



**President's Office**

**David T. Harrison, Ph.D.**  
PRESIDENT



**COPY TO ALL BOARD MEMBERS**  
*Susan Thomas, Ex Officio Staff Member*  
*Darrell Minor, Ex Officio Faculty Member*  
*Amber Bauman, Ex Officio Student Member*

**BOARD OF TRUSTEES  
COMMITTEE OF THE WHOLE**

Thursday, September 20, 2012  
12:00 p.m.  
Pete Grimes Board Room, Franklin Hall

**AGENDA**

- (1) Call to Order
- (2) Roll Call
- (3) Certification of Conformity with Section 121.22 (F) of the Ohio Revised Code
- (4) Approval of Minutes
- (5) Financial Statements as of and for the two months ended, August 31, 2012 .....1
- (6) Central Ohio Compact Joint Resolution .....17
- (7) FY13 Holiday Week Cost Savings .....43
- (8) Accept New Proposed Polices and Rescind Current Policies.....45
- (9) Personnel Information Items (Information Only) .....85
- (10) Executive Session (*if needed*)





## Columbus State Community College Board Action

Date \_\_\_\_\_

**SUBJECT:**

Financial Statements as of and for the two months ended, August 31, 2012.

**BACKGROUND INFORMATION:**

Columbus State Community College policy requires that monthly the President provide each Board of Trustees member a copy of the college's financial statements.

**RECOMMENDATION:**

That the financial statements as of and for the two months ended, August 31, 2012, be accepted as presented.







550 East Spring Street  
P.O. Box 1609  
Columbus, Ohio 43216-1609  
614/287-2400

**TO:** Board of Trustees  
**FROM:** Dr. David T. Harrison, President  
**DATE:** September 13, 2012  
**SUBJECT:** Financial Statements as of August 31, 2012

Attached are the financial statements of Columbus State Community College District, the Foundation, and the President’s Discretionary Fund for the period ended August 31, 2012.

Because FY13 includes a switch in academic calendars from quarters to semesters, comparables to prior year will not yield instructive information. It will take two full years of a standard semester schedule for true comparatives. During this year of transition, actual revenue and expenses for FY13 will be discussed in the context of the budget.

**1. General Fund**

These financial statements include comparisons of actual-to-date compared to the FY 13 Budget approved by the Board in May.

- **Enrollment**

Term	Budgeted Headcount	Headcount	Budget to Actual Increase/Decrease	Actual FY 12 FTEs	FY 13 FTEs	% Variance
Summer 2012*	20,001	18,043	-9.8%	11,699	10,079	-13.8%
Autumn 2012*	29,375	25,854	-12.0%	20,257	15,425	-23.9%
Spring 2013						

\*FY13 preliminary headcounts and FTEs

- **Revenues** (Exhibit B)

Because of the adjustment from a quarter to a semester calendar, a percentage of Summer quarter revenue was accounted for in FY12, given the term started in mid- versus late-June as in years past. In total, tuition revenue for Summer quarter is down 14%, which corresponds to the decrease in FTEs. No Autumn semester revenue is reflected in these statements because the term began August 29.

- **Expenditures** (Exhibit B)

Total operating expenditures (before transfers) are \$22,381,380 for the period, or 10% higher than the same period last year. As operating expenditures are budgeted only 3.6% higher, the differences in expenditures between the two years is generally timing, related to the earlier start of the semester, changes in faculty pay schedules that align with the new academic calendar, and also a planned delay in expenses as a prudent financial management measure until we had a more solid sense of Autumn semester enrollment.

- **Budget** (Exhibit B)

While the FY13 budget as authorized assumed a 5% enrollment decline, adjustments have been made to align budgeted expenses to anticipated revenues. These adjustments will be identified more specifically in future monthly statements.

2. **Auxiliary Fund** (Exhibit D)

As the major revenue source in the Auxiliary Fund (88%), the bookstore will yield the majority of its revenue three times per year rather than four as a result of the new academic calendar. In this context, the auxiliary fund's actual revenues are tracking accordingly at 31.4% of budget as of August 31. Bridgeview, CDC, and Food Service are also tracking higher than budgeted revenue. Expenses are tracking at 14% which is approximately 2.5% lower than budgeted for the time period.

3. **President's Discretionary Fund** (Exhibit F)

The President's Discretionary Fund has a cash balance of \$19,712 at August 31, after disbursements of \$288.

4. **Foundation** (Exhibits G and H)

Foundation contributions through August are \$193,295 compared to \$97,333 through August of last year due largely to the timing of *Taste the Future*, which occurred in August this year rather than September. The current year's contribution amount includes \$102,523 in *Taste the Future* revenue compared to only \$20,930 in August 2011. In the month of August, Management and General expenditures are \$15,854 comparable to \$16,547 through the same period last year and the College has supported the operations of the Foundation in the amount of \$42,593, compared to \$64,590 at the same time last year. These differences are due mainly to a decrease in salary expense and the timing of expenditures.

5. **Investments**

The College's portfolio is invested consistent with its investment policy, with 34.93% currently invested in STAROhio and other money markets, with the balance in federal agencies.

COLUMBUS STATE COMMUNITY COLLEGE  
BALANCE SHEET AT AUGUST 31, 2012  
With Comparative Figures at August 31, 2011

EXHIBIT A

Assets	August 31, 2012	August 31, 2011	Liabilities and Fund Balance	August 31, 2012	August 31, 2011
<u>Current Funds</u>			<u>Current Funds</u>		
<u>Unrestricted</u>			<u>Unrestricted</u>		
Educational and general			Educational and general		
Cash	21,997,594	14,459,979	Accounts payable	33,136,391	6,612,118
Investments (including money markets at cost and treasury bills and agency discount notes at market - (note 1)	131,396,639	114,277,384	Deferred income	31,125,949	30,000,602
Accounts receivable, net of allowance for doubtful accounts	16,413,075	31,818,619	Student tuition	979,209	944,963
Interest receivable	-	-	Lab fees and credit bank	-	-
Prepaid expense	475,630	462,676	Due to auxiliary funds	-	-
Net investment in Golf Course	-	-	Due to restricted funds	-	-
Due from agency funds	1,797,296	1,840,347	Due to plant funds	12,587,696	9,004,954
Due from auxiliary funds	1,441,450	637,274	Due to agency funds	-	-
Total educational & general	173,521,684	153,496,279	Fund balances (Exhibit C):		
Auxiliary enterprise			Allocated	75,072,022	92,453,789
Cash	3,140,379	756,058	Unallocated	20,820,417	24,479,853
Investments	6,135,605	6,566,994	Total fund balances	95,892,439	116,933,642
Accounts receivable	3,999,906	1,050,254	Total educational & general	173,521,684	153,496,279
Inventories, at cost as defined (note 2)	641,964	2,893,250			
Other Assets	468,770	365,005	Auxiliary enterprise		
Due from general fund	-	-	Accounts payable	1,125,578	725,763
Due from grant funds	2,448	3,117	Due to educational & general fund	1,441,450	637,274
Total auxiliary enterprise	14,389,072	11,634,678	Fund balances (Exhibit D):		
Total unrestricted	187,910,756	175,130,957	Allocated	350,000	350,000
Restricted			Unallocated	11,472,044	9,921,641
Cash	-	-	Total fund balances	11,822,044	10,271,641
Due from educational & general fund	-	-	Total auxiliary enterprise	14,389,072	11,634,678
Total restricted	-	-	Total unrestricted	187,910,756	175,130,957
Total current funds	187,910,756	175,130,957	Restricted		
	[A]	[B]	Due to general fund	-	-
			Fund balances	-	-
			Unallocated	-	-
			Total restricted	-	-
			Total current funds	187,910,756	175,130,957
				[C]	[D]

(See accompanying summary of significant accounting policies and notes to financial statements)

(Continued)



COLUMBUS STATE COMMUNITY COLLEGE  
BALANCE SHEET AT AUGUST 31, 2012  
With Comparative Figures at August 31, 2011

EXHIBIT A  
(Continued)

<u>Assets</u>	<u>August 31, 2012</u>	<u>August 31, 2011</u>	<u>Liabilities and Fund Balance</u>	<u>August 31, 2012</u>	<u>August 31, 2011</u>
<u>Plant funds</u>			<u>Plant funds</u>		
Unexpended			Unexpended		
State appropriations receivable	\$ -	\$ -	Fund balances		
Capital Improvement Fund	3,856,876	3,244,544	Restricted	\$ 3,856,876	\$ 3,244,544
Total unexpended	<u>3,856,876</u>	<u>3,244,544</u>	Total unexpended	<u>3,856,876</u>	<u>3,244,544</u>
Cash from Bond Proceeds	1,776	22,853	Investment in plant:		
Deposit with trustees	-	-	Interest payable	-	-
Due from general fund	12,587,696	9,004,954	Capital lease payable	-	-
Land	29,618,235	29,235,190	Accounts payable	88,667	45,252
Improvements other than buildings	12,117,274	11,621,028	Bonds payable	12,425,000	13,690,000
Buildings	148,404,880	140,438,064	Deferred Gift Annuity	-	-
Movable equipment, furniture and library books	37,431,165	41,332,239	Net investment in plant	163,855,246	157,149,424
Construction-in-progress	4,116,165	903,757			
Other Assets	236,931	257,514	Total investment in plant	<u>176,368,913</u>	<u>170,884,676</u>
Less: accumulated depreciation	(68,145,210)	(61,930,923)	Total plant funds	<u>\$ 180,225,788</u>	<u>\$ 174,129,220</u>
Total investment in plant	<u>176,368,912</u>	<u>170,884,676</u>			
Total plant funds	<u>\$ 180,225,788</u>	<u>\$ 174,129,220</u>	<u>Agency funds</u>		
<u>Agency funds</u>			Deposits held in custody for others	\$ -	\$ -
Cash	-	-	Due to educational and general fund	1,797,296	1,840,347
Due from agencies	394,921	995,738	Total agency funds	<u>\$ 1,797,296</u>	<u>\$ 1,840,347</u>
Due from general fund	1,402,375	844,609		[C]	[D]
Total agency funds	<u>\$ 1,797,296</u>	<u>\$ 1,840,347</u>			
	[A]	[B]			

(See accompanying summary of significant accounting policies and notes to financial statements)

COLUMBUS STATE COMMUNITY COLLEGE  
OPERATIONAL BUDGET COMPARISON  
FOR THE TWO MONTHS ENDED AUGUST 31, 2012  
With Comparative Figures at August 31, 2011

EXHIBIT B

	FY 13			FY 13 Projected Year End		
	Budget as approved May 2012	Expended to Date (Actual & Encumbrances)	% of Budget Expended to Date	Projected FY 13 Year End Budget	Projected % of Budget	
<b>Revenues</b>						
<b>Appropriations</b>						
Subsidy	\$ 60,368,520	\$ 10,061,420	16.67%	\$ 60,368,520	100.00%	(1)
Access Challenge	-	-	-	-	-	(2)
Student Support Services	-	-	-	-	-	(3)
Jobs Challenge	-	-	-	-	-	(4)
	<u>60,368,520</u>	<u>10,061,420</u>	<u>16.67%</u>	<u>60,368,520</u>	<u>100.00%</u>	<u>(5)</u>
<b>Student</b>						
Tuition	90,088,301	9,659,168	10.72%	90,088,301	100.00%	(6)
Fees	4,973,724	1,422,485	28.60%	4,973,724	100.00%	(7)
Special courses	1,399,467	213,851	15.28%	1,399,467	100.00%	(8)
	<u>96,461,492</u>	<u>11,295,504</u>	<u>11.71%</u>	<u>96,461,492</u>	<u>100.00%</u>	<u>(9)</u>
<b>Contracted Services</b>						
Net	600,000	58,866	9.81%	600,000	100.00%	(10)
	<u>600,000</u>	<u>58,866</u>	<u>9.81%</u>	<u>600,000</u>	<u>100.00%</u>	<u>(11)</u>
<b>Other</b>						
Partnership Revenue	430,000	-	0.00%	430,000	100.00%	(12)
Miscellaneous	250,000	37,037	14.81%	250,000	100.00%	(13)
	<u>680,000</u>	<u>37,037</u>	<u>5.45%</u>	<u>680,000</u>	<u>100.00%</u>	<u>(14)</u>
Total revenues	<u>158,110,012</u>	<u>21,452,827</u>	<u>13.57%</u>	<u>158,110,012</u>	<u>100.00%</u>	<u>(15)</u>
<b>Operating Expenditures</b>						
Educational & general (Instructional)	87,603,671	11,721,405	13.38%	87,603,671	100.00%	(16)
Library	2,170,555	405,119	18.66%	2,170,555	100.00%	(17)
General	12,391,871	1,671,638	13.49%	12,391,871	100.00%	(18)
Information Technology	13,360,772	2,691,510	20.14%	13,360,772	100.00%	(19)
Student Services	14,469,534	2,138,148	14.78%	14,469,534	100.00%	(20)
Operation and maintenance of plant	14,616,032	1,949,225	13.34%	14,616,032	100.00%	(21)
Administration	10,790,761	1,560,853	14.46%	10,790,761	100.00%	(22)
Transfer for debt service	1,460,906	243,484	16.67%	1,460,906	100.00%	(23)
Total expenditures	<u>156,864,102</u>	<u>22,381,380</u>	<u>14.27%</u>	<u>156,864,102</u>	<u>100.00%</u>	<u>(24)</u>
<b>Non-operating &amp; Encumbered</b>						
Transfer for equipment and replacement	3,000,000	See Exhibit C		3,000,000	100.00%	(25)
Transfer for Semester Conversion	-			-	N/A	(26)
Transfer for scholarships	-			-	-	(27)
Transfer for One-Time Compensation	-			-	-	(28)
Total expenditures and transfers	<u>159,864,102</u>	<u>22,381,380</u>	<u>14.00%</u>	<u>159,864,102</u>	<u>100.00%</u>	<u>(29)</u>
Operational revenues	<u>(1,754,090)</u>	<u>(928,553)</u>	<u>N/A</u>	<u>(1,754,090)</u>	<u>N/A</u>	<u>(30)</u>
						<u>(31)</u>
<b>Reserve Funding</b>						
Transfer-In Delaware Campus	823,668	383,547	46.57%	823,668	0.00%	(32)
Reserve Funding for 5% Enrollment Decrease	3,076,545	-	-	3,076,545	0.00%	(33)
Reserve Operation revenues	3,900,213	383,547	9.83%	3,900,213	-	(34)
<b>Interest Income</b>						
Net Operating revenues	\$ 2,146,123	\$ 200,234	-16.06%	\$ 200,234	N/A	(35)
	<u>(A)</u>	<u>(B)</u>	<u>(C)</u>	<u>(G)</u>	<u>(H)</u>	<u>(36)</u>
	<u>2,146,123</u>	<u>(344,772)</u>	<u>-16.06%</u>	<u>2,346,357</u>	<u>109.33%</u>	

EXHIBIT C.

COLUMBUS STATE COMMUNITY COLLEGE  
STATEMENT OF CHANGES IN FUND BALANCES OF CURRENT  
EDUCATIONAL AND GENERAL FUNDS  
FOR THE TWO MONTHS ENDED AUGUST 31, 2012

	Balance at June 30, 2012	Net Increase for Current Period	Board Approved Additions	Transfers	Expenditures	Balance at August 31, 2012
Unrestricted						
Allocated						
Capital Improvements & Land Acquisition	\$ 7,321,991	\$ -	-	-	-	7,321,991 (1)
Carpet/Furniture Reupholstering	180,719	-	-	-	(10,203)	170,516 (2)
Space Efficiency Upgrades	1,723,769	-	-	-	(208,853)	1,514,916 (3)
Project Planning	18,349	-	-	-	(8,420)	9,929 (4)
Union Hall Renovation	11,323,938	-	-	-	(1,465,564)	9,858,374 (5)
Site Development Delaware Campus	1,176,282	-	-	-	-	1,176,282 (6)
Bookstore/DX Modifications	266,064	-	-	-	-	266,064 (7)
Facilities Infrastructure Improvements	81,808	-	-	-	-	81,808 (8)
145-149 Cleveland Avenue Purchase	12,617	-	-	-	-	12,617 (9)
Capital Equipment	4,971,885	-	3,000,000	-	(3,308)	7,968,577 (10)
Target 2002	333,088	-	-	-	-	333,088 (11)
Collective Bargaining	33,104	-	-	-	16,652	49,756 (12)
Budget/Tuition Stabilization	22,756,987	-	-	(2,000,000)	-	20,756,987 (13)
Accumulated Lab Fees	1,746,562	-	-	-	(210,549)	1,536,013 (14)
Broadbanding	221,079	-	-	-	-	221,079 (15)
Think Again Scholarship	3,322,462	-	-	-	(305,559)	3,016,903 (16)
Teaching and Learning Initiatives	6,497,135	-	-	-	(106,441)	6,390,694 (17)
Strategic Growth Initiatives	2,150,000	-	-	-	-	2,150,000 (18)
Technology Initiatives	1,966,744	-	-	-	(172,601)	1,794,143 (19)
Human Capacity Development/Wellness	311,266	-	-	-	-	311,266 (20)
Campus Safety Initiatives	1,391,921	-	-	-	-	1,391,921 (21)
Energy Efficiency/Sustainability Initiatives	2,885,934	-	-	-	(42,732)	2,843,202 (22)
Delaware Campus Operations	1,098,432	-	-	-	-	1,098,432 (23)
Health Care Self-Insurance Escrow	1,023,018	-	-	-	-	1,023,018 (24)
Health Care HSA Incentive	368,196	-	-	-	(47,048)	321,148 (25)
Self-Insured Workers Compensation Benefits	152,500	-	-	-	-	152,500 (26)
Voluntary Separation Incentive Plan	512,458	-	-	2,000,000	(363,967)	2,148,491 (27)
One-Time Compensation	2,452,361	-	-	-	(2,048,884)	403,477 (28)
Partnerships for Student Success	478,547	-	-	-	(11,927)	466,620 (29)
PERFORMS	7,211	-	275,000	-	-	282,211 (30)
Unallocated	\$ 76,786,427	-	3,275,000	-	(4,989,405)	75,072,022 (31)
Total General Fund	\$ 24,222,515	(5,316,503)	(3,275,000)	-	4,989,405	20,620,417 (32)
	\$ 101,008,942	(5,316,503)	-	-	-	95,692,439 (33)
	[A]	[B]	[C]	[D]	[E]	[F]

EXHIBIT C-1

COLUMBUS STATE COMMUNITY COLLEGE  
BOND FUNDED PROJECTS  
FOR THE TWO MONTHS ENDED AUGUST 31, 2012

	Bond Proceed Allocation	Proceeds Budget	Prior Budget Reallocations	Budget Reallocation	Proceeds Expended to Date	Bond Proceeds Encumbered	Available to Spend	
	(\$)	(\$)	** (\$)	** 2011/2012	(\$)	(\$)	(\$)	(1)-(27)
Refunding 1993 Bonds	3,445,000	3,445,000	709,635	3,408	3,445,000	-	-	(1)
Bookstore	7,000,000	7,000,000	-	-	7,709,635	-	-	(2)
Facilities	3,400,000	-	-	-	-	-	-	(3)
Aquinas Hall*	-	1,531,673	(88,521)	588	1,538,816	-	-	(4)
366/370 N. Grant*	-	1,760,304	(51,066)	-	1,709,238	-	-	(5)
Unallocated	-	8,022	(8,022)	-	-	-	-	(6)
Child Development Center	3,000,000	3,000,000	(891,666)	(108,124)	1,999,698	-	-	(7)
Columbus Campus Facility Projects	-	-	-	-	-	-	-	(8)
356 N. Grant	-	-	158,931	(8,953)	155,445	-	-	(9)
Madison Hall	-	-	62,913	5,076	68,989	-	-	(10)
Rhodes Hall	-	-	27,979	-	27,979	-	-	(11)
Franklin Hall Suite Efficiencies	-	-	80,950	2,800	83,750	-	-	(12)
Planning	-	-	100,000	409	100,409	-	-	(13)
TRIO	-	-	67,500	432	67,932	-	-	(14)
Student Life/Judicial	-	-	48,000	(3,284)	44,716	-	-	(15)
K-12 Move	-	-	20,000	(20,000)	-	-	-	(16)
Cisco Lab	-	-	65,000	-	65,000	-	-	(17)
339 Cleveland Avenue	-	-	32,985	(16,289)	16,696	-	-	(18)
Automotive Flooring	-	-	137,832	-	137,832	-	-	(19)
Bolton Field Upgrades	-	-	75,000	(11,156)	63,844	-	-	(20)
CWD Space Adjustments	-	-	16,000	(16,000)	-	-	-	(21)
Office Space Efficiencies	-	-	98,000	22,000	120,000	-	-	(22)
Rhodes Hall Space Efficiencies	-	-	-	6,000	6,000	-	-	(23)
Bridgeview Signage	-	-	(55,830)	27,797	(28,033)	-	-	(24)
Issuance Costs	315,000	315,000	(297,395)	(190,177)	286,967	-	-	(25)
Interest Income	-	-	308,225	-	-	-	-	(26)
Total	17,160,000	17,160,000	308,225	(190,177)	17,646,749	-	1,777	(27)

\* These two projects were funded from both the General Fund and the Bond Proceeds.  
 \*\* As approved by the Board of Trustees on January 26, 2006, available balances in projects funded by the 2003 bond proceeds were reallocated to the Bookstore/Retail Complex.  
 \*\*\*As approved by the Board of Trustees on September 28, 2006, certain Columbus Campus Facility Projects may be funded by unspent balances from 2003 bond proceeds.



