

# **AGENDA**

**ST. PETERSBURG COLLEGE BOARD OF TRUSTEES  
TUESDAY, JUNE 21, 2011**

**CARUTH HEALTH EDUCATION CENTER  
TEACHING AUDITORIUM  
7200 – 66<sup>TH</sup> STREET N.  
PINELLAS PARK, FLORIDA**

**SPECIAL MEETING: 8:30 A.M.**

## **I. CALL TO ORDER**

- A. Invocation
- B. Pledge of Allegiance

## **II. PRELIMINARY MATTERS**

- A. Presentation of Retirement Resolutions and Motion for Adoption
  - 1. Diane E. Francey, Assistant Purchasing Director, EpiCenter Services
  - 2. Donald J. Hendricks, Electrician, EpiCenter Services
  - 3. Karen K. Kroeker, Academic Staff Assistant, Natural Science, Tarpon Springs Campus
  - 4. Marsha M. Lange, Student Services Assistant, Business Office, St. Petersburg/Gibbs Campus
  - 5. J. Stephen Meier, Instructor, Social & Behavioral Science, St. Petersburg/Gibbs Campus
  - 6. Patricia O’Hare, Administrative Specialist, College of Computer & Information Technology, St. Petersburg/Gibbs Campus
  - 7. Sang Vo, Senior Instructional Specialist/Math Adjunct Instructor, Learning Support Commons, Clearwater Campus
- B. Recognitions/Announcements

## **III. COMMENTS**

- A. Board Chair
- B. Board Members
- C. President

**IV. REVIEW AND APPROVAL OF MINUTES**

Board of Trustees' Meeting of May 17, 2011

**V. MONTHLY REPORTS**

- A. Board Attorney – Joseph H. Lang
- B. Acting General Counsel – Suzanne Gardner
- C. Provosts – Brock, Nicotera, White
- D. Faculty Senate – Mahoney

**VI. OLD BUSINESS (items previously considered but not finalized)**

**VII. NEW BUSINESS**

- A. STUDENT SUCCESS AND ACHIEVEMENT (*information*)\*
  - 1. Legislative Matters Impacting Students
    - a. Gainful Employment
    - b. Bright Futures
- B. BIDS, EXPENDITURES AND CONTRACTS (through Purchasing)
  - 1. Estimated Utility Expenditures for Fiscal Year 2011-2012
  - 2. Removal of Certain Assets from Property Inventory
- C. OTHER EXPENDITURES AND CONTRACTS
  - 1. Follett Higher Education Group—Renewal of Agreement for Bookstore Management Services
  - 2. TW Telecom, Inc.—Internet and Network Services
  - 3. WorkNet Pinellas, Inc.—Training Agent Agreement Extension
- D. GRANTS/RESTRICTED FUNDS CONTRACTS
  - 1. Application/Acceptance
    - a. Florida Department of Education—College Reach Out Program



- b. U.S. Department of Defense, Technical Support Working Group – Operations and Mission Assurance Training Program
- c. U.S. Department of Justice, Bureau of Justice Assistance – Law Enforcement Executive Sessions
- d. U.S. Department of Justice, Bureau of Justice Assistance – Law Enforcement Suicide Prevention Training
- e. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention – Community-Based Violence Prevention Demonstration Program
- f. U.S. Department of Justice, Office of Community Oriented Policing Services – Community Policing Development: COPS, Communities and Trust Project
- g. U.S. Department of Justice, Office of Community Oriented Policing Services – Community Policing Development: COPS, Halt Human Trafficking Project
- h. U.S. Department of Justice, Office of Community Oriented Policing Services— Community Policing Development: COPS and Homeland Security, Planning for the Whole Community Project
- i. Workforce Florida, Inc., Florida Department of Commerce – Quick Response Training Program

2. Amendment(s). **NONE**

**E. CAPITAL OUTLAY, MAINTENANCE, RENOVATION, AND CONSTRUCTION**

- 1. Disposition of Surplus or Obsolete Property (Survey #537)
- 2. 2010/11 Sanitation, Casualty and Safety Inspection Report
- 3. Draft Capital Improvement Program (CIP) for FY 2012-13 through 2016-17
- 4. Amendment #12 to the Educational Plant Survey dated June 19, 2007 (Spot Survey #12), Remodel/Renovate Health Education Center Annex (Building 67), at the Health Education Center, Site 8
- 5. Bond Resolution for Capital Outlay and Debt Service (CO&DS) Bonds

6. Amendment #2 to the Lease Agreement between St. Petersburg College and Pinellas County Medical Association for a Lease of Office Space at the District Office
  7. Amendment #2 to the Lease Agreement between St. Petersburg College and Pinellas County Osteopathic Medical Society for a Lease of Office Space at the District Office
  8. Review of Phase III Construction Documents and Final Guaranteed Maximum Price (GMP), Project 186-C-11-4, Additional Classrooms/Offices (Modulars), Seminole Campus
  9. Fiscal Year 2011-2012 Capital Outlay Budget
- F. AGENCY BILLINGS
- G. PERSONNEL
1. Personnel Report
  2. Annual Contract Recommendations
  3. Adoption of the 2011-2012 Salary Schedule
  4. Faculty Compensation Committee Report
- H. PROPOSED CHANGES TO BOT RULES MANUAL – Public Hearing
- Rule 6Hx23-1.02 Philosophy and Objective (Purpose) of the College
  - Rule 6Hx23-1.34 Discrimination Grievance Rule
  - Rule 6Hx23-2.01 Equal Employment Opportunity/Affirmative Action
  - Rule 6Hx23-2.010 Harassment and Relationships Policy and Definitions
  - Rule 6Hx23-6.14 Naming of College Facilities
- I. FINANCIAL REPORT AND UPDATE (*information*)
- J. UNCOLLECTIBLE ACCOUNTS
- K. DIRECT-SUPPORT ORGANIZATION (DSO) COLLABORATION BETWEEN SPC FOUNDATION, INC. AND THE LEEPA-RATTNER MUSEUM OF ART, INC. (LRMA) – GULF COAST MUSEUM COLLECTION
- L. CREDIT CURRICULUM
- M. 2010-2011 EQUITY REPORT

**VIII. PRESIDENT'S REPORT**

**IX. FUTURE AGENDA ITEMS**

**X. NEXT MEETING DATE AND SITE**

Annual Organizational Meeting – Tuesday, July 19, 2011, EpiCenter

**XI. ADJOURNMENT**

If any person wishes to appeal a decision made with respect to any matter considered by the Board at its meeting Tuesday, June 21, 2011, he or she will need a record of the proceedings. It is the obligation of such person to ensure a verbatim record of the proceedings is made, §286.0105, Florida Statutes.

Items summarized on the Agenda may not contain full information regarding the matter being considered. Further information regarding these items may be obtained by calling the Board Clerk at (727) 341-3260.

**\*No packet enclosure**

Date Advertised: May 20, 2011

[Confirmation of Publication](#)

# **PRESIDING AGENDA**

ST. PETERSBURG COLLEGE BOARD OF TRUSTEES  
TUESDAY, JUNE 21, 2011

CARUTH HEALTH EDUCATION CENTER  
TEACHING AUDITORIUM  
7200 – 66<sup>TH</sup> STREET N.  
PINELLAS PARK, FLORIDA

**SPECIAL MEETING: 8:30 A.M.**

## **I. CALL TO ORDER**

- A. Invocation
- B. Pledge of Allegiance

## **II. PRELIMINARY MATTERS**

- A. Presentation of Retirement Resolutions and Motion for Adoption
  - 1. Diane E. Francey, Assistant Purchasing Director, EpiCenter Services
  - 2. Donald J. Hendricks, Electrician, EpiCenter Services
  - 3. Karen K. Kroeker, Academic Staff Assistant, Natural Science, Tarpon Springs Campus
  - 4. Marsha M. Lange, Student Services Assistant, Business Office, St. Petersburg/Gibbs Campus
  - 5. J. Stephen Meier, Instructor, Social & Behavioral Science, St. Petersburg/Gibbs Campus
  - 6. Patricia O’Hare, Administrative Specialist, College of Computer & Information Technology, St. Petersburg/Gibbs Campus
  - 7. Sang Vo, Senior Instructional Specialist/Math Adjunct Instructor, Learning Support Commons, Clearwater Campus
- B. Recognitions/Announcements

## **III. COMMENTS**

- A. Board Chair
- B. Board Members
- C. President

**IV. REVIEW AND APPROVAL OF MINUTES**

Board of Trustees' Meeting of May 17, 2011

**V. MONTHLY REPORTS**

- A. Board Attorney – Joseph H. Lang
- B. Acting General Counsel – Suzanne Gardner
- C. Provosts – Brock, Nicotera, White
- D. Faculty Senate – Mahoney

**VI. OLD BUSINESS (items previously considered but not finalized)**

**VII. NEW BUSINESS**

- A. STUDENT SUCCESS AND ACHIEVEMENT (*information*)\*
  - 1. Legislative Matters Impacting Students
    - a. Gainful Employment
    - b. Bright Futures
- B. BIDS, EXPENDITURES AND CONTRACTS (through Purchasing)
  - 1. Estimated Utility Expenditures for Fiscal Year 2011-2012
  - 2. Removal of Certain Assets from Property Inventory
- C. OTHER EXPENDITURES AND CONTRACTS
  - 1. Follett Higher Education Group—Renewal of Agreement for Bookstore Management Services
  - 2. TW Telecom, Inc.—Internet and Network Services  
**Scrivener's Error – Corrected Version Distributed**
  - 3. WorkNet Pinellas, Inc.—Training Agent Agreement Extension
- D. GRANTS/RESTRICTED FUNDS CONTRACTS
  - 1. Application/Acceptance
    - a. Florida Department of Education—College Reach Out Program

- b. U.S. Department of Defense, Technical Support Working Group – Operations and Mission Assurance Training Program
- c. U.S. Department of Justice, Bureau of Justice Assistance – Law Enforcement Executive Sessions
- d. U.S. Department of Justice, Bureau of Justice Assistance – Law Enforcement Suicide Prevention Training
- e. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention – Community-Based Violence Prevention Demonstration Program
- f. U.S. Department of Justice, Office of Community Oriented Policing Services – Community Policing Development: COPS, Communities and Trust Project
- g. U.S. Department of Justice, Office of Community Oriented Policing Services – Community Policing Development: COPS, Halt Human Trafficking Project
- h. U.S. Department of Justice, Office of Community Oriented Policing Services— Community Policing Development: COPS and Homeland Security, Planning for the Whole Community Project
- i. Workforce Florida, Inc., Florida Department of Commerce – Quick Response Training Program

2. Amendment(s). **NONE**

**E. CAPITAL OUTLAY, MAINTENANCE, RENOVATION, AND CONSTRUCTION**

- 1. Disposition of Surplus or Obsolete Property (Survey #537)
- 2. 2010/11 Sanitation, Casualty and Safety Inspection Report
- 3. Draft Capital Improvement Program (CIP) for FY 2012-13 through 2016-17
- 4. Amendment #12 to the Educational Plant Survey dated June 19, 2007 (Spot Survey #12), Remodel/Renovate Health Education Center Annex (Building 67), at the Health Education Center, Site 8

**INSERT 9. Fiscal Year 2011-2012 Capital Outlay Budget (out of numerical order)**

5. Bond Resolution for Capital Outlay and Debt Service (CO&DS) Bonds
6. Amendment #2 to the Lease Agreement between St. Petersburg College and Pinellas County Medical Association for a Lease of Office Space at the District Office
7. Amendment #2 to the Lease Agreement between St. Petersburg College and Pinellas County Osteopathic Medical Society for a Lease of Office Space at the District Office
8. Review of Phase III Construction Documents and Final Guaranteed Maximum Price (GMP), Project 186-C-11-4, Additional Classrooms/Offices (Modulars), Seminole Campus

~~9. Fiscal Year 2011-2012 Capital Outlay Budget (moved between E.4 and E.5)~~

F. AGENCY BILLINGS

G. PERSONNEL

1. Personnel Report
2. Annual Contract Recommendations
3. Adoption of the 2011-2012 Salary Schedule
4. Faculty Compensation Committee Report

H. PROPOSED CHANGES TO BOT RULES MANUAL – Public Hearing

- Rule 6Hx23-1.02 Philosophy and Objective (Purpose) of the College
- Rule 6Hx23-1.34 Discrimination Grievance Rule
- Rule 6Hx23-2.01 Equal Employment Opportunity/Affirmative Action
- Rule 6Hx23-2.010 Harassment and Relationships Policy and Definitions
- Rule 6Hx23-6.14 Naming of College Facilities

I. FINANCIAL REPORT AND UPDATE (*information*)

J. UNCOLLECTIBLE ACCOUNTS

K. DIRECT-SUPPORT ORGANIZATION (DSO) COLLABORATION BETWEEN SPC FOUNDATION, INC. AND THE LEEPA-RATTNER MUSEUM OF ART, INC. (LRMA) – GULF COAST MUSEUM COLLECTION

L. CREDIT CURRICULUM

M. 2010-2011 EQUITY REPORT

**VIII. PRESIDENT'S REPORT**

**IX. FUTURE AGENDA ITEMS**

**X. NEXT MEETING DATE AND SITE**

Annual Organizational Meeting – Tuesday, July 19, 2011, EpiCenter

**XI. ADJOURNMENT**

If any person wishes to appeal a decision made with respect to any matter considered by the Board at its meeting Tuesday, June 21, 2011, he or she will need a record of the proceedings. It is the obligation of such person to ensure a verbatim record of the proceedings is made, §286.0105, Florida Statutes.

Items summarized on the Agenda may not contain full information regarding the matter being considered. Further information regarding these items may be obtained by calling the Board Clerk at (727) 341-3260.

**\*No packet enclosure**

Date Advertised: May 20, 2011

[Confirmation of Publication](#)



# Caruth Health Education Center

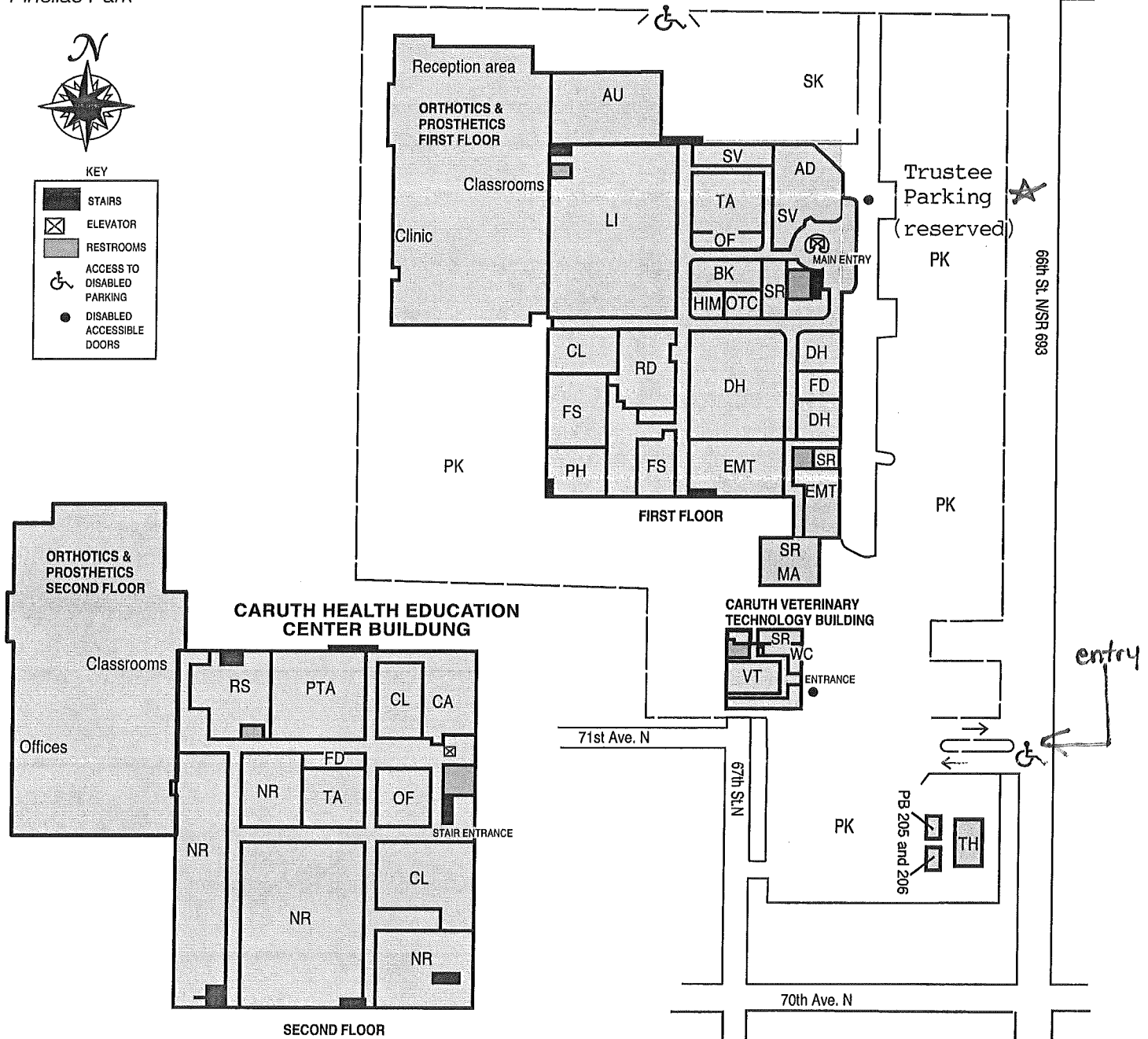
## Caruth Health Education Center

7200 66th St. N  
Pinellas Park

Park Blvd./74th Ave. N/SR 694



### KEY



### Caruth Health Education Center Room Codes

- AD - Administration
- AU - Auditorium
- BK - Bookstore
- CA - Cafeteria
- CL - Classrooms
- DH - Dental Hygiene
- EMT - Emergency Medical Technology
- FD - Faculty development
- FS - Funeral Services
- HIM - Health Information Management

- LI - Library
- MA - Maintenance
- NR - Nursing
- OF - Offices
- OTC - OSSD testing center
- PB - Portables 205 and 206
- PH - Physical Plant/Receiving
- PK - Student parking
- PTA - Physical Therapist assistant
- RS - Respiratory Therapy

- SK - Staff parking
- SR - Storage
- SV - Student Services
- TA - Teaching Auditorium
- TH - Thrift Store
- VT - Veterinary Technology
- WC - Wellness Center



**Provost Reports  
Board of Trustees Meeting  
June 2011**

# Summer Events at Allstate Center

## Multi-day Camps

- Inner City Operation to Recruit for Public Safety (iCORPS) June 20 – August 9
- Junior Achievement, Professional Opportunities Program (POPs) #1 June 13 – July 8
- Junior Achievement, Professional Opportunities Program (POPs) # 2 July 11 – August 5
- COPS “*Who Done It*” June 13 – June 24
- Science, Technology, Engineering, and Math (STEM) June 15 – June 30

## Single Day Activities

- Camp Choice June 16
- Summer of Success (SPG) June 17
- Drug Education for Youth June 21
- Summer of Success (Tarpon) June 29
- STEM TEC Summer Career Institute July 6



# COLLEGE OF COMPUTER & INFORMATION TECHNOLOGY

Educating a *relevant, skilled & diverse* workforce in the Tampa Bay area

**312 SP/G students:**

## CERTIFICATES

- 12 Computer Support
  - 1 CISCO
- 15 Computer/Web Programming
  - 4 IT Security
  - 1 Microsoft (MCITPSA)

## A.S DEGREE

- 85 Computer Networking
- 60 Computer/Web Programming
- 75 IT Security
- 29 Technology Management
- 30 Web Design & Management

## BAS DEGREE

Technology Management

**991 SP/G students:**

## GENERAL EDUCATION

- 488 Basic Computer Literacy
- 503 Computer Applications

Satisfies computer literacy requirement

## STATE-OF-THE-ART COMPUTER LABS

- 2 High Technology/Programming
- 2 General Use



Web site: <http://www.spcollege.edu/central/ccit/>  
Blog: <http://spcbt.wordpress.com/>



**Faculty Senate Report  
Board of Trustees Meeting  
June 2011**

# Faculty Governance Organization



- Virtual office hours
- Professor Emeritus
- Expanded access hours on campus
- Peer observation
- Sharepoint site
- Compensation committee
- General increase in faculty involvement



# **Federal and State Regulation Update**

---

*Bright Futures and Gainful Employment*





# What is Bright Futures?

## St. Petersburg College

In 1997, the Florida Legislature created the Florida Bright Futures Scholarship Program to reward students for their academic achievements during high school by providing funding to attend postsecondary education in Florida.

The program offers three levels of scholarship awards:

- The Florida Academic Scholars award (FAS);
- The Florida Medallion Scholars award (FMS); and
- The Florida Gold Seal Vocational Scholars award (GSV).

The State Appropriation for Bright Futures Program is 350 million SPC awarded \$3,724,989 Bright Future Scholarship Dollars to 2,590 students with a per term award ranging from \$462 to \$1848.



# Bright Futures Changes

## St. Petersburg College

- **Free Application for Federal Student Aid (FAFSA)** now required.
- **Summer term** can no longer be used to meet renewal requirements, summer term will count as the one-time restoration opportunity (if applicable).
- **SAT/ACT test scores** requirement for initial eligibility in the Florida Medallion Scholars Program have increased since 2010-11.
- New **community service** requirements for initial eligibility.
- Florida Academic Scholars- 100 hours, up from 75 hours.
- Florida Medallion Scholars- 75 hours, up from 0.
- Florida Gold Seal Vocational Scholars- 30 hours, up from 0.



# Bright Futures – Rumors

## St. Petersburg College

- The Florida Bright Futures Scholarship Program is moving towards becoming a **need-based program**.
- Florida Bright Futures Scholarship recipients that are not meeting the scholarship renewal requirements at the end of the spring term each year might have the option to repay all of the annual funding they received in that year in order to become eligible for funding in a subsequent academic year.
- Colleges are already required to collect tuition/fees for classes withdrawn by Bright Future recipients. In Fall 2010 SPC has to collect \$98,736 and \$124,384 for Spring 2011. Failure to repay terminates future eligibility for Bright Futures.



# The SPC Plan

## Center of Excellence for Teaching and Learning

### Notifying Students and Staff

- 1,776 letter/Emails to this year BF recipients who did not file FAFSA, will also send letter/Email to 2011/2012 students once OSFA file is received.
  - Website Updated
  - Bright Futures Questions and Answers
  - Bright Futures Narrated PowerPoint Distributed to Staff
- Coming Soon!*
- Narrated Camtasia Video for Parents/Students



# What is Gainful Employment?

## St. Petersburg College

- In theory, the rule is intended to protect students and taxpayers from programs that overpromise and underdeliver, leaving students saddled with debt and no job to show for it.
- SPC has 50 eligible certificate programs
- More disclosure to students that help them make more informed choices about programs and borrowing.



