside at all meetings of the Governing Board and, as directed by the Board, shall have such duties and responsibilities as are assigned by the Governing Board;
 - b. The vice-chairperson shall have such duties as are assigned by the Chairperson and shall preside at Governing board meetings in the absence of the Chairperson; and
 - c. The secretary shall keep minutes of all meetings, and shall perform such other duties as the Governing Board may direct.

ARTICLE VII COMMITTEES

The Governing Board may establish an Executive Committee. If established, the committee shall have full authority of the Governing Board to act upon routine matters during the interim period between meetings of the Governing Board. The Executive Committee may act on non-routine matters only under extraordinary and emergency circumstances. The

Executive Committee shall report its activities to the Governing Board at its next regular meeting following any action taken.

In addition to an Executive Committee, the Governing Board may establish such other committees as the Board may determine appropriate. Each committee shall serve at the pleasure of and include members of the Governing Board. The chairperson shall assign members of the Governing Board to the following College committees including but not limited to:

- a. Investment Committee—one or two members of the Governing Board, at the discretion of the chairperson;
- b. Salt Lake Community College Foundation Board—one or two members of the Governing Board, at the discretion of the chairperson; and
- c. Audit Committee—at least three members of the Governing Board, at the discretion of the chairperson.

ARTICLE VIII

PUBLIC INFORMATION

The chairperson is the only member of the Governing Board authorized to make official pronouncements for the Governing Board or its committees. The President of the College is authorized to speak for the Governing Board on policy matters, which the Governing Board has approved, and on administrative matters. The President of the College, or his designee, may issue such news releases, general information and other communications regarding administration of the College as will serve its interests. All such releases shall be consistent with policies and practices of the Utah State Board of Regents and the Governing Board. When others from the College make public comments concerning the College, all such statements shall be clarified as unofficial or personal opinion.

ARTICLE IX

WAIVER OF NOTICE

Whenever any notice is required to be given to any member of the Governing Board of the College under the provisions of these Bylaws, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE X

DIVIDENDS

The Governing Board may not declare any dividends.

ARTICLE XI

DISPOSITION OF EARNINGS

No part of the net earnings of the College shall inure to the benefit of, or be distributable to its Trustees, officers, or any other private persons, except that the College shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes and powers set forth in Articles I and II hereof. No substantial part of the activities of the College shall be the carrying on of propaganda, or otherwise attempting to influence legislation, except as is otherwise provided in Code Section 501(h), and the College shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Bylaws, the College shall not carry on any other activities not permitted to be carried on by an organization (a) exempt from federal income tax under section 501(c)(3) of the Code, or corresponding section of any future federal tax code, (b) contributions to which are deductible under section 170(c)(2) of the Code, or corresponding section of any future federal tax code, or (c) which is an educational institution of higher learning under Title 53B of the Act.

ARTICLE XII

DISPOSITION UPON DISSOLUTION

In accordance with Section 53B-20-101 of the Act, upon the dissolution of the College, the Governing Board shall, after paying or making provision for the payment of all of the College's liabilities, distribute all of its assets exclusively to the State of Utah for its public purposes. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the College is then located, exclusively for charitable, scientific, or educational purposes within the meaning of Section 501(c)(3) of the Code or to such organization or organizations as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE XIII

AMENDMENTS

These Bylaws may be amended, altered, repealed or added to by the affirmative vote of a majority of the Trustees on the Governing Board at any regular or special meeting called for that purpose, provided that a written notice of such meeting shall have been sent to each member as required by these Bylaws, which notice shall state the amendments, alterations, additions or other changes which are proposed to be made in such Bylaws. Proposed amendments shall be distributed to the full Governing Board at its regular meeting preceding the meeting at which action is anticipated. Only such changes shall be made as have been specified in the notice. These Bylaws may not be altered, amended, repealed or new Bylaws created in any manner inconsistent with the purposes and powers stated in Articles II and III of these Bylaws or with the provisions of Articles X, XI and XII of these Bylaws.

DATED this 14th day of December, 2011.



March 19 – 21, 2015
Borough of Manhattan
Community College
Fiterman Hall
245 Greenwich Street
New York, NY 10007

AGENDA

Thursday, March 19, 2015

9:00 a.m. Registration and Breakfast

9:30 a.m. – 10:00 a.m. Welcoming Remarks

10:00 p.m. – 10:45 a.m. Introductions, Opening Exercises and Objectives
Dr. Narcisa Polonio, Vice President for Education Research, and Board Leadership Services, ACCT

- Key Questions
- Assess Your Board’s Health
- Identify Strengths and Weaknesses
- Leading During Turbulent Times

10:45 a.m. – 12:00 p.m. Key Indicators of an Effective Board

- The Board’s Changing Role – Reducing Anxiety and Sending the Right Message
- Understanding Leadership and Group/Team Dynamics
- Fostering Goodwill and Commitment
- Handling Conflict and the “Self Interested Trustee”

12:00 p.m. – 1:00 p.m. Lunch

1:00 p.m. – 3:00 p.m. What Trustees Need to Know About Outcomes, Quality and Student Success

Dr. Byron McClenney, Director of Student Success Initiatives at the University of Texas, Austin, and National Director of Leadership Coaching for Achieving the Dream, TX

Dr. Kay McClenney, Former Director of the Community College Survey of Student Engagement; Former Adjunct Faculty Member,

Community College Leadership Program (CCLP), The University of Texas at Austin, TX

3:00 p.m. Enjoy New York!