EXHIBIT D

COLUMBUS STATE COMMUNITY COLLEGE  
 OPERATIONAL BUDGET COMPARISON FOR AUXILIARY SERVICES  
 FOR THE TWO MONTHS ENDED AUGUST 31, 2012  
 With Comparative Figures at August 31, 2011

	FY 13			Projected FY 13 Year End Budget	Projected % of Budget
	Budget as approved May 2012	Actual to Date	% of Budget Expended to Date		
<b>Auxiliary</b>					
Sales/Revenues					
Bookstore	\$ 13,224,503	\$ 4,236,742	32.04%	\$ 13,224,503	100.00%
Child Development Center	599,320	148,674	24.81%	599,320	100.00%
Food Services	670,815	167,148	24.92%	670,815	100.00%
Bridgeview	459,300	136,950	29.82%	459,300	100.00%
Total Revenues before Grant Activity	14,953,938	4,689,514	31.36%	14,953,938	100.00%
Cost of Goods Sold					
Bookstore	10,256,189	3,163,830	30.85%	10,256,189	100.00%
Bridgeview	28,800	8,541	29.66%	28,800	100.00%
Food Service	191,650	18,487	9.65%	191,650	100.00%
Gross Margin	4,477,299	1,498,656	33.47%	4,477,299	100.00%
Operating Expenses					
Bookstore	2,149,899	267,233	12.43%	2,149,899	100.00%
Child Development Center	795,761	161,278	20.27%	795,761	100.00%
Food Services	316,944	24,801	7.83%	316,944	100.00%
Bridgeview	524,833	92,447	17.61%	524,833	100.00%
Auxiliary Administration	596,709	79,672	13.35%	596,709	100.00%
Total Expenses before Grant Activity	4,384,146	625,431	14.27%	4,384,146	100.00%
Auxiliary Net Operating Income/(Loss)	93,153	873,225		93,153	-
Net Income/(Loss)					
Bookstore	818,415	805,679	98.44%	818,415	100.00%
CDC	(196,441)	(12,604)	6.42%	(196,441)	100.00%
Food Services	162,221	123,860	76.35%	162,221	100.00%
Bridgeview	(94,333)	35,962	38.12%	(94,333)	100.00%
Auxiliary Administration	(596,709)	(79,672)	13.35%	(596,709)	100.00%
Net Auxiliary Income/(Loss)	93,153	873,225	937.41%	93,153	-
Auxiliary Fund Balance at June 30, 2012		10,976,562			
Non-operating Expenditures		(27,742)			
Transfers					
Auxiliary Fund Balance at August 31, 2012	[A]	\$ [B]	[C]	[G]	[H]



EXHIBIT E

COLUMBUS STATE COMMUNITY COLLEGE  
CASH FLOW FORECAST  
AS OF AUGUST 31, 2012

	Actual March 2012	Actual April 2012	Actual May 2012	Actual June 2012	Actual July 2012	Actual August 2012	
Beginning Cash	\$ 7,392,777	8,982,082	9,984,418	5,938,627	7,776,460	6,249,984	(1)
Cash Receipts	13,389,910	6,604,396	7,522,002	12,648,809	7,172,689	17,492,330	(2)
Cash Disbursements	(13,815,099)	(13,677,691)	(14,574,198)	(14,369,189)	(15,236,825)	(17,871,222)	(3)
Financial Aid	35,014,494	(21,924,369)	6,405	3,558,213	(1,462,340)	38,187,343	(4)
Outflow for investments	(38,000,000)	-	-	-	-	(30,000,000)	(5)
Inflow from investments	5,000,000	30,000,000	3,000,000	-	8,000,000	7,389,000	(6)
Ending Cash	\$ 8,962,082	9,984,418	5,938,627	7,776,460	6,249,984	21,447,435	(7)

	Forecasted September 2012	Forecasted October 2012	Forecasted November 2012	Forecasted December 2012	Forecasted January 2013	Forecasted February 2013	
Beginning Cash	\$ 21,447,435	5,551,448	5,742,171	5,401,222	5,161,841	5,304,305	(8)
Cash Receipts	6,730,710	6,730,710	6,230,710	7,230,710	17,130,710	6,730,710	(9)
Cash Disbursements	(14,926,697)	(14,044,987)	(13,571,659)	(13,970,091)	(14,338,246)	(15,026,682)	(10)
Financial Aid	(28,700,000)	1,505,000	-	-	12,350,000	1,505,000	(11)
Outflow for investments	-	-	-	-	(15,000,000)	-	(12)
Inflow from investments	21,000,000	6,000,000	7,000,000	6,500,000	-	6,500,000	(13)
Ending Cash	\$ 5,551,448	5,742,171	5,401,222	5,161,841	5,304,305	5,013,333	(14)

COLUMBUS STATE COMMUNITY COLLEGE  
 PRESIDENT'S DISCRETIONARY FUND  
 STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS  
 FOR THE TWO MONTHS ENDED AUGUST 31, 2012

EXHIBIT F

Cash at Beginning of Period		\$ 12,296	(1)
		<u>          </u>	(2)
<u>Receipts:</u>			(3)
			(4)
Deposit	-	7,704	(5)
			(6)
			(7)
<u>Disbursements:</u>			(8)
Oberer's Flowers	288		(9)
		<u>          288</u>	(10)
		<u>\$ 19,712</u>	(11)
	[A]	[B]	[C]

NOTE:

The President's Discretionary fund is a separate fund from the operating and capital funds of the college. The source of funds is from other-than-public (governmental) monies or student fees, as specified by the Board of Trustees.

The purpose of the fund is to enhance the mission of the college. Expenditures are to promote or enhance the image of the college, the college educational programs, operations, entertainment, contributions, and other appropriate expenditures not provided for in the college operating budget.

COLUMBUS STATE COMMUNITY COLLEGE DEVELOPMENT FOUNDATION, INC.  
BALANCE SHEET AT AUGUST 31, 2012  
With Comparative Figures at August 31, 2011

<u>Assets</u>	<u>August 31, 2012</u>	<u>August 31, 2011</u>	
Cash	\$ 270,681	\$ 253,936	(1)
Investments at market value (see note)	5,805,279	5,283,718	(2)
Pledges Receivable	59,596	49,122	(3)
Student Emergency Loans restricted - Net	<u>-</u>	<u>-</u>	(4)
Total Assets	<u>\$ 6,135,556</u>	<u>\$ 5,586,776</u>	(5)
			(6)
 <u>Liabilities</u>			
Due to general fund	\$ 27,726	\$ 20,451	(7)
Pledge Payable	-	-	(8)
Trade Payables	<u>-</u>	<u>-</u>	(9)
Total Liabilities	<u>27,726</u>	<u>20,451</u>	(10)
 <u>Fund balance</u>			
Permanently Restricted	3,652,815	3,562,459	(11)
Temporarily Restricted	1,631,737	1,736,339	(12)
Unrestricted	<u>823,278</u>	<u>267,527</u>	(13)
Total fund balance	<u>6,107,830</u>	<u>5,566,325</u>	(14)
			(15)
Total Liabilities and fund balance	<u>\$ 6,135,556</u>	<u>\$ 5,586,776</u>	(16)
	[A]	[B]	(17)
			(18)
			(19)

## Note: Investments

Investments are valued at market, which is generally determined by use of published market quotations. Realized gains and losses from sale or redemption of investments are based upon the cost of the specific investment sold or redeemed. Purchases and sales of investments are reflected on a trade-date basis. A summary of investments is as follows:

	<u>Cost</u>	<u>Market</u>	<u>Percent of Portfolio</u>
Cash	\$ 145,682	145,682	2.51%
Equities	2,636,084	3,131,402	53.94%
Fixed Income	477,777	545,163	9.39%
Mutual Funds	<u>1,874,646</u>	<u>1,983,032</u>	<u>34.16%</u>
Total Investments	<u>\$ 5,134,189</u>	<u>\$ 5,805,279</u>	<u>100.00%</u>

EXHIBIT H

COLUMBUS STATE COMMUNITY COLLEGE DEVELOPMENT FOUNDATION, INC  
 STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE  
 FOR THE TWO MONTHS ENDED AUGUST 31, 2012  
 With Comparative Figures at August 31, 2011

	August 31, 2012			Total All Funds	
	Unrestricted	Temporarily Restricted	Permanently Restricted		
Revenue					
Contributions	\$ 108,928	\$ 41,672	\$ 6,295	\$ 156,895	(1)
Contributions for Columbus State	-	36,400	-	36,400	(2)
Administration Fee Income	-	-	-	-	(3)
Interest Income	14	-	-	14	(4)
Investment Income					(5)
Realized	22,678	6,478	-	29,156	(6)
Unrealized	89,445	25,722	-	115,167	(7)
Investment income-subtotal	112,123	32,200	-	144,323	(8)
Total revenues	221,065	110,272	6,295	337,632	(9)
Expenditures					
Scholarships	-	31,720	-	31,720	(10)
Contributions to Columbus State	-	-	-	-	(11)
Administrative Fee Expense	-	-	-	-	(12)
Management and general	15,854	-	-	15,854	(13)
Total expenditures	15,854	31,720	-	47,574	(14)
Excess (deficit) of revenues over expenditures	205,211	78,552	6,295	290,058	(15)
Transfers	-	-	-	-	(16)
Fund balance at beginning of period	618,067	1,553,185	3,646,520	5,817,772	(17)
Fund balance at end of period	\$ 823,278	\$ 1,631,737	\$ 3,652,815	\$ 6,107,830	(18)
	[A]	[B]	[C]	[D]	(19)
					[F]

COLUMBUS STATE COMMUNITY COLLEGE  
NOTES TO FINANCIAL STATEMENTS  
AS OF AUGUST 31, 2012

1) Investments

Investment Fund	Cost	Market Value	Yield to Maturity*	Average Maturity (days)
STAR Ohio/Operating	\$ 34,650,794	\$ 34,650,794	0.09%	1
STAR Ohio/Plant	3,856,876	3,856,876	0.09%	1
STAR Ohio/Auxiliary	285,115	285,115	0.09%	1
CSCC Operating Fund 1	42,116,025	42,026,773	0.16%	90
CSCC Operating Fund 2	49,607,306	49,867,679	0.81%	1053
Auxiliary Services	5,810,247	5,850,035	0.98%	910
Plant Fund	4,823,113	4,851,392	0.88%	981
	<u>\$ 141,149,476</u>	<u>\$ 141,388,665</u>		

\* Weighted

Portfolio Composition	Type	% of Total
	STAR Ohio	27.44%
	Agencies	65.07%
	Cash & Equivalents	7.49%
		<u>100.00%</u>

2) Inventories

Bookstore inventories at year-end are stated at actual cost. At or near year-end a complete physical inventory is taken and adjustments, if any, are recorded.

3) Plant Funds

Physical plant and equipment are stated at cost at date of acquisition or fair value at date of donation in case of gifts. Depreciation of physical plant and equipment is recorded.

4) Long-term debt

Long-term debt consists of bonds payable in annual installments varying from \$545,000 to \$1,120,000 with interest at rates varying from 2.00% to 4.50%, the final installment being due in 2023, collateralized by a gross pledge basis, of the general receipts of the college, which include the full of every type and character of receipts, excepting only those specifically excluded which are primarily those that are appropriated from the State of Ohio.

Debt service for this long-term debt is paid from an annual allocation in the College's Operating fund, the Auxiliary Services fund, and from the State's Capital Component Program.

5) Interfund Accounts

All interfund borrowings have been made from current funds and amounts are due currently without interest.







# Columbus State Community College Board Action

Date \_\_\_\_\_

## **SUBJECT:**

Central Ohio Compact Joint Resolution

## **BACKGROUND INFORMATION:**

According to Complete College America, 59% of Ohio's jobs will require a postsecondary credential by 2020. Thirty-six percent of Ohio's adults currently hold this qualification. The Lumina Foundation has proposed a national goal of having 60% of Americans holding a postsecondary degree or certificate by 2025. The Central Ohio Compact is a regional strategy to achieve the Lumina Foundation's goal for our region through deep and planned collaboration between and among the region's K-12 districts and higher education institutions.

Central Ohio is home to a rich, diverse array of K-12 districts and institutions of higher learning. Columbus State hosted three regional summits between May 2011 and April 2012. The participants in the summits were public and private college presidents, school superintendents, college and K-12 faculty and staff, workforce and economic development professionals, and government officials. At the first summit the group concluded that by adopting a regional approach, we could create a national model of collaboration leading to a dramatic increase in college success for Central Ohio students, and positioning our region as a leader in economic growth, per capita income, and quality of life. Work groups have collaborated on the resulting strategy of the Central Ohio Compact, and a joint resolution that provides an opportunity for governing boards to demonstrate their commitment to these collaborative principles has been developed.

Through a collective, integrated approach, partners in the Central Ohio Compact strive to:

- Ensure that all college-bound high school graduates are college ready.
- Increase the number of high school graduates with credit toward a college degree.
- Advance the region's need for a highly skilled workforce, including an emphasis on STEM fields.
- Dramatically increase the number of students earning a college degree or certificate.
- Increase the number of community college transfer students earning bachelor's degrees through guaranteed pathways to completion.
- Provide consistent, accurate, and timely communication with students and families to eliminate uncertainty and ensure success at the college level.
- Manage the costs of education for students, families, and taxpayers through 2+2 and 3+1 bachelor's degree programs, shared facilities and services, and integrated planning.
- Employ specific strategies for working adults, low-income and first-generation college students, and students of color.

Through these and other strategies, the Central Ohio Compact commits to the goal of ensuring that 60% of Central Ohioans hold a postsecondary credential by 2025.

## **RECOMMENDATION:**

That the Board of Trustees adopts the joint resolution as a commitment to the principles, goals, and strategies of the Central Ohio Compact.





## THE CENTRAL OHIO COMPACT

SECOND TO NONE IN ATTAINMENT, INNOVATION AND COLLABORATION:  
A REGIONAL AGENDA FOR COLLEGE COMPLETION AND CAREER SUCCESS

A JOINT RESOLUTION OF THE GOVERNING BOARDS OF CENTRAL OHIO COLLEGES AND UNIVERSITIES, PUBLIC SCHOOL DISTRICTS, CAREER AND TECHNOLOGY CENTERS, EDUCATIONAL SERVICE CENTERS, AND COMMUNITY, PRIVATE, PAROCHIAL, AND INDEPENDENT SCHOOLS ESTABLISHING THE CENTRAL OHIO COMPACT, INDICATING THEIR COMMITMENT TO A REGIONAL STRATEGY FOR EDUCATION DESIGNED TO IMPROVE COLLEGE PREPARATION AND EXPAND POSTSECONDARY PARTICIPATION, INCREASE THE ATTAINMENT OF POSTSECONDARY CREDENTIALS, AND CREATE A HIGHLY SKILLED AND ADAPTIVE WORKFORCE, ESTABLISHING CENTRAL OHIO AMONG THE BEST EDUCATED AND MOST COMPETITIVE REGIONS IN THE WORLD.

**WHEREAS**, higher education attainment is an urgent priority in advancing an individual's lifelong success and independence, and in growing the per capita income of our region; and

**WHEREAS**, the availability of a highly prepared and talented workforce is the single most critical factor in the economic prosperity of every region in the global economy; and

**WHEREAS**, the Central Ohio region is home to numerous colleges and universities, public and private, providing a higher education infrastructure that is a competitive advantage on a global scale; and

**WHEREAS**, the Central Ohio region is home to successful urban, suburban, and K-12 school districts, which serve the interests of highly diverse communities and include some of the highest performing districts in the state of Ohio; and

**WHEREAS**, Central Ohio's educational assets can be deployed to create a deep pool of highly educated and skilled technicians and technologists, engineers and scientists; analysts, professionals and managers; and developers, writers, artists, and creative professionals, creating a competitive advantage for the region in economic development and diversification; and

**WHEREAS**, public funding of education must be used to maximize student, family, and taxpayer value; and

**WHEREAS**, the Central Ohio region leads the state in economic diversification and population growth, creating a statewide leadership role;

**THEREFORE, BE IT RESOLVED THAT THE MEMBERS OF THE CENTRAL OHIO COMPACT COMMIT TO THE FOLLOWING STRATEGIC PRINCIPLES:**

**Section 1: Goal.** Compact partners commit to the regional goal that 60 percent of the citizens of Central Ohio hold a postsecondary credential by 2025, ensuring that the region is a national leader and that its workforce is globally competitive.

**Section 2: Actions.** Compact members commit to an intentional strategy of cooperation to:

- a. dramatically increase the number and percentage of recent high school graduates who earn a postsecondary credential, including workforce and technical certificates, associate degrees, bachelor's degrees, and graduate degrees;
- b. ensure better preparation of students at every level of further study with a particular emphasis on ensuring that all college-bound high school graduates are college ready;
- c. increase the number of high school graduates with credit toward a college degree or certificate;

- d. significantly increase the number of students transferring from community colleges to colleges and universities, with a recognized credential at each academic step;
- e. reduce the time required to earn a credential for students at all educational levels;
- f. employ differential strategies to increase the attainment rate of first-generation college students, low-income students, and students of color; and
- g. advance other measures of strategic importance to the region's educational and economic progress.

**Section 3: Adult Learners.** Compact partners will collaborate in innovative ways to remove obstacles facing adults who need postsecondary credentials to succeed in the economy, working adults who want to transition to new careers, and military veterans by opening and expanding alternative pathways to degrees and certificates and through innovative programming design and delivery.

**Section 4: Shared Services and Affordability.** Compact partners will actively seek opportunities to maintain affordability for students, families and communities by developing and executing programs and practices that contain costs without sacrificing quality and accessibility, facilitate earlier completion of degree or certificate programs, eliminate redundancy, and promote the use of shared services.

**Section 5: Data Sharing.** Partners will engage in active, detailed data sharing, acknowledging that the ability to track student success will enable school districts and postsecondary institutions to improve student learning and attainment in a systematic manner and ensure public accountability.

**Section 6: Operating Parameters.** The operating plans and agreements between specific partners within the Compact will be driven by the local educational environment, the unique needs of students, and the unique mission of each academic institution. Institutional missions will not change as a result of this resolution; the diversity of our institutions will be leveraged to increase innovation and regional capacity. Proven and promising practices will be shared, and collaborative action will be taken, where



appropriate. All Compact members are committed to leveraging the strengths of their institutions to focus on completion with connection and to aligning their policies and practices with regional workforce and economic development priorities. The interdependent nature of the Compact will enable deeper alignment of systems, policies, and procedures, ensuring seamless and concurrent transition for students.

**Section 7: Stewardship.** While this resolution is not legally binding, it is a pledge to stewardship, not only of the public resources entrusted to each institution, but also of our mission to build the Central Ohio Compact into the most productive educational partnership in the nation, fully able to significantly increase education attainment levels and support the region's economic growth strategies.

A JOINT RESOLUTION OF THE GOVERNING BOARDS OF CENTRAL OHIO COLLEGES AND UNIVERSITIES, PUBLIC SCHOOL DISTRICTS, CAREER AND TECHNOLOGY CENTERS, EDUCATIONAL SERVICE CENTERS, AND COMMUNITY, PRIVATE, PAROCHIAL, AND INDEPENDENT SCHOOLS ESTABLISHING THE CENTRAL OHIO COMPACT, INDICATING THEIR COMMITMENT TO A REGIONAL STRATEGY FOR EDUCATION DESIGNED TO IMPROVE COLLEGE PREPARATION AND EXPAND POSTSECONDARY PARTICIPATION, INCREASE THE ATTAINMENT OF POSTSECONDARY CREDENTIALS, AND CREATE A HIGHLY SKILLED AND ADAPTIVE WORKFORCE, ESTABLISHING CENTRAL OHIO AMONG THE BEST EDUCATED AND MOST COMPETITIVE REGIONS IN THE WORLD.



## Foreword

For generations of Central Ohioans, a high school diploma served as a ticket to the American Dream. It meant a steady job to support a family. It offered an opportunity to pursue a career. But in the 21<sup>st</sup> century, high school is no longer high enough. Success demands knowledge and skills that make some form of postsecondary education a virtual requirement.

What applies to individuals also holds for the entire community. Central Ohio's future depends on the ability of its education systems to meet the unique academic and non-academic needs of all learners – traditional K-16 students and adult learners alike. Knowledge and innovation are reshaping Central Ohio's economic landscape and changing the way the community does business.

This is the basis for the Central Ohio Compact, a partnership comprised of school districts, adult career-technical centers, colleges and universities, and area business and civic leaders who are united in their support for developing the region's enormous talent pool into a globally competitive workforce – one that will position Central Ohio for future growth and prosperity.

The Central Ohio Compact is committed to a big goal: *By 2025, 60 percent of the region's adults will have earned a postsecondary certificate or degree.*

With charter members from Delaware, Franklin, Licking, Madison and Union counties, ours is a partnership without limits. We welcome the many school districts, postsecondary organizations and other stakeholder groups that are considering membership in our Compact. With them, we want to achieve both the extraordinary and the sustainable. We strive to make our region a remarkable place to be.