# Disclosure Requirements- Website 7/1/2011

## St. Petersburg College

- The name and U.S. Department of Labor's Standard Occupational Classification (SOC) code of the occupations that the program prepares students to enter, along with links to occupational profiles on the U.S. Department of Labor's O\*NET Web site or its successor site.
- The on-time graduation rate for students completing the program.
- The tuition and fees the institution charges a student for completing the program within normal time.
- The typical costs for books and supplies
- The job placement rate for students completing the program.
- The median loan debt incurred by students who completed the program



# Gainful Employment

## How this will be Measured – July 1, 2012

St. Petersburg College

### **Annual Loan Repayment Rate**

- Cohort of students repayment at least (35%)

### **Discretionary Income Threshold**

- No greater than 30% of discretionary income

### **Actual earnings threshold**

- Loan payment may not exceed 12% of annual earnings



# Penalties and Enforcement

## St. Petersburg College

- The first time a program fails to meet the debt measure it must disclose to students why the measurement was not met and how the issue will be addressed.
- Second time: must inform students that their debts may be unaffordable after graduation, program is at risk of losing eligibility to participate in Federal student aid programs, and what their existing transfer options are.
- After a third failure in four years, the program **loses eligibility** to participate in Federal student aid programs and cannot reapply for eligibility for at least three years. **Under this framework, the first year a program could become ineligible would be 2015, based on its performance in FY 2012-2014.**





# Gainful Employment New Programs

## St. Petersburg College

### **Notification (90 days before start of program)**

- How institution determined need for the program
- How the program was designed to meet local market needs
- If an online program, how designed to meet regional or national market needs
- Contain any wage analysis performed
- How program was reviewed/approved/developed with business advisory committees, program integrity boards, public/private oversight agencies, and any businesses likely to employ graduates
- Demonstrate approved by, or included in, school accreditation
- Provide the date of the first day of class

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law. Jr., President *wdl*

**SUBJECT:** Estimated Utility Expenditures for Fiscal Year 2011-2012

**The Board is requested to authorize the payment of actual invoices to the respective entity for utility services for the period July 1, 2011 through June 30, 2012, without further Board approval and to include as appropriate any future properties or equipment that may come online for utility expenditures.**

**Additional Information:**

Items 1-15 in Column 1 reflect actual expenditures through April 30, 2011. Column 2 is the projection for the entire '10-'11 year using the first 10 months' expenditures to project the year's total. Column 3 represents the estimated amount for the '11-'12 year based upon the research by each area.

	(1)	(2)	(3)	(4)	(5)
Utility	Actual YTD Expenditure 7/1/10-4/30/11	Estimated Expenditure 7/1/10-6/30/11	Estimated Expenditure 7/1/11-6/30/12	Difference	Increase
1. Progress Energy Florida, Inc. - electricity	\$ 3,958,968	\$ 4,833,968	\$ 5,272,971	\$ 439,003	9%
2. TECO/Peoples Gas Systems - natural gas	\$ 182,094	\$ 242,792	\$ 249,256	\$ 6,464	3%
3. Pinellas County - water, sewer, garbage	\$ 95,252	\$ 127,003	\$ 130,384	\$ 3,381	3%
4. City of St. Petersburg - water, sewer, garbage	\$ 113,925	\$ 151,900	\$ 155,944	\$ 4,044	3%
5. City of Clearwater - utilities	\$ 135,329	\$ 180,439	\$ 185,242	\$ 4,803	3%
6. City of Pinellas Park - water & garbage	\$ 68,481	\$ 91,308	\$ 93,739	\$ 2,431	3%
7. City of Tarpon Springs - water	\$ 4,570	\$ 6,093	\$ 6,256	\$ 163	3%
8. City of Largo	\$ 15,429	\$ 20,572	\$ 21,120	\$ 548	3%
9. Waste Management of Pinellas County - garbage	\$ 14,096	\$ 18,795	\$ 19,295	\$ 500	3%
10. Waste Services	\$ 3,351	\$ 4,468	\$ 4,587	\$ 119	3%
11. Petroleum Fuel - Collegewide	\$ 59,396	\$ 72,262	\$ 77,000	\$ 4,738	7%
12. Verizon – telephones*	\$ 74,365	\$ 89,238	\$ 85,238	\$ (4,000)	-4%
13. Fla. Dept. Management Service - telephones	\$ 15,613	\$ 18,735	\$ 18,735	\$ 0	0%
14. Time Warner Communications*	\$ 375,682	\$ 450,818	\$ 479,258	\$ 28,440	6%
<u>15. Bright House Networks</u>	<u>\$ 1,625</u>	<u>\$ 1,950</u>	<u>\$ 1,950</u>	<u>\$ 0</u>	<u>0%</u>
	\$ 5,118,176	\$ 6,310,341	\$ 6,800,975	\$ 490,634	7.7%

Fiscal 2012 reflects a three percent increase in cost for all affected utilities, except electricity, petroleum and telecom, based on the anticipated air conditioned square footage changes of the following buildings:

- TS-College of Education (6 months) - 43,464 gsf
- SEM- Veterinary Technology (12 months) - 32,768 gsf
- CL- Church (12 months) - 3,000gsf
- HEC Annex -1<sup>st</sup> Floor (12 months) - 12,500 gsf
- HEC Annex -Top Floors (12 months) - 16,125 gsf (unoccupied conditioned space)
- Demolition of CL Teaching Auditorium (12 months) - 6,111 gsf
- Demolition of HEC Veterinary Technology building (6 months) - 20,873 gsf

The nine percent increase in electrical cost is reflective of additional consumption cost associated with gross square footage changes as well as a Progress Energy-projected utility cost increase of up to 12 percent for the next fiscal year. Progress Energy and Duke Power went through a merger in early January and, while the merger has been seamless to its customers, the utility company is currently awaiting approval on rate increases. Progress Energy comprises 86 percent of the utility cost expenses, excluding telecom and petroleum for Fleet Services.

The estimates of city and county utilities do not reflect storm water payments, as the College is exempt from these fees.


\*The increase of 6 percent for Time Warner Communications' estimated expenditure is due to the addition of the new Veterinary Technology facility.

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Susan M. Reiter, Vice President, Facilities Planning & Institutional Services; and Jim Waechter, Director, Facilities Services, recommend approval of Items 1-11. Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology, recommends approval of Items 12-15.

ps0617113

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College  
**FROM:** William D. Law, Jr., President   
**SUBJECT:** Removal of Certain Assets from Property Inventory

**Approval is sought to write off 45 capital assets not located for three consecutive years.** The following items valued individually at \$1,000 or more have a current Net Book value of \$0 and were acquired between 1983 and 2007. Though diligently searched for during the College’s annual physical inventory process, these items have not been located for three years.

Per guidelines established by the State of Florida’s Chief Financial Officer, the Auditor General’s Office and Florida Statutes, with proper approval, these assets can be removed from the property records.

BOT	Description	Make	Model	Serial ID	Acq Date	Acq Amt	Last Inventory
01237	Storage Cabinet	Neumade	MM-216-C		2/1/1983	1,048.84	3/21/07
01715	Animal Anesthesia Machine	Ohmeda	VML-0010	520	8/1/1987	4,183.00	3/30/07
04332	Computer Terminal	Sun Micro	3/5MO-4	634C2228	9/1/1986	11,302.50	
05819	Radar Unit	Kustom Elect	0054 Hawk:Hh10101	HH10101	2/1/1989	2,395.00	5/3/07
08341	Player/Editor	Sony	PVW-2600		8/1/1993	10,480.00	4/4/07
09202	Power Mac	Apple	B2135LL/A	FC44815LIUV	2/1/1995	2,570.60	3/20/07
10831	Computer: 166	Dell	166MHz,32MB,2.1GB	7ZFG3	1/29/1997	2,490.00	3/30/07
12007	Computer	US Computer	Mid Tower 230W		9/19/1997	3,278.00	3/14/07
12291	Camcorder	Sony	DCR-VX1000	010082088C	11/5/1997	3,547.00	5/14/07
12846	Laptop	Dell	Latitude Cpi266XT	Z20GY	6/24/1998	3,177.00	3/14/07
13046	Computer	Dell	333Mhz,64MB,6.4GB	FMO5H	8/14/1998	1,449.00	3/30/07
1464	INPUT ERROR - DUPL DBT# 11464		09004	316P496	6/18/1997	0.00	
14826	Cell Starter	Fore Syst	ASX200	98101266	9/15/1998	18,620.17	3/30/07

BOT	Description	Make	Model	Serial ID	Acq Date	Acq Amt	Last Inventory
15061	Docking Station	Dell		4FFAOE94	5/25/1999	1,179.00	3/30/07
15260	UPS		SU2200RMXLNET	WS9931014428	11/10/1999	1,488.83	3/19/07
16072	Laptop	Dell	Inspiron 7500	VY40V	12/8/1999	3,484.00	4/4/07
16859	Computer	Dell	500,128MB,10GB,17"	GE5L2	2/24/2000	1,342.00	3/30/07
17000	Computer	Dell	500MHz,128MB,10GB,16"	GULH9	3/13/2000	1,352.00	3/30/07
18268	Laptop	Dell	CPx650GT,128MB,6GB		11/29/2000	2,965.59	4/27/07
18513	Laptop	Dell	C600,750MHz,256MB,20GB		11/20/2000	4,041.00	3/15/07
18514	Laptop	Dell	C600,750MHz,256MB,20GB	1RSG211	11/20/2000	4,041.00	3/15/07
18844	Computer: GX110	Dell	733Mhz/133 GX110	2XRR901	1/16/2001	1,168.00	3/15/07
19652	Laptop	Dell	C600,750MHz,128MB,10GB	7N87P01	6/29/2001	2,337.00	4/2/07
19663	Digital Handycam:	Sony	DCR-TRV30	334571	7/20/2001	1,558.00	4/11/07
20907	Computer: 330	Dell	1.50GHz, 1GB, 36GB, 15"	D3DNZ01	11/6/2001	3,799.00	6/11/07
23232	Laptop	Dell	C840,1.60GHz,256MB,20GB	BXDTP11	7/31/2002	2,464.00	3/21/07
23973	Computer: GX260	Dell	2.40GHz,512MB,40GB,17"	2WH0221	11/14/2002	1,454.44	3/21/07
24387	Camera	Sony	EVI-D30	128548	11/22/2002	1,544.73	6/27/07
25214	Computer: GX260T	Dell	2.00GHz,512MB,40GB,18"	150MQ21	4/30/2003	1,239.00	3/21/07
25222	Computer: GX260T	Dell	2.00GHz,512MB,40GB,18"	H90MQ21	4/30/2003	1,239.00	3/21/07
25234	Computer: GX260T	Dell	2.00GHz,512MB,40GB,18"	C40MQ21	4/30/2003	1,239.00	3/21/07
25743	Computer: GX260T	Dell	2.40GHz,512MB,40GB,18"	GDBWQ21	4/30/2003	1,234.00	3/20/07
26118	Wireless Access Point	Cisco	1200	29529127	7/1/2003	0.00	3/29/07
26635	Laptop	Dell	D600, 1.40GHz, 512MB, 40GB	549G231	7/15/2003	1,947.00	5/10/07
26640	Laptop	Dell	D600, 1.40GHz, 512MB, 40GB	C59G231	7/15/2003	1,947.00	5/30/07
27013	Laptop	Dell	D600,1.40GHz,512MB,60GB,18"FP	1BG6R31	11/17/2003	2,381.00	3/21/07
27480	Laptop	Dell	D800,1.70GHz,512MB,40GB	3JQN741	2/9/2004	2,397.52	3/15/07
27546	Computer: GX270T	Dell	2.40GHz,512MB,80GB,18"F	G9B4R31	11/14/2003	1,289.00	5/22/07
30060	Laptop	Fujitsu	T4010D,1.60GHz,512MB,40GB	R5510205	6/1/2005	1,825.00	4/11/07
30820	Laptop	Dell	D610,2.00GHz,1.0GB,60GB	2QM1M71	6/7/2005	1,931.80	3/19/07

BOT	Description	Make	Model	Serial ID	Acq Date	Acq Amt	Last Inventory
31403	Computer: 670	Dell	3.20GHz,4GB,500GB,19 FP	1SJ7K81	9/28/2005	3,186.00	
31579	Laptop	Dell	D810,1.73GHz,512MB< 40GB	184Z481	8/18/2005	1,594.79	
32431	Cast Cutter	Stryker	840	0534309033	3/24/2006	1,070.71	
34391	Computer: GX620	Dell	3.4 GHz, 1.0GB, 80GB, 17FP	GYKZY91	5/12/2006	1,143.64	
C0225	Computer: GX270	Dell	3.00GHz,1.00GB,80GB, 17"FP	DQ74W41	5/31/2007	104.47	

**TOTAL    \$124,528.63**


Doug Duncan, Vice President, Administrative/Business Services & Information Technology; Theresa Furnas, Associate Vice President, Financial & Business Services; Jamelle Conner, Associate Vice President, Institutional Research, Planning, Budget & Compliance; and Paul Spinelli, Director of Procurement & Asset Management, recommend approval.

kr0608112

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Follett Higher Education Group—Renewal of Agreement for Bookstore Management Services

**Authorization is sought to renew the agreement with Follett Higher Education Group (Follett) for an additional year commencing July 1, 2011 and continuing through June 30, 2012.**

The Board previously awarded Follett Higher Education Group the Agreement for its Proposal #09-03-04. The existing contract with Follett includes one (1) two-year and one (1) one-year renewal option based upon satisfactory service, consideration and mutual agreement between the parties. Follett has responded positively to the College's request for a one-year renewal. This renewal period gives the College an opportunity to explore various options in the textbook and e-text publishing and distribution marketplace and to request proposals from vendors that may result in more affordable textbooks. It is anticipated that the College will proceed with the competitive solicitation process during this academic year and will bring competitive proposals for consideration and recommendation to the Textbook Affordability Taskforce and the Board next spring.

Based upon the continuing commitment of Follett to the College, it is recommended that the College enter into a one-year agreement with Follett rather than the last two-year option to seek alternatives in the rapidly changing e-text market environment.


Suzanne L. Gardner, Acting General Counsel; Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Theresa Furnas, Associate Vice President, Financial & Business Services; and Paul Spinelli, Director of Procurement and Asset Management, recommend approval.

db0616114

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** TW Telecom, Inc.—Internet and Network Services

**Authorization is sought to enter into a three-year Agreement with TW Telecom, Inc. to provide internet and Wide Area Network/Voice services to the College through June 30, 2014.** The total cost for the services covered by this Agreement, which includes some but not all internet services, will be approximately \$350,232 per year or \$1,050,696 for the entire three-year period, plus \$4,000 per year depending on unforeseen taxes and fees if they apply. This represents a small savings in costs that St. Petersburg College paid for the previous contract that ends June 30, 2011. The new Agreement will provide significant necessary bandwidth increases for the Midtown Center, Clearwater Campus, St. Petersburg/Gibbs Campus, Seminole Campus and collegewide internet access. Additionally, the Agreement provides for data and voice services for the new Vet Tech site. TW Telecom has waived all installation charges.

TW Telecom was chosen to continue to provide the above services to St. Petersburg College due to its superior network design that provides SPC with two private fiber optic rings and redundant fiber entrances to key SPC sites. In addition, TW Telecom provided the best overall price. A competitive quote was obtained from Bright House Networks in the amount of \$377,100 per year plus \$11,000 in installation for a total of \$1,142,300 over three years.

**Background:**

The current provider of internet and Wide Area Network services for the College is TW Telecom Corporation. TW Telecom has been the primary provider of SPC internet and wide area network services since November 2007.

Internet services include access to and from the public internet for SPC students, staff and faculty. Wide Area Network services include all of the data network services that connect all SPC campuses together into one data communications network.


Suzanne L. Gardner, Acting General Counsel; Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; and David Creamer, Director, Network Systems & TV Operations, recommend approval.

dc0620114



June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College  
**FROM:** William D. Law, Jr., President   
**SUBJECT:** WorkNet Pinellas, Inc.—Training Agent Agreement Extension

**Approval is sought to extend the Agreement with WorkNet Pinellas, Inc. whereby WorkNet will continue to provide funding for certain training of eligible individuals under Title I of the Workforce Investment Act and other special project training funds to St. Petersburg College as the Training Agent for payment of tuition, fees, materials and supplies, etc.**

Under the terms of the current Agreement, the College provides training to those eligible individuals sent to SPC by WorkNet staff working in the One Stop Centers for WorkNet Pinellas in Pinellas County. The Board previously approved this Agreement to continue through June 30, 2011 with an anticipated revenue for training services during fiscal year 2010-11 of approximately \$250,000. To date, approximately \$186,000 in revenue has been received for this period.

The extension Agreement will commence as of July 1, 2011 and is anticipated to continue through September 30, 2011, based on renewal conditions and/or unless cancelled by either party. The approximate revenue during the extension period is anticipated to be \$62,500.


Suzanne L. Gardner, Acting General Counsel; Stan Vittetoe, Vice President, Workforce & Continuing Education; and Gary Graham, Outreach Coordinator, Academic & Student Affairs, recommend approval.

gg0606112

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Florida Department of Education—College Reach Out Program

**Confirmation is sought to accept a grant award that was submitted, subject to Board of Trustees' approval, to the Florida Department of Education to receive approximately \$595,173 to conduct the College Reach Out Program from September 1, 2011 through August 31, 2012. Permission is also sought to enter into any necessary agreement(s) and to accept funding, if awarded.** The goal of the College Reach Out Program (CROP) is to provide academic support services and enrichment programs to middle and high school students who have the potential to complete college but may not have the skills and/or knowledge necessary to do so without additional support.

The Tampa Bay Consortium, now in its 19th year, consists of the University of South Florida; Hillsborough Community College; State College of Florida, Manatee-Sarasota; and St. Petersburg College. St. Petersburg College serves as the fiscal and tracking agent for the Consortium and oversees the entire funding awarded the Consortium. The Consortium has applied for \$595,173 for 2011-12. St. Petersburg College's portion of the request is \$150,548.

The Consortium will use the funds to provide support and academic services to low income, educationally disadvantaged students in grades 6-12. CROP's goal is to increase the number of such students, particularly minorities, who will qualify for and complete postsecondary education.

The College is required to match 50 percent of the total amount awarded to SPC (i.e., 50 percent of \$150,548 or \$75,274). The cash match requirement is satisfied with the combination of \$64,222 in institutional cash match and \$11,052 in other salary related cash contributions. Additionally, the College will also provide in-kind contributions in the amount of \$44,805. See attached Information Summary for additional information.

Suzanne L. Gardner, Acting General Counsel; Karen Kaufman White, Provost; and Linda L. Hogans, Director, Special Programs, recommend approval.

Attachment

lh0603112

**BOT/CABINET INFORMATION SUMMARY  
GRANTS/RESTRICTED FUNDS CONTRACTS**

**Date of BOT Meeting:** June 21, 2011

**Funding Agency or Organization:** Florida Department of Education

**Name of Competition/Project:** College Reach Out Program

**SPC Application or Sub-Contract:** SPC Application

**Grant/Contract Time Period** **Start:** 9/1/11 **End:** 8/31/12

**Cabinet Member:** Karen Kaufman White

**Manager:** Linda L. Hogans

**Focus of Proposal:**

The College Reach Out Program is a consortium of Hillsborough Community College; State College of Florida, Manatee-Sarasota; University of South Florida and St. Petersburg College serving as fiscal agent, that provides academic support services and enrichment programs to middle and high school students who have the potential to complete college, but may not have the skills and/or knowledge necessary to do so without additional support.

**Budget for Proposal:**

(Only Major categories—This is an estimated budget description based on expected funding and services. Specific budget categories may vary as the funding amount and/or services change.)

Personnel w/benefits	\$ 102,461
Travel	\$ 15,480
Supplies/Materials	\$ 8,000
Contractual	\$ 10,200
Sub-Awards to Other	
Consortium Members	\$ 444,625
Other	\$ 14,407
Total Budget	\$ 595,173

**Funding:**

Total proposal budget: (includes amount requested from funder, cash and in-kind matches listed below) \$715,252

Total amount from funder: \$595,173; (SPC's portion-\$150,548)

Amount/value of match: Cash: \$64,222  
Other Salary Contributions: \$11,052  
In-kind: \$44,805

Required match or cost sharing:	No	Yes	X
Voluntary match or cost sharing:	No	Yes	X

Source of match/cost sharing: Staff and Program Development funds, other college programs, and SPC Development Foundation scholarships for cash; percent of time for personnel and usage of SPC facilities for in-kind.

Negotiated indirect cost: SPC will not recover indirect costs (part of required in-kind contribution.)

(Fixed) administrative fee:	N/A
Software/materials:	N/A
Equipment:	N/A
Services:	N/A
Staff Training:	N/A
FTE:	N/A
Other:	N/A

**College Goals and Institutional Initiatives Addressed:**

College Goal: II. Maintain the “open door” by providing opportunities for under-prepared students to achieve college entry-level skills through college preparatory programs and services.

Institutional Initiative(s): 3. Increase the percentage of recent minority high school graduates attending college.

**SPC 7/24 Initiative Addressed:**


Focus: 2. Increased Public Accountability

Observable Project: Community Partnerships

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** U.S. Department of Defense, Technical Support Working Group – Operations and Mission Assurance Training Program

**Confirmation is sought for a proposal that was submitted by K2Share to the U.S. Department of Defense, Technical Support Working Group, whereby St. Petersburg College’s Center for Public Safety Innovation will provide specific services in support of training development. Permission is also sought to accept funding for this proposal and enter into any agreements as necessary, if awarded.**

K2Share will provide military personnel with simulation training on the use of the “Raven,” an Unmanned Aerial System, used primarily to conduct surveillance in areas of rough and dangerous terrain. K2Share, a military contractor, will be the lead applicant and will subcontract with SPC to create the video elements and graphics of the Training Support Package that will be developed and then sent overseas to train military personnel in theater around the world.

The period of performance will commence approximately October 1, 2011 and end September 30, 2012. Anticipated revenue to the College will be a total of \$279,134. See attached Information Summary for additional information.

Suzanne L. Gardner, Acting General Counsel; James C. Brock, Campus Executive Officer; and Eileen LaHaie, Executive Director, Center for Public Safety Innovation, recommend approval.