Friday, March 20, 2015

8:30 a.m. – 9:00 a.m. Breakfast

9:00 a.m. – 9:30 a.m. Developing a Campus Emergency Plan

9:30 a.m. – 10:30 a.m. Innovations and Fundraising
Jay Hershenson, Senior Vice Chancellor for University Relations and Secretary of the Board of Trustees, City University of New York (CUNY), NY

10:30 a.m. – 10:45 a.m. Break

10:45 a.m. – 11:45 a.m. Health Indicator Index for Community Colleges

12:00 p.m. – 12:30 p.m. Lunch

1:00 p.m. – 2:00 p.m. Strategies for the New Normal
Scott Jaschik, Editor, Inside Higher Ed, DC

2:00 p.m. – 2:15 p.m. Break

2:15 p.m. – 3:15 p.m. Labor Market Outcomes for Postsecondary Credentials and Pathways

3:30 p.m. – 4:30 p.m. Bringing it all Together and T-Shirt Exchange

Saturday, March 21, 2015

8:00 a.m. – 8:30 a.m. Breakfast

8:30 a.m. – 10:30 a.m. Board Self-Assessment as a Leadership Tool

- Presidential Assessment
- Succession Planning

10:30 a.m. – 10:45 a.m. Break

10:45 a.m. – 11:30 a.m. From Good to Great: The Journey to Becoming an Exemplary Board

- Elements of a Leadership Plan

- Successful Strategies
- Code of Commitment
- Lessons to take Back to your College

11:30 a.m. – 12:15 p.m.

Effective Strategies and Tools for Addressing Financial Constraints

- Understanding your Fiduciary Responsibilities to Ensure the College has Sound Finances
- How to Focus on Quality, Gaining Efficiencies and Being More Cost-Effective as a way of Surviving and Thriving During Difficult Financial Times
- The Value of Compassion and Providing Hope to the Community
- Effective Communication Reinforces Trust

12:15 p.m. – 1:00 p.m.

Working Lunch

1:00 p.m. – 2:00 p.m.

Beginning the Journey

- How to Inspire your Colleagues
- Defining a Purposeful Path

Tab 4

SLCC BOARD OF TRUSTEES ROSTER 2014-2015

SANCH DATTA

Chief Technical Officer, FatPipe Networks

CLINT ENSIGN

The Sinclair Companies

ASHOK JOSHI, Ph.D.