# Table of Contents

3	<b>Educating Our Future Talent: Central Ohio's Most Critical Challenge</b>
8	<b>Our Vision: Where We're Going</b>
9	<b>Today's Realities, Tomorrow's Opportunities: Where Central Ohio Stands</b>
11	<b>Central Ohio's Assets: Foundation for a Prosperous Future</b>
12	<b>The Case for a Regional Strategy: Progress to Date</b>
14	<b>The Data: What Matters Must Be Measured</b>
16	<b>Strategic Principles: The Framework for Action</b> Strategic Principle #1: Aspiration and Access Strategic Principle #2: Alignment and Academic Preparation Strategic Principle #3: Alternative Pathways for Adult Learners
19	<b>Economic Benefits: For Students, Families and the Community</b> Strategic Principle #4: Affordability
20	<b>Next Steps: Getting to Work</b>



# Educating Our Future Talent: Central Ohio's Most Critical Challenge

*The path to college completion has changed dramatically, but public perception and public policy have not kept up with this new reality. According to Complete College America, there is a new majority on America's college campuses, as only 25 percent of today's college students are "traditional," meaning full-time, residential students at a bachelor's degree granting institution. Part-time students, students of color, low-income students, and first-generation college students struggle the most to earn a college credential. Students who start their college experience taking remedial courses rarely graduate.*

During the past quarter century, Ohio has experienced an unprecedented transformation. Once sustained by traditional labor-intensive industries, our economy is increasingly dependent on knowledge-based and service-related enterprises. In these early years of the 21<sup>st</sup> century, we are scrambling to compete in a global community in which knowledge and innovation are rewarded.

The competition is intense. The stakes are high. So it should not be a surprise that essential workforce skills are being redefined and that employer expectations are greater than ever before.

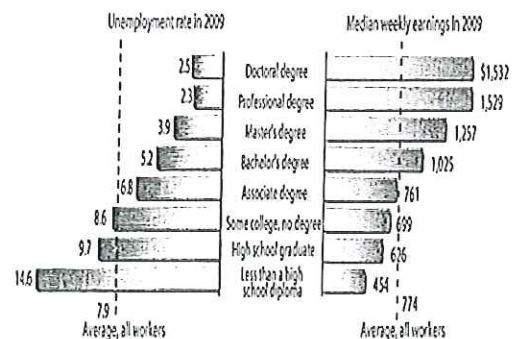
These changes have gigantic implications for Central Ohio's schools, colleges and universities – and for the diverse learners they serve. Across this new economic landscape, succeeding economically requires succeeding educationally, which means that more citizens need to earn postsecondary education credentials of value in the marketplace. As the Lumina Foundation for Education puts it, "Higher education is a prerequisite to succeed in a knowledge-based society and economy."<sup>1</sup> It is, in effect, today's "passport to the American Dream."<sup>2</sup>

# # #

This connection suggests that today's "talent challenge" is in fact two interconnected imperatives: a *personal* imperative and an *economic* imperative. How the region comes together and responds to these dual imperatives will go a long way toward defining future opportunity, prosperity and quality of life in Central Ohio.

### *On the personal side, it's a matter of opportunity.*

- A college degree or certificate pays off: Postsecondary education leads to more and better paying job opportunities.<sup>3</sup>
- College graduates are far less likely to be unemployed than individuals who only have a high school diploma.<sup>4</sup>



<sup>1</sup> Lumina Foundation Strategic Plan: Goal 2025, p. 1.

<sup>2</sup> Harvard Graduate School of Education, Pathways to Prosperity, February, 2011, p.2.

<sup>3</sup> Education Pays: The Benefits of Higher Education for Individuals and Society (2010), College Board Advocacy & Policy Center; and Bureau of Labor Statistics, Current Population Survey.

<sup>4</sup> Ibid.

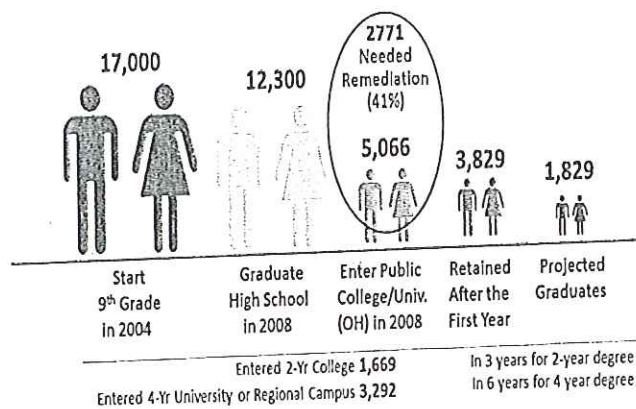
- Individuals with postsecondary education credentials are more likely to vote, to volunteer and to participate in philanthropic efforts.<sup>5</sup>
- Yet, not enough students are prepared for college-level work, and too few students are earning a credential.

Consider the facts:

- Too many Ohio students – more than one out of every four – drop out of high school without earning a diploma.<sup>6</sup>

- Ohio's college-going rate for high school graduates (directly from high school to college) is slightly below the national rate: 62.7 percent for Ohio and 63.3 for the nation. According to the NCHEMS (National Center for Higher Education Management Systems) Information Center, Ohio ranks 26 out of 50 states.

### Most Central Ohio Students are Lost Along the Way from 9<sup>th</sup> Grade to College Graduation



- Of the 12,300 students who graduated from a Central Ohio high school in 2008, only 5,066 enrolled directly in an Ohio public two-year college or four-year university (including regional campuses). Of these students, about 2,771 (41 percent) were remedial, which means they are having a more difficult time progressing to a degree or certificate.

SOURCE: Jonathan Tafel and Donald Van Meter, "Mapping Central Ohio's College Readiness Assets," a report prepared for the Central Ohio College & Career Success Network, April 2012.

- A somewhat more positive picture is seen at the state's non-public or independent colleges and universities. The Association of Independent Colleges and Universities of Ohio (AICUO) estimates that approximately 20 percent of the region's postsecondary enrollees enter independent institutions, where the first-to-second-year retention rate for full-time students is about 79 percent (compared to 76 percent for public institutions).
- In addition, the baccalaureate graduation rate for the cohort entering Ohio's four-year independents in the fall of 2005 was 65 percent (after six years), compared to 57 percent during the same period at Ohio's public main campuses. Also, it is worth noting that independent colleges and universities register 30 percent of all minority students enrolled in an Ohio four-year program, but they award 34 percent of all degrees earned by minority students.<sup>7</sup>
- More than 1.3 million Ohioans, or nearly 22 percent of the state's adult population, have accumulated some college credits but lack a college degree or occupational certificate to show for their efforts.<sup>8</sup>

<sup>5</sup> Ibid.

<sup>6</sup> Ohio Department of Education.

<sup>7</sup> National Center for Education Statistics.

<sup>8</sup> Ohio Board of Regents.



*On the economic side, it all boils down to talent.*

- Jobs will not be created without the skilled workers required to fill those jobs.
- The labor market is more demanding than ever before.
- In today's workplace, workers must be critical thinkers, problem solvers, innovators and effective communicators and collaborators.
- For increasing numbers of jobs, education must go beyond high school.

**Sizing up the talent pool gaps**

Unfortunately, significant gaps exist between workplace requirements on one hand and worker capabilities on the other. Consider these compelling data points:<sup>9</sup>

- By 2020, about two-thirds of jobs nationwide and just under 60 percent of jobs in Ohio will require postsecondary education. In contrast, a little less than 36 percent of Ohio's working population (age 25-64) had attained at least an associate degree in 2010.<sup>10</sup>
- Between 2008 and 2018, new jobs in Ohio requiring postsecondary education and training will grow by 153,000, while jobs for high school graduates and dropouts will grow by just 29,000.
- Between 2008 and 2018, Ohio will create 1.7 million job vacancies from new jobs and job openings due to retirement. About 967,000 of those job vacancies will be for individuals with postsecondary education credentials.<sup>11</sup>

In light of these facts, the Lumina Foundation has established an audacious national goal: *To increase the percentage of Americans with a high-quality degree or postsecondary credential to 60 percent by 2025.*

**Central Ohio business and civic leaders set daunting challenge**

The challenge is to carry out a regional strategy for igniting economic growth and building healthier, more sustainable communities. Central Ohio leaders are seeking to leverage the strength of the Columbus region's talented workforce, business enterprises, research and academic institutions and international connections for the purpose of achieving four large-scale objectives:

- Add 150,000 net new jobs by 2020
- Increase personal per capita income by 30 percent
- Attract \$8 billion of capital investment
- Be recognized as a national economic development leader

These objectives for the Columbus region are ambitious, but the magnitude of what's at stake if the region falls short can hardly be overstated.

The success of **COLUMBUS 2020**, a public-private partnership, in achieving these goals will rely in no small measure on the ability of area education systems to meet the unique academic needs of learners at all stages of the educational pipeline – from K-16 students to adult learners already in or trying to re-enter the workforce.

To thrive economically, communities throughout Central Ohio must have a talented workforce

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<sup>9</sup> Anthony Carnevale, Nicole Smith and Jeff Strohl, *HELP WANTED: Projections of Jobs and Education Requirements Through 2018*, Center for Education and the Workforce, Georgetown University, 2010.

<sup>10</sup> Complete College America reports 59 percent of jobs will require some postsecondary education. Carnevale, et al., peg the number at 57 percent in 2018.

<sup>11</sup> Carnevale, et al.

What does this mean for Ohio? Viewed through this lens:

- Ohio's challenge is even more daunting. If our current rate of degree production continues, about 44 percent of Ohio's adult population – 2.5 million people – will hold a postsecondary degree or credential in 2025.
- To reach the 60 percent goal, Ohio would need to add nearly 919,000 degrees to that total.

According to the Lumina Foundation,<sup>12</sup> educational attainment rates are rising in almost every industrialized or postindustrial country in the world – except the United States, where attainment levels are holding relatively flat. Unfortunately, these diverging trend lines do not bode well for the nation's future competitiveness in a global economy.

### Coming together to close the gaps

Given the seriousness of this situation, educators and other stakeholders must come together to close the talent gaps. They must work to find creative solutions for overcoming shortages of aspiration and inspiration for higher education, inadequate academic preparation, insufficient alignment of educational content and workplace requirements, and a lack of flexible options for students – including working adults – to access and attain credentials of value in the workplace. And they must find ways to overcome these obstacles without increasing costs or compromising the quality of the educational credentials that people acquire.

The Central Ohio Compact is prepared to face this challenge. In developing the region's vast talent pool into the globally competitive workforce required for future economic growth and prosperity, its members are guided by an understanding that the region's school districts are becoming increasingly diverse in terms of race and ethnicity. In 2011, more than four out of 10 (42.8 percent) students in Franklin County school districts were children of color, and nearly half of those students (47.6 percent) attended a suburban school (up from 27.1 percent in 2001).<sup>13</sup>

Also in 2011, students of color comprised over 20 percent of the students in 13 of the 16 Franklin County school districts. Hispanic, Asian and multiracial students comprised 15.3 percent of all Franklin County district students, up from 5.7 percent in 2001. Understanding this demographic shift, which reflects one of the region's growing strengths, is key to strengthen Central Ohio's educational and economic competitiveness.<sup>14</sup>

*The New York Times' David Leonhardt has written, "Education helps a society leverage every other investment it makes, be it in medicine, transportation, or alternative energy." And he continued, "Education – educating more people and educating them better – appears to be the best single bet that a society can make."*

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<sup>12</sup> Lumina Foundation Strategic Plan: Goal 2025, p. 2.

<sup>13</sup> KidsOhio.org, "Franklin County's and Ohio's Public School Students Are More Diverse Than Ever," Winter 2012.

<sup>14</sup> Ibid.

In addition, the Compact is guided by three priorities, which are reflected in the Strategic Principles set out on pages 16 through 19 of this document:

- (1) To make learning opportunities more broadly and easily accessible, particularly to low-income, minority and first-generation students (See Strategic Principles #1, #3 and #4).
- (2) To achieve greater curricular alignment between our secondary schools and postsecondary institutions (See Strategic Principle #2).
- (3) To gather the data needed to measure progress over time toward achieving the goals outlined in this document (See the discussion of “What Matters Must Be Measured” on page 14).

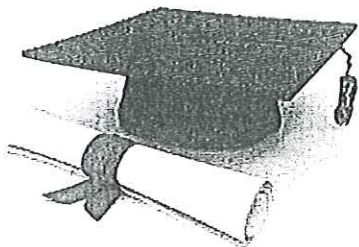
All of this constitutes nothing less than a significant re-imagining and retooling of the region’s education systems. It is the only way to ensure that the needs of the full span of learners who will be our region’s future competitive advantage are met and that the Central Ohio region is the source of an abundant supply of credentialed, globally competent workers.

### **Our Big Goal:**

**60 percent of Central Ohio’s adults will have earned a postsecondary certificate or degree by 2025.**



## Our Vision: Where We're Going



Central Ohio will have the most productive education partnership in the nation, fully able to raise education attainment levels and support the region's economic growth strategies.



# Today's Realities, Tomorrow's Opportunities: Where Central Ohio Stands

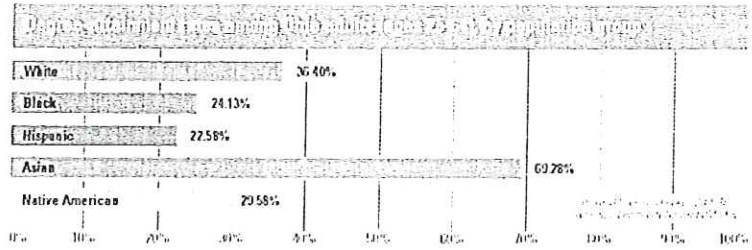
- Just over one-third of Ohioans aged 25 to 64 have earned a college degree or some other postsecondary credential.



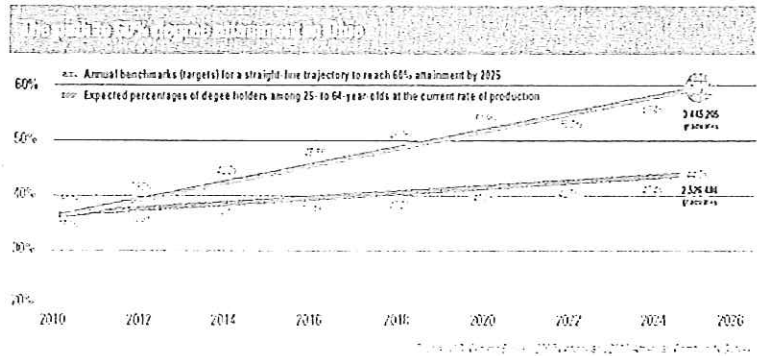
- The percentage of adults with at least an associate degree in Central Ohio counties is:

Delaware	60.7%
Franklin	33.2%
Licking	32.2%
Madison	25.6%
Union	37.5%

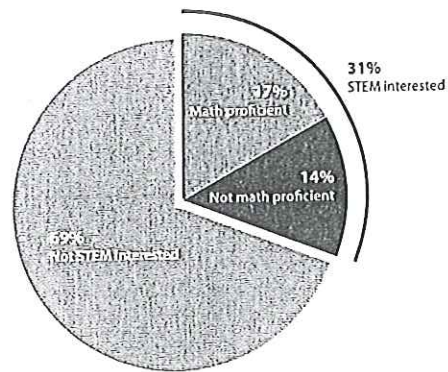
- To reach the Big Goal, Ohio must increase college success among the fast-growing groups that will account for a growing proportion of the state's population, including working adults, low-income and first-generation students, and students of color.



- In Ohio and nationally, attainment rates must increase more rapidly to reach the Big Goal of 60 percent attainment by 2025. If the current rate of degree production continues, about 44 percent of Ohio's adult population — 2.5 million people — will hold a college degree in 2025. To reach 60 percent, Ohio will need to add nearly 919,000 degrees to that total.



- There is broad acceptance that STEM (Science, Technology, Engineering and Mathematics) workers are essential for innovation and economic growth. Yet, the performance of our K-12 and higher education systems in this area is disappointing, as demand continues to outstrip supply. Documenting serious deficiencies among high school seniors nationally, the Business-Higher Education Forum reports that 69 percent of high school graduates are not interested in STEM. Thirty-one percent are interested, but only 17 percent are proficient.
- In 2010, Ohio's college seniors graduated with an average of \$27,713 in student loan debt. More than two-thirds of the state's graduates left college with some debt. Pell Grant recipients, who generally had family incomes under \$50,000, were more likely to borrow – and to borrow more. Meanwhile, unemployment for recent graduates climbed to 9.1 percent.



Source: Analysis of PLAN and ACT test scores in Business Higher Education  
 \*The STEM interest and proficiency challenge: Creating the workforce

**SOURCES:** Lumina Education Foundation; Ohio Board of Regents; Complete College America; Business-Higher Education Forum; and The Project on Student Debt.

# Central Ohio's Assets:

## Foundation for a Prosperous Future

- Central Ohio is home to more than **50 college and university campuses**, with a total enrollment of more than 146,000 students.
- **The Ohio State University**, one of the top public universities in the nation, ranks No. 2 in industry-sponsored research, according to the National Science Foundation.
- **Columbus State Community College** is the largest community college in Ohio and one of the largest in the nation.
- **Six independent colleges and universities** add to the diversity of educational resources in the region, enhancing the quality of life of the communities in which they are located.
- **Successful urban and suburban K-12 school districts**, with strong leadership, include some of the highest performing districts in the state of Ohio.
- Ohio's first accredited educational service center, the **Educational Service Center of Central Ohio (ESCCO)**, is leveraging resources and coordinating programs to help districts and schools meet the needs of their students – and to help those young learners achieve more. The agency supports school districts in Delaware, Franklin and Union counties, serving more than 200,000 children in 25 school districts. Through direct instruction, technical support, an extensive network of shared services and quality professional development, the agency partners with districts to improve education for all students, particularly those with special needs.
- Columbus is home to two of the world's leading private research institutions – **Battelle** and **Chemical Abstracts Services**.
- **A large educated workforce**, combined with superior research capabilities and a strong corporate foundation, has allowed Central Ohio to become one of the fastest growing innovation and technology hubs in the United States.
- **Columbus 2020**, a public-private partnership of Central Ohio business and civic leaders, has a strong commitment to the role education must play to sustain an economically healthy Central Ohio community.
- Columbus was ranked No. 8 on **Creative Cities International's 2011 "Vitality Index,"** a cultural impact study that models cities' human experience, (i.e., a vibrant downtown, an engaged populace, educational opportunity, economic sustainability good transport, diversity of population and opportunity, and a citizenry that embraces its history and culture. Thirty-five U.S. cities were included in the first Vitality Index.



# The Case for a Regional Strategy:

## Progress to Date

When it comes to improving college readiness and raising postsecondary success rates, no one can go it alone. Alliances that give P-12 educators and postsecondary institutions access to skills and resources that lie outside their boundaries are essential. So Compact members will form strategic partnerships that enhance their capacity to build students' learning aspirations, strengthen academic preparation, promote adult learning opportunities and improve the productivity of educational institutions at all levels.

### **What's the value of a regional strategy?**

- It facilitates a collective response to issues of curriculum alignment, access and communication, and data sharing.
- It enhances the education communities' potential economic impact.
- It expands the region's capacity to respond to state and national public policy priorities, especially in the areas of workforce development, STEM education and college completion.

### **What will be needed for a regional strategy to be effective?**

- A new college-going culture – an expectation of college success
- A specific focus on working adults, low-income and first-generation students, and students of color
- Agreement on data and definitions
- Creativity, deep partnerships, and persistence – and a willingness to take risks

### **What do we want a regional strategy to accomplish?**

- Ensure that all college-bound high school graduates are college ready
- Increase the number of high school students who earn college credits before graduation
- Dramatically increase the number of students earning a college degree or certificate
- Meet the region's need for a highly skilled workforce, especially in STEM fields
- Ensure consistent, accurate and timely communication with students and families to ensure success at the college level
- Reduce the cost of education for students, families and taxpayers



## Progress To Date in Creating a Regional Strategy

- 2010**
- Administrative teams from Columbus State and Ohio State initiated conversations about creating more intentional pathways by specific majors for students desiring a bachelor's degree within four years from Ohio State, but with initial plans to start their college careers at Columbus State.
  - The Preferred Pathway Program was created specifically to link Columbus State and Ohio State, but it quickly generated interest from other four-year institutions that wished to partner with Columbus State and develop agreements to benefit even more students.
  - Columbus State and Ohio State Marion partnered to offer Ohio State courses on Columbus State's Delaware campus to provide students with a seamless bridge to an Ohio State baccalaureate degree.
  - In essence, these collaborative higher education partnerships provided indications of the possibilities for creating even more collaborative educational initiatives throughout the Central Ohio community.
  - Discussions about a regional strategy were begun by college presidents and district superintendents.
- May 2011**  
Summit I: The Case for Regional Collaboration
- Virtually all participants agreed that there was an opportunity to improve results in the regional college-going rate by working together as a team.
  - Participants identified a finite list of issues to work on: (1) curricular alignment; (2) alignment with business needs; (3) high school graduation rates; (4) college completion; (5) removing barriers to dual enrollment; (6) aligning high school curriculum with college expectations; and (7) ensuring all schools and students have access to college access support programs.
- November 2011**  
Summit II: Regional Working Groups
- Participants established three working groups most relevant to developing the missions and recommendations for regional collaboration: (1) Access; (2) Curricular Alignment; and (3) Data.
- December 2011**
- Compact organizers and members of the Central Ohio College & Career Success Network's Advisory Committee met and agreed to work collaboratively. The Network is a member of the Compact.
- April 2012**  
Summit III: "The 60% Idea" - Consensus on Overarching Regional Goal
- Participants explored the educational and economic opportunities and the value of a "compact" to achieve the "60% Idea."
  - Participants agreed on the importance of focusing their efforts on working adults, low-income and first-generation students, and students of color.
  - Participants acknowledged the need for greater creativity and innovation, for the deepening of partnerships, and for the willingness to take risks.
- April to August 2012**  
Compact Strategy Development
- Work was completed on the Compact's case statement and action agenda, which includes a series of action steps that reflect members' commitment to the Compact's four strategic principles.
  - A "dashboard" was developed to measure Central Ohio's progress toward achieving critical outcomes.