Attachment

e106071103

**BOT/CABINET INFORMATION SUMMARY  
GRANTS/RESTRICTED FUNDS CONTRACTS**

**Date of BOT Meeting:** June 21, 2011

**Funding Agency or Organization:** U.S. Department of Defense, Technical Support Working Group

**Name of Competition/Project:** Operations and Mission Assurance Training

**SPC Application or Sub-Contract:** Sub-Contract

**Grant/Contract Time Period:** **Start:** 10/01/11 **End:** 9/30/12

**Cabinet Member:** James C. Brock

**Manager:** Eileen LaHaie

**Focus of Proposal:**

St. Petersburg College’s Center for Public Safety Innovation (CPSI) will design and develop specific products to support the development of a comprehensive training program providing military personnel with simulation training on the use of the “Raven,” an Unmanned Aerial System, used primarily to conduct surveillance in areas of rough and dangerous terrain. K2Share, a military contractor, will be the lead applicant and will subcontract with SPC to create the video elements and graphics of the Training Support Package that will be developed and then sent overseas to train military personnel in theater around the world.

**Budget for Proposal:**

(Only Major categories—This is an estimated budget description based on expected funding and services. Specific budget categories may vary as the funding amount and/or services change.)

Personnel & Benefits	\$ 162,981
Travel	\$ 27,396
Consultants	\$ 5,800
Supplies	\$ 9,311
Other	\$ 60,354
Fixed Administrative Fee	<u>\$ 13,292</u>
Total Budget	\$ 279,134

**Funding:**

Total proposal budget: (includes amount requested from funder, cash and in-kind matches listed below)	\$279,134
Total amount from funder:	\$279,134

Amount/value of match: Cash: N/A

	In-kind:	N/A
Required match or cost sharing:	No	X Yes
Voluntary match or cost sharing:	No	X Yes
Source of match/cost sharing:	N/A	
Negotiated indirect cost:	N/A	
(Fixed) administrative fee:	5% of contract (\$13,292)	
Software/materials:	N/A	
Equipment:	N/A	
Services:	N/A	
Staff Training:	N/A	
FTE:	N/A	
Other:	N/A	

**College Goals and Institutional Initiatives Addressed:**

College Goal:	III. Promote the community's economic and cultural development with noncredit programs, continuing education lifelong learning, and targeted partnerships and leadership initiatives.
---------------	---

Institutional Initiative(s):	3. Continue to promote SPC as a cultural center of the community through development of new partnerships and initiatives.
------------------------------	---

**SPC 7/24 Initiative Addressed:**


Focus:	4. Managing with Scarce Resources
--------	-----------------------------------

Observable Project:	Increase Non-state Resources
---------------------	------------------------------

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** U.S. Department of Justice, Bureau of Justice Assistance – Law Enforcement Executive Sessions

**Confirmation is sought for a proposal that was submitted, subject to Board of Trustees' approval, by St. Petersburg College's Regional Community Policing Institute (RCPI) to the U.S. Department of Justice, Bureau of Justice Assistance for the continuation of the Law Enforcement Executive Session project. Permission is also sought to accept funding for this proposal and enter into any agreements as necessary, if awarded.**

Funds from this grant shall be used to coordinate and conduct two separate executive session meetings, produce papers on leadership topics, and conduct debates centered on issues pertaining to police leadership. The overall objectives are to deliver a national Executive Session project aimed at framing and testing an agenda for enhancing police leadership in America. This project is intended to identify the skill sets necessary for the next generation of law enforcement leaders to be successful in this changing world.

The period of performance will commence approximately October 1, 2011 and end September 30, 2013. Anticipated revenue to the College will be a total of \$425,000. See attached Information Summary for additional information.

Suzanne L. Gardner, Acting General Counsel; James C. Brock, Campus Executive Officer; and Eileen LaHaie, Executive Director, Center for Public Safety Innovation, recommend approval.

Attachment

el0607113



**BOT/CABINET INFORMATION SUMMARY  
GRANTS/RESTRICTED FUNDS CONTRACTS**

**Date of BOT Meeting:** June 21, 2011

**Funding Agency or Organization:** U.S. Department of Justice, Bureau of Justice Assistance

**Name of Competition/Project:** Law Enforcement Executive Sessions

**SPC Application or Sub-Contract:** SPC Application

**Grant/Contract Time Period:** **Start:** 10/01/11 **End:** 9/30/13

**Cabinet Member:** James C. Brock

**Manager:** Eileen LaHaie

**Focus of Proposal:**

St. Petersburg College’s Regional Community Policing Institute (RCPI) will continue the Law Enforcement Executive Sessions project. Funds from this grant shall be used to coordinate and conduct two separate executive session meetings, produce papers on leadership topics, and conduct debates centered on issues pertaining to police leadership. The overall objectives are to deliver a national Executive Session project aimed at framing and testing an agenda for enhancing police leadership in America. This project is intended to identify the skill sets necessary for the next generation of law enforcement leaders to be successful in this changing world.

**Budget for Proposal:**

(Only Major categories—This is an estimated budget description based on expected funding and services. Specific budget categories may vary as the funding amount and/or services change.)

Personnel & Benefits	\$ 92,108
Travel	\$ 47,150
Consultants	\$ 279,444
Supplies	\$ 4,256
Other	\$ 2,042
Indirect Cost Recovery	<u>\$ 0</u>
Total Budget	\$ 425,000

**Funding:**

Total proposal budget: (includes amount requested from funder, cash and in-kind matches listed below)	\$425,000
Total amount from funder:	\$425,000

Amount/value of match:	Cash:	N/A
	In-kind:	N/A
Required match or cost sharing:	No	X Yes
Voluntary match or cost sharing:	No	X Yes
Source of match/cost sharing:	N/A	
Negotiated indirect cost:	N/A	
(Fixed) administrative fee:	N/A	
Software/materials:	N/A	
Equipment:	N/A	
Services:	N/A	
Staff Training:	N/A	
FTE:	N/A	
Other:	N/A	

College Goals and Institutional Initiatives Addressed:

College Goal:	III. Promote the community's economic and cultural development with noncredit programs, continuing education lifelong learning, and targeted partnerships and leadership initiatives.
---------------	---

Institutional Initiative(s):	3. Continue to promote SPC as a cultural center of the community through development of new partnerships and initiatives.
------------------------------	---

**SPC 7/24 Initiative Addressed:**


Focus:	4. Managing with Scarce Resources
--------	-----------------------------------

Observable Project:	Increase Non-state Resources
---------------------	------------------------------

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** U.S. Department of Justice, Bureau of Justice Assistance – Law Enforcement Suicide Prevention Training

**Confirmation is sought for a proposal that was submitted, subject to Board of Trustees' approval, by St. Petersburg College's Regional Community Policing Institute (RCPI) to the U.S. Department of Justice, Bureau of Justice Assistance for the continuation of the Law Enforcement Suicide Prevention Training project. Permission is also sought to accept funding for this proposal and enter into any agreements as necessary, if awarded.**

Funds from this grant shall be used to coordinate and conduct a regional conference, eight training-of-trainer sessions, and provide subject matter experts to participate in a Speakers Bureau, all on the subject matter of law enforcement suicide prevention. Additional materials related to officer wellness and occupational health will also be developed and incorporated into the project. The overall objectives are to increase suicide awareness among law enforcement agencies and to train officers to implement prevention strategies.

The period of performance will commence approximately October 1, 2011 and end September 30, 2013. Anticipated revenue to the College will be a total of \$300,000. See attached Information Summary for additional information.

Suzanne L. Gardner, Acting General Counsel; James C. Brock, Campus Executive Officer; and Eileen LaHaie, Executive Director, Center for Public Safety Innovation, recommend approval.

Attachment

el0607113

**BOT/CABINET INFORMATION SUMMARY  
GRANTS/RESTRICTED FUNDS CONTRACTS**

**Date of BOT Meeting:** June 21, 2011

**Funding Agency or Organization:** U.S. Department of Justice, Bureau of Justice Assistance

**Name of Competition/Project:** Law Enforcement Suicide Prevention Training

**SPC Application or Sub-Contract:** SPC Application

**Grant/Contract Time Period:** **Start:** 10/01/11 **End:** 9/30/13

**Cabinet Member:** James C. Brock

**Manager:** Eileen LaHaie

**Focus of Proposal:**

St. Petersburg College’s Regional Community Policing Institute (RCPI) will continue the Law Enforcement Suicide Prevention Training project. Funds from this grant shall be used to coordinate and conduct a regional conference, eight training-of-trainer sessions, and provide subject matter experts to participate in a Speakers Bureau, all on the subject matter of law enforcement suicide prevention. Additional materials related to officer wellness and occupational health will also be developed and incorporated into the project. The overall objectives are to increase suicide awareness among law enforcement agencies and to train officers to implement prevention strategies.

**Budget for Proposal:**

(Only Major categories—This is an estimated budget description based on expected funding and services. Specific budget categories may vary as the funding amount and/or services change.)

Personnel & Benefits	\$ 136,367
Travel	\$ 4,959
Consultants	\$ 118,174
Supplies	\$ 40,500
Other	\$ 0
Indirect Cost Recovery	\$ 0
<b>Total Budget</b>	<b>\$ 300,000</b>

**Funding:**

Total proposal budget: (includes amount requested from funder, cash and in-kind matches listed below) \$300,000

Total amount from funder: \$300,000

Amount/value of match:	Cash:	N/A
	In-kind:	N/A
Required match or cost sharing:	No	X Yes
Voluntary match or cost sharing:	No	X Yes
Source of match/cost sharing:	N/A	
Negotiated indirect cost:	N/A	
(Fixed) administrative fee:	N/A	
Software/materials:	N/A	
Equipment:	N/A	
Services:	N/A	
Staff Training:	N/A	
FTE:	N/A	
Other:	N/A	

**College Goals and Institutional Initiatives Addressed:**

College Goal:	III. Promote the community's economic and cultural development with noncredit programs, continuing education lifelong learning, and targeted partnerships and leadership initiatives.
---------------	---

Institutional Initiative(s):	3. Continue to promote SPC as a cultural center of the community through development of new partnerships and initiatives.
------------------------------	---

**SPC 7/24 Initiative Addressed:**


Focus:	4. Managing with Scarce Resources
--------	-----------------------------------

Observable Project:	Increase Non-state Resources
---------------------	------------------------------

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention – Community-Based Violence Prevention Demonstration Program

**Confirmation is sought for a proposal that was submitted by the City of St. Petersburg to the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention whereby St. Petersburg College will be part of a collaborative partnership locally that will support the implementation of a Community-Based Violence Prevention Demonstration Program. Permission is also sought to accept funding for this proposal and enter into any agreements as necessary, if awarded.**

The City of St. Petersburg proposes to develop and implement a services integration model focused on high-risk youth designed to change attitudes and behaviors that lead to violence. This program will concurrently expose approximately 5,000 residents who live in four focus neighborhoods to make better life choices. These changes will in turn strengthen families and lead to a decrease in the conditions that support violence. As part of this proposal, SPC will provide a College representative to serve on the Program Advisory Council and will provide SPC's Public Safety Camp for youth who live within the four targeted St. Petersburg neighborhoods as identified in the grant. St. Petersburg College will also develop and/or modify curriculum and deliver training as identified by the community assessment.

The period of performance will commence approximately October 1, 2011 and end September 30, 2014. Anticipated revenue to the College will be a total of \$195,000. See attached Information Summary for additional information.

Suzanne L. Gardner, Acting General Counsel; James C. Brock, Campus Executive Officer; and Eileen LaHaie, Executive Director, Center for Public Safety Innovation, recommend approval.

Attachment

el0606112

**BOT/CABINET INFORMATION SUMMARY  
GRANTS/RESTRICTED FUNDS CONTRACTS**

**Date of BOT Meeting:** June 21, 2011

**Funding Agency or Organization:** U.S. Department of Justice—Office of Juvenile Justice and Delinquency Prevention

**Name of Competition/Project:** Community-Based Violence Prevention Demonstration Program

**SPC Application or Sub-Contract:** Sub-Contract

**Grant/Contract Time Period:** **Start:** 10/01/11 **End:** 9/30/14

**Cabinet Member:** James C. Brock

**Manager:** Eileen LaHaie

**Focus of Proposal:**

The City of St. Petersburg proposed to develop and implement a services integration model focused on high-risk youth designed to change attitudes and behaviors that lead to violence. This program will concurrently expose approximately 5,000 residents who live in four focus neighborhoods to make better life choices. These changes will in turn strengthen families and lead to a decrease in the conditions that support violence. As part of this proposal, SPC will provide a Public Safety Camp that targets at risk youth and introduces them to a variety of public safety jobs.

**Budget for Proposal:**

(Only Major categories—This is an estimated budget description based on expected funding and services. Specific budget categories may vary as the funding amount and/or services change.)

Personnel	\$ 75,000
Benefits	\$ 27,000
Travel	\$ 9,000
Adjunct Instructors	\$ 60,000
Materials/Supplies	\$ 13,500
Other	\$ <u>10,500</u>
Total Budget	\$ 195,000

**Funding:**

Total proposal budget: (includes amount requested from funder, cash and in-kind matches listed below) \$195,000

Total amount from funder: \$195,000

Amount/value of match:	Cash:	N/A
	In-kind:	N/A
Required match or cost sharing:	No	X Yes
Voluntary match or cost sharing:	No	X Yes
Source of match/cost sharing:	N/A	
Negotiated indirect cost:	N/A	
(Fixed) administrative fee:	N/A	
Software/materials:	N/A	
Equipment:	N/A	
Services:	N/A	
Staff Training:	N/A	
FTE:	N/A	
Other:	N/A	

**College Goals and Institutional Initiatives Addressed:**

College Goal:	III. Promote the community's economic and cultural development with noncredit programs, continuing education lifelong learning, and targeted partnerships and leadership initiatives.
---------------	---

Institutional Initiative(s):	3. Continue to promote SPC as a cultural center of the community through development of new partnerships and initiatives.
------------------------------	---

**SPC 7/24 Initiative Addressed:**

Focus:	2. Increased Public Accountability
--------	------------------------------------


Observable Project:	Community Partnerships
---------------------	------------------------



June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** U.S. Department of Justice, Office of Community Oriented Policing Services – Community Policing Development: COPS, Communities and Trust Project

**Confirmation is sought for a proposal that was submitted, subject to Board of Trustees' approval, by St. Petersburg College's Regional Community Policing Institute (RCPI) to the U.S. Department of Justice, Office of Community Oriented Policing Services to develop and implement the COPS, Communities and Trust Project.** Through this project, RCPI will identify successful strategies and best practices to create a proactive approach to deal with building trust between community stakeholders and law enforcement. **Permission is also sought to accept funding for this proposal and enter into any agreements as necessary, if awarded.**

Funds from this grant shall be used to develop, coordinate, and provide logistical support for a national symposium and a series of focus group meetings, and to produce publishable reports on meeting outcomes. In addition, a series of Podcasts will be developed to enhance the dissemination of information discussed at the various meetings. The COPS, Communities and Trust Project will identify best practices to increase the level of trust and partnering with the community and law enforcement to create a plan that can be used to transform organizations.

The period of performance will commence approximately October 1, 2011 and end September 30, 2013. Anticipated revenue to the College will be a total of \$497,748. See attached Information Summary for additional information.

Suzanne L. Gardner, Acting General Counsel; James C. Brock, Campus Executive Officer; and Eileen LaHaie, Executive Director, Center for Public Safety Innovation, recommend approval.

Attachment

el0606112

**BOT/CABINET INFORMATION SUMMARY  
GRANTS/RESTRICTED FUNDS CONTRACTS**

**Date of BOT Meeting:** June 21, 2011

**Funding Agency or Organization:** U.S. Department of Justice, Office of  
Community Oriented Policing Services

**Name of Competition/Project:** Community Policing Development: Ethics  
and Integrity

**SPC Application or Sub-Contract:** SPC Application

**Grant/Contract Time Period:** **Start:** 10/01/11 **End:** 9/30/13

**Cabinet Member:** James C. Brock

**Manager:** Eileen LaHaie

**Focus of Proposal:**

St. Petersburg College's Regional Community Policing Institute (RCPI) will design and implement the COPS, Communities and Trust Project. Through this project, the RCPI will identify successful strategies and best practices to create a proactive approach to build trust between community stakeholders and law enforcement. Funds from this grant shall be used to develop, coordinate, and provide logistical support for a national symposium and a series of focus group meetings, and to produce publishable reports on meeting outcomes. In addition, a series of podcasts will be developed to enhance the dissemination of information discussed at the various meetings. The COPS, Communities and Trust Project will identify best practices to increase the level of trust and partnering with the community and law enforcement to create a plan that can be used to transform organizations.

**Budget for Proposal:**

(Only Major categories—This is an estimated budget description based on expected funding and services. Specific budget categories may vary as the funding amount and/or services change.)

Personnel & Benefits	\$ 199,203
Travel	\$ 117,913
Consultants	\$ 101,613
Supplies	\$ 5,343
Other	\$ 0
Indirect Cost Recovery	<u>\$ 73,676</u>
Total Budget	\$ 497,748

**Funding:**

Total proposal budget: (includes amount requested from funder, cash and in-kind)

matches listed below)	\$497,748
Total amount from funder:	\$497,748
Amount/value of match:	Cash: N/A
	In-kind: N/A
Required match or cost sharing:	No <input checked="" type="checkbox"/> Yes
Voluntary match or cost sharing:	No <input checked="" type="checkbox"/> Yes
Source of match/cost sharing:	N/A
Negotiated indirect cost:	N/A
(Fixed) administrative fee:	50.3% of salaries (\$73,676)
Software/materials:	N/A
Equipment:	N/A
Services:	N/A
Staff Training:	N/A
FTE:	N/A
Other:	N/A

**College Goals and Institutional Initiatives Addressed:**

College Goal:	III. Promote the community's economic and cultural development with noncredit programs, continuing education lifelong learning, and targeted partnerships and leadership initiatives.
---------------	---

Institutional Initiative(s):	3. Continue to promote SPC as a cultural center of the community through development of new partnerships and initiatives.
------------------------------	---

**SPC 7/24 Initiative Addressed:**


Focus:	4. Managing with Scarce Resources
--------	-----------------------------------

Observable Project:	Increase Non-state Resources
---------------------	------------------------------

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** U.S. Department of Justice, Office of Community Oriented Policing Services – Community Policing Development: COPS, Halt Human Trafficking Project

**Confirmation is sought for a proposal that was submitted, subject to Board of Trustees' approval, by St. Petersburg College's Regional Community Policing Institute (RCPI) to the U.S. Department of Justice, Office of Community Oriented Policing Services to develop and implement the COPS Halt Human Trafficking Campaign. Permission is also sought to accept funding for this proposal and enter into any agreements as necessary, if awarded.**

Funds from this grant shall be used to develop a comprehensive awareness and training campaign including an interactive website, social media, traditional and online courses, a national broadcast, videos and web vignettes, and other outreach materials in order to advance community policing, problem solving, and community engagement within the arena of human trafficking.

The period of performance will commence approximately October 1, 2011 and end September 30, 2013. Anticipated revenue to the College will be a total of \$496,295. See attached Information Summary for additional information.

Suzanne L. Gardner, Acting General Counsel; James C. Brock, Campus Executive Officer; and Eileen LaHaie, Executive Director, Center for Public Safety Innovation, recommend approval.

Attachment

e10606112

**BOT/CABINET INFORMATION SUMMARY  
GRANTS/RESTRICTED FUNDS CONTRACTS**

**Date of BOT Meeting:** June 21, 2011

**Funding Agency or Organization:** U.S. Department of Justice, Office of  
Community Oriented Policing Services

**Name of Competition/Project:** Community Policing Development: Open  
Category

**SPC Application or Sub-Contract:** SPC Application

**Grant/Contract Time Period:** **Start:** 10/01/11 **End:** 9/30/13

**Cabinet Member:** James C. Brock

**Manager:** Eileen LaHaie

**Focus of Proposal:**

St. Petersburg College's Regional Community Policing Institute (RCPI) will design, produce and deliver the COPS Halt Human Trafficking Campaign. Through this project, the RCPI will advance community policing, problem solving, and community engagement by increasing awareness of human trafficking issues. Funds from this grant shall be used to develop a comprehensive awareness and training campaign including an interactive website, social media, traditional and online courses, a national broadcast, videos and web vignettes, and other outreach materials in order to advance community policing, problem solving, and community engagement within the arena of human trafficking.

**Budget for Proposal:**

(Only Major categories—This is an estimated budget description based on expected funding and services. Specific budget categories may vary as the funding amount and/or services change.)

Personnel & Benefits	\$ 217,899
Travel	\$ 15,156
Consultants	\$ 155,949
Supplies	\$ 22,700
Other	\$ 4,000
Indirect Cost Recovery	<u>\$ 80,591</u>
Total Budget	\$ 496,295

**Funding:**

Total proposal budget: (includes amount requested from funder, cash and in-kind matches listed below) \$496,295

Total amount from funder: \$496,295

Amount/value of match:	Cash:	N/A
	In-kind:	N/A
Required match or cost sharing:	No	X Yes
Voluntary match or cost sharing:	No	X Yes
Source of match/cost sharing:	N/A	
Negotiated indirect cost:	N/A	
(Fixed) administrative fee:	50.3% of salaries (\$80,591)	
Software/material:	N/A	
Equipment:	N/A	
Services:	N/A	
Staff Training:	N/A	
FTE:	N/A	
Other:	N/A	

**College Goals and Institutional Initiatives Addressed:**

College Goal:	III. Promote the community’s economic and cultural development with noncredit programs, continuing education lifelong learning, and targeted partnerships and leadership initiatives.
---------------	---

Institutional Initiative(s):	3. Continue to promote SPC as a cultural center of the community through development of new partnerships and initiatives.
------------------------------	---

**SPC 7/24 Initiative Addressed:**


Focus:	4. Managing with Scarce Resources
--------	-----------------------------------

Observable Project:	Increase Non-state Revenues
---------------------	-----------------------------

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** U.S. Department of Justice, Office of Community Oriented Policing Services—  
Community Policing Development: COPS and Homeland Security, Planning for  
the Whole Community Project

**Confirmation is sought for a proposal that was submitted, subject to Board of Trustees' approval, by St. Petersburg College's Center for Public Safety Innovation (CPSI) to the U.S. Department of Justice, Office of Community Oriented Policing Services to develop and implement COPS and Homeland Security: Planning for the Whole Community project. Permission is also sought to accept funding for this proposal and enter into any agreements as necessary, if awarded.**

Funds from this grant shall be used to develop, produce and deliver a series of video webcasts showcasing leading law enforcement and community members who represent the successful practices of community policing in the field and their effects on homeland security. COPS and Homeland Security: Planning for the Whole Community will advance community policing, problem solving, and community engagement within the arena of homeland security and the access and functional needs communities.

The period of performance will commence approximately October 1, 2011 and end September 30, 2013. Anticipated revenue to the College will be a total of \$499,984. See attached Information Summary for additional information.

Suzanne L. Gardner, Acting General Counsel; James C. Brock, Campus Executive Officer; and Eileen LaHaie, Executive Director, Center for Public Safety Innovation, recommend approval.