DAVID LANG

Goldman Sachs Utah

GAIL MILLER, Chair

CARLOS MORENO

Student Body President

STANLEY B. PARRISH, Vice Chair

Sandy Area Chamber of Commerce

PATRICIA R. RICHARDS

SelectHealth

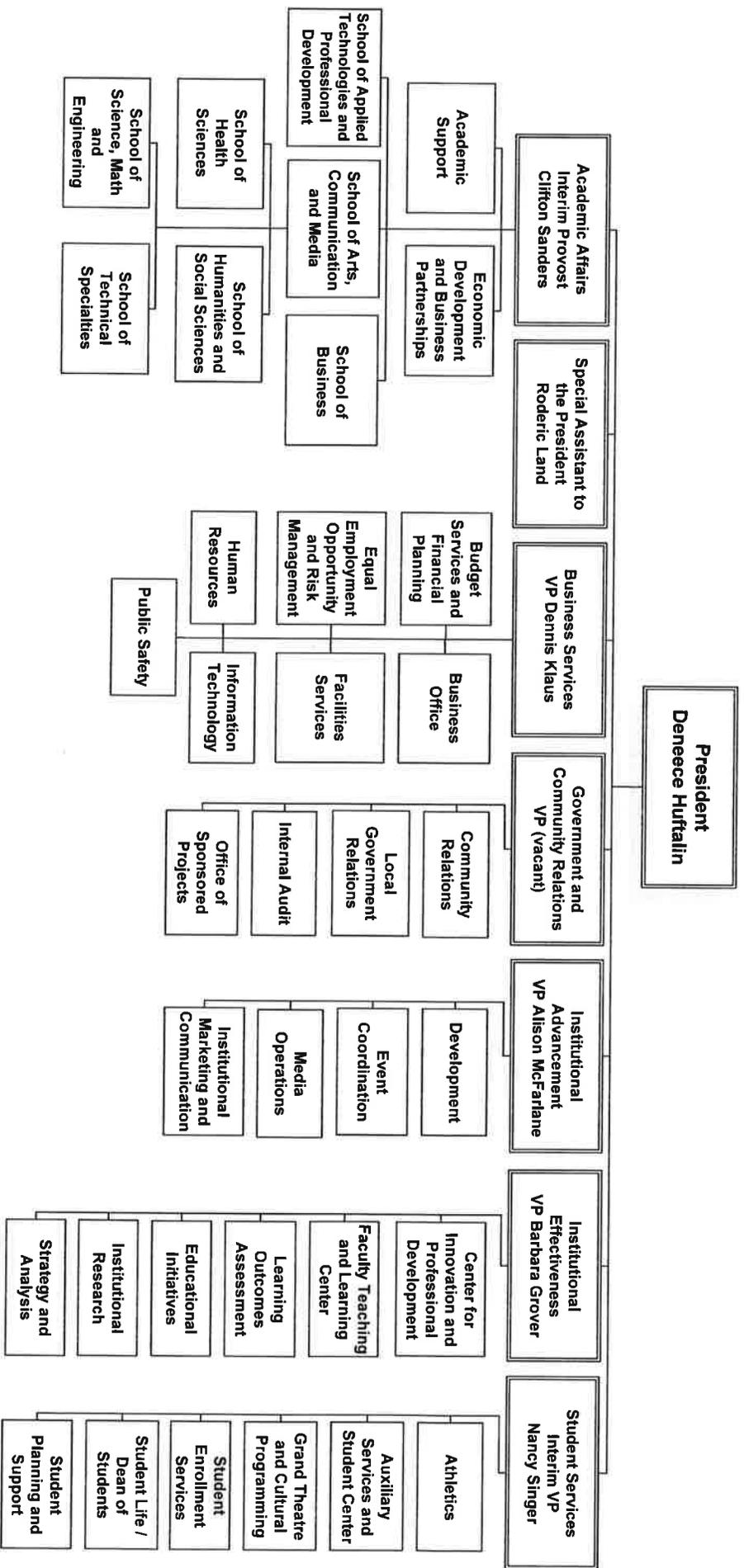
ANNIE V. SCHWEMMER

Alumni President

RICHARD R. TRANTER

Revised: Jan 2015

SALT LAKE COMMUNITY COLLEGE FUNCTIONAL ORGANIZATION
January 2015





Denece G. Huftalin, Ph.D.

TITLE **President**

CURRENT RESPONSIBILITIES • President and CEO

SLCC HISTORY 2002-2014 – Vice President, Student Services
1994-2002 – Dean of Students
1992-1994 – Director of Academic and Career Advising

OTHER PROFESSIONAL EXPERIENCE • Northwestern University
• William Rainey Harper College
• University of Utah

PROFESSIONAL/BUSINESS AFFILIATIONS • Board Member, Salt Lake Chamber
• Board Member, Sandy Chamber
• Board Member, EDCUtah
• Board Member, LeaderShape, Inc., a non-profit organization focused on college student leadership development
• Adjunct faculty, University of Utah, Education, Leadership and Policy department

COMMUNITY INVOLVEMENT • Board Member, YWCA-Utah

EDUCATION • PhD, Education, Leadership and Policy, University of Utah
• MA, Educational Administration, UCLA
• BS, Organizational Communication, University of Utah

PERSONAL • Married to Tim
• Two sons—Max (20) and Eli (16)



Barbara Grover

- TITLE** Vice President for Institutional Effectiveness
- CURRENT RESPONSIBILITIES** Accreditation Liaison Officer (ALO), Strategic Planning, Assessment, Center for Innovation and Professional Development, Faculty Teaching and Learning Center, Educational Initiatives, Institutional Research, Strategy and Analysis
- SLCC HISTORY**
- 1993-2003 Mathematics Faculty
 - 2003-2007 Division Chair, Computer Science, Engineering & Related Technologies
 - 2007-2010 Director, Assessment, Accreditation & Planning
 - 2010-2014 Assistant Provost, Institutional Effectiveness
 - 2002 Salt Lake Community College Teaching Excellence Award
- OTHER PROFESSIONAL EXPERIENCE** Northwest Commission on Colleges and Universities Peer Evaluator
Biology Research, Princeton University, University of Oregon
Instructor, Central Oregon Community College
- PROFESSIONAL/BUSINESS AFFILIATIONS** Association of American Colleges and Universities (AAC&U)
Western Interstate Commission for Higher Education (WICHE)
- COMMUNITY INVOLVEMENT** Utah MATHCOUNTS
- EDUCATION**
- 1976 B.A. Biology Princeton University
 - 1991 M.S. Mathematics University of Oregon
- PERSONAL** Husband (Chris)



Dennis R. Klaus

TITLE **Vice President of Business Services**

CURRENT RESPONSIBILITIES Responsible for the College Business and Accounting Office, Budget, Human Resources, Facilities, Information Technology, EEO, Risk Management, Campus Security and Public Safety

SLCC HISTORY Hired to current position in May of 2006.

OTHER PROFESSIONAL EXPERIENCE

- Vice President of Business Affairs, Salish Kootenai College, Montana
- Budget Director, Southern Utah University
- Assistant Vice President and Controller, Linfield College, Oregon
- General Manager, Montana Snowbowl Ski Resort
- Assistant Professor, Victoria University, New Zealand
- Supervisory Accountant, University of Montana
- Supervisory Accountant, Community College of Denver
- Auditor, Health, Education and Welfare, Washington DC

PROFESSIONAL/ BUSINESS AFFILIATIONS

- Former President, Western Association of College and University Business Officers (WACUBO)
- Member, Board of Directors, National Association of College and University Business Officers (NACUBO)

COMMUNITY INVOLVEMENT

- Salt Lake City Chamber of Commerce, Energy Task Force

EDUCATION

- MBA, University of Montana
- BS, Accounting, Pennsylvania State University

PERSONAL

- Married—Cindy
- 3 adult children—Jennifer Cushman, Michael Slifka, Rob Brough
- 8 grandchildren
- Avid skier
- Former member of the US Whitewater Canoe Slalom Team
- Eagle Scout