# The Data:

## What Matters Must Be Measured

The Central Ohio Compact's goal is bold: ***60 percent of the region's adults will have postsecondary certificates or degrees by 2025.***

Research and experience tell us that critical outcomes are needed to achieve this goal, and the region's success in producing those outcomes must be measured and reported over time. For this purpose, the following "dashboard" will be used to measure Central Ohio's continual progress, with variations in the initial baseline numbers based on the availability of data.

- ✓ Increase the percentage of 9<sup>th</sup> graders who *graduate* from high school on time.
- ✓ Improve the performance of high school students on assessments designed to measure college and career readiness, including PARCC (Partnership for Assessment of Readiness of College and Careers, which is scheduled to be introduced in 2014).
- ✓ Increase the percentage of high school students who have earned college credit before graduation, e. g., Advanced Placement (AP), International Baccalaureate (IB), Postsecondary Enrollment Options (PSEO) or dual enrollment courses.
- ✓ Increase the percentage of high school students who enroll in a postsecondary program immediately after graduation.
- ✓ Reduce significantly the percentage of postsecondary students who must enroll in remedial courses.
- ✓ Dramatically increase the percentage of postsecondary enrollees who *complete* degree or certificate programs, or who transfer to the next level.
- ✓ Increase the number of adults ages 25 to 64 who enroll in a postsecondary program, including courses at adult career-technical centers.
- ✓ Increase the number of 25-to-64-year-old Central Ohioans who have a postsecondary degree or certificate.

In addition to these eight critical outcomes, the Compact is committed to measuring the region's success in closing documented opportunity gaps and in improving the productivity of both secondary schools and postsecondary institutions. Specifically, it will focus on the region's success in achieving two targeted objectives:

### Disaggregated Data Analysis (Closing Performance Gaps)

In developing Central Ohio's regional dashboard, data will be disaggregated to identify changes in performance gaps among different student groups. Analyses will include a specific focus on first-generation college students, students of color and low-income students. Gender and age differences also will be noted. With knowledge of these performance gaps, Compact partners can develop specific success strategies for *all* students.



## **Economic Impact**

Over time, the Central Ohio Compact's work should have significant positive economic impact for students, families and taxpayers. The collective impact of the work of the Compact will be monitored and documented.

### ***Students and Families***

- With specific strategies to reduce, and in some cases, eliminate postsecondary remedial coursework, students and families can focus their resources on college-level coursework leading to a credential.
- Through dual enrollment and other acceleration mechanisms, students can earn college credit at substantial savings while still in high school. The cost of a bachelor's degree is dramatically reduced when students take the first two years at a community college.
- Planning around these "2+2" pathways enables families to take advantage of low community college tuition rates the freshman and sophomore year, reducing or eliminating the need to take on debt.
- Some Compact partners have already designed "3+1" programs, enabling students to attend the community college for a full 75 percent of their bachelor's degree coursework. The cumulative effect of these pathways can be dramatic over time.

### ***Taxpayers***

- As the collaboration among Compact partners deepens, strategic cost savings and cost sharing opportunities will emerge. There are already examples of Compact partners sharing space, pursuing opportunities for shared staffing, and collaborating on technology initiatives.
- As the connections between high schools and higher education become deeper and more purposeful, institutional planners and public policy makers can build synergy into new projects while minimizing costs.
- Technological advances in learning systems, course delivery, and administrative processes open the door to deep collaboration and substantial savings on public investment.

# Strategic Principles: The Framework for Action

This is a time for *action*. Talk and paralyzing debate cannot take the place of action. Central Ohio can afford nothing less than to grow the nation's leading 21<sup>st</sup> century educated workforce. But to improve their performance, our schools, adult career-technical centers, colleges and universities need a change strategy that embraces a set of integrated policies and practices that together aim to increase substantially the number of area citizens who earn a postsecondary certificate or degree.

Good things are already happening in the region's school districts and institutions of higher education. But they are not enough. Therefore, Compact members are ready to act – to take on this challenge with an earnest commitment to four strategic principles.

## STRATEGIC PRINCIPLE #1: Aspiration and Access



Raise students' college and career aspirations, readiness and success by offering well designed services and support, particularly for low-income, first-generation, and students of color; encourage and facilitate students' thinking about and planning for learning beyond high school; educate families and communities about the value of postsecondary learning; and develop a common approach, language and understanding regarding the options available to students and families in Central Ohio.

### WHAT WE KNOW

Deciding whether to go to college, choosing the right school and finding the resources to pay for it are critical decisions in any student's life. In most families, parents help their children make good choices. But too often, young people lack these family supports, particularly when their parents have themselves not had the benefit of higher education. Also, research shows that most of the young people who seek advice from their high school guidance counselors don't find the information they get to be particularly helpful.<sup>15</sup>

### STRATEGIC ACTIONS

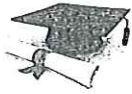
- ✓ Expand school counseling to intentionally focus on college and career planning as early as the middle school years and continuing through high school graduation.
- ✓ Involve parents and guardians in the "aspiration process" as early as elementary and middle school so that they become knowledgeable and continuing partners in understanding student achievement and planning for post-secondary enrollment.
- ✓ Develop a set of common metrics to track improved student access and success from high school through post-secondary education, specifically noting low-income, first-generation, and students of color.
- ✓ Conduct district-level and regional public education campaigns to show students, families and communities the value of pursuing college degrees and certificates.

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<sup>15</sup> Public Agenda, Can I Get a Little Advice Here, 2010.



## STRATEGIC PRINCIPLE #2: Alignment and Academic Preparation



Provide all students with the essential knowledge and skills needed for a successful transition into postsecondary learning by (a) improving curricular alignment from middle school to higher education; (b) giving students more opportunities to accelerate their learning; (c) eliminating the need for postsecondary remediation; (d) guaranteeing pathways to associate degrees and bachelor's degrees; (e) strengthening career-technical programs to ensure that every high school graduate is college- and career-ready; and (f) aligning learning outcomes with the 21<sup>st</sup> century workplace.

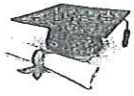
### WHAT WE KNOW

While three-quarters of high school graduates eventually go on to higher education, many discover they are not academically ready for postsecondary work. The painful truth is that high school completion does not equal college readiness, which means having the content and skills that enable a student to succeed at the next level, as reflected on placement assessments. At the same time that Compact members address remediation issues, they will focus on giving students more opportunities to accelerate their learning.

### STRATEGIC ACTIONS

- ✓ Improve the alignment of high school and higher education courses.
- ✓ Substantially reduce the need for college remediation by urging all students to complete a rigorous, college-prep curriculum and by offering developmental programs such as the College Prep-Math pilots, which are high school-college partnerships that involve placement testing and the delivery of pre-college math to prepare students for the college experience.
- ✓ Assess all high school students' college readiness earlier, no later than the end of the junior year, using such standardized assessments as the ACT, COMPASS, PSAT and SAT, and make the senior year more productive by offering remedial courses to those students who are not on a trajectory for postsecondary learning.
- ✓ Start the college experience earlier by making the senior year more productive through dual enrollment, PSEO, IB and AP courses.
- ✓ Develop and deploy new approaches to teaching and learning that emphasize content mastery, STEM education and digital learning.
- ✓ Ensure that all career-technical programs meet College Tech Prep standards, offering students a seamless, rigorous sequence of academic and technical coursework culminating in postsecondary degrees and/or industry-recognized credentials.
- ✓ Develop guaranteed pathways for students transferring from community colleges to universities.

### STRATEGIC PRINCIPLE #3: Alternative Pathways for Adult Learners



Remove obstacles facing adults who need more postsecondary credentials to succeed in the economy, workers who want to transition to new careers, and veterans by opening and expanding alternative pathways to degrees and certificates, and by developing innovative programming design and delivery.

#### WHAT WE KNOW

Changes in the world economy have put a premium on an educated workforce, which explains why more than half of today's postsecondary students nationally attend school part time, and almost 40 percent work full time. More and more adults are looking for ways to upgrade and expand their skills in an effort to improve or protect their economic position. Yet, adults face significant obstacles to coming back, staying in school and then earning their postsecondary credentials. Too often, they find themselves blocked by the traditional structure and organization of higher education. In addition, given their years away from the classroom, they often need help through innovative academic programming, increased and creative financial aid opportunities, and support services that may include remediation.

#### STRATEGIC ACTIONS

- ✓ Raise community awareness of the availability of Prior Learning Assessment (PLA) credit for veterans and adult workers at all area postsecondary campuses, and work with state policymakers to develop and implement a consistent PLA policy that creates veteran- and worker-friendly environments on all postsecondary campuses by leveraging the state's current articulation and transfer process, e.g., consistent transfer policies for PLA credits, consistent fee setting, etc.
- ✓ Develop more flexible and accelerated program schedules and designs that make postsecondary education more accessible, and make greater use of adult-friendly instructional approaches.
- ✓ Develop a regional "back to school" initiative through which all area adult career-technical centers, colleges and universities work collaboratively to bring back those adult workers who have previously completed one or more college-level courses to complete a degree or certificate.
- ✓ Give adult learners better access to Adult Basic and Literacy Education (ABLE) services for preparation to acquire the skills required to achieve a score on the GED equivalent to college readiness, and focus college remedial efforts on the transition between the GED and successful placement in the first college-level course.
- ✓ Partner with employers to ensure that the incumbent workforce is globally competitive.

These are the principles that will lead to the 60 percent Goal. District-level and institutional practices will vary based on the local educational environment and unique needs of students, although proven and promising practices will be shared and collaborative action will be taken, where appropriate. All Compact members are committed to leveraging the strengths of their institutions to focus on completion with connection – and to aligning their policies and practices with regional workforce and economic development priorities. This collective regional strategy will propel Central Ohio into national prominence for postsecondary completion.



# Economic Benefits: For Students, Families and the Community

In addition to the actions previously identified, Compact members are committed to six actions designed to save students and families money – and to lessen higher education's burden for taxpayers.

## STRATEGIC PRINCIPLE #4: Affordability



Make college more affordable for students, families and communities by developing and executing programs and practices that reduce costs without sacrificing quality and accessibility, facilitate earlier completion of a degree or certificate program, eliminate redundancy, and promote the use of shared services.

### WHAT WE KNOW

In its most recent survey of college pricing, the College Board reported that a "moderate" college budget for an in-state public four-year college or university for the 2011–2012 academic year averaged \$21,447. This included tuition and fees, as well as the other expenses associated with going to college, such as housing, meals, books and school supplies. For a growing number of students and families, costs like these are alarming. For many more, they are prohibitive.

Yet, students and families are not alone. The cost of higher education also is a serious challenge for public policymakers. In fact, their belt-tightening often has shifted costs to the consumer – that is, students and families. So today, from the White House to the Statehouse, and from the campus to the consumer, cutting the cost of higher education has become a priority.

### STRATEGIC ACTIONS

- ✓ Expand opportunities for students to earn college credits while still in high school, which will allow colleges and universities to serve more students more efficiently, e.g., dual enrollment, AP, IB and PSEO.
- ✓ Promote greater understanding and use of Ohio's 2+2 and 3+1 pathways from the associate degree to the bachelor's degree, which allow students to begin on one campus and then transfer to another with guaranteed credit transfer.
- ✓ Expand distance learning opportunities.
- ✓ Make greater use of shared services, including facilities, technology and staff.
- ✓ Look for ways to expand financial support for postsecondary students, particularly adult learners.
- ✓ Leverage all assets, including facilities, personnel and technology, to create an integrated learning system.

# Next Steps:

## Getting to Work

The Central Ohio Compact's distinctiveness, its strength, is found in a sharp focus on college readiness and on learners' transitions from both high school and the workplace to postsecondary experiences that can make a difference in their lives. Compact members understand that tackling the talent challenge – trying to build a competitive, sustainable economy by grasping the simplicity of human aspiration and by making postsecondary attainment possible for all citizens – involves a number of complex issues. They recognize that the actions outlined in this document add up to a big job. A job that won't be easy. A job that won't get done overnight.

So where should the work begin? What are the critical first steps? Here are four steps for setting in motion the Compact's action agenda.

### 1. Confirm Our Members' Commitment

All summit participants and other prospective members will be urged to sign a Joint Resolution confirming their support for the Compact's objectives and the strategic initiatives designed to achieve them. The Joint Resolution will acknowledge that district-level and institutional practices may vary based on the local environment and unique needs of students, but that signatories have agreed to share proven and promising practices and engage in collaborative action, where appropriate.

### 2. Form Strategic Partnerships to Accelerate Change

When it comes to improving college readiness and raising postsecondary success rates, no one can go it alone. Alliances that give P-12 educators and postsecondary institutions access to skills and resources that lie outside their boundaries are essential. So Compact members will form strategic partnerships that enhance their capacity to build students' learning aspirations, strengthen academic preparation, promote adult learning opportunities and improve the productivity of educational institutions at all levels.

### 3. Build Our Knowledge Base

A process for identifying and sharing information about proven and promising practices in all four of the Compact's strategic initiative areas will be established. All Compact members will have access to this information on a continuing basis, and it will be used by members interested in "going to scale," that is, replicating these practices in different settings and contexts.

### 4. Report on Our Progress

Through a common Web site and periodic meetings, Compact members will track progress toward our 60 percent goal and the enabling objectives, share best practices and create a culture of collaborative innovation as we bring the best ideas to scale, learn from our mistakes and persist as a region.

The Compact's success will require *persistence, innovation and collaboration*. It also will require *political will*. There is substantial evidence that the necessary political will exists in Central Ohio to invest what is required in education. But the Compact must strengthen people's confidence that additional investment will produce the results that are needed.







## Columbus State Community College Board Action

Date \_\_\_\_\_

### **SUBJECT:**

FY13 Holiday Week Cost Savings

### **BACKGROUND INFORMATION:**

In a quarter-based academic calendar, many students accessed the college's student services in person or via phone at both the Columbus and Delaware campuses, and at the regional learning centers during the week immediately preceding the start of Winter quarter classes, which started on or about January 2.

In a semester calendar, Spring semester begins January 14, 2013, giving students sufficient time after the new year to complete their registration, fee payment, and other business that may require them to come on campus or to a regional learning center.

To minimize expenses during what is expected to be a very slow service period, the College will not offer student services in person or via phone beginning Saturday, December 22, 2012, through January 1, 2013. Students will still be able to register and pay fees online through *CougarWeb* as well as access other web-based resources via the college's website. Employees who work less than full-time will not be scheduled to work during this period, and with few exceptions where essential work is required, full-time employees will be encouraged to take leave during this holiday period.

Because the majority of the calendar year has passed and employees may not have sufficient vacation and/or Personal Business Leave days to use during this period, the College proposes posting to the pay period beginning December 16, 2012, the four (4) Personal Business Leave days for the calendar year 2013 for employees eligible for this benefit pursuant to Board Policy 3-12 or by contractual agreement, and notwithstanding the language of that policy, to allow these days to be used for leave on December 24, 26, 27, 28, and/or 31, 2012.

Payroll cost savings for this measure are projected at \$161,000. Other savings will include gas, electric and custodial services. The College will assess this initiative and propose policy or other adjustments as necessary for future consideration.

### **RECOMMENDATION:**

That the Board of Trustees authorizes posting to the pay period beginning December 16, 2012, rather than January 1, 2013, the four (4) Personal Business Leave days for full-time employees as provided for in College Policy 3-12(C) or by contractual agreement, and expanding the purposes outlined in College Policy 3-12(B) for which Personal Business Leave can be used to include leave on December 24, 26, 27, 28, and 31, 2012.





## Columbus State Community College Board Action

Date \_\_\_\_\_

### **SUBJECT:**

Accept New Proposed Policies:

- Policy 3-41, Americans with Disabilities Act (ADA), Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973
- Policy 3-42, Equal Opportunity/Affirmative Action
- Policy 3-43, Non-Discrimination/Affirmative Action
- Policy 3-44, Sexual Harassment/Misconduct
- Policy 3-45, Workplace, Family and Relationship Violence

Rescind Current Policies:

- Policy 11-05, Reasonable Accommodations for Persons with Disabilities
- Policy 3-28, Affirmative Action
- Policy 3-33, Harassment
- Policy 3-34, Sexual Harassment
- Policy 3-35, Sexual Misconduct

### **BACKGROUND INFORMATION:**

Columbus State Community College has a long-standing tradition of maintaining an environment where all persons are treated with dignity and respect. The College has a strong commitment to equal employment opportunity and affirmative action, and it will not tolerate discrimination, harassment or violence in the workplace, classroom, or on any campus location. The new policies are more comprehensive and serve to better inform employees and students of their rights and responsibilities in relationship to governing federal and state legislation.

### **RECOMMENDATION:**

That the Board of Trustees adopt new Policies 3-41, 3-42, 3-43, 3-44, and 3-45, and rescind current Policies 11-05, 3-28, 3-33, 3-34, and 3-35, effective October 1, 2012.





**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

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AMERICANS WITH DISABILITIES ACT (ADA), EFFECTIVE OCTOBER 1, 2012  
THE AMERICANS WITH DISABILITIES ACT  
AMENDMENTS ACT (ADAAA) AND  
SECTION 504 OF THE REHABILITATION  
ACT OF 1973  
Policy 3-41  
Page 1 of 6

**NEW POLICY DRAFT**

**(A) PURPOSE**

THE AMERICANS WITH DISABILITIES ACT (ADA), THE AMERICANS WITH DISABILITIES ACT AMENDMENTS ACT (ADAAA), AND SECTION 504 OF THE REHABILITATION ACT OF 1973 REQUIRE EMPLOYERS TO REASONABLY ACCOMMODATE QUALIFIED INDIVIDUALS WITH DISABILITIES. IT IS THE POLICY OF COLUMBUS STATE COMMUNITY COLLEGE TO COMPLY WITH ALL FEDERAL AND STATE LAWS CONCERNING THE EMPLOYMENT, APPLICATION PROCEDURES, HIRING, ADVANCEMENT, DISCHARGE, COMPENSATION, TRAINING, OR OTHER TERMS, CONDITIONS AND PRIVILEGES OF EMPLOYMENT OF PERSONS WITH DISABILITIES.

IT IS ALSO THE POLICY OF COLUMBUS STATE COMMUNITY COLLEGE TO COMPLY WITH ALL FEDERAL AND STATE LAWS CONCERNING THE APPLICATION, ADMISSION, OR OTHER TERMS AND CONDITIONS OF EDUCATIONAL PROGRAMS FOR QUALIFIED STUDENTS, STUDENT APPLICANTS AND OTHER PARTICIPANTS OF COLLEGE SPONSORED PROGRAMS OR SERVICES WHO HAVE DISABILITIES.

THIS POLICY SPEAKS PRIMARILY TO REQUESTING A REASONABLE ACCOMMODATION FOR A DISABILITY. ANY INDIVIDUAL WITH A DISABILITY WHO WISHES TO FILE A REPORT ABOUT DISCRIMINATION BECAUSE OF HIS/HER DISABILITY SHOULD CONSULT THE NON-DISCRIMINATION/ANTI-HARASSMENT POLICY NO. 3-34 AND THE EEO/TITLE IX REPORTING AND INVESTIGATION PROCEDURE NO. 3-42.

**(B) REASONABLE ACCOMMODATIONS**

IT IS THE POLICY OF COLUMBUS STATE COMMUNITY COLLEGE TO MAKE REASONABLE ACCOMMODATIONS, AS DEFINED IN THIS POLICY, WHICH WILL PROVIDE OTHERWISE QUALIFIED APPLICANTS, EMPLOYEES, AND STUDENTS WITH DISABILITIES EQUAL ACCESS TO PARTICIPATE IN OPPORTUNITIES, PROGRAMS, AND SERVICES OFFERED BY THE COLLEGE.

**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

AMERICANS WITH DISABILITIES ACT (ADA),  
THE AMERICANS WITH DISABILITIES ACT  
AMENDMENTS ACT (ADAAA) AND  
SECTION 504 OF THE REHABILITATION  
ACT OF 1973

EFFECTIVE OCTOBER 1, 2012

Policy 3-41

Page 2 of 6

IT IS THE INTENT OF THE COLLEGE TO PROVIDE ACCOMMODATIONS TO SUCH APPLICANTS, EMPLOYEES, AND STUDENTS WITH A QUALIFIED PHYSICAL, MENTAL, OR LEARNING DISABILITY, UNLESS TO DO SO WOULD FUNDAMENTALLY ALTER THE NATURE OF THE EMPLOYMENT, EDUCATIONAL PROGRAM OR SERVICE, WOULD RESULT IN AN UNDUE HARDSHIP TO THE COLLEGE, OR WOULD RESULT IN A DIRECT THREAT TO THE HEALTH OR SAFETY OF THE INDIVIDUAL OR OTHERS.

**(C) DEFINITIONS**

AS USED IN THIS POLICY, THE FOLLOWING TERMS WILL BE DEFINED AND ADHERED TO AS FOLLOWS:

**DISABILITY** - A PHYSICAL OR MENTAL IMPAIRMENT THAT SUBSTANTIALLY LIMITS ONE OR MORE MAJOR LIFE ACTIVITIES OF THE INDIVIDUAL, A RECORD OF SUCH AN IMPAIRMENT, OR BEING REGARDED AS HAVING SUCH AN IMPAIRMENT.

**MAJOR LIFE ACTIVITIES** - INCLUDE BUT ARE NOT LIMITED TO: CARING FOR ONESELF, PERFORMING MANUAL TASKS, SEEING, HEARING, EATING, SLEEPING, WALKING, STANDING, LIFTING, BENDING, SPEAKING, BREATHING, LEARNING, READING, CONCENTRATING, THINKING, COMMUNICATING AND WORKING.

**MAJOR BODILY FUNCTIONS** - INCLUDE BUT ARE NOT LIMITED TO: FUNCTIONS OF THE IMMUNE SYSTEM, NORMAL CELL GROWTH, DIGESTIVE, BOWEL, BLADDER, NEUROLOGICAL, BRAIN, RESPIRATORY, CIRCULATORY, ENDOCRINE AND REPRODUCTIVE FUNCTIONS.