Attachment

el0606112

**BOT/CABINET INFORMATION SUMMARY  
GRANTS/RESTRICTED FUNDS CONTRACTS**

**Date of BOT Meeting:** June 21, 2011

**Funding Agency or Organization:** U.S. Department of Justice, Office of  
Community Oriented Policing Services

**Name of Competition/Project:** Community Policing Development:  
Homeland Security, Planning for the Whole  
Community

**SPC Application or Sub-Contract:** SPC Application

**Grant/Contract Time Period:** **Start:** 10/01/11 **End:** 9/30/13

**Cabinet Member:** James C. Brock

**Manager:** Eileen LaHaie

**Focus of Proposal:**

St. Petersburg College’s Center for Public Safety Innovation (CPSI) will design, produce and deliver COPS and Homeland Security: Planning for the Whole Community training. Through this project, CPSI will advance community policing, problem solving, and community engagement within the arena of homeland security and the access and functional needs communities. Funds from this grant shall be used to develop, produce and deliver a series of video webcasts showcasing leading law enforcement and community members who represent the successful practices of community policing in the field and their effects on homeland security.

**Budget for Proposal:**

(Only Major categories—This is an estimated budget description based on expected funding and services. Specific budget categories may vary as the funding amount and/or services change.)

Personnel & Benefits	\$ 275,641
Travel	\$ 52,584
Consultants	\$ 57,252
Supplies	\$ 3,000
Other	\$ 9,560
Indirect Cost Recovery	<u>\$ 101,947</u>
Total Budget	\$ 499,984

**Funding:**

Total proposal budget: (includes amount requested from funder, cash and in-kind matches listed below) \$499,984

Total amount from funder: \$499,984



Amount/value of match:	Cash:	N/A
	In-kind:	N/A
Required match or cost sharing:	No	X Yes
Voluntary match or cost sharing:	No	X Yes
Source of match/cost sharing:	N/A	
Negotiated indirect cost:	N/A	
(Fixed) administrative fee:	50.3% of salaries (\$101,947)	
Software/material:	N/A	
Equipment:	N/A	
Services:	N/A	
Staff Training:	N/A	
FTE:	N/A	
Other:	N/A	

**College Goals and Institutional Initiatives Addressed:**

College Goal:	III. Promote the community’s economic and cultural development with noncredit programs, continuing education lifelong learning, and targeted partnerships and leadership initiatives.
---------------	---

Institutional Initiative(s):	3. Continue to promote SPC as a cultural center of the community through development of new partnerships and initiatives.
------------------------------	---

**SPC 7/24 Initiative Addressed:**


Focus:	4. Managing with Scarce Resources
--------	-----------------------------------

Observable Project:	Increase Non-state Revenues
---------------------	-----------------------------

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Workforce Florida, Inc., Florida Department of Commerce – Quick Response Training Program

**Confirmation is sought for a proposal submitted by St. Petersburg College's Corporate Training Services, subject to Board of Trustees' approval, to Workforce Florida Inc., to facilitate Tech Data providing Quick Response Training to their employees. Approval is sought to accept funding and enter into any necessary contractual agreement(s), if awarded.** The grant funding period is expected to commence as soon as possible and will continue for twenty-four months.

Funds from this project will cover training, course development, instructional materials, and supplies related to the delivery of industry specific change management training for Tech Data employees. Tech Data will train approximately 1,660 of its staff members in its Clearwater headquarters and Miami distribution operations to increase productivity and efficiency throughout the company. SPC's Corporate Training Services will serve as the fiscal agent for Tech Data in the implementation of the Quick Response Training Program. SPC Corporate Training Services will assist Tech Data with its monthly reporting to Workforce Florida, Inc. and provide invoicing services. SPC will receive 5 percent of the grant amount awarded to cover these costs. SPC will also be able to provide potential training and consulting services outside of the grant at the full corporate training fee.

The total amount requested is \$1,708,487 and includes \$1,627,130 to provide training and \$81,357 to cover the College's costs of administration.

Suzanne L. Gardner, Acting General Counsel; Stan Vittetoe, Provost, Clearwater Campus, & Vice President for Workforce & Continuing Education; and James Connolly, Corporate Training Director, recommend approval.

Attachment

jc0607113

**BOT/CABINET INFORMATION SUMMARY  
GRANTS/RESTRICTED FUNDS CONTRACTS**

**Date of BOT Meeting:** June 21, 2011

**Funding Agency or Organization:** Workforce Florida, Inc. – Florida Department of Commerce

**Name of Competition/Project:** Quick Response Training Program

**SPC Application or Sub-Contract:** SPC Application

**Grant/Contract Time Period:** **Start:** 2011 **End:** 2013

**Cabinet Member:** Stan Vittetoe

**Manager:** James Connolly

**Focus of Proposal:**

St. Petersburg College’s Corporate Training Office will serve as the fiscal agent for Tech Data in the implementation of the Quick Response Training Program. Tech Data will train approximately 1,660 of its staff members in its Clearwater headquarters and Miami distribution operations to increase productivity and efficiency throughout the company. SPC Corporate Training will assist Tech Data with its monthly reporting to Workforce Florida, Inc. and provide invoicing services. SPC will receive 5 percent of the grant amount awarded to cover these costs. SPC will also be able to provide potential training and consulting services outside of the grant at the full corporate training fee.

**Budget for Proposal:**

(Only Major categories—This is an estimated budget description based on expected funding and services. Specific budget categories may vary as the funding amount and/or services change.)

Subcontract to Tech Data	\$1,627,130
Indirect Cost Recovery	<u>\$ 81,357</u>
Total Budget	\$1,708,487

**Funding:**

Total proposal budget: (includes amount requested from funder, cash and in-kind matches listed below)	\$1,708,487
Total amount from funder:	\$1,708,487
Amount/value of match:	Cash: N/A
	In-kind: \$8K in salary and benefit costs of Corporate Training staff for project coordination and monthly report review.

Required match or cost sharing:	No	X	Yes
Voluntary match or cost sharing:	No	X	Yes
Source of match/cost sharing:	Salaries and Benefits		
Negotiated indirect cost:	N/A		
(Fixed) administrative fee:	\$81,357 (5% of total award)		
Software/materials:	N/A		
Equipment:	N/A		
Services:	N/A		
Staff Training:	N/A		
FTE:	N/A		
Other:	N/A		

**College Goals and Institutional Initiatives Addressed:**

College Goal:	III. Promote the community's economic and cultural development with noncredit programs, continuing education lifelong learning, and targeted partnerships and leadership initiatives.
---------------	---

Institutional Initiative(s):	1. Expand outreach to new students and business clientele for the use of Non-Credit Continuing Education Programs, including the Collaborative Labs, with the goal of making them financially self-sustaining.
------------------------------	--

**SPC 7/24 Initiative Addressed:**


Focus:	5. One College
--------	----------------

Observable Project:	One Budget: AA/BS – Workforce – eCampus – Community Mission
---------------------	---

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Disposition of Surplus or Obsolete Property (Survey #537)

The items of tangible personal property that follow have been declared as surplus or obsolete and are of no further economical use to the College. Regarding the retirement of desktop computers, the College's Technology Oversight Group (TOG) recommends that any desktop computer comparable to or older than the Dell GX270 model be moved to surplus. Any laptop computer comparable to or older than the Dell D800 model, or any C series (or comparable), should be moved to surplus. These older computers do not efficiently support the Windows 2007 operating systems and application suites.

**Pursuant to Board of Trustees Rule 6Hx23-5.13 (IV), the Property Survey Committee requests authorization to sell or otherwise dispose of this property in the manner prescribed by Chapter 274, Florida Statutes.**

Tag Number	Description	Acquisition Date	Sum	Sum Amount
06220	Library Shelving:90" Db	4/1/1991	obsolete	\$15,457.29
07735	Stairmaster Exercise System	3/1/1993	obsolete	\$2,355.00
08660	Test Scoring Machine:Sca	5/1/1994	obsolete	\$5,175.00
09077	Sound Reinforcement System	12/16/1997	obsolete	\$75,616.00
09999	LaserJet Printer: Hewlett	1/1/1996	poor	\$3,574.43
10509	Projector: Epson	7/1/1996	poor	\$6,125.00
11324	Computer:Dell 166	5/15/1997	obsolete	\$1,894.99
12495	Treadmill:Landice LTD	5/19/1998	obsolete	\$2,745.00
12496	Treadmill:Landice LTD	5/19/1998	obsolete	\$2,745.00
12614	Printer: Lexmark 1650N	1/21/1998	poor	\$1,281.63
12926	Computer:Dell P6266	7/28/1998	obsolete	\$1,508.00
13320	Computer:Dell P6333 GX1/M+	8/17/1998	obsolete	\$1,449.00
13465	Computer:Dell P6333 GX1/M+	8/17/1998	obsolete	\$1,449.00
13562	Cashiering Equipment	4/15/1999	poor	\$1,376.94
13721	Printer: Lexmark 1625N	8/28/1998	obsolete	\$1,194.27
13860	Ice Maker:IOM	10/22/1998	obsolete	\$1,251.50

14297	Computer:Dell P6350	1/14/1999	obsolete	\$1,463.00
14369	Computer:Dell P6350	1/27/1999	obsolete	\$1,233.95
14734	Printer: Lexmark 1855N	4/12/1999	obsolete	\$1,322.71
15075	Cashiering Equipment	3/8/1999	obsolete	\$4,736.95
15634	Projector:Proxima	8/20/1999	obsolete	\$2,799.00
15766	Laptop Computer:Dell Latitude	9/27/1999	obsolete	\$3,551.00
16575	Computer:Dell PIII 450K	12/14/1999	obsolete	\$1,502.99
16635	Router: Cisco	12/7/1999	obsolete	\$1,991.27
17971	Computer: Dell 340	11/19/2001	obsolete	\$1,905.95
17972	Computer: Dell 340	11/19/2001	obsolete	\$1,905.95
18100	Printer: Lexmark T612N	8/22/2000	poor	\$1,223.02
18721	Printer: Lexmark T614N	1/26/2001	poor	\$1,575.15
19576	Printer: Lexmark T620N	12/6/2002	poor	\$1,398.95
19735	Computer:Dell	6/29/2001	obsolete	\$1,698.00
20854	Computer: Dell GX240	11/13/2001	obsolete	\$1,313.95
20898	Computer: Dell 340	11/7/2001	obsolete	\$2,950.95
20901	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
20902	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
20903	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
20904	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
20905	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
20906	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
20908	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
20910	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
20911	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
20912	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
20913	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
20914	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
20915	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
20916	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
20917	Computer:Dell P4	11/6/2001	obsolete	\$4,826.18
20918	Computer:Dell P4	11/6/2001	obsolete	\$4,826.18
20920	Computer:Dell P4	11/6/2001	obsolete	\$4,792.00
20958	Computer: Dell GX240	11/13/2001	obsolete	\$1,313.95
21021	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
21022	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
21023	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
21024	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
21025	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00

21027	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
21028	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
21029	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
21030	Computer:Dell 330	11/6/2001	obsolete	\$4,077.00
21136	Computer: Dell GX240	12/7/2001	obsolete	\$1,598.00
21298	Computer:Dell 340	11/19/2001	obsolete	\$2,690.95
22163	Computer:Dell 530	4/23/2002	obsolete	\$3,963.00
22546	Computer: Dell GX260T	6/12/2002	obsolete	\$1,513.00
23017	Projector: Epson	7/22/2002	poor	\$5,208.00
23298	Printer: Lexmark T620N	8/22/2002	poor	\$1,322.00
23342	Computer: Dell GX260T	8/14/2002	obsolete	\$1,005.00
23358	Computer: Dell GX260T	8/14/2002	obsolete	\$1,005.00
23984	Laptop Computer: Dell	12/9/2002	obsolete	\$1,974.40
24004	Computer: Dell GX260T	1/27/2003	obsolete	\$1,424.41
24524	Laptop Computer: Dell M50	3/4/2003	obsolete	\$3,798.00
24651	Projector: Epson	4/16/2003	poor	\$5,806.00
24652	Projector: Epson	4/16/2003	poor	\$5,806.00
24661	Computer:Dell M50	4/26/2003	obsolete	\$5,763.58
24662	Computer:Dell 533	4/26/2003	obsolete	\$4,921.00
24672	Computer:Dell 533	4/26/2003	obsolete	\$4,921.00
24675	Computer: Dell GX260T	5/6/2003	obsolete	\$1,896.20
24706	Computer:Dell GX260T	6/11/2003	obsolete	\$1,193.00
25038	Printer:HP	4/22/2003	poor	\$1,251.00
25040	Printer:HP	4/22/2003	poor	\$1,251.00
25059	Printer: Lexmark C720n	5/20/2003	poor	\$1,255.29
25122	Computer:Dell GX260T	5/30/2003	obsolete	\$1,269.00
25123	Computer:Dell GX260T	5/30/2003	obsolete	\$1,269.00
25356	Computer: Dell GX260T	4/30/2003	obsolete	\$1,173.00
25363	Computer: Dell GX260T	4/28/2003	obsolete	\$1,501.00
25379	Printer: Lexmark T6201N	5/2/2003	poor	\$1,283.01
25505	Laptop Computer: Dell	5/2/2003	obsolete	\$1,787.00
25596	Computer: Dell GX260T	4/30/2003	obsolete	\$1,234.00
25608	Computer: Dell GX260T	4/30/2003	obsolete	\$1,234.00
25619	Computer: Dell	4/30/2003	obsolete	\$1,234.00
25781	Computer: Dell GX260T	4/30/2003	obsolete	\$1,234.00
25835	Computer: Dell GX260T	4/29/2003	obsolete	\$1,234.00
26157	Image Card Printer	6/20/2003	obsolete	\$5,344.23
26790	Computer:Dell GX260T	7/29/2003	obsolete	\$1,180.00
26791	Computer:Dell GX260T	7/29/2003	obsolete	\$1,180.00

26792	Computer:Dell GX260T	7/29/2003	obsolete	\$1,180.00
26850	Computer:Dell GX270t	9/5/2003	obsolete	\$1,175.35
27183	Computer:Dell GX270T	10/23/2003	obsolete	\$1,358.00
27488	Computer:Dell 650	3/3/2004	obsolete	\$3,150.56
27492	Computer:Dell GX270	3/10/2004	obsolete	\$1,162.02
27493	Computer:Dell GX270	3/10/2004	obsolete	\$1,162.02
27643	Computer:Dell GX270	3/30/2004	obsolete	\$1,325.35
27644	Computer:Dell GX270	3/30/2004	obsolete	\$1,135.92
27645	Computer:Dell GX270	3/30/2004	obsolete	\$1,135.92
27646	Computer:Dell GX270	3/30/2004	obsolete	\$1,135.92
28020	Computer:Dell GX270	5/19/2004	obsolete	\$1,273.47
28021	Computer:Dell GX270	5/19/2004	obsolete	\$1,273.47
28022	Computer:Dell GX270	5/19/2004	obsolete	\$1,273.47
28023	Computer:Dell GX270	5/19/2004	obsolete	\$1,273.47
29798	Computer:Dell GX280	3/28/2005	obsolete	\$1,065.16
30093	FW Cable Crossover	5/6/2005	obsolete	\$2,474.25
31702	Laptop Computer:Dell Latitude	11/15/2005	obsolete	\$1,901.07
32387	Bench top Ultrasonic Scaler	10/5/2005	poor	\$1,185.00
34882	Elliptical Stair Step:Precor	9/12/2006	obsolete	\$2,600.00
36619	Sign: Floor Stand	6/22/2007	damaged	\$1,409.40
			<b>TOTAL</b>	<b>\$378,672.04</b>

The following list consists of equipment/furniture or supplies valued at less than \$1,000 individually, which are not accounted for on the property inventory. These items have also been declared surplus.

Miscellaneous Chairs, Tables and Furniture  
Miscellaneous Computer & Telephone Parts  
Miscellaneous Custodial Equipment  
Miscellaneous Scientific, Medical, Exercise, Classroom and Kitchen Equipment

Doug Duncan, Senior Vice President, Administrative/Business Services and Information Technology; Susan Reiter, Vice President, Facilities Planning and Institutional Services; Conferlete Carney, Provost, Tarpon Springs Campus; Paul Spinelli, Director of Procurement and Asset Management; and Daya Pendharkar, Associate Vice President of Information Systems, recommend approval.


djh0616113



June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** 2010/11 Sanitation, Casualty and Safety Inspection Report

Florida Statutes, Chapter 1013, Educational Facilities requires that all educational facilities be inspected at least once during each fiscal year to determine compliance with the fire safety, casualty safety, and sanitation standards prescribed in the *State Requirements for Educational Facilities* and *Florida Fire Prevention Code*. The purpose of this annual inspection of existing facilities is to provide for the reasonable safety, comfort, and health of occupants in educational, auxiliary, and ancillary facilities.

Loss prevention specialists from the Florida Community Colleges Risk Management Consortium (FCCRMC) conduct an annual inspection of the College. All deficiencies found during the inspection are reported to the College on the attached inspection report forms.

The column titled "Prior Times Cited" indicates whether the deficiency was cited this year or during a previous inspection. In order to provide a plan for correction of the deficiencies, target dates are established for correction of the deficiencies. These are noted on the inspection report under the column "Deficiency Corrected By." Items that have been corrected following the inspection are listed as "Date Deficiency Corrected" followed by the date when the deficiency was corrected. The column titled "Master Code Violation Number" indicates the violation code number listed on the "Violation Master Code" in Schedule A to Rule Chapter 69A-58 of the *Florida Fire Prevention Code*.

Florida Statute Chapter 1013 and the *Florida Fire Prevention Code* require the report to be approved by the Board of Trustees. A copy of the report must also be submitted to the Division of State Fire Marshal to use in completion of an annual report to the Governor, Commissioner of Education and the House and Senate Education Committees. **Therefore, approval is sought by the Board of Trustees for the attached 2010/11 Sanitation, Casualty, and Safety Inspection Report.**

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; and Susan Reiter, Vice President, Facilities Planning & Institutional Services; recommend approval.

Attachment

ag0608112

**ANNUAL COMPREHENSIVE SAFETY INSPECTION REPORT  
STATE BOARD OF EDUCATION  
ADMINISTRATIVE RULE - SREF 2008 & F.A.C. 69A-58  
FISCAL YEAR 2010-2011**

College Facility: St. Petersburg College FIRE DISTRICT: St. Petersburg  
 SCHOOL / FACILITY: Allstate Center  
 ADDRESS: 3200 34th St. S, St Petersburg, FL 33711

# OF SERIOUS FIRE SAFETY VIOLATIONS 0

# OF NON-SERIOUS FIRE SAFETY VIOLATIONS 1

FIRE DISTRICT FIRE SAFETY INSPECTOR NAME PRINTED (IF JOINT INSPECTION)		<u>Jeb W. Bynum (Municipal Fire Safety Inspector)</u>	<u>November 16, 2010</u>
		SCHOOL BOARD FIRESAFETY INSPECTOR NAME PRINTED	INSPECTION DATE
FIRE DISTRICT FIRE SAFETY INSPECTOR SIGNATURE (IF JOINT INSPECTION)		<u>Fire Prevention Specialists, Inc., 609 Gina Lane, Melbourne, FL 32940 321-757-7205</u>	
		INSPECTOR ADDRESS & PHONE NUMBER	
SIGNATURE DATE	FIRE INSPECTOR CERTIFICATION NUMBER	<u>Jeb W. Bynum 11/17/10</u>	<u>133209</u>
		COMM. COLLEGE BOARD FIRE SAFETY INSPECTOR SIGNATURE / DATE	FIRE INSPECTOR CERTIFICATION NUMBER

**LOCATION:**

Deficiency locations will be identified by a building number followed by the room number (e.g. 2-505 or 1-133A). These numbers are usually the F.I.S.H. numbers affixed above the door leading into that particular room. Or if the deficiency in an area other than an identifiable room number, the area in question will be specifically identified. For example: Pressbox, Field House, Pavillion, etc.

St. Petersburg College has met the requirements of F.S.S. 1013.12(2)(d):  YES  NO

The Local Fire District has met the requirements of F.S.S. 1013.12(3)(c)  YES  NO (Complete if Joint Inspection)

Approval of Reports by Board (Including Letter)  YES  NO

THE UNDERSIGNED ATTESTS TO THE REVIEW OF THIS REPORT IN ITS ENTIRETY AND ACKNOWLEDGES AWARENESS OF THE DISCOVERED DEFICIENCIES.

FACILITY ADMINISTRATOR NAME PRINTED

FACILITY ADMINISTRATOR SIGNATURE

FACILITY ADMINISTRATOR TITLE

SIGNATURE DATE

*[Handwritten Signature]*  
4-27-2011







**ANNUAL COMPREHENSIVE SAFETY INSPECTION REPORT  
STATE BOARD OF EDUCATION  
ADMINISTRATIVE RULE - SREF 2008 & F.A.C. 69A-58  
FISCAL YEAR 2010-2011**

College Facility: St. Petersburg College FIRE DISTRICT: Clearwater  
 SCHOOL / FACILITY: Caruth Health Education Center  
 ADDRESS: 7200 66th St N, Pinellas Park, FL 33781

# OF SERIOUS FIRE SAFETY VIOLATIONS 0

# OF NON-SERIOUS FIRE SAFETY VIOLATIONS 3

FIRE DISTRICT FIRE SAFETY INSPECTOR NAME PRINTED (IF JOINT INSPECTION)

Brian Webber (Municipal Fire Safety Inspector)  
 SCHOOL BOARD FIRESAFETY INSPECTOR NAME PRINTED

November 16, 2010  
 INSPECTION DATE

FIRE DISTRICT FIRE SAFETY INSPECTOR SIGNATURE (IF JOINT INSPECTION)

Fire Prevention Specialists, Inc., 609 Gina Lane, Melbourne, FL 32940 321-757-7205  
 INSPECTOR ADDRESS & PHONE NUMBER

SIGNATURE DATE FIRE INSPECTOR CERTIFICATION NUMBER

 11-27-10  
 COMM COLLEGE BOARD FIRE SAFETY INSPECTOR SIGNATURE / DATE

126010  
 FIRE INSPECTOR CERTIFICATION NUMBER

**LOCATION:**

Deficiency locations will be identified by a building number followed by the room number (e.g. 2-505 or 1-133A). These numbers are usually the F.I.S.H. numbers affixed above the door leading into that particular room. Or if the deficiency in an area other than an identifiable room number, the area in question will be specifically identified. For example: Pressbox, Field House, Pavillion, etc.

St. Petersburg College has met the requirements of F.S.S. 1013.12(2)(d):  YES \_\_\_ NO

The Local Fire District has met the requirements of F.S.S. 1013.12(3)(c) \_\_\_ YES \_\_\_ NO (Complete if Joint Inspection)

Approval of Reports by Board (Including Letter) \_\_\_ YES \_\_\_ NO

THE UNDERSIGNED ATTESTS TO THE REVIEW OF THIS REPORT IN ITS ENTIRETY AND ACKNOWLEDGES AWARENESS OF THE DISCOVERED DEFICIENCIES.