NAME **Roderic R. Land, Ph.D**

TITLE Special Assistant to the President

CURRENT RESPONSIBILITIES Chief Diversity Officer

SLCC HISTORY Jan. 2, 2015 Special Assistant to the President

OTHER PROFESSIONAL EXPERIENCE 2004-2014 Professor, University of Utah
2012-2014 Special Projects & Grants Manager, Salt Lake County Mayor's Office
2011-present Associate Minister, Calvary Baptist Church

PROFESSIONAL/BUSINESS AFFILIATIONS American Educational Research Association
American Educational Studies Association
Association for the Study of Higher Education
National Association of Diversity Officers in Higher Education

COMMUNITY INVOLVEMENT ACLU Local and National Board Member
Coalition of Minorities Advisory Council for USOE

EDUCATION 1997 B.A. Western Illinois University
1999 M.A. University of Illinois
2004 Ph.D University of Illinois

PERSONAL



Alison McFarlane

TITLE Vice President for Institutional Advancement

CURRENT RESPONSIBILITIES

- Oversees all departments within Institutional Advancement including Institutional Marketing & Communications, Media Operations, Event Coordination and Fundraising & Development Office/SLCC Foundation Board

SLCC HISTORY

- 2012 – VP for Institutional Advancement
- 2010 – Asst. Vice President, Institutional Marketing & Communications
- 2006 – Director, Institutional Marketing & Communications

OTHER PROFESSIONAL EXPERIENCE

- NCMPR, National Council Marketing and Public Relations
- American Advertising Federation

PROFESSIONAL/BUSINESS AFFILIATIONS

- Past Board Member, American Association for Women in Community Colleges (Vice Chair, Communications)

COMMUNITY INVOLVEMENT

- Past Board Chair, Salt Lake Film Society
- Catholic Community Services Public Relations Committee

EDUCATION

- 2015 MPS (Masters of Professional Studies) Organizational Communication, University of Denver (completion March 2015)
- 1981 BA, English, University of Utah

PERSONAL

- Two sons – Alexander (25) and Wyn (22)



CLIFTON SANDERS, Ph.D.

TITLE Interim Provost of Academic Affairs

CURRENT RESPONSIBILITIES Chief Academic Officer

SLCC HISTORY 1993-1996 Instructor in Chemistry
1996-2000 Assistant Professor of Chemistry
2000-2003 Division Chair, Natural Sciences
2003-2014 Dean, School of Science,
Mathematics and Engineering

1995 Salt Lake Community College
Distinguished Lecturer
1997 Salt Lake Community College
Teaching Excellence Award
2010 Utah Academy of Arts and Sciences
Distinguished Service Award

OTHER PROFESSIONAL EXPERIENCE 1987-1993 Scientist, Senior Research Scientist,
CardioPulmonics Inc.
1989-1990 Senior Scientist, Technical Research
Associates Inc.
1989-1997 Pastor, Resurrection Fellowship of
Salt Lake City
1998-2006 Adjunct Professor of Philosophical
Theology, Salt Lake Theological
Seminary
1997-present Professional Musician

**PROFESSIONAL/
BUSINESS AFFILIATIONS** Member, Western Association of Community
College Leaders

COMMUNITY INVOLVEMENT Utah MESA/STEP
Utah Chapter—National Association of Minority
Educators (NAME)
The Vine Institute
Committee on Race Relations, Christian
Reformed Church in North America

EDUCATION 1977 B.A. Hamline University
1990 Ph.D. University of Utah
1995 Certificate in Biblical Languages, Salt
Lake Theological Seminary

PERSONAL Wife (Sandra)
Son (Nathaniel)



Nancy Singer

TITLE **Interim Vice President for Student Services**

CURRENT RESPONSIBILITIES

- Oversees all departments within Student Services as well as Athletics, Student Center, and the Grand Theatre
- In addition to working with Student Services, involved in college access initiatives, enrollment management, student analytics, strategic planning and assessment initiatives

SLCC HISTORY

2014 – Interim Vice President, Student Services
2011 – Assistant Vice President, Student Planning and Support

OTHER PROFESSIONAL EXPERIENCE

- University of Arizona
- MiraCosta College
- San Diego Community College District
- Modesto Junior College

PROFESSIONAL/BUSINESS AFFILIATIONS

- Region V Board Member and member of the Community College Division Board, National Association for Student Personnel Administrators Regional and National Boards

COMMUNITY INVOLVEMENT

- United Way of Salt Lake, 2014 - present Promise Partnerships Baseline Report to the Community

- Utah Campus Compact Advisory Board
- College Access Network of Utah

EDUCATION

- PhD, Higher Education Administration, University of Arizona
- MA, College Student Personnel, Bowling Green State University
- BS, Marketing, Millikin University

PERSONAL

- Married to Rich
- Two grown children – Owen who lives in Flagstaff, AZ and Gibson who lives in Fort Worth, TX

Who are SLCC Students?