**DIRECT THREAT** - A SIGNIFICANT RISK TO THE HEALTH OR SAFETY OF OTHERS THAT CANNOT BE ELIMINATED BY A REASONABLE ACCOMMODATION.

**QUALIFIED INDIVIDUAL** - AN INDIVIDUAL WHO, WITH OR WITHOUT REASONABLE ACCOMMODATION(S), MEETS THE ELIGIBILITY



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

AMERICANS WITH DISABILITIES ACT (ADA),  
THE AMERICANS WITH DISABILITIES ACT  
AMENDMENTS ACT (ADAAA) AND  
SECTION 504 OF THE REHABILITATION  
ACT OF 1973

Policy 3-41

Page 3 of 6

EFFECTIVE OCTOBER 1, 2012

REQUIREMENTS FOR EMPLOYMENT, EDUCATIONAL PROGRAMS OR OTHER COLLEGE SPONSORED PROGRAMS AND SERVICES SUCH THAT HE/SHE CAN PERFORM THE ESSENTIAL FUNCTIONS OF:

- (1) AN EMPLOYMENT POSITION THAT SUCH EMPLOYEE HOLDS OR AN EMPLOYMENT APPLICANT WISHES TO HOLD.
- (2) AN EDUCATIONAL PROGRAM OR OTHER COLLEGE SPONSORED PROGRAM OR SERVICE IN WHICH AN INDIVIDUAL IS ENROLLED OR WISHES TO ENROLL OR PARTICIPATES OR WISHES TO PARTICIPATE.

**REASONABLE ACCOMMODATIONS** - MAKING APPROPRIATE AND NEEDED CHANGES OR MODIFICATIONS WITHOUT IMPOSING UNDUE HARDSHIP SO THAT INDIVIDUALS WITH DISABILITIES CAN ENJOY THE SAME RIGHTS AND PRIVILEGES OF OTHERS WITHOUT DISABILITIES.

**UNDUE HARDSHIP** - AN ACTION REQUIRING SIGNIFICANT DIFFICULTY OR EXPENSE TO THE COLLEGE. FACTORS TO BE CONSIDERED IN DETERMINING WHETHER AN ACCOMMODATION WOULD IMPOSE AN UNDUE HARDSHIP INCLUDE, BUT ARE NOT LIMITED TO:

- (1) THE NATURE AND COST OF THE ACCOMMODATION;
- (2) THE OVERALL FINANCIAL RESOURCES OF THE FACILITY OR FACILITIES INVOLVED IN THE PROVISION OF THE REASONABLE ACCOMMODATION;
- (3) THE NUMBER OF PERSONS AT SUCH FACILITY;
- (4) THE EFFECT ON EXPENSES AND RESOURCES OR THE IMPACT OF SUCH ACCOMMODATION UPON THE OPERATION OF THE FACILITY;
- (5) THE OVERALL FINANCIAL RESOURCES OF THE COLLEGE;

**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

---

AMERICANS WITH DISABILITIES ACT (ADA),  
THE AMERICANS WITH DISABILITIES ACT  
AMENDMENTS ACT (ADAAA) AND  
SECTION 504 OF THE REHABILITATION  
ACT OF 1973

EFFECTIVE OCTOBER 1, 2012

Policy 3-41

Page 4 of 6

- (6) THE NUMBER, TYPE AND LOCATION OF FACILITIES;
- (7) COMPOSITION, STRUCTURE AND FUNCTIONS OF THE WORKFORCE;
- (8) OWNERSHIP AND/OR LEASE RELATIONSHIP OF THE FACILITY IN WHICH THE COLLEGE CONDUCTS BUSINESS.

**ESSENTIAL FUNCTIONS OF THE JOB** - THOSE ACTIVITIES THAT ARE DETERMINED BY THE COLLEGE TO BE ESSENTIAL OR CORE TO PERFORMING THE JOB, COMPLETION OF AN ACADEMIC PROGRAM OR PARTICIPATION IN OTHER COLLEGE SPONSORED PROGRAMS OR SERVICES. THESE FUNCTIONS CANNOT BE MODIFIED.

**(D) EMPLOYEES**

- (1) ACCOMMODATIONS FOR EMPLOYEES MAY INCLUDE: JOB RESTRUCTURING, PART-TIME OR MODIFIED WORK SCHEDULES, REASSIGNMENT TO A VACANT POSITION, ACQUISITION OR MODIFICATION OF EQUIPMENT OR DEVICES, APPROPRIATE ADJUSTMENT OR MODIFICATIONS OF EXAMINATIONS, TRAINING MATERIALS OR POLICIES AND OTHER SIMILAR ADJUSTMENTS.
- (2) THE TYPES OF ACCOMMODATIONS NEEDED AND PROVIDED WILL DEPEND ON THE LIMITATIONS OF THE DISABILITY AND THE INDIVIDUAL EMPLOYEE'S ABILITY TO PERFORM THE ESSENTIAL DUTIES OF THE POSITION. ONE STANDARDIZED TYPE OF ACCOMMODATION MAY NOT MEET THE NEEDS OF EMPLOYEES WHO HAVE SIMILAR DISABILITIES BUT DIFFERENT IMPAIRMENTS/LIMITATIONS WHEN PERFORMING THEIR ESSENTIAL JOB FUNCTIONS. ACCOMMODATIONS ARE DESIGNED TO MEET THE SPECIFIC CIRCUMSTANCES OF THE INDIVIDUAL.
- (3) ALL EMPLOYEES WHO WISH TO REQUEST A REASONABLE



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

---

AMERICANS WITH DISABILITIES ACT (ADA), EFFECTIVE OCTOBER 1, 2012  
THE AMERICANS WITH DISABILITIES ACT  
AMENDMENTS ACT (ADAAA) AND  
SECTION 504 OF THE REHABILITATION  
ACT OF 1973  
Policy 3-41  
Page 5 of 6

ACCOMMODATION MAY FOLLOW THE PROCEDURES FOUND IN THE  
REASONABLE ACCOMMODATIONS PROCEDURE 3-41 (A).

**(E) APPLICANTS**

REASONABLE ACCOMMODATIONS FOR QUALIFIED EMPLOYMENT APPLICANTS ARE MODIFICATIONS OR ADJUSTMENTS TO THE APPLICATION PROCESS WHICH SHALL ALLOW PERSONS WITH DISABILITIES EQUAL ACCESS TO EMPLOYMENT OPPORTUNITIES THAT ARE AVAILABLE TO PERSONS WITHOUT DISABILITIES.

**(F) STUDENTS**

REASONABLE ACCOMMODATIONS FOR QUALIFIED STUDENTS SHALL INCLUDE: THOSE SERVICES OR ACADEMIC ADJUSTMENTS WHICH WILL ENSURE THE STUDENT HAS ACCESS TO SERVICES OR AUXILIARY AIDS WHICH WILL AFFORD THEM ACCESS TO AND ALLOW THEM TO BENEFIT FROM EDUCATIONAL PROGRAMS OR SERVICES; AND THAT THE STUDENT'S PARTICIPATION IN THE DELIVERY OF EDUCATIONAL PROGRAMS OR SERVICES IS EQUAL TO THOSE OPPORTUNITIES OF STUDENTS WITHOUT DISABILITIES.

- (1) ALL STUDENT APPLICANTS OF EDUCATIONAL PROGRAMS WILL BE ADVISED AT THE TIME OF SCHEDULING A PLACEMENT TEST OF THEIR RIGHT TO REQUEST REASONABLE ACCOMMODATIONS FOR THE TESTING SESSION. IF THE COLLEGE REQUIRES ADDITIONAL TIME TO REVIEW OR ARRANGE THE REQUESTED ACCOMMODATION, THE TESTING SESSION MAY BE RESCHEDULED AT A TIME THAT IS MUTUALLY CONVENIENT TO THE APPLICANT AND THE COLLEGE.
- (2) A STUDENT WHO IS NOT SATISFIED WITH A DETERMINATION ABOUT HIS/HER REQUEST FOR ACCOMMODATIONS SHOULD CONSULT WITH DISABILITY SERVICES. THE STUDENT MAY APPEAL THE DECISION IN ACCORDANCE WITH THE STUDENT COMPLAINT POLICY 7-13.

**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

---

AMERICANS WITH DISABILITIES ACT (ADA),                      EFFECTIVE OCTOBER 1, 2012  
THE AMERICANS WITH DISABILITIES ACT  
AMENDMENTS ACT (ADAAA) AND  
SECTION 504 OF THE REHABILITATION  
ACT OF 1973  
Policy 3-41  
Page 6 of 6

**(G) PARTICIPANTS OF OTHER COLLEGE SPONSORED PROGRAMS AND SERVICES**

PARTICIPANTS OF OTHER COLLEGE SPONSORED PROGRAMS OR SERVICES MAY REQUEST REASONABLE ACCOMMODATIONS. ANY COLLEGE SPONSORED PROGRAMS (JOB FAIRS, OPEN HOUSE, WORKSHOPS, ETC.) WILL INCLUDE IN THEIR REGISTRATION PROCEDURES THE APPROPRIATE METHODS FOR PARTICIPANTS TO REQUEST REASONABLE ACCOMMODATIONS.

ALL APPLICANTS OF OTHER COLLEGE SPONSORED PROGRAMS AND SERVICES WHO WISH TO REQUEST A REASONABLE ACCOMMODATION SHOULD FOLLOW THE PROCEDURES FOUND IN THE REASONABLE ACCOMMODATIONS PROCEDURE 3-41(A).

**(H) REPORTING ADA DISCRIMINATION**

ANY INDIVIDUAL WITH A DISABILITY WHO BELIEVES THAT HE/SHE HAS BEEN A VICTIM OF DISCRIMINATION BECAUSE OF HIS/HER DISABILITY SHOULD CONSULT THE NON-DISCRIMINATION/ANTI-HARASSMENT POLICY 3-43 AND THE EEO/TITLE IX REPORTING AND INVESTIGATION PROCEDURE 3-42 (A).

*\*New Policy  
Rescind current Policy 11-05, Reasonable Accommodations for Persons with Disabilities  
Effective June 26, 2000*



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

EFFECTIVE OCTOBER 1, 2012

Policy 3-42

Page 1 of 3

**NEW POLICY DRAFT**

**(A) PURPOSE**

IT IS THE POLICY OF COLUMBUS STATE COMMUNITY COLLEGE TO PROVIDE EQUAL EMPLOYMENT OPPORTUNITY WITHOUT REGARD TO RACE, COLOR, RELIGION, SEX, SEXUAL ORIENTATION, AGE, NATIONAL ORIGIN, ANCESTRY, GENETIC INFORMATION (GINA), DISABILITY, OR VETERAN STATUS.

FURTHER, COLUMBUS STATE COMMUNITY COLLEGE SHALL TAKE AFFIRMATIVE ACTION TO ENSURE THAT THE COLLEGE'S POLICIES AND PRACTICES ARE NON-DISCRIMINATORY AND TO EMPLOY AND ADVANCE EMPLOYMENT OPPORTUNITIES FOR VETERANS, INDIVIDUALS WITH DISABILITIES, WOMEN, AND MINORITIES.

THE COLLEGE SHALL ALSO PROMOTE EQUAL EDUCATIONAL OPPORTUNITIES TO STUDENTS AND STUDENT APPLICANTS FOR ADMISSION AND ENROLLMENT AND PARTICIPATION IN ATHLETICS OR OTHER COLLEGE PROGRAMS AND SERVICES.

**(B) DEFINITIONS**

AS USED IN THIS POLICY, THE FOLLOWING TERMS WILL BE DEFINED AND ADHERED TO AS FOLLOWS:

- (1) **AFFIRMATIVE ACTION** – A PROCESS USED TO ANALYZE CURRENT PRACTICES, POLICIES, AND PROCEDURES, IDENTIFY AREAS FOR IMPROVEMENT, AND ADOPT NEW PRACTICES, POLICIES, AND PROCEDURES TO ELIMINATE PAST AND PRESENT DISCRIMINATION AND TO ENSURE THERE ARE EQUAL OPPORTUNITIES FOR QUALIFIED INDIVIDUALS FROM UNDERREPRESENTED GROUPS.
- (2) **UNDERREPRESENTED** - MEANS THERE ARE LOWER NUMBERS OF QUALIFIED VETERANS, INDIVIDUALS WITH DISABILITIES, WOMEN, AND MINORITIES EMPLOYED THAN WOULD REASONABLY BE EXPECTED BASED UPON THEIR AVAILABILITY.
- (3) **AVAILABILITY** – REFERS TO THE NUMBERS OF QUALIFIED VETERANS, INDIVIDUALS WITH DISABILITIES, WOMEN, AND

**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION  
Policy 3-42  
Page 2 of 3

EFFECTIVE OCTOBER 1, 2012

MINORITIES WHO ARE AVAILABLE FOR EMPLOYMENT IN A  
RECRUITMENT AREA.

**(C) PRINCIPLES**

- (1) ENSURE THE COLLEGE UTILIZES FAIR RECRUITMENT, SELECTION, TRAINING, RETENTION, AND PROMOTION PROCESSES TO ATTRACT A DIVERSE POOL OF QUALIFIED APPLICANTS WITH DUE CONSIDERATION OF PERSONS FROM UNDERREPRESENTED GROUPS.
- (2) MAKE GOOD FAITH EFFORTS TO REACH UNDERREPRESENTED GROUPS WITH INFORMATION ABOUT THE COLLEGE'S EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY AND ABOUT EMPLOYMENT OPPORTUNITIES AT THE COLLEGE.
- (3) ESTABLISH AND MAINTAIN AN AFFIRMATIVE ACTION PLAN TO MEASURE PROGRESS IN EMPLOYING QUALIFIED INDIVIDUALS FROM UNDERREPRESENTED GROUPS.
- (4) CREATE PROACTIVE INITIATIVES, EMPLOYMENT PRACTICES, AND POLICIES AND PROCEDURES THAT ARE DESIGNED TO PREVENT DISCRIMINATION AND HARASSMENT.
- (5) PROVIDE EQUAL EDUCATIONAL AND ATHLETIC OPPORTUNITIES TO ALL INDIVIDUALS WHO MEET THE COLLEGE'S ADMISSION AND ENROLLMENT REQUIREMENTS.

**(D) EEO/TITLE IX COORDINATOR OBJECTIVES**

- (1) MAINTAIN AND IMPLEMENT AN AFFIRMATIVE ACTION PLAN ENSURING GOOD FAITH EFFORTS TO MEET AFFIRMATIVE ACTION GOALS.
- (2) PROVIDE ADMINISTRATORS AND MANAGERS WITH AFFIRMATIVE ACTION, EEO, NON-DISCRIMINATION AND ANTI-HARASSMENT INFORMATION, TRAINING AND RESOURCES, AS DEFINED IN THIS POLICY AND IN THE NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY 3-43.



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

EFFECTIVE OCTOBER 1, 2012

Policy 3-42

Page 3 of 3

- (3) INVESTIGATE COMPLAINTS AND REPORTS OF DISCRIMINATION AND HARASSMENT UTILIZING THE EEO REPORTING AND INVESTIGATION PROCEDURE 3-42 (A).

**(E) ADMINISTRATOR OBJECTIVES**

- (1) SUPPORT EQUAL OPPORTUNITES AND AFFIRMATIVE ACTION BY HIRING, TRAINING AND PROMOTING DIVERSE POOLS OF QUALIFIED APPLICANTS.
- (2) ENSURE THAT MANAGEMENT PRACTICES PREVENT DISCRIMINATION AND/OR HARASSMENT AND SUPPORT AFFIRMATIVE ACTION AND EQUAL OPPORTUNITIES IN BOTH EMPLOYMENT AND ACADEMIC ENVIRONMENTS.
- (3) MODEL AND ENCOURAGE INCLUSIVE ENVIRONMENTS.

**(F) THE PRESIDENT SHALL ESTABLISH PROCEDURES TO ADMINISTER THIS POLICY.**

- SEE ALSO: EEO/TITLE IX REPORTING AND INVESTIGATION PROCEDURE 3-42 (A).

*\*New Policy  
Rescind current Policy 3-28, Affirmative Action  
Effective August 15, 1985*

**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

NON-DISCRIMINATION/ANTI-HARASSMENT

EFFECTIVE OCTOBER 1, 2012

Policy 3-43

Page 1 of 5

**NEW POLICY DRAFT**

**(A) PURPOSE AND EXPECTATIONS**

COLUMBUS STATE COMMUNITY COLLEGE IS COMMITTED TO MAINTAINING A WORKPLACE AND ACADEMIC ENVIRONMENT WHERE EVERYONE IS TREATED WITH DIGNITY AND RESPECT. THEREFORE, THE COLLEGE SHALL NOT TOLERATE DISCRIMINATORY OR HARASSING BEHAVIOR BY OR AGAINST EMPLOYEES, FACULTY MEMBERS, STUDENTS, VENDORS, CUSTOMERS, OR OTHER MEMBERS OF THE COLLEGE COMMUNITY.

EMPLOYEES AND STUDENTS ARE EXPECTED TO MAINTAIN A PRODUCTIVE WORK, ACADEMIC AND ATHLETIC ENVIRONMENT THAT IS FREE OF DISCRIMINATION OR HARASSMENT AND TO ASSIST IN THE COLLEGE'S EFFORTS TO PREVENT DISCRIMINATION OR HARASSMENT FROM OCCURRING.

ADMINISTRATORS, SUPERVISORS, FACULTY MEMBERS OR EMPLOYEES WHO HAVE BEEN DESIGNATED TO ACT ON BEHALF OF THE COLLEGE ARE SPECIFICALLY RESPONSIBLE FOR IDENTIFYING AND TAKING PROPER ACTION TO END SUCH BEHAVIOR IN THE WORKPLACE OR CLASSROOM.

ADDITIONALLY, THE COLLEGE WILL NOT TOLERATE DISCRIMINATION AND HARASSMENT NOT COVERED IN THE DEFINITION OF EEO AND/OR TITLE IX. EMPLOYEE CONCERNS SHOULD BE REPORTED TO A SUPERVISOR AND/OR HUMAN RESOURCE REPRESENTATIVE. STUDENT CONCERNS SHOULD BE REPORTED TO THE STUDENT CONDUCT OFFICE.

**(B) EEO/TITLE IX DEFINITIONS OF DISCRIMINATION/HARASSMENT**

AS USED IN THIS POLICY, THE FOLLOWING TERMS WILL BE DEFINED AND ADHERED TO AS FOLLOWS:

**DISCRIMINATION** - WHEN A PERSON, OR A GROUP OF PEOPLE ARE TREATED LESS FAVORABLY THAN ANOTHER PERSON OR GROUP OF PEOPLE ON THE BASIS OF A PROTECTED CLASS (I.E., SEX, RACE, COLOR, RELIGION, NATIONAL ORIGIN, ANCESTRY, AGE, GENETIC INFORMATION (GINA), DISABILITY, MILITARY STATUS, OR SEXUAL ORIENTATION).

DISCRIMINATION MAY OCCUR IN SEVERAL FORMS SUCH AS:



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

NON-DISCRIMINATION/ANTI-HARASSMENT

EFFECTIVE OCTOBER 1, 2012

Policy 3-43

Page 2 of 5

- (1) **DISPARATE TREATMENT** - WHEN AN INDIVIDUAL IS TREATED DIFFERENTLY FROM A PERSON WHO IS SIMILARLY SITUATED BECAUSE OF MEMBERSHIP IN A PROTECTED CLASS.
- (2) **DISPARATE IMPACT** - WHEN A COLLEGE POLICY, PRACTICE OR DECISION IS BASED ON NEUTRAL FACTORS THAT HAVE AN ADVERSE IMPACT ON A PROTECTED CLASS.

**HARASSMENT** - PHYSICAL, NON-VERBAL OR VERBAL CONDUCT THAT HAS THE PURPOSE OR EFFECT OF CREATING AN INTIMIDATING, HOSTILE OR OFFENSIVE WORK OR ACADEMIC ENVIRONMENT. THE HARASSMENT MUST BE BASED ON A PROTECTED CLASS AND INTERFERE WITH AN EMPLOYEE'S TERMS AND CONDITIONS OF EMPLOYMENT OR A STUDENT'S ACADEMIC OR ATHLETIC ACHIEVEMENT.

**HOSTILE ENVIRONMENT** - OCCURS WHEN THE CONDUCT AT ISSUE IS SO SEVERE OR PERVASIVE THAT IT CREATES AN INTIMIDATING, ABUSIVE OR OFFENSIVE ENVIRONMENT REGARDING EMPLOYMENT, ACADEMIC OR ATHLETIC DECISIONS FOR A PERSON IN A PROTECTED CLASS.