FACILITY ADMINISTRATOR NAME PRINTED

  
 FACILITY ADMINISTRATOR SIGNATURE

FACILITY ADMINISTRATOR TITLE

4-27-2011  
 SIGNATURE DATE











**ANNUAL COMPREHENSIVE SAFETY INSPECTION REPORT  
STATE BOARD OF EDUCATION  
ADMINISTRATIVE RULE - SREF 2008 & F.A.C. 69A-58  
FISCAL YEAR 2010-2011**

College Facility: St. Petersburg College FIRE DISTRICT: Clearwater  
 SCHOOL / FACILITY: Clearwater Campus  
 ADDRESS: 2465 Drew St. Clearwater FL

# OF SERIOUS FIRE SAFETY VIOLATIONS 0  
 # OF NON-SERIOUS FIRE SAFETY VIOLATIONS 11

FIRE DISTRICT FIRE SAFETY INSPECTOR NAME PRINTED (IF JOINT INSPECTION)		Walter D. Spann, Jr., Jeb W. Bynum (Municipal Fire Safety Inspectors)	November 15, 2010
		SCHOOL BOARD FIRESAFETY INSPECTOR NAME PRINTED	INSPECTION DATE
FIRE DISTRICT FIRE SAFETY INSPECTOR SIGNATURE (IF JOINT INSPECTION)		Fire Prevention Specialists, Inc., 609 Gina Lane, Melbourne, FL 32940 321-757-7205	
		INSPECTOR ADDRESS & PHONE NUMBER	
SIGNATURE DATE	FIRE INSPECTOR CERTIFICATION NUMBER	<u>Walter D. Spann, Jr. Jeb W. Bynum 11/15/10</u>	62373, 133209
		COMM. COLLEGE BOARD FIRE SAFETY INSPECTOR SIGNATURE / DATE	FIRE INSPECTOR CERTIFICATION NUMBER

**LOCATION:**

Deficiency locations will be identified by a building number followed by the room number (e.g. 2-505 or 1-133A). These numbers are usually the F.I.S.H. numbers affixed above the door leading into that particular room. Or if the deficiency in an area other than an identifiable room number, the area in question will be specifically identified. For example: Pressbox, Field House, Pavillion, etc.

St. Petersburg College has met the requirements of F.S.S. 1013.12(2)(d):  YES  NO

The Local Fire District has met the requirements of F.S.S. 1013.12(3)(c)  YES  NO (Complete if Joint Inspection)

Approval of Reports by Board (Including Letter)  YES  NO

THE UNDERSIGNED ATTESTS TO THE REVIEW OF THIS REPORT IN ITS ENTIRETY AND ACKNOWLEDGES AWARENESS OF THE DISCOVERED DEFICIENCIES.

FACILITY ADMINISTRATOR NAME PRINTED \_\_\_\_\_  
 FACILITY ADMINISTRATOR TITLE \_\_\_\_\_

Walter D. Spann, Jr.  
 FACILITY ADMINISTRATOR SIGNATURE  
4-27-2011  
 SIGNATURE DATE

CODE NUMBER	Insp. Initials	SREF 2010/2011 Fire Safety Deficiencies - SPC Clearwater Campus					Prior Times Cited	Deficiency Corrected By	Date Deficiency Corrected	Master Code Violation Number	Line No.
		Location, Deficiency Description									
		AD/SV Bldg. 31									1
FFPC 1, 11.1.5.2.2	JB	31 AD/SV-125: Power strips linked together					0	6-30-11	11/15/10	804	2
FFPC 1, 11.1.5.2.2	JB	31 AD/SV-152: Power strips linked together					1	6-30-11	11/15/10	804	3
FFPC 1, 11.1.5.2.2	JB	31 AD/SV-165: Power strips linked together					0	6-30-11	11/15/10	804	4
											5
		LI Bldg. 32									6
FFPC 1, 11.1.5.2.2	WS	LI-133: Several power strips linked together					0	6-30-11	11/15/10	804	7
FFPC 1, 11.1.5.2.2	WS	LI-1st Floor Main Room: Power strips linked together at center desk					0	6-30-11	11/15/10	804	8
											9
	JB	TA Bldg. 34: No deficiencies noted								NVO	10
											11
		SS Bldg. 35									12
69A-51.050(2)	JB	35 SS-166: Boiler inspection out of date - Label out of service if not active. ***					0	6-30-11	2/9/11	899	13
		*** Boiler active, inspection was out of date but has since been corrected.									14
	JB	LA/LSC/CA Bldg. 36: No deficiencies noted								NVO	15
											16
	JB	BK/ST Bldg. 37: No deficiencies noted								NVO	17
											18
	JB	CR Bldg. 38: No deficiencies noted								NVO	19
											20
	JB	MA BLDG. 39: No deficiencies noted								NVO	21
											22
	JB	CU Bldg. 40: No deficiencies noted								NVO	23
											24
		NM Bldg. 42									25
FFPC 1, 13.6.3.6	JB	42 NM-161: Blocked fire extinguisher					0	6-30-11	11/15/10	504	26
FFPC 1, 10.19.3.2	JB	42 NM-257: 18" clearance from sprinkler heads					0	6-30-11	11/15/10	508	27
											28
											29
											30









**ANNUAL COMPREHENSIVE SAFETY INSPECTION REPORT  
STATE BOARD OF EDUCATION  
ADMINISTRATIVE RULE - SREF 2008 & F.A.C. 69A-58  
FISCAL YEAR 2010-2011**

College Facility: St. Petersburg College FIRE DISTRICT: St. Petersburg  
 SCHOOL / FACILITY: Downtown  
 ADDRESS: 244 Second Ave. N, St Petersburg, FL

# OF SERIOUS FIRE SAFETY VIOLATIONS 0

# OF NON-SERIOUS FIRE SAFETY VIOLATIONS 5

FIRE DISTRICT FIRE SAFETY INSPECTOR NAME PRINTED (IF JOINT INSPECTION)

Jeb W. Bynum (Municipal Fire Safety Inspector)

November 16, 2010

SCHOOL BOARD FIRESAFETY INSPECTOR NAME PRINTED

INSPECTION DATE

FIRE DISTRICT FIRE SAFETY INSPECTOR SIGNATURE (IF JOINT INSPECTION)

Fire Prevention Specialists, Inc., 609 Gina Lane, Melbourne, FL 32940 321-757-7205

INSPECTOR ADDRESS & PHONE NUMBER

133209

SIGNATURE DATE

FIRE INSPECTOR CERTIFICATION NUMBER

*Jeb W. Bynum* 11-27-10

COMM. COLLEGE BOARD FIRE SAFETY INSPECTOR SIGNATURE / DATE

FIRE INSPECTOR CERTIFICATION NUMBER

**LOCATION:**

Deficiency locations will be identified by a building number followed by the room number (e.g. 2-505 or 1-133A). These numbers are usually the F.I.S.H. numbers affixed above the door leading into that particular room. Or if the deficiency in an area other than an identifiable room number, the area in question will be specifically identified. For example: Pressbox, Field House, Pavillion, etc.

St. Petersburg College has met the requirements of F.S.S. 1013.12(2)(d):  YES \_\_\_ NO

The Local Fire District has met the requirements of F.S.S. 1013.12(3)(c) \_\_\_ YES \_\_\_ NO (Complete if Joint Inspection)

Approval of Reports by Board (Including Letter) \_\_\_ YES \_\_\_ NO

THE UNDERSIGNED ATTESTS TO THE REVIEW OF THIS REPORT IN ITS ENTIRETY AND ACKNOWLEDGES AWARENESS OF THE DISCOVERED DEFICIENCIES.

FACILITY ADMINISTRATOR NAME PRINTED

*Annunzio G. Latta*  
FACILITY ADMINISTRATOR SIGNATURE

FACILITY ADMINISTRATOR TITLE

4-27-2011  
SIGNATURE DATE









**ANNUAL COMPREHENSIVE SAFETY INSPECTION REPORT  
STATE BOARD OF EDUCATION  
ADMINISTRATIVE RULE - SREF 2008 & F.A.C. 69A-58  
FISCAL YEAR 2010-2011**

College Facility: St. Petersburg College FIRE DISTRICT: Clearwater  
 SCHOOL / FACILITY: EpiCenter  
 ADDRESS: 13805 58th St N, Clearwater, FL 33760

# OF SERIOUS FIRE SAFETY VIOLATIONS 0  
 # OF NON-SERIOUS FIRE SAFETY VIOLATIONS 1

FIRE DISTRICT FIRE SAFETY INSPECTOR NAME PRINTED (IF JOINT INSPECTION)

Brian Webber (Municipal Fire Safety Inspector)  
 SCHOOL BOARD FIRESAFETY INSPECTOR NAME PRINTED

November 15, 2010  
 INSPECTION DATE

FIRE DISTRICT FIRE SAFETY INSPECTOR SIGNATURE (IF JOINT INSPECTION)

Fire Prevention Specialists, Inc., 609 Gina Lane, Melbourne, FL 32940 321-757-7205  
 INSPECTOR ADDRESS & PHONE NUMBER

SIGNATURE DATE FIRE INSPECTOR CERTIFICATION NUMBER

[Signature] 11-27-10  
 COMM. COLLEGE BOARD FIRE SAFETY INSPECTOR SIGNATURE / DATE

126010  
 FIRE INSPECTOR CERTIFICATION NUMBER

**LOCATION:**

Deficiency locations will be identified by a building number followed by the room number (e.g. 2-505 or 1-133A). These numbers are usually the F.I.S.H. numbers affixed above the door leading into that particular room. Or if the deficiency in an area other than an identifiable room number, the area in question will be specifically identified. For example: Pressbox, Field House, Pavillion, etc.

St. Petersburg College has met the requirements of F.S.S. 1013.12(2)(d):  YES  NO

The Local Fire District has met the requirements of F.S.S. 1013.12(3)(c)  YES  NO (Complete if Joint Inspection)

Approval of Reports by Board (Including Letter)  YES  NO

THE UNDERSIGNED ATTESTS TO THE REVIEW OF THIS REPORT IN ITS ENTIRETY AND ACKNOWLEDGES AWARENESS OF THE DISCOVERED DEFICIENCIES.

FACILITY ADMINISTRATOR NAME PRINTED

[Signature]  
 FACILITY ADMINISTRATOR SIGNATURE

FACILITY ADMINISTRATOR TITLE

4-27-2011  
 SIGNATURE DATE







**ANNUAL COMPREHENSIVE SAFETY INSPECTION REPORT  
STATE BOARD OF EDUCATION  
ADMINISTRATIVE RULE - SREF 2008 & F.A.C. 69A-58  
FISCAL YEAR 2010-2011**

College Facility: St. Petersburg College FIRE DISTRICT: Clearwater  
 SCHOOL / FACILITY: Fire Training Center  
 ADDRESS: 5005 126th Ave N, Clearwater, FL 33762

# OF SERIOUS FIRE SAFETY VIOLATIONS 0  
 # OF NON-SERIOUS FIRE SAFETY VIOLATIONS 0

FIRE DISTRICT FIRE SAFETY INSPECTOR NAME PRINTED (IF JOINT INSPECTION)

Brian Webber (Municipal Fire Safety Inspector)  
 SCHOOL BOARD FIRE SAFETY INSPECTOR NAME PRINTED

November 15, 2010  
 INSPECTION DATE

FIRE DISTRICT FIRE SAFETY INSPECTOR SIGNATURE (IF JOINT INSPECTION)

Fire Prevention Specialists, Inc., 609 Gina Lane, Melbourne, FL 32940 321-757-7205  
 INSPECTOR ADDRESS & PHONE NUMBER

SIGNATURE DATE FIRE INSPECTOR CERTIFICATION NUMBER

[Signature] 11-27-10  
 COMM. COLLEGE BOARD FIRE SAFETY INSPECTOR SIGNATURE / DATE

126010  
 FIRE INSPECTOR CERTIFICATION NUMBER

**LOCATION:**

Deficiency locations will be identified by a building number followed by the room number (e.g. 2-505 or 1-133A). These numbers are usually the F.I.S.H. numbers affixed above the door leading into that particular room. Or if the deficiency in an area other than an identifiable room number, the area in question will be specifically identified. For example: Pressbox, Field House, Pavillion, etc.

St. Petersburg College has met the requirements of F.S.S. 1013.12(2)(d):  YES \_\_\_ NO

The Local Fire District has met the requirements of F.S.S. 1013.12(3)(c) \_\_\_ YES \_\_\_ NO (Complete if Joint Inspection)

Approval of Reports by Board (Including Letter) \_\_\_ YES \_\_\_ NO

THE UNDERSIGNED ATTESTS TO THE REVIEW OF THIS REPORT IN ITS ENTIRETY AND ACKNOWLEDGES AWARENESS OF THE DISCOVERED DEFICIENCIES.

FACILITY ADMINISTRATOR NAME PRINTED

[Signature]  
 FACILITY ADMINISTRATOR SIGNATURE

FACILITY ADMINISTRATOR TITLE

4-27-2011  
 SIGNATURE DATE









**ANNUAL COMPREHENSIVE SAFETY INSPECTION REPORT  
STATE BOARD OF EDUCATION  
ADMINISTRATIVE RULE - SREF 2008 & F.A.C. 69A-58  
FISCAL YEAR 2010-2011**

College Facility: St. Petersburg College FIRE DISTRICT: St. Petersburg  
 SCHOOL / FACILITY: Midtown Campus  
 ADDRESS: 1048 22nd Street S, St Petersburg

# OF SERIOUS FIRE SAFETY VIOLATIONS 0

# OF NON-SERIOUS FIRE SAFETY VIOLATIONS 0

FIRE DISTRICT FIRE SAFETY INSPECTOR NAME PRINTED (IF JOINT INSPECTION)

Jeb W. Bynum (Municipal Fire Safety Inspector)  
 SCHOOL BOARD FIRESAFETY INSPECTOR NAME PRINTED

November 16, 2010  
 INSPECTION DATE

FIRE DISTRICT FIRE SAFETY INSPECTOR SIGNATURE (IF JOINT INSPECTION)

Fire Prevention Specialists, Inc., 609 Gina Lane, Melbourne, FL 32940 321-757-7205  
 INSPECTOR ADDRESS & PHONE NUMBER

SIGNATURE DATE FIRE INSPECTOR CERTIFICATION NUMBER

Jeb W. Bynum 11-27-10  
 COMM. COLLEGE BOARD FIRE SAFETY INSPECTOR SIGNATURE / DATE

133209  
 FIRE INSPECTOR CERTIFICATION NUMBER

**LOCATION:**

Deficiency locations will be identified by a building number followed by the room number (e.g. 2-505 or 1-133A). These numbers are usually the F.I.S.H. numbers affixed above the door leading into that particular room. Or if the deficiency in an area other than an identifiable room number, the area in question will be specifically identified. For example: Pressbox, Field House, Pavillion, etc.

St. Petersburg College has met the requirements of F.S.S. 1013.12(2)(d):  YES \_\_\_ NO

The Local Fire District has met the requirements of F.S.S. 1013.12(3)(c) \_\_\_ YES \_\_\_ NO (Complete if Joint Inspection)

Approval of Reports by Board (Including Letter) \_\_\_ YES \_\_\_ NO

THE UNDERSIGNED ATTESTS TO THE REVIEW OF THIS REPORT IN ITS ENTIRETY AND ACKNOWLEDGES AWARENESS OF THE DISCOVERED DEFICIENCIES.

FACILITY ADMINISTRATOR NAME PRINTED

[Signature]  
 FACILITY ADMINISTRATOR SIGNATURE

FACILITY ADMINISTRATOR TITLE

4-27-2011  
 SIGNATURE DATE







**ANNUAL COMPREHENSIVE SAFETY INSPECTION REPORT  
STATE BOARD OF EDUCATION  
ADMINISTRATIVE RULE - SREF 2008 & F.A.C. 69A-58  
FISCAL YEAR 2010-2011**

College Facility: St. Petersburg College FIRE DISTRICT: St. Petersburg  
 SCHOOL / FACILITY: Palladium Theater  
 ADDRESS: 253 5th Ave. N, St Petersburg, FL 33701

# OF SERIOUS FIRE SAFETY VIOLATIONS 0

# OF NON-SERIOUS FIRE SAFETY VIOLATIONS 0

FIRE DISTRICT FIRE SAFETY INSPECTOR NAME PRINTED (IF JOINT INSPECTION)		<u>Jeb W. Bynum (Municipal Fire Safety Inspector)</u>	<u>November 16, 2010</u>
		SCHOOL BOARD FIRESAFETY INSPECTOR NAME PRINTED	INSPECTION DATE
FIRE DISTRICT FIRE SAFETY INSPECTOR SIGNATURE (IF JOINT INSPECTION)		<u>Fire Prevention Specialists, Inc., 609 Gina Lane, Melbourne, FL 32940 321-757-7205</u>	
		INSPECTOR ADDRESS & PHONE NUMBER	
SIGNATURE DATE	FIRE INSPECTOR CERTIFICATION NUMBER	<u>Jeb W. Bynum 11-27-10</u>	<u>133209</u>
		COMM. COLLEGE BOARD FIRE SAFETY INSPECTOR SIGNATURE / DATE	FIRE INSPECTOR CERTIFICATION NUMBER

**LOCATION:**

Deficiency locations will be identified by a building number followed by the room number (e.g. 2-505 or 1-133A). These numbers are usually the F.I.S.H. numbers affixed above the door leading into that particular room. Or if the deficiency in an area other than an identifiable room number, the area in question will be specifically identified. For example: Pressbox, Field House, Pavillion, etc.

St. Petersburg College has met the requirements of F.S.S. 1013.12(2)(d):  YES  NO

The Local Fire District has met the requirements of F.S.S. 1013.12(3)(c)  YES  NO (Complete if Joint Inspection)

Approval of Reports by Board (Including Letter)  YES  NO

THE UNDERSIGNED ATTESTS TO THE REVIEW OF THIS REPORT IN ITS ENTIRETY AND ACKNOWLEDGES AWARENESS OF THE DISCOVERED DEFICIENCIES.

FACILITY ADMINISTRATOR NAME PRINTED

Wanda L. Cook  
FACILITY ADMINISTRATOR SIGNATURE

FACILITY ADMINISTRATOR TITLE

11-27-2010  
SIGNATURE DATE








**ANNUAL COMPREHENSIVE SAFETY INSPECTION REPORT  
STATE BOARD OF EDUCATION  
ADMINISTRATIVE RULE - SREF 2008 & F.A.C. 69A-58  
FISCAL YEAR 2010-2011**

College Facility: St. Petersburg College FIRE DISTRICT: Seminole  
 SCHOOL / FACILITY: Seminole Campus  
 ADDRESS: 9200 113th St N, Seminole, FL

# OF SERIOUS FIRE SAFETY VIOLATIONS 0

# OF NON-SERIOUS FIRE SAFETY VIOLATIONS 1

FIRE DISTRICT FIRE SAFETY INSPECTOR NAME PRINTED (IF JOINT INSPECTION)		<u>Brian Webber (Municipal Fire Safety Inspector)</u>	<u>November 16, 2010</u>
		SCHOOL BOARD FIRESAFETY INSPECTOR NAME PRINTED	INSPECTION DATE
FIRE DISTRICT FIRE SAFETY INSPECTOR SIGNATURE (IF JOINT INSPECTION)		<u>Fire Prevention Specialists, Inc., 609 Gina Lane, Melbourne, FL 32940 321-757-7205</u>	
		INSPECTOR ADDRESS & PHONE NUMBER	
SIGNATURE DATE	FIRE INSPECTOR CERTIFICATION NUMBER	 <u>4-27-10</u>	<u>126010</u>
		COMM. COLLEGE BOARD FIRE SAFETY INSPECTOR SIGNATURE / DATE	FIRE INSPECTOR CERTIFICATION NUMBER

**LOCATION:**

Deficiency locations will be identified by a building number followed by the room number (e.g. 2-505 or 1-133A). These numbers are usually the F.I.S.H. numbers affixed above the door leading into that particular room. Or if the deficiency in an area other than an identifiable room number, the area in question will be specifically identified. For example: Pressbox, Field House, Pavillion, etc.

St. Petersburg College has met the requirements of F.S.S. 1013.12(2)(d):  YES  NO

The Local Fire District has met the requirements of F.S.S. 1013.12(3)(c)  YES  NO (Complete if Joint Inspection)

Approval of Reports by Board (Including Letter)  YES  NO

THE UNDERSIGNED ATTESTS TO THE REVIEW OF THIS REPORT IN ITS ENTIRETY AND ACKNOWLEDGES AWARENESS OF THE DISCOVERED DEFICIENCIES.

FACILITY ADMINISTRATOR NAME PRINTED

  
FACILITY ADMINISTRATOR SIGNATURE

FACILITY ADMINISTRATOR TITLE

4-27-2011  
SIGNATURE DATE











**ANNUAL COMPREHENSIVE SAFETY INSPECTION REPORT  
STATE BOARD OF EDUCATION  
ADMINISTRATIVE RULE - SREF 2008 & F.A.C. 69A-58  
FISCAL YEAR 2010-2011**

College Facility: St. Petersburg College FIRE DISTRICT: St. Petersburg  
 SCHOOL / FACILITY: Gibbs Campus  
 ADDRESS: 6605 5th Ave. North, St. Petersburg, FL 33710

# OF SERIOUS FIRE SAFETY VIOLATIONS 0

# OF NON-SERIOUS FIRE SAFETY VIOLATIONS 16

FIRE DISTRICT FIRE SAFETY INSPECTOR NAME PRINTED (IF JOINT INSPECTION)		<u>Walter D. Spann, Jr. (Municipal Fire Safety Inspector)</u>	<u>November 16, 2010</u>
		SCHOOL BOARD FIRESAFETY INSPECTOR NAME PRINTED	INSPECTION DATE
FIRE DISTRICT FIRE SAFETY INSPECTOR SIGNATURE (IF JOINT INSPECTION)		<u>Fire Prevention Specialists, Inc., 609 Gina Lane, Melbourne, FL 32940 321-757-7205</u>	
		INSPECTOR ADDRESS & PHONE NUMBER	
SIGNATURE DATE		<u>Walter D. Spann, Jr. 11-27-10</u>	<u>62373</u>
FIRE INSPECTOR CERTIFICATION NUMBER		COMM. COLLEGE BOARD FIRE SAFETY INSPECTOR SIGNATURE / DATE	FIRE INSPECTOR CERTIFICATION NUMBER

**LOCATION:**

Deficiency locations will be identified by a building number followed by the room number (e.g. 2-505 or 1-133A). These numbers are usually the F.I.S.H. numbers affixed above the door leading into that particular room. Or if the deficiency in an area other than an identifiable room number, the area in question will be specifically identified. For example: Pressbox, Field House, Pavillion, etc.