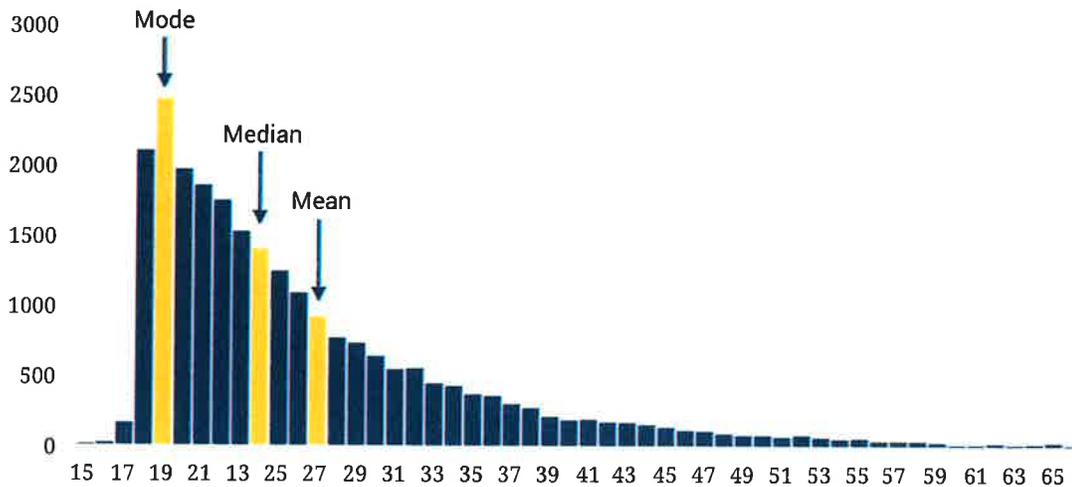
This composite picture of Salt Lake Community College (SLCC) students is based on SLCC Fact Book data, and surveys administered in 2013/14: SLCC New Student Survey, Non-Returning Student Survey, Graduating Student Survey, and Community College Survey of Student Engagement (CCSSE).

Student Body

- 67% are white
- ~20% are ethnic/racial minorities
- 51% are female
- 2.4% are veterans
- 74% work (30% work > 30hrs/week)
- 56% care for dependents at home
- 63% get financial aid of some kind

Age of SLCC Students

Fall Third Week 2014



56% are first generation students (based on a sample of 1/3 SLCC students)

- 51% of white students are first-generation
- 76% of Hispanic/Latino students are first-generation
- 54% of first-generation students are female

Average credit load is 8-9 credits/semester

- 68% take < 12 credits/semester
- 24% take 12-14.5 credits/semester
- 8% take ≥ 15 credits/semester

These patterns have persisted over the last five years.

New Students

- 25% identify as ethnic/racial minority
- 63% are first-generation
- 30% are married
- 73% are employed (24 hr/wk avg)
- 44% are first-time college students
- 31% previously attended another college
- 10% are returning to SLCC after stopping out

New Student Intent

- Take 4 to 5 semesters at SLCC
- 47% earn a degree and transfer
- 11% take courses then transfer
- 22% earn credential and work in field
- 10% enhance job skills

Non-Returning Students

- 84% work (36 hrs/wk avg)
- completed 4 semesters and 29 credits
- took 9.5 credits last semester
- satisfied with SLCC
- left with 3.2 GPA (self reported)
- 42% did obtain their educational objective
- 59% intended to return to SLCC in the future (most within a year)

Primary Reasons for Not Returning

- 32% completed credential and/or transferred
- 17% financial
- 13% personal
- 7% found job or promotion
- 4% military or church mission

Graduating Students

- 90% achieved their primary objective at SLCC
- 27% intend to begin at 4yr college in Fall
- 24% intend to transfer to 4yr college in future
- 64% of CTE grads are currently employed in related field