**(C) EEO/TITLE IX DISCRIMINATION/HARASSMENT INDICATORS AND EXAMPLES**

- (1) DISCRIMINATION OR HARASSMENT MAY OCCUR WITHOUT EMPLOYMENT, ACADEMIC OR ECONOMIC INJURY TO THE VICTIM.
- (2) THE HARASSER'S CONDUCT MUST BE UNLAWFUL, UNWELCOME, PERVASIVE OR SEVERE.
- (3) THE VICTIM DOES NOT HAVE TO BE THE PERSON HARASSED BUT COULD BE A THIRD PARTY OR ANYONE AWARE OF, OR AFFECTED BY THE OFFENSIVE CONDUCT.
- (4) EXAMPLES OF DISCRIMINATION/HARASSMENT INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING:
  - (a) CONDUCT THAT EXPLICITLY OR IMPLICITLY AFFECTS AN INDIVIDUAL'S OR GROUP'S EMPLOYMENT OR ACADEMIC ACHIEVEMENT; UNREASONABLY INTERFERES WITH AN INDIVIDUAL'S WORK PERFORMANCE, OR LEARNING ABILITY; AND/OR CREATES AN INTIMIDATING, HOSTILE, OR OFFENSIVE WORK, ACADEMIC OR ATHLETIC ENVIRONMENT WHEN THAT PERSON BELONGS TO A PROTECTED CLASS;

**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

NON-DISCRIMINATION/ANTI-HARASSMENT

EFFECTIVE OCTOBER 1, 2012

Policy 3-43

Page 3 of 5

- (b) VERBAL BEHAVIORS OR COMMENTS, SLURS, JOKES, RECORDINGS, MUSIC AND PERSONAL REFERENCES OR USE OF NEGATIVE TERMS USED TO IDENTIFY SOMEONE IN A PROTECTED CLASS;
- (c) NON-VERBAL, OFFENSIVE, GRAPHIC COMMUNICATION (I.E. OBSCENE HAND OR FINGER GESTURES), BULLYING, DEMEANING, INSULTING, INTIMIDATING, OR SUGGESTIVE WRITTEN MATERIAL, EMAIL, POSTERS, GRAFFITI, CARTOONS, OTHER ELECTRONICALLY TRANSMITTED MESSAGES OR POSTINGS ON SOCIAL MEDIA WHICH ARE DIRECTED AT SOMEONE BECAUSE OF A PROTECTED CLASS;
- (d) ANY OTHER CONDUCT THAT HAS THE EFFECT OF CREATING AN INTIMIDATING, HOSTILE, OFFENSIVE WORK ENVIRONMENT, OR UNREASONABLY INTERFERES WITH A PERSON'S WORK, ACADEMIC OR ATHLETIC ENVIRONMENT BECAUSE OF A PROTECTED CLASS.

**(D) CONSEQUENCES OF DISCRIMINATION/HARASSMENT**

- (1) **EMPLOYEES** - ANY EMPLOYEE FOUND TO BE IN VIOLATION OF THIS POLICY WILL BE SUBJECT TO DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION OF EMPLOYMENT.
- (2) **STUDENTS** - ANY STUDENT FOUND TO BE IN VIOLATION OF THIS POLICY WILL BE REFERRED TO THE STUDENT CONDUCT OFFICE FOR RESOLUTION IN ACCORDANCE WITH THE STUDENT CODE OF CONDUCT POLICY 7-10.

**(E) REPORTING RESPONSIBILITIES**

- (1) ANY EMPLOYEE OR STUDENT WHO BELIEVES THAT AN ADMINISTRATOR, SUPERVISOR, EMPLOYEE, FACULTY MEMBER, STUDENT, OR NON-EMPLOYEE'S BEHAVIOR CONSTITUTES DISCRIMINATION OR HARASSMENT HAS A RESPONSIBILITY TO COMPLAIN OR REPORT THE BEHAVIOR/ACTION WITHIN 180 DAYS OF THE OCCURANCE.

THE COMPLAINT OR REPORT SHOULD BE MADE TO ONE OF THE FOLLOWING PERSONNEL:



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

NON-DISCRIMINATION/ANTI-HARASSMENT  
Policy 3-43  
Page 4 of 5

EFFECTIVE OCTOBER 1, 2012

- (a) IMMEDIATE SUPERVISOR OR OTHER ADMINISTRATOR;
  - (b) DEAN OR CHAIRPERSON;
  - (c) EQUAL EMPLOYMENT OPPORTUNITY (EEO)/TITLE IX COORDINATOR;
  - (d) HUMAN RESOURCES REPRESENTATIVE;
  - (e) STUDENT CONDUCT PROGRAM COORDINATOR OR DIRECTOR;
  - (f) PUBLIC SAFETY DEPARTMENT.
- (2) ANY ADMINISTRATOR, SUPERVISOR, DEAN OR CHAIRPERSON WHO HAS KNOWLEDGE OF DISCRIMINATORY OR HARASSING BEHAVIOR MUST TAKE IMMEDIATE APPROPRIATE ACTION TO REPORT THE BEHAVIOR TO THE EEO/TITLE IX COORDINATOR. FAILURE TO DO SO SHALL RESULT IN DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION OF EMPLOYMENT.

**(F) ACADEMIC FREEDOM/FIRST AMENDMENT GUIDELINES**

- (1) THE COLLEGE VALUES AND PROTECTS ACADEMIC FREEDOM. SINCE VIGOROUS, OPEN DISCUSSION OF CONTROVERSIAL ISSUES CAN CAUSE DISCOMFORT, AND SINCE VITAL TEACHING AND LEARNING CAN ITSELF BE THE OCCASION FOR STUDENTS, EMPLOYEES, AND FACULTY TO FACE DIFFICULT OR AWKWARD TOPICS, IT IS IMPORTANT TO UNDERSTAND THAT THIS POLICY ON NON-DISCRIMINATION OR ANTI-HARASSMENT IS NOT INTENDED TO RESTRICT SERIOUS DISCUSSION OF CONTROVERSIAL ISSUES IN A TRAINING OR ACADEMIC SITUATION. IT IS RECOMMENDED THAT PARTICIPANTS IN SUCH DISCUSSION ARE PROVIDED WITH A DISCLOSURE THAT THE CONTENT MAY BE CONTROVERSIAL.
- (2) CLAIMS OF FIRST AMENDMENT AND/OR ACADEMIC FREEDOM DO NOT JUSTIFY OR PROVIDE AN AFFIRMATIVE DEFENSE TO CONDUCT THAT WOULD OTHERWISE VIOLATE THIS POLICY.

**(G) CONFIDENTIALITY**

TO THE EXTENT POSSIBLE, ALL INFORMATION RECEIVED IN CONNECTION WITH THE REPORTING, INVESTIGATION, AND RESOLUTION OF ALLEGATIONS WILL BE TREATED AS CONFIDENTIAL, EXCEPT TO THE

**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

NON-DISCRIMINATION/ANTI-HARASSMENT

EFFECTIVE OCTOBER 1, 2012

Policy 3-43

Page 5 of 5

EXTENT IT IS NECESSARY TO DISCLOSE INFORMATION ABOUT THE INVESTIGATION OR WHEN COMPELLED TO DO SO BY LAW. ALL INDIVIDUALS INVOLVED IN THE PROCESS SHOULD OBSERVE THE SAME STANDARD OF DISCRETION AND RESPECT FOR THE REPUTATION OF EVERYONE INVOLVED IN THE PROCESS.

**(H) RETALIATION**

COLLEGE POLICY AND FEDERAL, STATE AND LOCAL LAW PROHIBITS RETALIATION IN ANY FORM AGAINST ANY EMPLOYEE, FACULTY MEMBER, STUDENT, VENDOR, CUSTOMER, OR OTHER MEMBER OF THE COLLEGE COMMUNITY WHO COMPLAINS OR REPORTS AN ALLEGATION, OR WHO PARTICIPATES IN AN INVESTIGATION OF DISCRIMINATION OR HARASSMENT. RETALIATION IS A SERIOUS VIOLATION THAT CAN SUBJECT THE OFFENDER TO SANCTIONS INDEPENDENT OF THE MERITS OF THE ALLEGATION. ALLEGATIONS OF RETALIATION SHOULD PROMPTLY BE DIRECTED TO THE EEO/TITLE IX COORDINATOR.

**(I) REPORTING**

COMPLAINTS MADE IN GOOD FAITH WILL NOT BE HELD AGAINST AN EMPLOYEE OR STUDENT IN ANY WAY.

(1) ANY EMPLOYEE WHO KNOWINGLY OR MALICIOUSLY MAKES A FALSE OR FRIVOLOUS ALLEGATION OF DISCRIMINATION OR HARASSMENT WILL BE SUBJECT TO DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION OF EMPLOYMENT.

(2) ANY STUDENT WHO KNOWINGLY OR MALICIOUSLY MAKES A FALSE OR FRIVOLOUS ALLEGATION OF DISCRIMINATION OR HARASSMENT WILL BE SUBJECT TO THE PROCESS OUTLINED BY THE STUDENT CODE OF CONDUCT POLICY 7-10.

**(J) THE PRESIDENT SHALL ESTABLISH PROCEDURES TO ADMINISTER THIS POLICY.**

- SEE ALSO: EEO/TITLE IX REPORTING AND INVESTIGATION PROCEDURE 3-42 (A).

*\*New Policy*

*Rescind current Policy 3-33, Harassment; Policy 3-34, Sexual Harassment; and Policy 3-35, Sexual Misconduct*

*All Policies Effective April 15, 1999*



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

SEXUAL HARASSMENT/MISCONDUCT  
Policy 3-44  
Page 1 of 9

EFFECTIVE OCTOBER 1, 2012

**NEW POLICY DRAFT**

**(A) PURPOSE AND EXPECTATIONS**

COLUMBUS STATE COMMUNITY COLLEGE IS COMMITTED TO MAINTAINING A WORKPLACE AND ACADEMIC ENVIRONMENT WHERE EVERYONE IS TREATED WITH DIGNITY AND RESPECT. THEREFORE, THE COLLEGE SHALL NOT TOLERATE SEXUAL HARASSMENT, SEXUAL MISCONDUCT OR OTHER INAPPROPRIATE BEHAVIOR/ACTION OF A SEXUAL NATURE OR BASED ON SEX, DIRECTED TOWARDS EMPLOYEES, STUDENTS, VENDORS, OR CUSTOMERS. EMPLOYEES AND STUDENTS ARE EXPECTED TO MAINTAIN A PRODUCTIVE WORK, ACADEMIC AND ATHLETIC ENVIRONMENT THAT IS FREE OF SEXUAL HARASSMENT AND SEXUAL MISCONDUCT AND TO ASSIST IN THE COLLEGE'S EFFORTS TO PREVENT THIS BEHAVIOR/ACTION FROM OCCURRING.

ADMINISTRATORS, SUPERVISORS, FACULTY MEMBERS OR EMPLOYEES WHO HAVE BEEN DESIGNATED TO ACT ON BEHALF OF THE COLLEGE ARE SPECIFICALLY RESPONSIBLE FOR IDENTIFYING AND, WITH AUTHORITY, TAKING PROPER ACTION TO END SUCH BEHAVIOR THAT OCCURS IN THE WORKPLACE, ON CSCC PROPERTY, IN CLASSROOM OR AT ANY EVENT OR ATHLETIC VENUE HOSTED OR SPONSORED BY THE COLLEGE.

**(B) DEFINITIONS OF SEXUAL HARASSMENT**

**SEXUAL HARASSMENT** - CONDUCT OF A SEXUAL NATURE BASED ON A PERSON'S GENDER OR GENDER IDENTITY THAT PREVENTS OR IMPAIRS THE FULL REALIZATION OF OCCUPATIONAL, EDUCATIONAL OR ATHLETIC OPPORTUNITIES OR BENEFITS. SEXUAL HARASSMENT OCCURS WHEN THIS CONDUCT EXPLICITLY OR IMPLICITLY AFFECTS OR INTERFERES WITH A PERSON'S ABILITY TO PURSUE THE TERMS AND CONDITIONS OF EMPLOYMENT, ACADEMIC OR ATHLETIC ATTAINMENT.

FORMS OF SEXUAL HARASSMENT INCLUDE:

- (1) **QUID PRO QUO HARASSMENT** (A.K.A – "THIS FOR THAT") - IS THE ABUSE OF POWER AND/OR AUTHORITY. SUCH BEHAVIOR IS ESPECIALLY HARMFUL IN SITUATIONS WHERE THE IMPOSITION OF UNWANTED SEXUAL ATTENTION IS ACCOMPANIED BY EITHER AN EXPLICIT OR IMPLIED PROMISE OF EMPLOYMENT, ACADEMIC SUCCESS, PREFERENTIAL TREATMENT, THE THREAT OF REPRISAL OR A NEGATIVE CONSEQUENCE FOR REFUSAL TO ENGAGE IN BEHAVIOR

**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

SEXUAL HARASSMENT/MISCONDUCT

EFFECTIVE OCTOBER 1, 2012

Policy 3-44

Page 2 of 9

OF A SEXUAL NATURE. SEXUAL HARASSMENT MAY OCCUR WITHOUT EMPLOYMENT, ACADEMIC, ATHLETIC OR ECONOMIC INJURY TO THE VICTIM.

- (2) **HOSTILE WORK ENVIRONMENT** - INCLUDES ANY UNWELCOME, AND SEVERE OR PERVASIVE ACTION OF A SEXUAL NATURE WHICH UNREASONABLY INTERFERES WITH JOB PERFORMANCE OR LEARNING ABILITY AND CREATES AN INTIMIDATING, OR OFFENSIVE WORK, ACADEMIC OR ATHLETIC ENVIRONMENT, EVEN IF IT LEADS TO NO TANGIBLE OR ECONOMIC CONSEQUENCES.

**(C) INDICATORS AND EXAMPLES OF SEXUAL HARASSMENT**

- (1) THE HARASSER'S CONDUCT MUST BE UNWELCOME, NON – CONSENSUAL AND SEVERE OR PERVASIVE.
- (2) SEXUAL HARASSMENT CAN OCCUR IN A VARIETY OF CIRCUMSTANCES, INCLUDING BUT NOT LIMITED TO THE FOLLOWING:
- (a) THE VICTIM AND/OR THE HARASSER MAY BE A WOMAN OR A MAN. THE VICTIM DOES NOT HAVE TO BE OF THE OPPOSITE SEX.
  - (b) THE HARASSER CAN BE ANY FULL OR PART-TIME FACULTY, STAFF, ADMINISTRATOR, EMPLOYEE, STUDENT OR NON-EMPLOYEE CONDUCTING BUSINESS AT THE COLLEGE.
  - (c) THE VICTIM DOES NOT HAVE TO BE THE PERSON HARASSED BUT COULD BE A THIRD PARTY OR ANYONE AWARE OF, OR AFFECTED BY THE OFFENSIVE CONDUCT.
- (3) EXAMPLES OF SEXUAL HARASSMENT INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING:
- (a) SEXUAL ADVANCES OR REQUESTS OR DEMANDS FOR SEXUAL FAVORS;
  - (b) UNWANTED PHYSICAL CONTACT OF ANY KIND INCLUDING TOUCHING, HUGGING OR KISSING;
  - (c) VERBAL HARASSMENT, SUCH AS SLURS, PROPOSITIONS, LEWD COMMENTS, RECORDINGS, MUSIC, JOKES AND



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

SEXUAL HARASSMENT/MISCONDUCT

EFFECTIVE OCTOBER 1, 2012

Policy 3-44

Page 3 of 9

OFFENSIVE PERSONAL REFERENCES OF A SEXUAL NATURE;

- (d) NON-VERBAL HARASSMENT, SUCH AS OBSCENE HAND OR FINGER GESTURES, EXPLICIT DRAWINGS, PICTURES, POSTERS, AND CARTOONS OR SEXUALLY SUGGESTIVE WRITTEN OR ELECTRONICALLY TRANSMITTED MESSAGES, AND POSTINGS ON SOCIAL MEDIA;
- (e) CONDUCT OF A SEXUAL NATURE THAT IS DEMEANING, BULLYING, INSULTING, OR INTIMIDATING.

**(D) DEFINITIONS AND EXAMPLES OF SEXUAL MISCONDUCT**

AS USED IN THIS POLICY, THE FOLLOWING TERMS WILL BE DEFINED AND ADHERED TO AS FOLLOWS:

**SEXUAL MISCONDUCT** - AN ATTEMPT TO INTIMIDATE, BULLY, COERCE OR FORCE AN UNWILLING PERSON INTO A SEXUAL RELATIONSHIP WITHOUT HIS/HER CONSENT.

NON-CONSENSUAL SEXUAL CONTACT AND/OR INTERCOURSE ARE FELONY CRIMES IN THE STATE OF OHIO. THESE CRIMES AND THE POSSIBLE PENALTIES ARE DEFINED IN TITLE 29 OF THE OHIO REVISED CODE. THE COLLEGE'S PUBLIC SAFETY DEPARTMENT SHALL REPORT THE CRIME TO THE COLUMBUS OR LOCAL POLICE DEPARTMENT ACCORDING TO THE CLERY ACT.

**CONSENT** - CLEAR, KNOWING AND VOLUNTARY ACCEPTANCE. CONSENT IS ACTIVE, NOT PASSIVE. SILENCE, IN AND OF ITSELF, CANNOT BE INTERPRETED AS CONSENT. CONSENT CAN BE GIVEN BY SPOKEN WORDS AS LONG AS THOSE WORDS OR ACTIONS CREATE MUTUALLY UNDERSTANDABLE CLEAR PERMISSION. CONSENT IS NOT NECESSARILY GIVEN IF ONE OF THE PARTICIPANTS IS UNDER THE INFLUENCE OF DRUGS OR ALCOHOL.

**FORCE** - THE USE OF PHYSICAL VIOLENCE AND/OR IMPOSING ON SOMEONE PHYSICALLY TO GAIN SEXUAL ACCESS.

**NON-CONSENSUAL SEXUAL CONTACT** - ANY INTENTIONAL SEXUAL TOUCHING, HOWEVER SLIGHT, WITH ANY OBJECT, BY A MAN OR A WOMAN UPON ANOTHER PERSON THAT IS WITHOUT CONSENT AND/OR BY FORCE.

**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

SEXUAL HARASSMENT/MISCONDUCT

EFFECTIVE OCTOBER 1, 2012

Policy 3-44

Page 4 of 9

**COERCION** - UNREASONABLE, INTIMIDATING OR FORCIBLE PRESSURE FOR SEXUAL ACTIVITY.

**SEXUAL CONTACT** – INCLUDES INTENTIONAL CONTACT WITH THE BREASTS, BUTTOCKS, GROIN, OR GENITALS, OR TOUCHING ANOTHER WITH ANY OF THESE BODY PARTS, OR MAKING ANOTHER TOUCH YOU OR THEMSELVES WITH OR ON ANY OF THESE BODY PARTS; AND ANY INTENTIONAL BODILY CONTACT IN A SEXUAL MANNER.

**INTERCOURSE** – INCLUDES VAGINAL PENETRATION BY A PENIS, OBJECT, TONGUE OR FINGER; ANAL PENETRATION BY A PENIS, OBJECT, TONGUE, OR FINGER; AND ORAL COPULATION (MOUTH TO GENITAL CONTACT), NO MATTER HOW SLIGHT THE PENETRATION OR CONTACT.

**SEXUAL EXPLOITATION** - OCCURS WHEN SOMEONE TAKES NON-CONSENSUAL OR ABUSIVE SEXUAL ADVANTAGE OF ANOTHER FOR HIS/HER OWN ADVANTAGE OR BENEFIT, OR TO THE BENEFIT OR ADVANTAGE OF ANYONE OTHER THAN THE PERSON BEING EXPLOITED.

**EXAMPLES OF SEXUAL MISCONDUCT INCLUDE, BUT ARE NOT LIMITED TO:**

- (1) SEXUAL BATTERY;
- (2) SEXUAL ASSAULT;
- (3) RAPE;
- (4) INVASION OF SEXUAL PRIVACY;
- (5) PROSTITUTING ANOTHER PERSON;
- (6) NON-CONSENSUAL VIDEO OR AUDIO-TAPING OF SEXUAL ACTIVITY;
- (7) KNOWINGLY TRANSMITTING A SEXUALLY TRANSMITTED DISEASE OR HIV TO SOMEONE;
- (8) EXPOSING ONE’S GENITALS TO SOMEONE; OR SEXUALLY BASED STALKING.



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

SEXUAL HARASSMENT/MISCONDUCT

EFFECTIVE OCTOBER 1, 2012

Policy 3-44

Page 5 of 9

**(E) PROHIBITIONS AGAINST CONSENSUAL SEXUAL RELATIONSHIP  
MISCONDUCT**

CONSENSUAL SEXUAL RELATIONSHIPS INCLUDE ROMANTIC, INTIMATE OR SEXUAL RELATIONSHIPS IN WHICH BOTH PARTIES AGREE TO PARTICIPATE IN THE RELATIONSHIP.

CONSENSUAL SEXUAL RELATIONSHIPS CAN COMPROMISE THE INTEGRITY OF THE COLLEGE; CREATE THE POTENTIAL FOR THE ABUSE OF AUTHORITY; OR CREATE THE INABILITY FOR AN ADMINISTRATOR OR SUPERVISOR TO REMAIN IMPARTIAL TOWARDS THE PERSON WITH WHOM THEY HAVE A CONSENSUAL SEXUAL RELATIONSHIP. CONSENSUAL SEXUAL RELATIONSHIPS MAY ALSO CAUSE PROBLEMS DUE TO A THIRD-PARTY'S PERCEPTION THAT A SUBORDINATE IS RECEIVING PREFERENTIAL TREATMENT. CONSENSUAL SEXUAL RELATIONSHIPS INCLUDE ROMANTIC, INTIMATE OR SEXUAL RELATIONSHIPS IN WHICH BOTH PARTIES AGREE TO PARTICIPATE IN THE RELATIONSHIP.

**(1) CONSENSUAL SEXUAL RELATIONSHIP MISCONDUCT AMONG  
EMPLOYEES:**

CONSENSUAL SEXUAL RELATIONSHIPS BETWEEN ADMINISTRATORS, SUPERVISORS, DEANS OR CHAIRPERSONS AND THE EMPLOYEES THEY SUPERVISE, PROFESSIONALLY ADVISE, COUNSEL, OR EMPLOYEES OVER WHOM THEY HAVE DIRECT IMPACT ON THE EMPLOYEE'S TERMS AND CONDITIONS OF EMPLOYMENT, IS STRICTLY PROHIBITED.