St. Petersburg College has met the requirements of F.S.S. 1013.12(2)(d):  YES  NO

The Local Fire District has met the requirements of F.S.S. 1013.12(3)(c)  YES  NO (Complete if Joint Inspection)

Approval of Reports by Board (Including Letter)  YES  NO

THE UNDERSIGNED ATTESTS TO THE REVIEW OF THIS REPORT IN ITS ENTIRETY AND ACKNOWLEDGES AWARENESS OF THE DISCOVERED DEFICIENCIES.

FACILITY ADMINISTRATOR NAME PRINTED

Kenneth M. Cote  
FACILITY ADMINISTRATOR SIGNATURE

FACILITY ADMINISTRATOR TITLE

4-27-2011  
SIGNATURE DATE

CODE NUMBER	Insp. Initials	SREF 2010/2011 Fire Safety Deficiencies - SPC Gibbs Campus					Prior Times Cited	Deficiency Corrected By	Date Deficiency Corrected	Master Code Violation Number	Line No.
		Location, Deficiency Description									
		AD Bldg. 1									1
FFPC 1, 11.1.5.2.2.	WS	AD-123: Power strips linked together at Testing Lab computers					1	6-30-11	1/7/11	804	2
	WS	AD-Music Lobby: Sprinkler escutcheon missing					0	6-30-11	1/7/11	599	3
											4
											5
		LA Bldg. 2									6
FFPC 1, 11.1.5.2.2.		LA-110: Power strips linked together at refrigerator					0	6-30-11	1/7/11	804	7
											8
		HS Bldg. 4									9
NFPA 72, 4.4.5	WS	HS-106: Smoke detection required over FACP					0	6-30-11	2/15/11	405	10
											11
											12
	WS	TE Bldg. 5: No deficiencies noted								NVO	13
											14
											15
		SC Bldg. 6									16
NFPA 70, Art. 406.5	WS	SC-111: Outlet cover missing at teacher's desk					0	6-30-11	1/4/11	807	17
NFPA 70, Art. 314.28(C)	WS	SC-205B: Open j-box at ceiling					0	6-30-11	1/4/11	809	18
FFPC 1, 11.1.5.2.2.	WS	SC-133: Power strips linked together					1	6-30-11	1/4/11	804	19
											20
											21
											22
											23
											24
	WS	GM Bldg. 7: No deficiencies noted								NVO	25
											26
	WS	LI Bldg. 8: No deficiencies noted								NVO	27
											28
	WS	MA Bldg. 10: No deficiencies noted								NVO	29
											30



CODE NUMBER	Insp. Initials	SREF 2010/2011 Fire Safety Deficiencies - SPC Gibbs Campus					Prior Times Cited	Deficiency Corrected By	Date Deficiency Corrected	Master Code Violation Number	Line No.
		Location, Deficiency Description									
		SA Bldg. 11									31
FFPC 1, 13.3.3.7.1	WS	SA-Sprinklers: Inadequate number of spare sprinklers					1	6-30-11	12/27/10	511	32
NFPA 13, 8.15.1.1..8	WS	General: Sprinkler control valves to be indicated with signage					1	6-30-11	12/27/10	599	33
NFPA 13, 8.15.1.1.2.1	WS	SA-W. Mechanical Room: Non-indicating control valve installed just prior to NW sprinkler					1	6-30-11	6/3/11	599	34
FFPC 1, 14.5.4.1	WS	SA- 2nd & 3rd Floors, Rooms 206, 229, 304, 325, 327: Door closers disconnected					0	6-30-11	1/5/11	209	35
											36
											37
	WS	WE Bldg. 13: No deficiencies noted								NVO	38
											39
											40
											41
		EI Bldg. 14									42
FFPC 1, 11.1.5.2.2	WS	EI-103: Power strips linked together					0	6-30-11	1/5/11	804	43
FFPC 1, 11.1.5.2.2	WS	EI-120: Power strips linked together					0	6-30-11	1/5/11	804	44
											45
	WS	PE Storage Shed 17: No deficiencies noted								NVO	46
											47
	WS	CP Bldg. 20: No deficiencies noted								NVO	48
											49
	WS	MIRA Bldg.: No deficiencies noted								NVO	50
											51
	WS	Sheds 129-133: No deficiencies noted								NVO	52
											53
		Bay Pines Center									54
NFPA 70, Art. 406.5	WS	Outlet cover missing behing TV					0	6-30-11	1/4/11	807	55
		BK/SS Bldg.									
FFPC 1, 11.1.5.2.2	WS	BK104C: Power strips linked together at refrigerator					0	6-30-11	1/12/11	804	
FFPC 1, 11.1.5.2.2	WS	SS-215: Power strip plugged into red extension cord					0	6-30-11	12/20/10	804	







**ANNUAL COMPREHENSIVE SAFETY INSPECTION REPORT  
STATE BOARD OF EDUCATION  
ADMINISTRATIVE RULE - SREF 2008 & F.A.C. 69A-58  
FISCAL YEAR 2010-2011**

College Facility: St. Petersburg College FIRE DISTRICT: Tarpon Springs  
 SCHOOL / FACILITY: Tarpon Springs Campus  
 ADDRESS: 600 Klosterman Rd. Palm Harbor, FL 34684

# OF SERIOUS FIRE SAFETY VIOLATIONS 0

# OF NON-SERIOUS FIRE SAFETY VIOLATIONS 7

FIRE DISTRICT FIRE SAFETY INSPECTOR NAME PRINTED (IF JOINT INSPECTION) Walter D. Spann, Jr. (Municipal Fire Safety Inspector) INSPECTION DATE November 15, 2010  
SCHOOL BOARD FIRESAFETY INSPECTOR NAME PRINTED

FIRE DISTRICT FIRE SAFETY INSPECTOR SIGNATURE (IF JOINT INSPECTION) Walter D. Spann, Jr. INSPECTOR ADDRESS & PHONE NUMBER Fire Prevention Specialists, Inc., 609 Gina Lane, Melbourne, FL 32940 321-757-7205

SIGNATURE DATE 11-27-10 FIRE INSPECTOR CERTIFICATION NUMBER 62373  
COMM. COLLEGE BOARD FIRE SAFETY INSPECTOR SIGNATURE / DATE FIRE INSPECTOR CERTIFICATION NUMBER

**LOCATION:**

Deficiency locations will be identified by a building number followed by the room number (e.g. 2-505 or 1-133A). These numbers are usually the F.I.S.H. numbers affixed above the door leading into that particular room. Or if the deficiency in an area other than an identifiable room number, the area in question will be specifically identified. For example: Pressbox, Field House, Pavillion, etc.

St. Petersburg College has met the requirements of F.S.S. 1013.12(2)(d):  YES  NO

The Local Fire District has met the requirements of F.S.S. 1013.12(3)(c)  YES  NO (Complete if Joint Inspection)

Approval of Reports by Board (Including Letter)  YES  NO

THE UNDERSIGNED ATTESTS TO THE REVIEW OF THIS REPORT IN ITS ENTIRETY AND ACKNOWLEDGES AWARENESS OF THE DISCOVERED DEFICIENCIES.

FACILITY ADMINISTRATOR NAME PRINTED

[Signature]  
FACILITY ADMINISTRATOR SIGNATURE

FACILITY ADMINISTRATOR TITLE

4-27-2011  
SIGNATURE DATE



CODE NUMBER	Insp. Initials	SREF 2010/2011 Fire Safety Deficiencies - SPC Tarpon Springs Campus				Master Code Violation Number	Line No.
		Location, Deficiency Description		Prior Times Cited	Deficiency Corrected By		
	WS	NU Tech Bldg. 83: No deficiencies noted				NVO	1
							2
		AG Bldg. 84:					3
FFPC 1, 11.1.5.2.2	WS	TRS Room: 7 power strips linked together & 4 power strips linked together		0	6-30-11	11/15/10	804
							5
	WS	Alpha Bldg. 85: No deficiencies noted				NVO	6
							7
		Beta Bldg. 86					8
FFPC 1, 11.1.5.2.2	WS	Beta-413: Power strips linked together and damaged power cords (black cords)		1	6-30-11	11/15/10	804
							10
	WS	Gamma Bldg. 87: No deficiencies noted				NVO	11
							12
	WS	Delta Bldg. 88: No deficiencies noted				NVO	13
							14
		MA Bldg. 89					15
NFPA 30A, 6.2.7	WS	Fuel Tanks: Emergency shut-off button locked with two padlocks		0	6-30-11	4/11/11	1399
							17
	WS	PE Bldg. 90: No deficiencies noted				NVO	18
							19
	WS	Epsilon Bldg. 91: No deficiencies noted				NVO	20
							21
							22
	WS	CE Bldg. 92: No deficiencies noted				NVO	23
							24
							25
	WS	Admin. Bldg. 93: No deficiencies noted				NVO	26
							27
	WS	LY Bldg. 94: No deficiencies noted				NVO	28
							29
							30










June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Draft Capital Improvement Program (CIP) for FY 2012-2013 through 2016-2017

The Capital Improvement Program (CIP) is the process through which the College receives construction allocations from the Public Education Capital Outlay (PECO) Fund. Each community college and university is required to annually submit a five-year plan for its capital outlay needs. The first three-year period of the plan is the source from which the State Board of Education prepares its funding request list that it then submits to the Legislature.

Projects must be recommended on a Board-approved and a State-validated Educational Plant Survey or Spot Survey to be included on the annual CIP and obtain PECO funding. This Survey is the list from which the College selects its priorities for the annual CIP. Our current Survey will expire at the end of Fiscal Year 2011-2012. A new Survey will be prepared over the next Fiscal Year.

The deadline to submit the CIP to the Division of Community Colleges is August 1, 2011. The CIP information will then be tabulated, submitted and approved by the State Board of Education, to be included in the 2012-13 Fixed Capital Outlay Legislative Budget Request.

The CIP is divided into three categories:

- **Renovation** – the general upgrade of an existing facility with no change in use (e.g. new lighting, carpeting, roof, heating, ventilating and air conditioning, and compliance with the Americans with Disabilities Act) and site improvements
- **Remodeling** – the changing of an existing facility by rearrangement of space, use (e.g. offices to classrooms) or exiting
- **New Construction** – Design and Construction of new facilities including site acquisition

This year we have listed our top five priorities based upon keeping existing/new projects moving forward with maximum flexibility:

1. General Renovation/Remodeling of Roofs, HVAC, ADA, Utilities, Site Improvements – Collegewide
2. Construct Marine Science Labs/Classrooms and Site Improvements, Utilities at Bay Pines
3. Construct Library Building, Site Improvements, Clearwater Campus

4. Construct Student Support Services and Classroom Building, St. Petersburg/Gibbs Campus
5. Construct Student Support Services and Classroom Building, Midtown Center

In addition, we have listed on the CIP all remaining projects on our current Survey.

As we move forward over the next year with our collegewide master planning and planning for our next five-year Facilities Survey, we will be better able to identify the next phase of projects and priorities for next year's CIP.

In addition, we have included projects and funding amounts listed on the Facilities Enhancement Challenge Grant (FECG) requests over the last several years. The Office of Educational Facilities has requested that the projects be put back on the CIP list as part of this year's submittal.

**The draft Capital Improvement Program is provided today for your review and approval to then proceed with the development of the final Capital Improvement Program as discussed today and which will be brought back to the Board at its July meeting.**

Doug Duncan, Senior Vice President, Administrative/Business Services and Information Technology; and Susan Reiter, Vice President, Facilities Planning and Institutional Services, recommend approval.

Attachment

bs0617113

**DRAFT**  
**DIVISION OF COMMUNITY COLLEGES**  
**CIP - 2 SUMMARY**  
**Capital Improvement Plan and Legislative Budget Request**  
**2012 - 2013 to 2016 - 2017**

**COLLEGE: ST. PETERSBURG COLLEGE**

**RENOVATION PROJECTS:**

PRI #	PROJECT DESCRIPTION	2012-13	2013-14	2014-15	2015-16	2016-17	FOR CIP 5YR TERM
1	General Ren/Rem, Roofs, HVAC, ADA, Utilities, Site Improvements - Collegewide	\$5,482,174					\$5,482,174
	Ren/Rem Maintenance, Site Improvements - Clearwater Campus		\$2,534,099				\$2,534,099
	Ren/Rem Orthotics & Prosthetics Building - Site Imp, Health Education Center (FECG)	\$8,450					\$8,450
	Ren/Rem Palladium Building, Site Imp - St.Petersburg/Gibbs Campus (FECG)	\$300					\$300
	Ren/Rem District Office Building, Site Imp - Epi Center (FECG)	\$10,000					\$10,000
	Ren/Rem Student Services Building, Site Imp - St. Petersburg/Gibbs Campus (FECG)	\$26,500					\$26,500
	Ren/Rem Annex 2 Building, Site Imp - Epi Center (FECG)	\$2,000,000					\$2,000,000
<b>TOTAL RENOVATION PROJECTS</b>		<b>\$7,527,424</b>	<b>\$2,534,099</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$10,061,523</b>

**REMODELING PROJECTS:**

PRI #	PROJECT DESCRIPTION	2012-13	2013-14	2014-15	2015-16	2016-17	FOR CIP 5YR TERM
	Rem/Rem Classrms/Labs/Inst. Sup./Site Dev. Phase II (w/ addition) - Downtown Center (partial)	\$1,939,696	\$1,939,696				\$3,879,392
	Rem/Rem Chiller Plant - Allstate Center			\$2,500,000			\$2,500,000
	Rem/Rem First Floor - Downtown Center			\$130,838	\$1,046,709	\$130,838	\$1,308,385
	Rem/Rem Third Floor - Downtown Center			\$94,218	\$753,757	\$94,218	\$942,193
	Rem/Rem Shelled Out Space - Food Service/Bookstore - Downtown Center	\$65,859	\$526,880	\$65,859			\$658,598
	Rem/Rem Health Education Center Annex - Health Education Center			\$1,096,000	\$8,768,000	\$1,096,000	\$10,960,000
	Rem/Rem 2nd Floor Library - Seminole Campus			\$406,427	\$3,251,420	\$406,427	\$4,064,274
<b>TOTAL REMODELING PROJECTS</b>		<b>\$2,005,555</b>	<b>\$2,466,576</b>	<b>\$4,293,342</b>	<b>\$13,819,886</b>	<b>\$1,727,483</b>	<b>\$24,312,842</b>

**NEW CONSTRUCTION PROJECTS:**

PRI #	PROJECT DESCRIPTION	2012-13	2013-14	2014-15	2015-16	2016-17	FOR CIP 5YR TERM
2	Construct Marine Science Labs/Classrooms and Site Improvements, Utilities - Bay	550,661	4,405,289	550,661			\$5,506,611
3	Construct Library Building, Site Improvements - Clearwater Campus	2,075,565	2,500,000	14,104,521	2,075,565		\$20,755,651
	Construct Student Support Services and Administration Building - Clearwater Campus			1,462,428	11,699,428	1,462,428	\$14,624,284
	Installation of One Portable - Fire Training Center			133,850			\$133,850
	Construct Additional Parking 80 Spaces (once Vet Tech is Demolished) -Health Education Center			200,000			\$200,000
5	Construct Student Support Services and Classroom Building - Midtown Center	1,376,850	11,014,800	1,376,850			\$13,768,500
	Site Acquisition - Midtown Center	?					?
	Construct Science Labs - Seminole Campus			\$250,000	\$2,000,000	\$250,000	\$2,500,000
4	Construct Student Support Services and Classroom Building - St. Petersburg/Gibb	\$1,497,581	\$11,980,652	\$1,497,581			\$14,975,814
	Construct Two Science Labs - Tarpon Springs Campus			\$250,000	\$2,000,000	\$250,000	\$2,500,000
	Natural Habitat Park and Site Imp - Seminole Campus (FECG)			\$100,000			\$100,000
	Demolition, Site Improvements, Utilities - St. Petersburg/Gibbs Campus			\$100,000			\$100,000
<b>TOTAL NEW CONSTRUCTION PROJECTS</b>		<b>\$5,500,657</b>	<b>\$29,900,741</b>	<b>\$20,025,891</b>	<b>\$17,774,993</b>	<b>\$1,962,428</b>	<b>\$75,164,710</b>

<b>GRAND TOTAL OF ALL PROJECTS</b>		<b>\$15,033,636</b>	<b>\$34,901,416</b>	<b>\$24,319,233</b>	<b>\$31,594,879</b>	<b>\$3,689,911</b>	<b>\$109,539,075</b>
------------------------------------	--	---------------------	---------------------	---------------------	---------------------	--------------------	----------------------



Proposed  
Capital Improvement  
Program (CIP)

2012-2013 through 2016-2017

# SPC St. Petersburg College

## Allstate Center



• Remodel/Renovate Chiller Plant

\$2,500,000



## Bay Pines



- Construct Marine Science Labs/Classrooms and Site Improvements, Utilities

\$5,506,611



## Clearwater Campus

### Teaching Auditorium Demolition



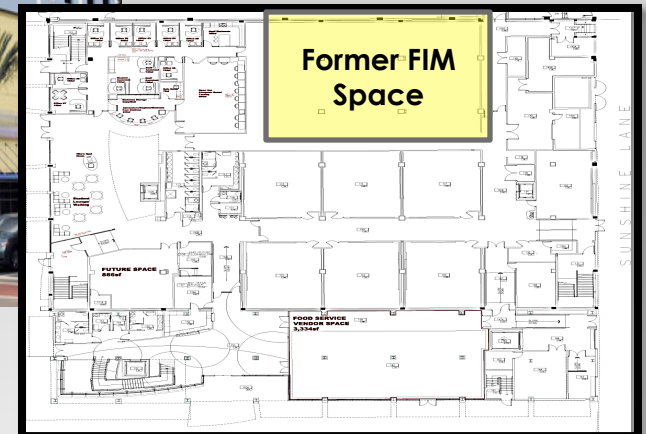
- Construct Student Support Services and Administration Building \$14,624,284
- Construct Library Building, Site Improvements \$20,755,651
- Renovate/Remodel Maintenance, Site and Infrastructure Upgrades \$2,534,099

## Downtown Center

Food Service & Bookstore



First floor Student Service area



- Remodel/Renovate Classroom/Labs, Institutional Support Site Development Phase II (w/addition) (Partial) Loan Payback \$3,879,392
- Remodel/Renovate First Floor (former FIM space) \$1,308,385
- Remodel/Renovate Third Floor \$942,193
- Remodel/Renovate Shelled Out Space – Food Service/Bookstore (Five-Story Building) \$658,598



## EPI Center



- No major projects contemplated

## Health Education Center



- Construct Additional Parking 80 Spaces (once Vet Tech is Demolished) HEC \$200,000
- Remodel/Renovate Health Education Center Annex- former JWB building \$10,960,000



## Midtown Center

Current Midtown Center



- Site Acquisition
- Construct Student Support Services and Classroom Building, including site development

\$ Unknown

\$13,768,500

## Pinellas County Fire/EMS



- Fire Training Center Expansion – installation of one portable \$133,850



# SPC St. Petersburg College

## Seminole Campus



- Remodel/Renovate 2<sup>nd</sup> Floor Library
- Construct Science Labs

\$4,064,274

\$2,500,000

## St. Petersburg/Gibbs Campus



- Construct Student Support Services and Classroom Building \$14,975,814
- Demolition, Site Improvements, Utilities \$100,000



# SPC St. Petersburg College

## Tarpon Springs Campus



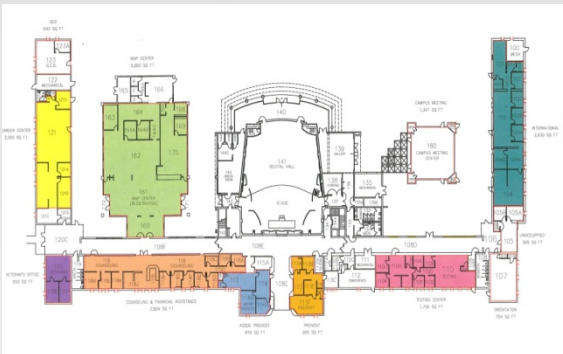
- Construct Two Science Labs

\$2,500,000



# SPC St. Petersburg College

## Collegewide



- General Renovation/Remodel Roofs, HVAC, ADA, Utilities, Site Improvements

\$5,482,174



## Facility Enhancement Challenge Grants

- Health Education Center, Renovate/Remodel O & P Building, Site Improvements \$8,450
- St. Petersburg/Gibbs Campus, Palladium Building, Site Improvements \$300
- EpiCenter, Renovate/Remodel District Office Building, Site Improvements \$10,000
- St. Petersburg/Gibbs Campus, Renovate/Remodel Student Services Building, Site Improvements \$26,500
- EpiCenter, Renovate/Remodel Annex 2 Building \$2,000,000
- Seminole Campus, Natural Habitat Park and Site Improvements \$100,000

These will be included on the CIP per request by DOE

# SPC St. Petersburg College

## PROPOSED PRIORITY LISTING FOR CIP 2012-2013 TO 2016-2017

Priority	Project	Site	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	CIP 5 YEAR TOTAL
1	General Renovate/Remodel Roofs, HVAC, ADA, Utilities, Site Improvements	Collegewide	\$5,482,174					\$5,482,174
2	Construct Marine Science Labs/Classrooms and Site Improvements, Utilities	Bay Pines	\$550,661	\$4,405,289	\$550,661			\$5,506,611
3	Construct Library Building, Site Improvements	Clearwater	\$2,075,565	\$2,500,000	\$14,104,521	\$2,075,565		\$20,755,651
4	Construct Student Support Services and Classroom Building	St.Pete/Gibbs	\$1,497,581	\$11,980,652	\$1,497,581			\$14,975,814
5	Construct Student Support Services and Classroom Building	Midtown	\$1,376,850	\$11,014,800	\$1,376,850			\$13,768,500
	Site Acquisition	Midtown	?					?
	Remodel/Renovate 2nd Floor Library	Seminole			\$406,427	\$3,251,420	\$406,427	\$4,064,274
	Construct Two Science Labs	Tarpon Springs			\$250,000	\$2,000,000	\$250,000	\$2,500,000
	Remodel/Renovate First Floor	Downtown			\$130,838	\$1,046,709	\$130,838	\$1,308,385
	Remodel/Renovate Third Floor	Downtown			\$94,218	\$753,757	\$94,218	\$942,193
	Remodel/Renovate Shelled Out Space - Food Service/Bookstore	Downtown	\$65,859	\$526,880	\$65,859			\$658,598
	<b>TOTAL</b>		<b>\$11,048,690</b>	<b>\$30,427,621</b>	<b>\$18,476,955</b>	<b>\$9,127,451</b>	<b>\$881,483</b>	<b>\$69,962,200</b>

---




**Questions?**

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Amendment #12 to the Educational Plant Survey dated June 19, 2007 (Spot Survey #12), Remodel/Renovate Health Education Center Annex (Building 67), at the Health Education Center, Site 8

The College purchased the Health Education Center Annex on March 16, 2011. In order to remodel and renovate this facility, we must amend our Educational Plant Survey. This Amendment will provide for the Remodeling/Renovation of this building at the Health Education Center Annex (Building 67), at the Health Education Center, Site 8.