Degrees and Certificates Awarded 2013/14

Certificates
241

CTE (AAS)
826

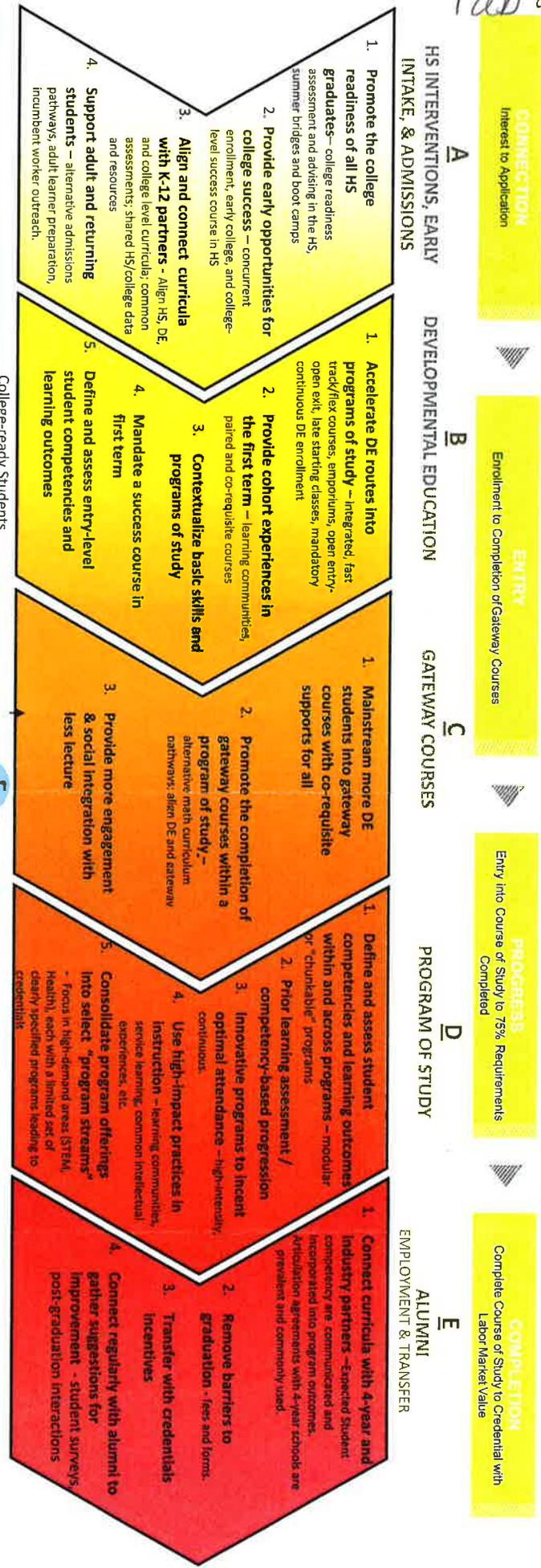
Transfer (AA, AS, APE)
2956

Females earned 53% of degrees and 55% of certificates awarded in 2014.

Student Success Pathway

Imperative: Increase the number and percentage of students who complete their educational goals

Tab 8



1. Promote the college readiness of all HS graduates—college readiness assessment and advising in the HS, summer bridges and boot camps
2. Provide early opportunities for college success – concurrent enrollment, early college, and college-level success course in HS
3. Align and connect curricula with K-12 partners - Align HS, DE, and college level curricula, common assessments, shared HS/college data and resources
4. Support adult and returning students – alternative admissions pathways, adult learner preparation, incumbent worker outreach.

1. Accelerate DE routes into programs of study – integrated, fast track/flex courses, emporiums, open entry-open exit, late starting classes, mandatory continuous DE enrollment
2. Provide cohort experiences in the first term – learning communities, paired and co-requisite courses
3. Contextualize basic skills and programs of study
4. Mandate a success course in first term
5. Define and assess entry-level student competencies and learning outcomes

1. Mainstream more DE students into gateway courses with co-requisite supports for all
2. Promote the completion of gateway courses within a program of study – alternative math curriculum pathways, align DE and extracurricular
3. Provide more engagement & social integration with less lecture

1. Define and assess student competencies and learning outcomes within and across programs – modular or “chunkable” programs
2. Prior learning assessment / competency-based progression
3. Innovative programs to incent optimal attendance –high-intensity, continuous.
4. Use high-impact practices in instruction – learning communities, service learning, common intellectual experiences, etc.
5. Consolidate program offerings into select “program streams” – Focus in high-demand areas (STEM, Health), each with a limited set of clearly specified programs leading to credentials

1. Connect curricula with 4-year and industry partners –expected Student competency are communicated and incorporated into program outcomes. Articulation agreements with 4-year schools are prevalent and commonly used.
2. Remove barriers to graduation - fees and forms.
3. Transfer with credentials incentives
4. Connect regularly with alumni to gather suggestions for improvement - student surveys, post-graduation interactions

1. Make front door engagement inescapable/
Incorporate multiple measures for assessment and placement - pre-matriculation college testing programs including diagnostics, intervention, advising, and testing; mandatory orientation; mandatory advising; mandatory integrated tutoring/supplemental instruction; abolish late registration; provide non-academic help
2. Design clear academic pathways including a required education plan and enrollment in a program of study – case management and intrusive advising; academic planning and career development integrated into a success course
3. Student and learning analytics - make real-time feedback, intensive advising, accelerated, flexible, and student-centered learning more available.
4. Provide faculty and staff professional development targeted to specific sections of the student experience - Student Services and Academic Affairs collaboration
5. Integrate instructional and support services across programs of study - Faculty advisors for program concentrators, faculty and student services collaboration in shared responsibility for completion

MEASURES OF SUCCESS

1. Time between when students first enroll and when they enter a program of study (complete 9 credits in a program)
Secondary Measure: Percentage of students entering a program of study
2. Completion rates for students who enter a program of study.
Secondary Measure: Time to completion after entering a program of study
3. Percentage of students who complete a program of study (including certificates) prior to transfer or employment

Aspen Prize for Community College Excellence

Characteristics of the Top 153* Colleges for 2014-15

*Includes winners from past cycles

Average of All Community and Technical Colleges

\$3.0	19.8	30.0	0.5	34.3	17.9
63.1	52.7	35.0	2.6	45.1	26.0
59.7	41.6	35.6	2.7	51.9	24.5