**(2) CONSENSUAL SEXUAL RELATIONSHIP MISCONDUCT WITH  
STUDENTS:**

**(a)** THE COLLEGE STRICTLY PROHIBITS CONSENSUAL RELATIONSHIPS BETWEEN FACULTY MEMBERS AND THE STUDENTS OR STUDENT EMPLOYEES ENROLLED IN A CLASS OR CLASS SEQUENCE(S) TAUGHT, ADVISED, COUNSELED, OR SUPERVISED BY THE FACULTY MEMBER, OR OVER WHOM THE FACULTY MEMBER HAS DIRECT IMPACT ON THE STUDENT OR STUDENT EMPLOYEE'S ACADEMIC ENROLLMENT OR SUCCESS.

**(b)** THE COLLEGE STRICTLY PROHIBITS CONSENSUAL SEXUAL RELATIONSHIPS BETWEEN ADMINISTRATORS, SUPERVISORS, DEANS, CHAIRPERSONS OR EMPLOYEES AND THE STUDENTS



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

SEXUAL HARASSMENT/MISCONDUCT

EFFECTIVE OCTOBER 1, 2012

Policy 3-44

Page 6 of 9

OR STUDENT EMPLOYEES WHOM THEY ADVISE, COUNSEL, SUPERVISE OR OVER WHOM THEY HAVE A DIRECT IMPACT ON THE STUDENT OR STUDENT EMPLOYEE'S ACADEMIC ENROLLMENT OR SUCCESS.

- (c) THE COLLEGE STRONGLY DISCOURAGES ALL EMPLOYEES OR FACULTY MEMBERS FROM ENGAGING IN CONSENSUAL SEXUAL RELATIONSHIPS WITH STUDENTS AS LONG AS THE STUDENT IS CONSIDERED TO BE IN AN ACTIVE STATUS AS A STUDENT, EVEN IF THE STUDENT IS NOT CURRENTLY ENROLLED IN A CLASS.

**(F) CONSEQUENCES OF SEXUAL HARASSMENT OR SEXUAL MISCONDUCT**

- (1) **FOR EMPLOYEES** - VIOLATIONS OF THIS POLICY SHALL LEAD TO DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION OF EMPLOYMENT.
- (2) **FOR STUDENTS** - THE STUDENT CONDUCT HEARING PROCESS WILL BE INITIATED BY THE STUDENT CONDUCT OFFICE TO DETERMINE HOW A VIOLATION OF THIS POLICY IS TO BE RESOLVED PER THE STUDENT CODE OF CONDUCT POLICY 7-10. SANCTIONS FOR VIOLATING THIS POLICY MAY RANGE FROM A WARNING TO EXPULSION FROM THE COLLEGE.

**(G) CONSEQUENCES OF CONSENSUAL SEXUAL RELATIONSHIP MISCONDUCT**

ANY EMPLOYEE OR FACULTY MEMBER WHO IS ENGAGED IN A CONSENSUAL SEXUAL RELATIONSHIP THAT MAY BE IN VIOLATION OF THIS POLICY HAS THE RESPONSIBILITY TO NOTIFY HIS/HER ADMINISTRATOR, DEAN OR CHAIRPERSON, THE HUMAN RESOURCES DEPARTMENT AND/OR THE EQUAL EMPLOYMENT OPPORTUNITY (EEO)/TITLE IX COORDINATOR ABOUT THE RELATIONSHIP AS SOON AS IT IS KNOWN THAT IT MAY VIOLATE THIS POLICY.

- (1) THE EMPLOYMENT OF THE PARTIES INVOLVED IN THE CONSENSUAL SEXUAL RELATIONSHIP IN WHICH ONE PERSON HAS AUTHORITY OVER OR INFLUENCE UPON THE STATUS OF THE OTHER WILL BE MODIFIED SO THAT THE AUTHORITY OR INFLUENCE NO LONGER EXISTS. THIS SHALL OCCUR BY MOVING ONE OF THE PERSONS TO ANOTHER POSITION, DEPARTMENT OR SUPERVISOR, IF POSSIBLE.

**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

SEXUAL HARASSMENT/MISCONDUCT  
Policy 3-44  
Page 7 of 9

EFFECTIVE OCTOBER 1, 2012

- (2) AN EMPLOYEE WHO DOES NOT NOTIFY HIS/HER ADMINISTRATOR, SUPERVISOR, DEAN OR CHAIRPERSON THAT HE/SHE IS INVOLVED IN A CONSENSUAL SEXUAL RELATIONSHIP IN VIOLATION OF THIS POLICY SHALL BE SUBJECT TO DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION OF EMPLOYMENT.
  - (3) IF AN EMPLOYEE AND/OR FACULTY MEMBER IS FOUND TO BE ENGAGED IN A CONSENSUAL SEXUAL RELATIONSHIP WITH A STUDENT THAT VIOLATES THIS POLICY, DISCIPLINARY ACTION MAY BE EXPEDITED.
  - (4) WHEN ONE PERSON IN A CONSENSUAL SEXUAL RELATIONSHIP OF ANY KIND CLEARLY INFORMS THE OTHER PERSON THAT THE RELATIONSHIP IS NO LONGER WELCOME, THE OTHER PERSON SHOULD NOT PURSUE THE RELATIONSHIP. TO CONTINUE THE PURSUIT OF THE RELATIONSHIP MAY BECOME A VIOLATION OF THIS POLICY, AND THE PURSUING PERSON SHALL BE SUBJECT TO DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION OF EMPLOYMENT.
- (H) REPORTING RESPONSIBILITIES FOR SEXUAL HARASSMENT/SEXUAL MISCONDUCT**
- (1) ANY EMPLOYEE OR STUDENT WHO BELIEVES THAT AN ADMINISTRATOR, SUPERVISOR, EMPLOYEE, FACULTY MEMBER, STUDENT, OR NON-EMPLOYEE'S BEHAVIOR/ACTION CONSTITUTES SEXUAL HARASSMENT OR MISCONDUCT HAS A RESPONSIBILITY TO COMPLAIN OR REPORT THE BEHAVIOR/ACTION WITHIN 180 DAYS OF THE BEHAVIOR/ACTION.

THE REPORT OR COMPLAINT SHOULD BE MADE TO ONE OF THE FOLLOWING PERSONNEL:

- (a) EQUAL EMPLOYMENT OPPORTUNITY (EEO)/TITLE IX COORDINATOR;
- (b) IMMEDIATE SUPERVISOR OR OTHER ADMINISTRATOR;
- (c) DEAN OR CHAIRPERSON;
- (d) HUMAN RESOURCES REPRESENTATIVE;
- (e) STUDENT CONDUCT PROGRAM COORDINATOR OR DIRECTOR;



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

SEXUAL HARASSMENT/MISCONDUCT

EFFECTIVE OCTOBER 1, 2012

Policy 3-44

Page 8 of 9

(f) PUBLIC SAFETY DEPARTMENT.

(2) ANY ADMINISTRATOR, SUPERVISOR, DEAN OR CHAIRPERSON WHO HAS KNOWLEDGE OF ANY INCIDENT(S) OF SEXUAL HARASSMENT MUST TAKE APPROPRIATE ACTION TO IMMEDIATELY REPORT THE BEHAVIOR TO THE EEO/TITLE IX COORDINATOR. FAILURE TO DO SO SHALL RESULT IN DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION OF EMPLOYMENT.

**(I) ACADEMIC FREEDOM/FIRST AMENDMENT GUIDELINES**

(1) THE COLLEGE VALUES AND PROTECTS ACADEMIC FREEDOM. SINCE VIGOROUS, OPEN DISCUSSION OF CONTROVERSIAL ISSUES CAN CAUSE DISCOMFORT, AND SINCE VITAL TEACHING AND LEARNING CAN ITSELF BE THE OCCASION FOR STUDENTS, EMPLOYEES, AND FACULTY TO FACE DIFFICULT OR AWKWARD TOPICS, IT IS IMPORTANT FOR ALL TO UNDERSTAND THAT THIS POLICY ON SEXUAL HARASSMENT/MISCONDUCT IS NOT INTENDED TO RESTRICT SERIOUS DISCUSSION OF CONTROVERSIAL ISSUES IN A TRAINING OR ACADEMIC SITUATION. IT IS RECOMMENDED THAT PARTICIPANTS IN SUCH DISCUSSION ARE PROVIDED WITH A DISCLOSURE THAT THE CONTENT MAY BE CONTROVERSIAL.

(2) CLAIMS OF FIRST AMENDMENT AND/OR ACADEMIC FREEDOM DO NOT JUSTIFY OR PROVIDE AN AFFIRMATIVE DEFENSE TO CONDUCT THAT WOULD OTHERWISE VIOLATE THIS POLICY.

**(J) CONFIDENTIALITY**

TO THE EXTENT POSSIBLE, ALL INFORMATION RECEIVED IN CONNECTION WITH THE REPORTING, INVESTIGATION, AND RESOLUTION OF ALLEGATIONS OF SEXUAL HARASSMENT/MISCONDUCT WILL BE TREATED AS CONFIDENTIAL, EXCEPT TO THE EXTENT IT IS NECESSARY TO DISCLOSE INFORMATION ABOUT THE INVESTIGATION OR WHEN COMPELLED TO DO SO BY LAW. ALL INDIVIDUALS INVOLVED IN THE PROCESS SHOULD OBSERVE THE SAME STANDARD OF DISCRETION AND RESPECT FOR THE REPUTATION OF EVERYONE INVOLVED IN THE PROCESS.

**(K) RETALIATION**

COLLEGE POLICY AND FEDERAL, STATE AND LOCAL LAW PROHIBITS RETALIATION IN ANY FORM AGAINST ANY EMPLOYEE, FACULTY MEMBER,



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

SEXUAL HARASSMENT/MISCONDUCT

EFFECTIVE OCTOBER 1, 2012

Policy 3-44

Page 9 of 9

STUDENT, VENDOR, CUSTOMER, OR OTHER MEMBER OF THE COLLEGE COMMUNITY WHO COMPLAINS OR REPORTS AN ALLEGATION, OR WHO PARTICIPATES IN AN INVESTIGATION OF SEXUAL HARASSMENT OR MISCONDUCT. RETALIATION IS A SERIOUS VIOLATION THAT CAN SUBJECT THE OFFENDER TO SANCTIONS INDEPENDENT OF THE MERITS OF THE ALLEGATION. ALLEGATIONS OF RETALIATION SHOULD BE DIRECTED TO THE EEO/TITLE IX COORDINATOR.

**(L) REPORTING**

COMPLAINTS MADE IN GOOD FAITH WILL NOT BE HELD AGAINST AN EMPLOYEE OR STUDENT IN ANY WAY.

(1) ANY EMPLOYEE WHO KNOWINGLY OR MALICIOUSLY MAKES A FALSE OR FRIVOLOUS ALLEGATION OF SEXUAL HARASSMENT/MISCONDUCT WILL BE SUBJECT TO DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION OF EMPLOYMENT.

(2) ANY STUDENT WHO KNOWINGLY OR MALICIOUSLY MAKES A FALSE OR FRIVOLOUS ALLEGATION OF SEXUAL HARASSMENT/MISCONDUCT WILL BE SUBJECT TO THE PROCESS OUTLINED BY THE STUDENT CODE OF CONDUCT POLICY 7-10.

**(M)** THE PRESIDENT SHALL ESTABLISH PROCEDURES TO ADMINISTER THIS POLICY.

- SEE ALSO: EEO/TITLE IX REPORTING AND INVESTIGATION PROCEDURE 3-42 (A).

*\*New Policy*

*Rescind Current Policy 3-33, Harassment; Policy 3-34, Sexual Harassment; and Policy 3-35, Sexual Misconduct*

*All Policies Effective April 15, 1999*

**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

---

WORKPLACE, FAMILY & RELATIONSHIP VIOLENCE    EFFECTIVE OCTOBER 1, 2012  
Policy 3-45  
Page 1 of 5

**NEW POLICY DRAFT**

**(A)    PURPOSE**

COLUMBUS STATE COMMUNITY COLLEGE IS COMMITTED TO MAINTAINING AN ENVIRONMENT THAT IS SAFE, SECURE AND FREE FROM THREATS, INTIMIDATION AND VIOLENCE FOR ALL FACULTY, STAFF, AND STUDENTS. THIS INCLUDES PROVIDING A SUPPORTIVE WORKPLACE AND ACADEMIC ENVIRONMENT IN WHICH EMPLOYEES AND STUDENTS CAN DISCUSS WORKPLACE, FAMILY AND RELATIONSHIP VIOLENCE AND SEEK ASSISTANCE WITH THOSE CONCERNS.

IT IS THE GOAL OF COLUMBUS STATE COMMUNITY COLLEGE TO PROVIDE A WORKPLACE AND ACADEMIC ENVIRONMENT IN WHICH VIOLENCE OF ANY KIND IS NEITHER TOLERATED NOR EXCUSED. FULL-TIME EMPLOYEES MAY ALSO SEEK ASSISTANCE WITH THESE CONCERNS IN THEIR LIVES OUTSIDE OF THE WORKPLACE THROUGH THE EMPLOYEE ASSISTANCE PROGRAM (EAP), WHICH IS A BENEFIT OFFERED BY THE COLLEGE TO PROMOTE AN ATMOSPHERE THAT ENCOURAGES A PRODUCTIVE EMPLOYMENT AND ACADEMIC ENVIRONMENT.

**(B)    BEHAVIORAL INTERVENTION TEAMS**

BEHAVIORAL INTERVENTION TEAMS CONSIST OF A CROSS-SECTION OF TRAINED PERSONS WHO ARE TASKED TO:

- (1)    IDENTIFY, ASSESS, RECOMMEND AND PREVENT THE RISE OF VIOLENCE AND IMPLEMENT APPROPRIATE INTERVENTION.
  
- (2)    MANAGE THREATS OR INCIDENTS IDENTIFIED AS CREATING IMMINENT DANGER OR VIOLENCE AND COORDINATE A PLAN OF ACTION INVOLVING THE PERSON(S) AND/OR DEPARTMENT(S) INVOLVED.
  - (a)    **THE EMPLOYEE BEHAVIORAL INTERVENTION TEAM (EBIT)** CONSISTS OF REPRESENTATIVES FROM THE HUMAN RESOURCE DEPARTMENT, PUBLIC SAFETY DEPARTMENT, EMPLOYEE ASSISTANCE PROGRAM, AND OTHER DEPARTMENTS, AS APPROPRIATE.



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

---

WORKPLACE, FAMILY & RELATIONSHIP VIOLENCE    EFFECTIVE OCTOBER 1, 2012  
Policy 3-45  
Page 2 of 5

- (b)    **THE STUDENT BEHAVIORAL INTERVENTION TEAM (BIT)** CONSISTS OF REPRESENTATIVES FROM STUDENT LIFE, STUDENT CONDUCT, DISABILITY SERVICES, COUNSELING SERVICES, PUBLIC SAFETY AND OTHER DEPARTMENTS AS APPROPRIATE.

**(C)    DEFINITIONS**

AS USED IN THIS POLICY, THE FOLLOWING TERMS WILL BE DEFINED AND ADHERED TO AS FOLLOWS:

**WORKPLACE VIOLENCE** - ANY ACT THAT RESULTS IN THREATS OR CAUSES ACTUAL HARM TO A PERSON OR PROPERTY IN THE WORKPLACE, INCLUDING BUT NOT LIMITED TO: ASSAULT; COERCIVE BEHAVIOR; PSYCHOLOGICAL INTIMIDATION OR BULLYING; ISOLATION; NAME-CALLING; OR VERBAL, EMOTIONAL, OR PHYSICAL ABUSE.

**DEADLY WEAPON** - ANY INSTRUMENT, DEVICE OR THING CAPABLE OF INFLECTING DEATH, AND DESIGNED OR SPECIALLY ADAPTED FOR USE AS A WEAPON, OR POSSESSED, CARRIED OR USED AS A WEAPON, INCLUDING BUT NOT LIMITED TO: A FIREARM (INCLUDES AN UNLOADED, INOPERABLE OR SAWED-OFF FIREARM, STARTER PISTOL, ZIP GUN, STUN GUN, ETC.), KNIFE, CLUB, BRASS KNUCKLES, OR MARTIAL ARTS WEAPON. PROHIBITED ITEMS SHALL NOT BE STORED ON CAMPUS, INCLUDING IN PERSONAL VEHICLES PARKED ON COLLEGE OWNED AND/OR LEASED PROPERTY.

**FAMILY AND RELATIONSHIP VIOLENCE** - BEHAVIOR THAT IS USED BY PERSON(S) IN A HOUSEHOLD OR RELATIONSHIP TO CAUSE HARM OR GAIN POWER AND CONTROL OVER ANOTHER SUCH AS PHYSICAL, SEXUAL, OR EMOTIONAL ABUSE.

**(D)    CONDUCT OR BEHAVIOR NOT TOLERATED BY THE COLLEGE**

- (1)    DIRECT OR IMPLIED THREATS;
- (2)    PHYSICAL CONDUCT THAT RESULTS IN HARM TO PEOPLE OR PROPERTY;



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

---

WORKPLACE, FAMILY & RELATIONSHIP VIOLENCE      EFFECTIVE OCTOBER 1, 2012  
Policy 3-45  
Page 3 of 5

- (3) POSSESSION OF DEADLY WEAPONS ON COLLEGE PROPERTY, EXCEPT BY THOSE AUTHORIZED BY PUBLIC SAFETY, INCLUDING OTHER LAW ENFORCEMENT PERSONNEL, TO CARRY SUCH WEAPONS TO PERFORM THEIR JOB DUTIES ON BEHALF OF THE COLLEGE;
- (4) INTIMIDATING CONDUCT OR HARASSMENT THAT DISRUPTS THE WORK OR ACADEMIC ENVIRONMENT OR RESULTS IN FEAR FOR PERSONAL SAFETY (E.G., STALKING OR BULLYING);
- (5) USE OF COLLEGE PROPERTY OR RESOURCES SUCH AS WORK TIME, TELEPHONES, FAX MACHINES, MAIL, E-MAIL, INTERNET, OR OTHER MEANS TO THREATEN, HARASS, OR ABUSE SOMEONE.

**(E) CONSEQUENCES OF POLICY VIOLATIONS**

INDIVIDUALS FOUND TO ENGAGE IN BEHAVIOR IN VIOLATION OF THIS POLICY WILL BE SUBJECT TO CORRECTIVE ACTION, UP TO AND INCLUDING TERMINATION OF EMPLOYMENT, OR ACADEMIC SANCTIONS. CRIMINAL CHARGES MAY ALSO BE FILED, AS APPROPRIATE.

- (1) **EMPLOYEES** WHO ARE PERPETRATORS OF WORKPLACE, FAMILY, AND/OR RELATIONSHIP VIOLENCE OCCURRING IN THE WORKPLACE MAY BE REQUIRED TO SEEK AND SUCCESSFULLY COMPLETE TRAINING, COUNSELING, TREATMENT AND/OR DISCIPLINARY ACTION, AS DETERMINED BY THE EMPLOYEE BEHAVIORAL INTERVENTION TEAM (EBIT). THE EMPLOYEE ASSISTANCE PROGRAM CAN PROVIDE EMPLOYEES WITH COUNSELING AND/OR REFERRALS TO A FAMILY AND RELATIONSHIP VIOLENCE PERPETRATORS TREATMENT PROGRAM FOR FULL-TIME EMPLOYEES AND THEIR DEPENDENTS.
- (2) **STUDENTS** WHO ARE PERPETRATORS OF WORKPLACE, FAMILY, AND/OR RELATIONSHIP VIOLENCE OCCURRING IN THE LEARNING ENVIRONMENT MAY BE REQUIRED TO SEEK AND SUCCESSFULLY COMPLETE TRAINING, COUNSELING, TREATMENT OR ACADEMIC SANCTIONS AS DETERMINED BY THE STUDENT CONDUCT OFFICE AND/OR THE STUDENT BEHAVIORAL INTERVENTION TEAM (BIT).

**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

---

WORKPLACE, FAMILY & RELATIONSHIP VIOLENCE    EFFECTIVE OCTOBER 1, 2012  
Policy 3-45  
Page 4 of 5

- (3)    **NON-EMPLOYEES WHO ARE PERPETRATORS OF WORKPLACE, FAMILY, AND RELATIONSHIP VIOLENCE OCCURRING AT THE COLLEGE WILL HAVE THEIR CONSEQUENCES DETERMINED BY THE PUBLIC SAFETY DEPARTMENT, UP TO AND INCLUDING BEING TRANSFERRED TO THE COLUMBUS OR LOCAL POLICE DEPARTMENT, AS APPLICABLE.**

**(F)    STUDENTS**

STUDENT MATTERS WILL BE HANDLED THROUGH THE STUDENT CODE OF CONDUCT PROCESS AND THE STUDENT BEHAVIORAL INTERVENTION TEAM (BIT). INFORMATION ABOUT THE STUDENT CODE OF CONDUCT CAN BE FOUND IN THE STUDENT HANDBOOK.

**(G)    CONFIDENTIALITY**

TO THE EXTENT POSSIBLE, ALL INFORMATION RECEIVED IN CONNECTION WITH THE REPORTING INVESTIGATION, AND RESOLUTION OF WORKPLACE, FAMILY AND RELATIONSHIP VIOLENCE ALLEGATIONS WILL BE TREATED AS CONFIDENTIAL, EXCEPT TO THE EXTENT IT IS NECESSARY TO DISCLOSE INFORMATION ABOUT THE INVESTIGATION OR WHEN COMPELLED TO DO SO BY LAW. ALL INDIVIDUALS INVOLVED IN THE PROCESS SHOULD OBSERVE THE SAME STANDARD OF DISCRETION AND RESPECT FOR THE REPUTATION OF EVERYONE INVOLVED IN THE PROCESS.