The Board of Trustees is required to amend the existing Educational Plant Survey utilizing the Spot Survey process. The attached Spot Survey is an official request for the State to accept the modifications to the Educational Plant Survey. Once this is approved by the Board of Trustees, the Department of Education is responsible for filing and updating the Educational Plant Survey as part of the official State record and future reference.

This amendment adds the following item to the Educational Plant Survey:

**Site 8: Remodel/Renovate, utilities upgrades, classrooms, student support and services, related spaces plus site improvements, Health Education Center Annex (Building 67), at the Health Education Center, Site 8**

8.23 Remodel/Renovate, utilities upgrades, classrooms, student support and services, related spaces plus site improvements for a total of 50,138 gross square feet.

**Approval is sought for Amendment #12 (Spot Survey #12) to the Educational Plant Survey dated June 19, 2007.**

Doug Duncan, Senior Vice President, Administrative/Business Services and Information Technology; Susan Reiter, Vice President, Facilities Planning and Institutional Services; and Phil Nicotera, Provost of the Health Education Center, recommend approval.

Attachment

mdc0616113

**AMENDMENT #12 (Spot Survey #12)**  
EDUCATIONAL PLANT SURVEY dated June 19, 2007  
St. Petersburg College  
June 21, 2011

Pursuant to Section 1013.31, Florida Statutes, administrative staff of St. Petersburg College has prepared an amendment to the current Educational Plant Survey for St. Petersburg College, dated June 19, 2007. In accordance with Section 1013.31, Florida Statutes, the amendment shall be reviewed and approved by the Board of Trustees.

The following new recommendation is made.

The College needs to amend the Educational Plant Survey dated June 19, 2007 to include the following item:

**Site 8: Remodel/Renovate, utilities upgrades, classrooms, student support and services, related spaces plus site improvements, Health Education Center Annex (Building 67), at the Health Education Center, Site 8**

8.23 Remodel/Renovate, utilities upgrades, classrooms, student support and services, related spaces plus site improvements, Health Education Center Annex (Building 67), Site 8, for a total of 50,138 gross square feet.

Approved by the Board of Trustees of St. Petersburg College on June 21, 2011.

---

William D. Law, Jr., President of the College  
and Secretary to the Board of Trustees  
St. Petersburg College



June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Bond Resolution for Capital Outlay and Debt Service (CO&DS) Bonds

The State of Florida, Department of Education has provided an opportunity to participate in the issuance of Community College Capital Outlay and Debt Service (CO&DS) Bonds to be issued Summer of 2011 in an amount not to exceed \$1,425,000. The issuance will be made and administered by the Division of Bond Finance of the State Board of Administration of Florida. A portion of the College's License Tag Fees appropriation is withheld by the State for the payment of the bond's interest and principle.

The recommendation is that we use the proceeds from the bonds for the following projects listed as priority items on the Project Priority List (PPL) as outlined and approved by the Board in Board Memo IX-D.6 dated April 21, 2010.

- 1) Collegewide correction of safety deficiencies.
- 2) Collegewide modifications for persons with disabilities
- 3) Collegewide replacement of roofs
- 4) Collegewide provision of sanitation and custodial facilities, and
- 5) Collegewide replacement of furnishings and equipment.

The total value of projects within these project categories exceeds the \$1,425,000 bond proceeds.

**Authorization is requested to participate in the issuance of State of Florida, Department of Education, Community College Capital Outlay and Debt Service (CO&DS) Bonds to be issued Summer of 2011 in an amount not to exceed \$1,425,000 and to submit the attached Capital Outlay and Debt Service (CO&DS) Bond Resolution and utilize the bond proceeds as outlined above.**

Doug Duncan, Senior Vice President, Administrative/Business Services and Information Technology; and Susan Reiter, Vice President, Facilities Planning and Institutional Services, recommend approval.

Attachment

bs0616114

A RESOLUTION OF THE BOARD OF TRUSTEES OF ST. PETERSBURG COLLEGE COMMUNITY COLLEGE DISTRICT, FLORIDA, REQUESTING THE ISSUANCE BY THE STATE BOARD OF EDUCATION OF FLORIDA OF \$1,425,000.00 CAPITAL OUTLAY BONDS FOR AND ON BEHALF OF SUCH BOARD FOR THE PURPOSE HEREINAFTER STATED.

WHEREAS, pursuant to Article XII, Section 9, Subsection (d) of the Florida Constitution of 1968, approved at the general election of November 1968, as amended at the general elections of November 1972 and November 1992 (herein collectively referred to as "School Capital Outlay Amendment"), the State Board of Education of Florida is authorized to issue bonds payable solely as to both principal and interest from the funds provided for in said School Capital Outlay Amendment for the purpose of financing capital outlay projects for school purposes in the manner provided therein upon the application of the School Board of any School District and of the Board of Trustees of any Community College District in the State of Florida; and

WHEREAS, this Board of Trustees of St. Petersburg College Community College District, Florida, deems it necessary and essential that \$1,425,000.00 of such bonds be issued by said State Board of Education in order to finance capital outlay projects for the St. Petersburg College Community College District, Florida (hereinafter called "District"), as hereinafter set forth; now, therefore,

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF ST. PETERSBURG COLLEGE COMMUNITY COLLEGE DISTRICT, FLORIDA (hereinafter called "Board"):

SECTION 1. It is hereby found, declared, and determined by this Board as follows, that:

(a) A survey has heretofore been made and is now in effect, under regulations prescribed by the State Board of Education, of the capital outlay school needs of said District and said survey has been approved as required by said State Board of Education, and is now on file in the office of the Secretary of this Board and in the office of the State Board of Education in Tallahassee, Florida. Said survey is by reference made a part of this resolution as fully and to the same extent as if incorporated verbatim herein.

(b) It is essential and necessary in order to maintain the community colleges in said District for the State Board of Education to issue \$1,425,000.00 Capital Outlay Bonds for and on behalf of the Board in order to finance the cost of acquiring, building, constructing, altering, remodeling, improving, enlarging, furnishing, equipping, maintaining, renovating, or repairing of the following capital outlay projects for school purposes in said District, described and listed as follows in order of priority of need as approved by the State Board of Education:

PPL Project Number	Name of School Center, or Description of Location	Description of Project and List of Facilities Included
<b>100-J-09-0</b>	<b>Collegewide</b>	<b>Safety-to-Life Corrections,</b> S.R.01. Correct life-safety deficiencies; pursuant to Chapter 5, State Requirements for Educational Facilities (SREF).
<b>100-J-09-0</b>	<b>Collegewide</b>	<b>ADA Corrections,</b> S.R.02. Modify existing satisfactory facilities to comply with requirements for accessibility by persons with disabilities, pursuant to Sections 553.501-553.513, Florida Statutes.
<b>100-J-09-0</b>	<b>Collegewide</b>	<b>Roof Replacements,</b> S.R.04. Replace roofs and membranes of existing satisfactory buildings, pursuant to Section 423.12, Florida Building Code.
<b>100-J-09-0</b>	<b>Collegewide</b>	<b>Upgrades &amp; New Sanitation and Custodial Facilities,</b> S.R.05. Provide sanitation facilities, pursuant to Section 423.16, Florida Building Code. S.R.06. Provide custodial facilities, pursuant to Section 423.20,

		Florida Building Code.
<b>100-J-09-0</b>	<b>Collegewide</b>	<b>Equipment for Satisfactory Facilities,</b> S.R.03. Replace or purchase additional equipment for existing satisfactory facilities, pursuant to Section 2.1(4)(e)1.b., State Requirements for Educational Facilities (SREF).

(c) The capital outlay projects described above shall have priority for financing in the order state above, the same being the order of priority of needs of said capital outlay projects as shown in said survey heretofore referred to, and there being no other capital outlay projects for said District, as shown on said survey, having a higher order of priority of needs.

(d) It is anticipated that all of the proceeds of the Capital Outlay Bonds issued on behalf of the District by the State Board of Education pursuant to Section 2 hereof will be spend by the District within three years from the issuance date of such bonds to pay the costs of the capital outlay projects described above or such other projects as herein authorized.

SECTION 2. This Board does hereby request the State Board of Education to issue Capital Outlay Bonds for and on behalf of the Board pursuant to the School Capital Outlay Amendment, for the purpose of financing the cost of the capital outlay projects described in Section 1(b) hereof. The Capital Outlay Bonds shall have such date or dates of issue and date or dates of maturity; shall have such provisions for redemption prior to maturity, with or without premium; such place or places of payments; and such other details as the State Board of Education shall in its discretion determine, and the Capital Outlay Bonds shall be sold by the State Board of Education in the manner provided by said School Capital Outlay Amendment and the proceeds thereof shall be applied to the financing of the capital outlay projects described in Section 1(b) hereof in the manner required by and as provided in the rules and regulations of the State Board of Education now existing or hereafter adopted.

SECTION 3. This Board does hereby agree and consent that it will fully comply with and abide by all rules, regulations, and orders of said State Board of Education now in existence or hereafter at any time made relative to the financing of the capital outlay projects; the application of the proceeds of the Capital Outlay Bonds; and the acquiring, building, constructing, altering, remodeling, improving, enlarging, furnishing, equipping, maintaining, renovating, or repairing of said capital outlay projects; and all other matters relating thereto.

SECTION 4. In the event any balance of the proceeds of the Capital Outlay Bonds shall remain after the completion of the capital outlay projects described in Section 1(b), and after the payment, or reservation of sufficient funds for the payment, of all costs thereof, then such unexpended balance of such proceeds shall, in the discretion of the State Board of Education, be deposited in the Reserve Account in the Sinking Fund for the payment of principal and interest on said Capital Outlay Bonds, or for the cost of other capital outlay projects described in said survey and for no other purpose.

SECTION 5. In the event that the priority of needs of capital outlay projects of the District as shown on said survey shall be hereafter changed upon the request of this Board and with approval as required by the State Board of Education, then the proceeds of such Capital Outlay Bonds may be used for the capital outlay projects having the highest priority of needs instead of the capital outlay projects described in Section 1(b) hereof, in the manner provided in the School Capital Outlay Amendment and under such rules and regulations now existing or hereafter made by the State Board of Education.

SECTION 6. In the event the interest rates prevailing in the market place at the time the Capital Outlay Bonds are authorized for sale by the State Board of Education would not permit compliance with the parity test set forth in this application bond resolution and the coverage requirements set forth in Article XII, Section 9, Subsection (d) of the Constitution of the State of Florida, the Board hereby requests and authorizes the State Board of Education to issue a lesser



principal amount of Capital Outlay Bonds on behalf of the Board, which would comply with such test and requirement at the prevailing interest rates anticipated by the Board of Education at the time the Bonds are authorized for sale by the State Board of Education, notwithstanding the authority to issue Bonds in the principal amount set forth hereinabove.

SECTION 7. The Secretary of this Board is hereby directed to forthwith file a certified copy of this Resolution with said State Board of Education and the proper officials of his Board are hereby authorized and directed to furnish any and all data, information, records, or other documents or papers as shall be required or requested by the State Board of Education in connection with this Resolution and the financing of the capital outlay projects described in this Resolution.

SECTION 8. This Resolution shall become effective immediately upon its adoption.

*STATE OF FLORIDA*

*COUNTY OF*     *PINELLAS*    

I, the undersigned Secretary of the Board of Trustees of St. Petersburg College Community College, do hereby certify that the foregoing constitutes a true and correct copy of a resolution duly adopted and entered in the minutes of said Board at meeting held on the 21<sup>st</sup> day of June, 2011.

IN WITNESS WHEREOF, I have hereunto set my signature and official seal this 21<sup>st</sup> day of June, 2011.

Signed


\_\_\_\_\_  
William D. Law, Jr., President of the College and  
Secretary of the Board of Trustees of  
St. Petersburg College

(SEAL)

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Amendment #2 to the Lease Agreement between St. Petersburg College and Pinellas County Medical Association for a Lease of Office Space at the District Office

On April 21, 2010, the Board approved a lease agreement between St. Petersburg College and the Pinellas County Medical Association. Amendment #1 was approved on March 15, 2011 and extended this lease agreement for an additional five (5) year term.

Amendment #2 to the lease will change the invoice dates to align with the College's fiscal year. The other terms and conditions will remain the same.

The lease agreement amendment is being provided to the Board as required by Florida Statutes, Chapter 1013.15 Lease, rental, and lease-purchase of educational facilities and sites, Section (1):

Prior to entering into or executing any such lease, a board shall consider approval of the lease or lease-purchase agreement at a public meeting, at which a copy of the proposed agreement in its final form shall be available for inspection and review by the public, after due notice as required by law.

**Authorization is requested to execute Amendment #2, which aligns the quarterly invoice dates to match the College's fiscal year.**

Doug Duncan, Senior Vice President, Administrative/Business Services and Information Technology; and Susan Reiter, Vice President, Facilities Planning and Institutional Services, recommend approval.

Attachment

mdc0608112

**SECOND AMENDMENT TO LEASE AGREEMENT  
BETWEEN  
ST. PETERSBURG COLLEGE  
AND  
PINELLAS COUNTY MEDICAL ASSOCIATION**

**THIS SECOND AMENDMENT** is entered by and between the Board of Trustees of St. Petersburg College, a Florida public body corporate, whose mailing address is P.O. Box 13489, St. Petersburg, Florida 33733, (hereinafter, the “College”) and Pinellas County Medical Association, a non-profit Florida corporation, whose mailing address is 4900 Creek Side Drive, Suite G, Largo, Florida 33760 (“**PCMA**”).

WITNESSETH:

**WHEREAS**, the College and PCMA did enter into that certain Lease Agreement dated April 23, 2010 whereby the College leased to PCMA a portion of the premises located at the St. Petersburg College District Office, located at 6021 142<sup>nd</sup> Ave., Clearwater, Florida, 33760 (“District Office”); and that First Amendment executed by the College on April 13, 2011, (hereinafter, the “Agreement”); and

**WHEREAS**, unless otherwise specifically stated in this Second Amendment to the contrary, the terms and definitions used herein shall have the same meaning as set forth in the Agreement; and

**WHEREAS**, the Parties wish to revise the payment schedule to provide for quarterly installments that coincide with the College’s fiscal year;

**NOW, THEREFORE**, in consideration of the premises and one dollar and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties further agree as follows:

1. The recitals are true and correct and are incorporated herein by reference.
  - a. **BASE RENT.** The Base Rent for the period commencing July 1, 2011 and ending on June 30, 2012 shall be due and payable in installments based upon the following schedule:

Quarter	Due Date	Amount
July 1 - Sept. 30, 2011	September 30, 2011	* \$2,209.54
Oct. 1 - Dec. 31, 2011	December 31, 2011	\$2,209.53
Jan. 1 - Mar. 31, 2012	March 31, 2012	\$2,209.53
April 1- June 30, 2012	June 30, 2012	\$2,209.53

\*Prior to the signing of this Second Amendment, PCMA tendered a rental payment in the amount of \$2,209.54 which included the July 1 – July 30, 2011 payment. Therefore, the rent amount due and payable on September 30, 2011 for the period of July 1 – September 30, 2011 is \$1,473.03.

b. **BASE RENT ADJUSTMENT:** Commencing on July 1, 2012 and continuing on each July 1st anniversary (each July 1<sup>st</sup> hereafter referred to as a “Rental Adjustment Date”) of the Extension Term thereafter, the annual Base Rent for the next twelve (12) month period shall be adjusted by an amount equal to the percentage change in the Consumer Price Index (“CPI”) for the month that is two (2) months prior to the month in which the Rental Adjustment Date falls (the “Index Month”) compared to the CPI for the Index Month of the preceding year. For example, if the Rental Adjustment Date is July 1, the Index Month would be May. “CPI” means that table in the Consumer Price Index published by the United States Department of Labor, Bureau of Labor Statistics, now known as the “Consumer Price Index” for all Urban Consumers (Index 1982-84 = 100), U.S City Average, on an unadjusted basis. If such Consumer Price Index referred to above shall be discontinued, then any successor Consumer Price Index of the United States Bureau of Labor Statistics, or successor agency thereto, shall be used, and if there is no successor Consumer Price Index, then College and PCMA shall agree on a reasonable substitute. In no event shall the Base Rent for any succeeding lease year be less than the Base Rent for the prior year. Any increase in Base Rent shall be capped at six percent (6%) over the Base Rent at the prior Rental Adjustment Date and shall in no event be less than three percent (3%) over the Base Rent at the prior Rental Adjustment Date. The adjusted Base Rent payments for the periods commencing July 1 and ending June 30 of each year of the Extended Term, together with applicable sales tax, shall be paid in equal payments on September 30th, December 31st, March 31<sup>st</sup>, and June 30th in the same quarterly manner as the first year of the Extended Term.

c. The rental payment for the last month of the Lease Term, that is April 1, 2016 through April 30, 2016, shall be due and payable on April 30, 2016.

2. **RATIFICATION:** The parties hereby reaffirm their rights and obligations under the Lease as modified by this Amendment. All other terms and conditions of the Agreement shall remain in full force and effect except as specifically modified herein. If any of the provisions of Amendment conflict with any terms of the Agreement, the terms and provisions of this Amendment shall govern and control. Landlord and Tenant each represent and warrant to the other (i) that the execution and delivery of this Amendment has been fully authorized by all necessary corporate action, (ii) that the person signing this Amendment has the requisite authority to do so and the authority and power to bind the company on whose behalf they have signed, and (iii) that to the best of their knowledge and belief, this Amendment is valid, binding and legally enforceable in accordance with its terms. Each party hereby warrants and represents that, to the best of its knowledge, as of the date hereof, the parties have complied with all of the terms and conditions of the Lease.

3. **INVALIDITY OF PROVISIONS:** The unenforceability, for any reason, of any term, condition, covenant or provision of this Amendment shall neither limit nor impair the operation, enforceability or validity of any other terms, conditions, provisions or covenants of the Amendment.

**IN WITNESS WHEREUNTO** the parties set their hands and seals on the dates set forth below.

Witnesses as to the College:

By: \_\_\_\_\_  
Name: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_

Witnesses as to Pinellas County  
Medical Association:

By: \_\_\_\_\_  
Name: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_

Board of Trustees of St. Petersburg College

By: \_\_\_\_\_  
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Pinellas County Medical Association

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Its: \_\_\_\_\_

Date: \_\_\_\_\_

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President



**SUBJECT:** Amendment #2 to the Lease Agreement between St. Petersburg College and Pinellas County Osteopathic Medical Society for a Lease of Office Space at the District Office

On January 20, 2010, the Board approved a lease agreement between St. Petersburg College and the Pinellas County Osteopathic Medical Society. Amendment #1 was approved on February 22, 2011 and extended this lease agreement for an additional five (5) year term.

Amendment #2 will change the invoice dates to align with the College's fiscal year. The other terms and conditions will remain the same.

The lease agreement amendment is being provided to the Board as required by Florida Statutes, Chapter 1013.15 Lease, rental, and lease-purchase of educational facilities and sites, Section (1):

Prior to entering into or executing any such lease, a board shall consider approval of the lease or lease-purchase agreement at a public meeting, at which a copy of the proposed agreement in its final form shall be available for inspection and review by the public, after due notice as required by law.

**Authorization is requested to execute Amendment #2, which aligns the quarterly invoice dates to match the College's fiscal year.**

Doug Duncan, Senior Vice President, Administrative/Business Services and Information Technology; and Susan Reiter, Vice President, Facilities Planning and Institutional Services, recommend approval.

Attachment

mdc0608112



**SECOND AMENDMENT TO LEASE AGREEMENT  
BETWEEN  
ST. PETERSBURG COLLEGE  
AND  
PINELLAS COUNTY OSTEOPATHIC MEDICAL SOCIETY, INCORPORATED**

**THIS SECOND AMENDMENT** is entered by and between the Board of Trustees of St. Petersburg College, a Florida public body corporate, whose mailing address is P.O. Box 13489, St. Petersburg, Florida 33733, (hereinafter, the “College”) and Pinellas County Osteopathic Medical Society, Incorporated, a non-profit Florida corporation, whose mailing address is P.O. Box 2025, Largo, Florida 33779 (“**PCOMS**”).

WITNESSETH:

**WHEREAS**, the College and PCOMS did enter into that certain Lease Agreement dated January 20, 2010 whereby the College leased to PCOMS a portion of the premises located at the St. Petersburg College District Office, located at 6021 142<sup>nd</sup> Ave., Clearwater, Florida, 33760 (“District Office”), and that First Amendment executed by the College on February 24, 2011, (hereinafter, the “Agreement”); and

**WHEREAS**, unless otherwise specifically stated in this Second Amendment to the contrary, the terms and definitions used herein shall have the same meaning as set forth in the Agreement; and

**WHEREAS**, the Parties wish to revise the payment schedule to provide for quarterly installments that coincide with the College’s fiscal year;

**NOW, THEREFORE**, in consideration of the premises and one dollar and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties further agree as follows:

1. The recitals are true and correct and are incorporated herein by reference.
  - a. **BASE RENT.** The Base Rent for the period commencing July 1, 2011 and ending on June 30, 2012 shall be due and payable in installments based upon the following schedule:

Quarter	Due Date	Amount
July 1 - Sept. 30, 2011	September 30, 2011	* \$1,753.31
Oct. 1 - Dec. 31, 2011	December 31, 2011	\$1,753.30
Jan. 1 - Mar. 31, 2012	March 31, 2012	\$1,753.30
April 1- June 30, 2012	June 30, 2012	\$1,753.30

\*Prior to the signing of this Second Amendment, PCOMS tendered a rental payment in the amount of \$1,753.31, which included the July 1 – July 30, 2011 payment. Therefore, the rent amount due and payable on September 30, 2011 for the period of July 1 – September 30, 2011 is \$1,168.87.

b. **BASE RENT ADJUSTMENT:** Commencing on July 1, 2012 and continuing on each July 1st anniversary (each July 1<sup>st</sup> hereafter referred to as a “Rental Adjustment Date”) of the Extension Term thereafter, the annual Base Rent for the next twelve (12) month period shall be adjusted by an amount equal to the percentage change in the Consumer Price Index (“CPI”) for the month that is two (2) months prior to the month in which the Rental Adjustment Date falls (the “Index Month”) compared to the CPI for the Index Month of the preceding year. For example, if the Rental Adjustment Date is July 1, the Index Month would be May. “CPI” means that table in the Consumer Price Index published by the United States Department of Labor, Bureau of Labor Statistics, now known as the “Consumer Price Index” for all Urban Consumers (Index 1982-84 = 100), U.S City Average, on an unadjusted basis. If such Consumer Price Index referred to above shall be discontinued, then any successor Consumer Price Index of the United States Bureau of Labor Statistics, or successor agency thereto, shall be used, and if there is no successor Consumer Price Index, then College and PCOMS shall agree on a reasonable substitute. In no event shall the Base Rent for any succeeding lease year be less than the Base Rent for the prior year. Any increase in Base Rent shall be capped at six percent (6%) over the Base Rent at the prior Rental Adjustment Date and shall in no event be less than three percent (3%) over the Base Rent at the prior Rental Adjustment Date. The adjusted Base Rent payments for the periods commencing July 1 and ending June 30 of each year of the Extended Term, together with applicable sales tax, shall be paid in equal payments on September 30th, December 31st, March 31<sup>st</sup>, and June 30th in the same quarterly manner as the first year of the Extended Term.

c. The rental payment for the last month of the Lease Term, that is January 1, 2016 through January 31, 2016, shall be due and payable on January 31, 2016.

d. Both the College and PCOMS agree that if the May CPI has not been determined when the July – September rental payment is due, PCOMS will pay the previous quarter rent until the May CPI has been determined, and then PCOMS shall pay any difference to College upon demand and thereafter pay the newly determined rent.