Average of Aspen Top 15 over 25,000

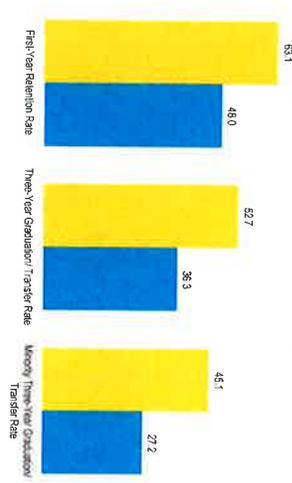
College	City	State	Size: Annual Undergraduated Headcount	Percent Part-Time (25 and Older)	Percent Non-Traditional Age	Percent Minority	Location	Median Family Income of Location	Percent Vocational/Technical Awards	Percent of First-Time Undergrads who are Full-Time	Associate Degrees as % of All Awards	Percent of Undergrads Receiving Pell 2011-12	First-Year Retention Rate	Three-Year Graduation Transfer Rate	Credentials Awarded per 100 FTE Students	Change Over Time: Performance variables - year increase or decrease of dollars over 5 years	Equity: Minority Rates: Minority Three Year Graduation/Transfer Rate	Credentials Awarded per 100 FTE Students
Lake Area Technical Institute	Wheaton	SD	1,703	12.2	39.5	4.5	Trent	\$ 57,021	80.6	90.2	64.6	49.6	81.6	73.0	47.0	-1.0	56.7	32.5
Shenandoah Technical College	Lake Jackson	TX	6,392	12.7	30.2	39.5	Shenandoah	\$ 41,094	34.1	42.2	64.8	20.1	83.7	80.6	26.5	3.0	55.0	19.9
Renton Technical College	Renton	WA	6,854	63.1	69.7	17.1	Chico	\$ 78,602	79.3	78.9	22.3	20.2	66.1	66.2	35.1	2.0	64.8	20.6
Walla Walla Community College	Walla Walla	WA	8,088	42.5	55.2	21.7	Blaine	\$ 77,852	71.9	91.5	39.3	33.5	59.5	55.7	42.4	3.0	49.7	56.5
Clayton Community College	Bronx	NY	8,098	41.0	41.4	88.8	Chico	\$ 23,318	45.9	92.3	19.8	71.5	69.9	24.1	27.0	4.0	25.6	19.7
West Kentucky Community and Technical College	Paducah	KY	10,291	64.9	42.5	9.3	Troy	\$ 43,181	49.0	78.0	34.6	37.0	61.8	48.0	32.6	-1.0	47.9	14.7
City Colleges of Chicago-Kennedy-King College	Chicago	IL	11,009	43.8	44.1	91.5	Chico	\$ 33,181	74.2	80.0	39.7	57.8	42.7	44.0	17.1	7.0	41.7	11.3
Olympic College	Bremerton	WA	11,658	43.9	47.2	10.9	Chico	\$ 61,994	56.2	69.4	62.9	30.0	57.2	43.3	40.1	5.0	33.1	23.8
Santa Fe College	Albanyville	FL	21,809	58.2	29.7	19.7	Summum	\$ 57,021	35.5	43.4	82.4	34.6	63.1	61.6	47.7	1.0	49.1	40.7
Indian River State College	Fort Pierce	FL	25,574	64.8	40.0	32.3	Summum	\$ 49,392	38.4	43.5	63.9	39.6	60.7	48.4	43.0	4.0	44.2	29.6
Santa Barbara City College	Santa Barbara	CA	27,205	59.6	34.0	37.0	Chico	\$ 90,012	21.9	69.1	82.4	22.0	34.3	62.4	29.4	0.0	50.1	29.4
El Paso Community College	El Paso	TX	41,238	61.3	32.1	87.3	Chico	\$ 37,675	30.7	57.0	82.9	49.8	61.5	23.3	33.8	3.0	24.4	28.0
Valencia College	Orlando	FL	60,469	58.3	33.2	48.1	Chico	\$ 38,695	17.4	69.8	60.3	46.5	67.0	32.2	45.9	4.0	45.7	37.7

Salt Lake Community College

45,277	74.8	37.9	21.4	City	\$ 60,000	33.5	44.6	85.4	35.5	48.0	36.3	20.0	NA	27.2	NA
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**The 2011 winner, Valencia College, and the 2013 co-winner, Santa Barbara City College and Walla Walla Community College, will not be eligible in the coming year, but are included in the list below to recognize strong performance

Suggested Citation: Aspen Institute (2014). Aspen Prize 2014-2015 - Data for 150 Eligible Community Colleges. [Excel data set]. Washington, DC: College Excellence Program



Completion Initiatives

Supporting students through common obstacles to graduation

Salt Lake Community College (SLCC) is actively working to eliminate obstacles to graduation. This handout lists a sampling of initiatives and efforts aimed at three different obstacles: (1) K-12 alignment and college readiness, (2) pathway advising and course availability, (3) system alignment and flexibility, and (4) innovation and affordability. SLCC recognizes the urgency to better assist students to complete college-level credentials to support Utah's economy and community development across the state.

Tab 9

K-12 Alignment and College Readiness

High School Feedback Reports

SLCC personnel meet regularly with K-12 principals and provide data and feedback on the performance of their students at SLCC (sample report attached).

Bridge to Success Program

The College also recently scaled a bridge (transition to college) program specifically for first-generation and underrepresented students. The program has grown from 15 students to nearly 200. Program participants are given certain incentives for participating including tuition waivers for fall and spring semesters, priority registration for classes, on-campus job opportunities, and textbook coupons.

Student Intake Business Process Review

The College is comprehensively evaluating its admissions, advising, and orientation process to identify both excellent and problematic practices that contribute to student momentum and loss.