**(H)    REPORTING**

COMPLAINTS MADE IN GOOD FAITH WILL NOT BE HELD AGAINST ANY STUDENT IN ANY WAY.

- (1)    ANY EMPLOYEE WHO KNOWINGLY OR MALICIOUSLY MAKES A FALSE OR FRIVOLOUS ALLEGATION OF WORKPLACE, FAMILY AND RELATIONSHIP VIOLENCE WILL BE SUBJECT TO DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION OF EMPLOYMENT.
- (2)    ANY STUDENT WHO KNOWINGLY OR MALICIOUSLY MAKES A FALSE OR FRIVOLOUS ALLEGATION OF WORKPLACE, FAMILY AND



**COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL**

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WORKPLACE, FAMILY & RELATIONSHIP VIOLENCE    EFFECTIVE OCTOBER 1, 2012  
Policy 3-45  
Page 5 of 5

RELATIONSHIP VIOLENCE WILL BE SUBJECT TO THE PROCESS  
OUTLINED BY THE STUDENT CODE OF CONDUCT POLICY 7-10.

- (I)    **KEY RESOURCES FOR CONSULTATION AND SUPPORT:**
- (1)    HUMAN RESOURCES DEPARTMENT;
  - (2)    EEO/TITLE IX COORDINATOR;
  - (3)    PUBLIC SAFETY DEPARTMENT;
  - (4)    STUDENT CONDUCT PROGRAM COORDINATOR;
  - (5)    CHOICES FOR VICTIMS OF DOMESTIC VIOLENCE 24-HOUR;
  - (6)    CRISIS/SHELTER (INCLUDES YOUTH ISSUES/REFERRALS);
  - (7)    OHIO DOMESTIC VIOLENCE NETWORK;
  - (8)    COLUMBUS COALITION AGAINST FAMILY VIOLENCE.
- (J)    THE PRESIDENT SHALL ESTABLISH PROCEDURES TO ADMINISTER THIS  
POLICY.

-SEE ALSO: EEO/TITLE IX REPORTING AND INVESTIGATION  
PROCEDURE 3-42(A).

***\* NOTE: THIS POLICY IS NOT MEANT TO ADDRESS PERSONALITY OR  
COMMUNICATION DISPUTES THAT SHOULD BE HANDLED THROUGH THE  
EMPLOYEE PROBLEM SOLVING PROCESS.***

*\*New Policy  
Rescind current Policy 3-33, Harassment; Policy 3-34, Sexual Harassment; and Policy 3-35,  
Sexual Misconduct  
All Policies Effective April 15, 1999*



COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL

REASONABLE ACCOMMODATIONS  
FOR PERSONS WITH DISABILITIES

Effective June 26, 2000

Policy No. 11-05

Page 1 of 2

RESCIND

(A) — ~~It is the policy of Columbus State Community College to make reasonable accommodations which will provide otherwise qualified applicants, employees, and students with disabilities equal access to participate in opportunities, programs, and services offered by the college. It is the intent of the college to provide accommodations to such applicant, employee, and student with a qualified physical, mental, or learning disability unless to do so would fundamentally alter the nature of the program or service, would result in an undue hardship to the college, or would result in a direct threat to the health or safety of the individual or others.~~

(B) — Definition of A Qualified Person With a Disability@

~~A Qualified person with a disability@ refers to those individuals with a disability who meet the essential eligibility requirements for receipt of services or participation or work in the college=s programs or services.~~

~~The college subscribes to the definitions of the Americans with Disabilities Act of 1990 (P.L. 101 336) as follows:~~

~~The term A disability@ means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of such individual.~~

~~Individuals who have a record of such impairment or who are regarded as having such impairments are also covered by this policy. According to the U.S. Department of Justice=s Title II Technical Assistance Manual, A major life activities@ include but are not limited to walking, seeing, hearing, speaking, breathing, learning, or working.~~

(C) — Definitions of Reasonable Accommodations:

(1) — ~~Reasonable accommodations for qualified employment applicants are modifications or adjustments to the application process which allow persons with disabilities equal access to employment opportunities as are available to persons without disabilities.~~

(2) — ~~Reasonable accommodations for employment are modifications or adjustments to a job, the work environment, or the way work is performed which enable qualified~~

COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL

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REASONABLE ACCOMMODATIONS  
FOR PERSONS WITH DISABILITIES

Effective June 26, 2000

Policy No. 11-05

Page 2 of 2

~~employees with disabilities to attain an equal level of performance or to enjoy equal benefits and privileges of employment as are available to employees without disabilities.~~

- ~~(3) Reasonable accommodations for qualified students shall include those services or auxiliary aids which will assist in ensuring that opportunities to access educational programs or services, to benefit from programs or services, and to participate in the delivery of programs or services are equal to those opportunities of students without disabilities.~~

COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL

AFFIRMATIVE ACTION

Effective August 15, 1995

Policy No. 3-28

Page 1 of 1

RESCIND

- (A) ~~It is the established policy of Columbus State Community College not to discriminate against any individual employee or student, groups of employees or students, or prospective employees or students for reasons of race, color, religion, ancestry, national origin, sex, age, disability, or veteran status. This college is fully committed to providing equal opportunities in all employment, related activities, and educational programs, including, but not limited to, recruiting, hiring, advancement, compensation, training, benefits, transfers, tuition assistance, terms of employment, physical access to facilities, and social and recreational programs, within the financial resources of the college. The college will promote equal opportunities to all employees, applicants for employment, students, and student applicants for admission to the college through a positive and continuing affirmative action program. Columbus State Community College will fully comply with all federal, state, and local laws and regulations to guarantee equal opportunities. All contractors of this college will comply with existing federal and state regulations concerning equal employment opportunities and affirmative action.~~



COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL

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HARASSMENT  
Policy No. 3-33  
Page 1 of 1

Effective April 15, 1999

RESCIND

~~(A) To help ensure that employees and students are not subjected to illegal harassment, and in order to create a comfortable work and learning environment, the college strongly opposes and prohibits by this policy any offensive physical, written, spoken, or non-verbal conduct as defined and otherwise prohibited by state and federal law.~~

~~College community members or others who feel that they have been victims of harassment in the work place or academic setting will be provided with appropriate support from the college. Members of the college community shall include all CSCC students, members of the Board of Trustees, faculty, staff, and administrators, whether full or part time.~~

~~All administrators have an affirmative duty to maintain a workplace that is free of harassment and intimidation.~~

~~(B) Examples of harassment include but are not limited to the following:~~

~~(1) Unwelcome written, spoken, or physical conduct regarding race, color, religion, national origin, age, gender, sexual orientation, pregnancy, disability, or as defined by law.~~

~~(2) Creating a work environment that is intimidating, hostile, abusive, or offensive because of unwelcome or unwanted conversations, suggestions, requests, demands, attentions, or the display of offensive items that relate to an individual's race, color, religion, national origin, age, gender, sexual orientation, pregnancy, disability, or as defined by law.~~

~~(C) For issues related to sexual harassment see Sexual Harassment Policy No. 3-34.~~

~~(D) It is Columbus State Community College's policy to investigate thoroughly and remedy any known incidents of harassment.~~

~~(E) Procedures related to this policy are detailed in the Sexual Harassment/Harassment investigative procedure, Procedure No. 3-33 (E).~~

COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL

SEXUAL HARASSMENT  
Policy No. 3-34  
Page 1 of 4

Effective April 15, 1999

RESCIND

- (A) ~~It is the policy of Columbus State Community College to provide a positive, discrimination-free educational and working environment. Sexual harassment of students, employees, or others working or visiting in the employment or academic setting will not be tolerated. Offenders will be subject to appropriate college adjudication processes and the full range of disciplinary action provided by college policy, up to and including discharge or dismissal. This policy and its procedures shall be the only internal college forum of resolution for sexual harassment complaints.~~

~~College community members or others who feel that they have been victims of sexual harassment in the work place or academic setting will be provided with appropriate support from the college. Members of the college community shall include all CSCC students, members of the Board of Trustees, faculty, staff, and administrators, whether full or part time.~~

- (B) ~~Sexual harassment is behavior based on gender, sexuality, or sexual identity of persons that prevents or impairs their full realization of educational or occupational opportunities or benefits. What is often at issue is not sexual attention per se, but intimidation, coercion, or abuse of power. Such behavior is especially harmful in situations where the imposition of unwanted sexual attention is accompanied by the promise of academic or employment rewards or the threat of reprisal.~~

~~The college values and protects academic freedom. Since vigorous, open discussion of controversial issues can cause discomfort, and since vital teaching and learning can itself be the occasion for students, employees, and faculty to face difficult or awkward or painful matters, it is important for all to realize that this policy on sexual harassment is not intended to restrict serious discussion of controversial issues in academic situations.~~

~~No matter how carefully worded a definition of sexual harassment might be, unforeseen situations may arise which cannot easily be included in any definition. Thus, sexual harassment is defined to include but is not limited to the following:~~

- (1) ~~“Quid pro quo” sexual harassment occurs when an individual’s submission to or rejection of unwelcome sexual conduct is the basis for decisions affecting such individual. This kind of sexual harassment usually involves administrators, faculty, or others in an evaluative position who use the following:~~



COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL

SEXUAL HARASSMENT  
Policy No. 3-34  
Page 2 of 4

Effective April 15, 1999

~~Threats—firing, blocking promotion, transferring, or giving a bad evaluation or grade if a person does not submit to sexual advances; and/or~~

~~Rewards—hiring, promoting, or giving a salary increase or grade if a person does submit to sexual advances.~~

~~(2) “Hostile environment” sexual harassment covers severe, persistent, or pervasive actions which unreasonably interfere with job performance or create an intimidating, hostile, or offensive work environment even if it leads to no tangible or economic job consequences.~~

~~(3) Examples of sexual harassment include but are not limited to the following:~~

~~(a) Unwelcome requests or demands for sexual favors. This may include subtle or blatant expectations, pressures, or requests for any type of sexual favor, including repeated unwelcome requests for dates, whether or not accompanied by an implied or stated promise of preferential treatment or negative consequences concerning one’s employment or student status.~~

~~(b) Unwanted and repeated verbal abuse or kidding that is sexual in nature, such as unwelcome sexual jokes or innuendos, graphic verbal commentaries about an individual’s body, sexually degrading words, or the display of offensive or sexually suggestive items.~~

~~(c) Unwelcome or unwanted sexual advances. This may include patting, pinching, hugging, cornering, kissing, fondling, or any other similar physical conduct of a sexual nature.~~

~~(C) Sexual assault involving physical contact, sexual battery, and rape are extreme forms of sexual harassment and are felony crimes in the state of Ohio. These crimes and possible penalties are defined in Title 29 of the Ohio Revised Code.~~

~~(1) As required by the Ohio Revised Code, Columbus State Community College’s~~



COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL

SEXUAL HARASSMENT  
Policy No. 3-34  
Page 3 of 4

Effective April 15, 1999

~~Public Safety Department will notify the Columbus Police Department of all reports of sexual assault, sexual battery, and rape for their investigation and prosecution.~~

- ~~(2) — If the accused is prosecuted in a criminal proceeding, the college may defer any internal disciplinary proceeding until after an appropriate decision by the criminal justice system.~~
- ~~(3) — In addition to prosecution under Ohio law, a student or an employee convicted of sexual assault, sexual battery, or rape may be disciplined by the college under college policy and procedures. If appropriate, a student would be disciplined under the Student Misconduct Policy No. 7-10 and Procedure No. 7-10 (D), up to and including dismissal from the college. If appropriate, an employee would be disciplined under college Policy No. 3-32 (Disciplinary Action) up to and including termination from employment.~~
- ~~(D) — It is the policy of Columbus State Community College to investigate thoroughly and take appropriate action concerning any reported incidents of sexual harassment. The very nature of sexual harassment often makes it difficult to detect unless the offended person registers with the appropriate college representative his or her discontent. If anyone believes that he or she is being subjected to any of the above-mentioned forms of sexual harassment, or is aware of someone who is being subjected to the above-mentioned forms of sexual harassment, he or she is strongly encouraged to bring this to the attention of the appropriate administrators listed in Procedure No. 3-33 (E).~~
- ~~Any person electing to utilize the Sexual Harassment/Harassment Procedure (No. 3-33 (E)), will be treated courteously, and the problem will be handled promptly and as confidentially as practicable. The registering of a complaint will in no way be used against the employee or student, nor will it have an adverse impact on the individual's employment or student status.~~
- ~~(E) — The college reserves the right to use the full range of disciplinary action provided by college policy, up to and including discharge or dismissal, if any member of the college community brings a false complaint of sexual harassment. No complaint will be considered "false" solely because it cannot be corroborated.~~

COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL

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SEXUAL HARASSMENT

Effective April 15, 1999

Policy No. 3-34

Page 4 of 4

- ~~(F) — In cases of alleged sexual harassment, whether formal or informal resolution is sought, anonymous complaints will not be brought against any member of the college community.~~
- ~~(G) — The college will provide annual educational information for students and employees to promote awareness and prevention of sexual harassment and sexual assault.~~
- ~~(H) — Procedures related to this policy are detailed in the Sexual Harassment/Harassment investigative procedure, Procedure No. 3-33 (E).~~

COLUMBUS STATE COMMUNITY COLLEGE  
POLICY AND PROCEDURES MANUAL

SEXUAL MISCONDUCT  
Policy No. 3-35  
Page 1 of 1

Effective April 15, 1999

RESCIND

- (A) ~~The policies and procedures of Columbus State Community College are designed to establish and preserve the academic mission of the college, and sexual misconduct in the work or academic setting will not be tolerated. Sexual misconduct is a serious violation of college policy and procedures, and offenders will be subject to appropriate college adjudication processes and the full range of disciplinary action contained in college policy, up to and including discharge or dismissal.~~
- (B) ~~The college seeks to provide and maintain a professional learning and working environment and considers consensual sexual relationships in which one individual has direct responsibility for the evaluation of the other, or has responsibility for supervising, advising, or counseling the other in the course of carrying out his/her job responsibilities, to be unprofessional and subject to disciplinary action up to and including discharge or dismissal.~~
- (1) ~~For example, such consensual sexual relationships are prohibited when a student is enrolled in a class taught by the faculty member, is an advisee, or is in some other way subject to the faculty member's supervision as the faculty member carries out his/her job responsibilities. Also prohibited are consensual sexual relationships between staff or administrative employees and the students or employees they supervise, professionally advise, or counsel in the course of carrying out their job responsibilities.~~
- (2) ~~To avoid being in violation of the sexual misconduct policy, those involved have the responsibility to notify the EEO Officer about their relationship and to seek a reasonable resolution.~~
- (C) ~~The college will provide annual educational information for students and employees to promote awareness and prevention of sexual misconduct.~~
- (D) ~~The registering of a complaint will in no way be used against the employee or student, nor will it have an adverse impact on the individual's employment or student status. However, any individual knowingly or maliciously making a false or frivolous allegation of sexual misconduct will be subject to disciplinary action up to and including discharge or dismissal.~~
- (E) ~~Procedures related to this policy are detailed in Sexual Misconduct Policy No. 3-35 (E).~~







## Columbus State Community College Board Action

Date \_\_\_\_\_

**SUBJECT:**

Personnel Information Items

**BACKGROUND INFORMATION:**

In accordance with a Board of Trustees resolution approved and adopted at their regular meeting held on October 18, 1978, the President has the authority to make staff appointments to positions which have already been approved by the Board and included in the current budget and to accept faculty and staff resignations.

**FOR INFORMATION ONLY**





**COLUMBUS STATE COMMUNITY COLLEGE**

**BOARD OF TRUSTEES**

**INFORMATION ONLY**

In accordance with a Board Resolution approved and adopted at a regular meeting held on October 18, 1978, which enables the President to make employee appointments to positions which have already been approved by the Board and included in the current budget, the following persons have been **appointed**.

<u>NAME</u>	<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DATE</u>	<u>SALARY</u>
Cathy Bill (Repl. L. Mayer)	Instructor	Biological & Physical Sciences	08/16/12	\$44,224
Martin Blaine (Repl. P. Parker)	Instructor	Business Programs	08/16/12	\$39,486
Karen Brady (Repl. W. Ferguson)	Instructor	Mathematics	08/16/12	\$42,645
Dylan Canter (Repl. L. Edwards)	Instructor	English	06/16/12	\$39,486
Crystal Ceballos (Repl. L. Holloway)	Specialist	Financial Aid	07/02/12	\$34,819
Gary Clark (New – B/A)	Instructor	Integrated Media & Tech.	08/16/12	\$42,645
Stephanie Crawford (Repl. A. Miller)	Specialist	Advising Services	08/01/12	\$33,129
Zachary Dilbeck (Repl. M. Wright)	Instructor	English (Delaware)	08/16/12	\$41,065
James Favuzzi (New – B/A)	Supervisor II	Veteran's Services	07/16/12	\$71,953
Dane Galden (Repl. C. Foley)	Instructor	Business Programs	08/16/12	\$39,486
Kimberly Lowe Hall (New – B/A)	Chief of Staff	President's Office	08/06/12	\$130,000
Julie Hallas (Repl. P. Rowe)	Instructor	Developmental Education	08/16/12	\$39,486
Fallon Johns (Repl. L. Miller)	Office Associate	Social Sciences	07/02/12	\$28,652

Lauren Jones (Repl. K. Paulin)	Instructor	Developmental Education	08/16/12	\$39,486
Christopher Keck (Repl. T. McClain)	Assistant Director	Disability Services	08/01/12	\$67,537
Michelle Kohar (Repl. A. Ghiloni)	Advisor	Financial Aid	07/16/12	\$44,034
Mary Lewis (New – B/A)	Instructor	Psychology	08/16/12	\$44,224
Adrienne Luke (Repl. C. Keck)	Advisor	Disability Services	08/01/12	\$44,034
Ameena Mu'min (New – B/A)	Director I	Counseling Services	07/15/12	\$71,953
Brian Peebles (Repl. L. Sprandel)	Instructor	Biological & Physical Sciences	08/16/12	\$41,065
Mark Pelphrey (Repl. S. Clegg)	Specialist	Off-Campus (Bolton Field)	08/01/12	\$40,622
Guadalupe Raquel Pina (New – B/A)	Instructor	Modern Languages	06/16/12	\$44,224
Maia Randle (Repl. M. Hailu)	Instructor	Biological & Physical Sciences	08/16/12	\$42,644
Blake Regan (Repl. K. Struve)	Instructor	Mathematics	08/16/12	\$42,644
Karen Rippe (Repl. E. Feth)	Instructor	Biological & Physical Sciences	08/16/12	\$44,224
Deborah Robinson (Repl. A. Tracy)	Office Associate	Nursing	07/16/12	\$28,652
Donna Robinson (Repl. M. Garrett)	Specialist	Testing Center	07/02/12	\$33,550
Matthew Saelzler (Repl. M. Bailey)	Instructor	Biological & Physical Sciences	08/16/12	\$41,065
Sharon Stickley (Repl. C. Gallucci)	Instructor	Biological & Physical Sciences	08/16/12	\$44,224

Nome Stillwell (Repl. K. Payne)	Program Coordinator	Financial Aid	07/16/12	\$59,399
Terrie Stolte (Repl. D. Carmell)	Instructor	Business Programs	08/16/12	\$41,065
Heather Thompson-Gillis (New – B/A)	Instructor	English	08/16/12	\$42,645
Lyndsy Wolff (Repl. M. Sucheston)	Instructor	Biological & Physical Sciences	08/16/12	\$41,065
Terry Worst (Repl. M. Coleman)	Advisor	Veteran's Services	08/01/12	\$48,375
Michael Wright (Repl. E. Martin)	Instructor	English	08/16/12	\$40,907



**COLUMBUS STATE COMMUNITY COLLEGE**

**BOARD OF TRUSTEES**

**INFORMATION ONLY**

In accordance with a Board Resolution approved and adopted at a regular meeting held on October 18, 1978, which enables the President to make employee appointments to positions which have already been approved by the Board and included in the current budget, the following resignations/terminations/retirements have been accepted.

<u>NAME</u>	<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DATE</u>
Amy Cardinal (Resignation)	Specialist	Records & Registration	07/19/12
Donna Dean (Resignation)	Coordinator	Delaware Campus	08/15/12
Danielle Dillard (Termination)	Specialist	Bookstore	07/30/12
Kimberly Fahringer (Resignation)	Technician	Public Safety	07/12/12
Obie Ford (Resignation)	Advisor	Advising Services	08/31/12
Beth Garrett (Resignation)	Specialist	Data Center	07/20/12
Erin Helms (Resignation)	Specialist	Testing Center	07/11/12
James Kim (Resignation)	Assistant	Records & Registration	07/15/12
Amy Lough (Position Eliminated)	Specialist	Off-Campus (Madison Correctional)	08/15/12
Terri Miller (VCSI)	Director	Human Resources	08/31/12
Beverly Murphy (VCSI)	Account Clerk	Business and Campus Services	07/09/12
Amanda Nawrocki (Resignation)	Administrative Assistant	Knowledge, Resources & Planning	08/15/12
Jason Norris (Resignation)	Supervisor I	Bookstore	08/07/12

Keith Pepperell (VCSI)	Assistant Professor	Humanities	08/15/12
Melvin Stewart (Resignation)	Police Officer - Sargent	Public Safety	08/04/12
Sandra Veach (VCSI)	Specialist	Testing Center	08/31/12
L. Sherea Washington (Resignation)	Advisor	Advising Services (S2S)	05/15/12
Kimberly Zerkle (Resignation)	Associate Teacher	Child Development Center	08/10/12