Math Pathways and Incentives

The College has a comprehensive approach to redesigning developmental math education. The goal is no longer to support students to pass developmental math, but rather to provide a comprehensive pathway through the quantitative literacy requirement for graduation. Efforts include providing priority registration for those taking math sequentially, partial tuition discounts for completing math early, a refinement of placement test scores to place students in the highest level of math possible with corequisite support (in the form of tutors, supplemental instruction, etc.).

Pathway Advising and Course Availability

Pathway Advising

Through mission-based funding, SLCC secured funding for eleven new advisors to provide targeted and intrusive advising at critical points along the student pathway.

Gateway Course Availability

Critical gateway courses are maintained between an 80% to 90% fill rate. This provides enough flexibility for students to find courses they need when they need them. Weekly reports monitor scheduling patterns and inform scheduling decisions. Gen Ed classes are scheduled evenings, weekdays, and summers and are available online.

Program Graduation Maps

SLCC is creating semester-by-semester program graduation maps. The graduation maps will serve as a self-advising tool showing recommended course loads that range between 9-18 credit hours per semester. Degreeworks, a degree audit system, will allow students and advisors to plan and track student progress toward completion.

Stackable Credentials

SLCC instituted a stackable credential program development model in 2011/12. At SLCC, all certificates can be stacked toward associate degrees either as satisfying core degree requirements, elective degree requirements, or through awarding credit for noncredit coursework. All AA/AS/APE degrees also "track" with four-year degrees at USHE institutions. Students are taking advantage of the stackable credential model; the number of certificates awarded increased 70% from 2012/13 to 2013/14.

System Alignment and Student Flexibility

Transfer Incentives

The College is in conversations with the University of Utah regarding developing incentives for students to complete an associate degree prior to transfer. This may include incentives like discounted tuition or priority registration.

University Partnerships

The College has partnered with Utah, USU, UVU, and WSU to provide opportunities for students to complete bachelors degrees in high-demand areas while remaining on one of SLCC's campuses (served 481 students in 2014).

System General Education Pathways

The College has launched a General Education Certificate of Completion that fulfills all general education requirements. The certificate is fully transferable to any USHE institution.

Innovations for Affordability

Competency-based Education

SLCC is leveraging a \$2.5 million DOL grant to roll out a competency-based education delivery model that recognizes prior learning through a self-paced method of competency demonstrations. This initiative will be piloted within the School of Applied Technology and will target working adults who are underserved by traditional models. Successful pieces will be scaled to the larger SLCC community.

Open Educational Resources (OER)

Students have saved approximately \$321,000 in textbook costs through OER pilots in math, political science, history, sociology, geoscience, biology economics, and education.

Tab 10

SLCC PRESENTS THE 5TH ANNUAL Student & Faculty ePortfolio Showcase

Some words from our Showcase Students...

"If our knowledge stays in the classroom, it is useless. But if it travels class to class and to our homes it isn't useless anymore. It becomes alive and effectual in our lives."

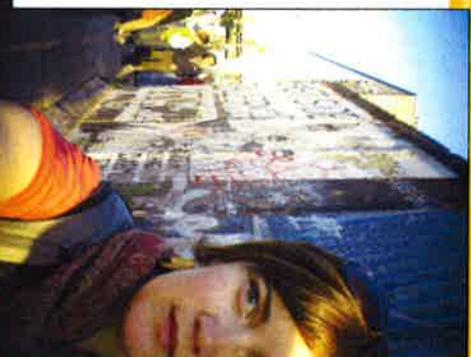
--Matthew Curtis

"Being able to think deeply about my own work, goals, future, and personal aspects has probably been the most helpful for me...creating a website dedicated to that hard work has me appreciate SLCC, professors, and textbooks."

--McKell Heywood

"All too often in life, we go through the motions of accomplishing what we set out to do. I find that sometimes we concentrate so hard on succeeding that we forget to enjoy the journey. The reflections that we write help us to remember that often the journey is the best part." --Bobbi Deal

"Having been to college once before, and years ago, I did not have the challenge and opportunity to make connections across all the coursework that I did. Each subject was compartmentalized. However, having a portfolio to reflect on has opened up a perspective that has allowed me to see how assignments from one subject may relate to another and this has certainly broadened my general thinking." --Amanda Howland



SPECIAL THANKS

TO THE FAMILY, FRIENDS, FACULTY, AND STAFF WHO HAVE SUPPORTED MCKELL, MATTHEW, BOBBI, AND AMANDA!



"We must use time creatively." --Martin Luther King, Jr.

Faculty Award Recipients

Melissa Schaefer, Anthropology
Marci Campbell, Political Science
Jamie Chandler, Yoga

PROGRAM

Student ePortfolio Scholarship Recipients

Mckell Heywood
mckellseportfolio117.weebly.com

12:30-1:00 Eat and mingle
1:00-1:10 Remarks by Kati Lewis
1:10-1:30 Faculty Showcase & Awards

Matthew Curtis

matthewseducationalodyssey.weebly.com

1:30-2:00 Student Showcase & Awards

Bobbi Deal
bobbideal.weebly.com

Mckell Heywood
Matthew Curtis
Bobbi Deal
Amanda Howland

Amanda Howland
eportfoliohowland.weebly.com

*"Let us remember: One book, one pen, one child
and one teacher can change the world."*
--Mdelela Yousofzai