2. **RATIFICATION:** The parties hereby reaffirm their rights and obligations under the Lease as modified by this Amendment. All other terms and conditions of the Agreement shall remain in full force and effect except as specifically modified herein. If any of the provisions of Amendment conflict with any terms of the Agreement, the terms and provisions of this Amendment shall govern and control. Landlord and Tenant each represent and warrant to the other (i) that the execution and delivery of this Amendment has been fully authorized by all necessary corporate action, (ii) that the person signing this Amendment has the requisite authority to do so and the authority and power to bind the company on whose behalf they have signed, and (iii) that to the best of their knowledge and belief, this Amendment is valid, binding and legally enforceable in accordance with its terms. Each party hereby warrants and represents that, to the best of its knowledge, as of the date hereof, the parties have complied with all of the terms and conditions of the Lease.

3. **INVALIDITY OF PROVISIONS:** The unenforceability, for any reason, of any term, condition, covenant or provision of this Amendment shall neither limit nor impair the operation, enforceability or validity of any other terms, conditions, provisions or covenants of the Amendment.

**IN WITNESS WHEREUNTO** the parties set their hands and seals on the dates set forth below.

Witnesses as to the College:

By: \_\_\_\_\_  
Name: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_

Board of Trustees of St. Petersburg College

By: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Witnesses as to Pinellas County  
Osteopathic Medical Society:

By: \_\_\_\_\_  
Name: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_

Pinellas County Osteopathic Medical  
Society, Incorporated

By: \_\_\_\_\_

Name: \_\_\_\_\_

Its: \_\_\_\_\_

Date: \_\_\_\_\_

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President *wdl*

**SUBJECT:** Review of Phase III Construction Documents and Final Guaranteed Maximum Price (GMP), Project 186-C-11-4, Additional Classrooms/Offices (Modulars), Seminole Campus

A.D. Morgan Corporation, the Construction Manager at Risk, in conjunction with ARC3 Architecture, Inc., and College staff, has completed the Review of Phase III Construction Documents and the final GMP for Project 186-C-11-4, Additional Classrooms/Offices, Seminole Campus.

This project consists of the following scope of work:

3	1,056 square foot, 40 Student Station Classrooms
1	1,056 square foot, 30 Student Classroom with storage
1	1,056 square foot, Office Suite for 6 Faculty Offices
1	360 square foot, Restroom/Custodial Facility
1	1,200 sf of walkway deck, stairs and ADA ramp and the extending of the associated electric, fire alarm, data, domestic and sanitary sewer required for the work

The Final Guaranteed Maximum Price (GMP) for this project remains at \$850,987 or \$150 per square foot of building space with a Total Project Budget of \$1,115,699. Through the direct purchase program, the contractor plans to purchase approximately \$400,000 of materials, which will provide approximately \$20,000 of tax savings for the project. The anticipated date of substantial completion is August 2011. This GMP is subject to mandatory reviews for building codes, safety-to-life and the Americans with Disabilities Act (ADA), and further refinements through the value engineering process.

The following reflects the anticipated funding sources and values based upon the current total project budget:

State Board of Education Bonds from Capital Outlay and Debt Service	\$	320,299
---	----	---------

Public Education Capital Outlay (PECO) Funds – General Renovate/Remodel, Roofs, HVAC, ADA, Utilities, Site 186	\$	297,259
Fund 10	\$	498,141
<b>Total Project Budget:</b>	<b>\$</b>	<b>1,115,699</b>

These 100% Construction Documents (Phase III) and Final Guaranteed Maximum Price (GMP) are presented today for your review and approval. The 100% Construction Documents (Phase III) have been reviewed by Dr. James Olliver, Provost, Seminole Campus, and the User Advisory Committee.

**Authorization is requested for the following:**

- **To approve the 100% Construction Documents (Phase III);**
- **To approve the Final GMP of \$850,987 and to proceed with the Construction Documents subject to further refinements of the terms, conditions, and bidding, and to issue all necessary purchase orders.**

Doug Duncan, Senior Vice President, Administrative/Business Services and Information Technology; Susan Reiter, Vice President, Facilities Planning and Institutional Services; Steve Vinci, Principal, ARC3 Architecture, Inc.; John Kalaf, Vice President, A.D. Morgan Corporation; and James Olliver, Provost, Seminole Campus, recommend approval.

mdc0607112

Review of Phase III Construction Documents  
and Final Guaranteed Maximum Price  
(GMP), Project 186-C-11-4, Additional  
Classrooms/Offices (Modulars), Seminole  
Campus

Agenda Item VII-E.8



# Seminole Modular Buildings





# Seminole Modular Buildings

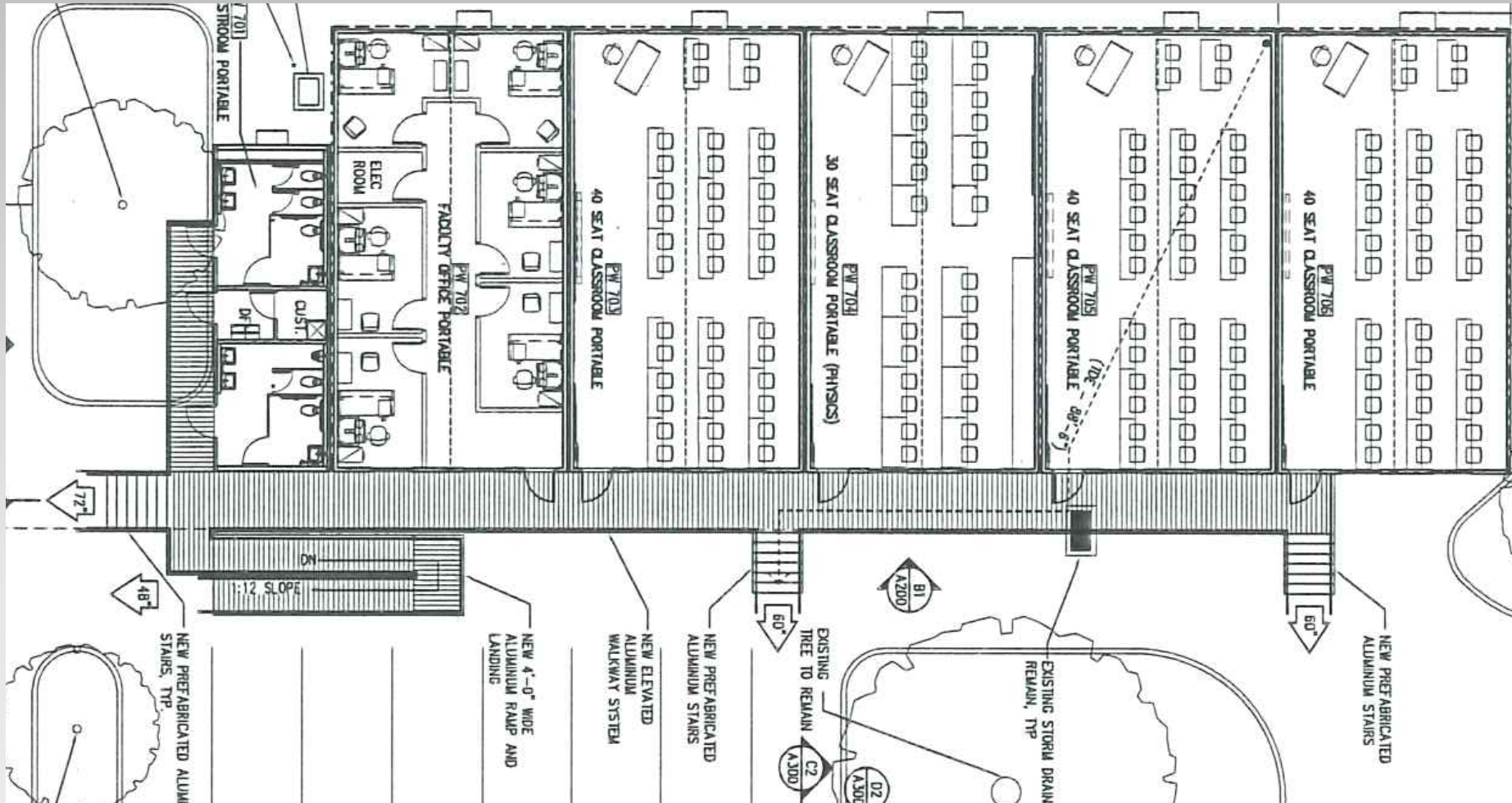


# Seminole Modular Buildings

---

- 3 – 40 Student Station Classrooms, (1,056 SF)
- 1 – 30 Student Station Classrooms with extra storage, (1,056 SF)
- 1 – Office Suite for 6 Faculty, (1,056 SF)
- 1 – Restroom/Custodial Facility, (1,056 SF)

# Seminole Modular Buildings



---




**Questions?**

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Fiscal Year 2011-2012 Capital Outlay Budget

In compliance with Florida Statute 1013.61 Annual Capital Outlay Budget, the Capital Outlay Budget for Fiscal Year 2011-2012 is presented for review and approval. Details of the proposed budget are included in the attachment. Highlights of specific capital outlay funding sources are as follows:

**Capital Outlay Funding**

Capital Improvement Program (CIP) requests for 2011-2012, Public Education Capital Outlay (PECO) funding for Maintenance, Repair, Renovation and Remodeling based on the Sum of the Digits Allocation (SODA) formula resulted in the total **PECO funding of \$3,201,334** approved by the Legislature and to be included in the July 1, 2011 State Budget. Included in the approved construction projects will be upgrades for compliance with safety-to-life and Americans with Disabilities Act (ADA) requirements, as well as heating, ventilating and air conditioning (HVAC) and other equipment-related purchases. PECO funding includes a budgeted amount for furniture and equipment within each PECO project.

**Capital Improvement Program:**

- Collegewide-General Renovate/Remodel, Roofs, HVAC, ADA, Utilities, Site Improvements \$1,301,772
- Subtotal CIP Requests \$1,301,772**

**Sum of the Digits Allocation:**

- General Maintenance, Repair, Renovation and Remodeling (90% of SODA) \$427,106
- Safety-to-Life Corrections (10% of SODA) \$47,456
- Subtotal SODA \$474,562**

**CO&DS Bond:**

- Collegewide correction of safety deficiencies
- Collegewide modifications for persons with disabilities
- Collegewide replacement of roofs
- Collegewide provision of sanitation and custodial facilities
- Collegewide replacement of furnishings and equipment

**Subtotal of CO&DS Bond Request \$1,425,000**



**Additional Sources of Revenue:**

**Student Capital Improvement Fees** estimated at **\$5.1 million** (both lower and upper division). The Capital Outlay budget includes debt service expense of \$2.6 million from Student Capital Improvement Fees.

**Capital Outlay and Debt Service (CO&DS) Funds** estimated at \$250,000, which includes a carryover balance of \$100,000 for 2010-2011 and \$150,000 for 2011-2012.

**Authorization is requested to advertise for any architectural, engineering, construction manager at risk and/or design-build services necessary to complete any and all construction projects using the above funding including all necessary purchase orders for services leading to a Guaranteed Maximum Price. Authorization is also requested to utilize the College's Direct Purchase Program for any and all construction projects using the above funding.**

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Susan Reiter, Vice President, Facilities Planning and Institutional Services; and Jamelle Conner, Associate Vice President, Institutional Research, Planning, Budget and Compliance, recommend approval.

Attachment

jjc0615113

**ST. PETERSBURG COLLEGE  
FY2011-2012 PECO BUDGET**

	FY10-11 Budget	FY11-12 Projection	FY's 10-12 Total
<b>Projected Sources of Revenue</b>			
<b>Funds</b>			
PECO Projects (Categorical)	\$ 11,477,038.00		\$ 11,477,038.00
PECO General Renovation/Remodel (186)	\$ 19,153,904.09	\$ 1,301,772.00	\$ 20,455,676.09
PY PECO General Renovation/Remodel (186)		\$ 468,923.00	\$ 468,923.00
SODA General Renovation/Remodel (265)	\$ 1,379,078.00	\$ 474,562.00	\$ 1,853,640.00
PY SODA General Renovation/Remodel (265)		\$ 319,314.00	\$ 319,314.00
SCIF Bonds	\$ 10,439,484.00		\$ 10,439,484.00
Capital Improvement Fees - Discretionary Non-Recurring	\$ 3,179,000.00		\$ 3,179,000.00
Capital Improvement Fees - Discretionary Recurring	\$ 1,907,229.00	\$ 5,119,622.00	\$ 7,026,851.00
PY Capital Improvement Fees		\$ 197,444.54	\$ 197,444.54
SBE Bonds	\$ 1,746,094.00	\$ 1,425,000.00	\$ 3,171,094.00
CO&DS	\$ 925,545.00	\$ 250,000.00	\$ 1,175,545.00
PY CO&DS		\$ 1,174.00	\$ 1,174.00
Loans	\$ 937,763.00		\$ 937,763.00
Other Misc Sources	\$ 4,603,398.00		\$ 4,603,398.00
Fund Transfers In	\$ 9,864,913.00	\$ 358,000.00	\$ 10,222,913.00
<b>Total Fund Sources</b>	<u>\$ 65,613,446.09</u>	<u>\$ 9,915,811.54</u>	\$ 75,529,257.63
<b>Projected Uses of Revenue</b>			
Budgeted Personnel Salaries	\$ 852,604.64	\$ 755,066.99	
Other Personnel	\$ 700,000.00	\$ 700,000.00	
Cost to Increase (assumes 3%)		\$ 46,517.49	
Employee Benefits - Retirement	\$ 86,965.67	\$ 37,753.35	
Employee Benefits - FICA/Medicare	\$ 65,224.25	\$ 57,762.62	
Employee Benefits - Health/Dental/Wellness	\$ 164,503.12	\$ 160,330.37	
Personnel Costs charged to other Funds		\$ -	
<b>Total Personnel &amp; Benefits</b>	<u>\$ 1,869,297.69</u>	<u>\$ 1,757,430.83</u>	
<b>Project Expense</b>			
Allstate Projects	\$ 2,556,898.00	\$ 75,000.00	\$ 2,631,898.00
Allstate Discretionary- minor renovation/remodel		\$ 49,000.00	\$ 49,000.00
Clearwater Projects	\$ 16,122,185.97	\$ 250,000.00	\$ 16,372,185.97
Clearwater Discretionary-minor renovation/remodel		\$ 154,000.00	\$ 154,000.00
College-wide Projects	\$ 3,121,744.14	\$ 539,477.00	\$ 3,661,221.14
Downtown Projects	\$ 2,567,819.00	\$ 1,274,536.00	\$ 3,842,355.00
DT/MT Discretionary-minor renovation/remodel		\$ 49,000.00	\$ 49,000.00
EpiCenter/Library/DO Projects	\$ 1,087,588.00	\$ 109,010.00	\$ 1,196,598.00
EpiCenter Discretionary-minor renovation/remodel		\$ 50,000.00	\$ 50,000.00
Health Projects	\$ 12,465,051.10	\$ 583,000.00	\$ 13,048,051.10
HEC Discretionary-minor renovation/remodel		\$ 63,000.00	\$ 63,000.00
Midtown	\$ 112,369.00		\$ 112,369.00
Palladium	\$ 149,813.00		\$ 149,813.00
Seminole Projects	\$ 5,952,285.60	\$ 231,783.00	\$ 6,184,068.60
Seminole Discretionary-minor renovation/remodel		\$ 105,000.00	\$ 105,000.00
St. Pete Projects	\$ 2,164,385.79	\$ 119,541.00	\$ 2,283,926.79
St. Pete Discretionary-minor renovation/remodel		\$ 175,000.00	\$ 175,000.00
Tarpon Projects	\$ 8,876,714.70	\$ 30,000.00	\$ 8,906,714.70
Tarpon Discretionary-minor renovation/remodel		\$ 105,000.00	\$ 105,000.00
Contingency	\$ 1,263,699.00	\$ 3,349,076.54	\$ 4,612,775.54
Personnel costs included in Projects	\$ (1,869,297.69)	\$ (1,757,430.83)	
<b>Total Project Expense</b>	<u>\$ 54,571,255.61</u>	<u>\$ 5,553,992.71</u>	\$ 60,125,248.33
<b>Debt Service - Construction Obligations and Bonds</b>	\$ 5,130,115.00	\$ 2,604,388.00	\$ 7,734,503.00
<b>Total Expenses</b>	<u>\$ 61,570,668.30</u>	<u>\$ 9,915,811.54</u>	\$ 71,486,479.84
<b>Total Remaining Funds</b>	\$ 4,042,778	\$ -	

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President



**SUBJECT:** Agency Billings

Board of Trustees' Rule 6Hx23-5.174 requires that the trustees approve each business, industry, governmental unit or civic organization that furnishes the College a written promise of payment of student fees and charges for books and supplies. College records collectively consider these "Agencies."

**Approval is sought to include all "agencies" listed below as approved "agencies" for billing of student fees and charges:**

VSAC – Vermont Student Assistance Grant  
Dr. Kenneth Keen Memorial Scholarship  
Columbia University  
Seminole United Methodist Church  
US Army Women's Foundation  
National Council of Jewish Women – Sarasota Manatee  
Pinellas Park High School  
Twedt's Bowling Center  
Prairie Band Potawatomi Nation  
Cornell University  
Deborah Blackwell Revocable Trust  
Archdiocese of the Syrian Orthodox Church  
James R. Hoffa Memorial Scholarship Foundation  
Estero Animal Hospital  
Fund for Veterans Education  
Global Automotive Aftermarket Symposium  
Manhattan Avenue United Methodist Church

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; and Theresa Furnas, Associate Vice President for Financial & Business Services, recommend approval.

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President *wdl*

**SUBJECT:** Personnel Report

**Approval is sought for the following recommended personnel transactions:**

<b>HIRE Budgeted</b>			
----------------------	--	--	--

<b>Effect. Date</b>	<b>Name</b>	<b>Department/Location</b>	<b>Title</b>
4/30/2011	Bates,Matthias Stinett	Accounting Services	Financial Specialist
5/3/2011	Bayatpoor,Amanda	Academic & Student Affairs	Veterans Services Generalist
5/6/2011	Bernal,Ernesto Enrique	Academic & Student Affairs	Veterans Services Generalist
5/16/2011	Brown,Laura B	Provost SPG	Staff Assistant
5/28/2011	Gilchrist,Tannica	Scholarships/Stu Fin Assist CL	Student Service Assistant
5/14/2011	O'Dowd,Cecelia Messina	Corporate Training E&SS DO	Coordinator, Lifelong Lrn/CFK
5/6/2011	Peerenboom,Jill	College of Education	Coord.,Assessment-BA Prog.
5/28/2011	Perfeito,Michael Anthony	Desktop Software Support	Technology Resource Specialist
4/30/2011	Sanchez,Angelica J	Academic Effective & Assessmt	Administrative Specialist I
5/28/2011	Sibbio,Ralph A	Emergency Medical Services HC	EMS Program Support Coord.
5/14/2011	Teter,Dolores M	Associate Provost TS	Career Information Specialist

<b>HIRE 2011-2012 Faculty</b>			
-------------------------------	--	--	--

<b>Effect. Date</b>	<b>Name</b>	<b>Department/Location</b>	<b>Title</b>
8/12/2011	Gaskill, Teresa	Natural Science CL	Instructor

<b>HIRE Temporary/Supplemental</b>			
------------------------------------	--	--	--

<b>Effect. Date</b>	<b>Name</b>	<b>Department/Location</b>	<b>Title</b>
5/14/2011	Adriance,Pamela R	Mathematics TS	Student Assistant
5/20/2011	Appunn, Frank	Academic & Student Affairs	Lump sum -Spec.Proj.
5/16/2011	Ash, William M	Natural Science CL	Instructor - Temporary Credit
5/7/2011	Barzen, William A.	Business Technologies CL	Non Instr Supplement-Not ECH
5/17/2011	Beck, Sandra K	Business Technologies CL	Instructor - Temporary Credit

6/3/2011	Blue,Keisha L	Special Programs/Intl Educ DO	Other Professional- Temporary
5/16/2011	Boehme-Terrana,Linae	BA Programs/UPC	Adjunct Bach Prog.
5/16/2011	Brauer,Kristen L	BA Programs/UPC	Adjunct Bach Prog.
5/14/2011	Brauer,Kristen L	Veterinary Technology HC	Other Professional- Temporary
5/13/2011	Breier,Michael David	Student Financial Assistance	General Service/Maint. (unskil
5/9/2011	Bross,Lawrence F.	Business Technologies CL	Instructor - Temporary Credit
5/16/2011	Bueller,Daniel J	Mathematics SPG	Instructor - Temporary Credit
5/16/2011	Burke,Somer Goad	BA Programs/UPC	Adjunct Bach Prog.
5/6/2011	Burton,Caroline E	Enrollment Management DO	General Service/Maint. (unskil
5/16/2011	Cain,Christopher Lin	Letters CL	OPS Career Level 5
5/14/2011	Calipari,Gabriel C	Scholarships/Stu Fin Assist CL	Federal Work Study Student
5/14/2011	Campbell,Daniel A.	Fine & Applied Arts SE	Lump sum -Spec.Proj.
5/16/2011	Carney,Janet M.	Letters CL	Instructor - Temporary Credit
6/1/2011	Cervantes,Catherine S	Scholarships/Stu Fin Assist CL	Federal Work Study Student
5/6/2011	Chmielewski,Thomas J.	BA Programs/UPC	Lump sum -Spec.Proj.
6/2/2011	Clark,Cody L	Counseling & Advisement CL	OPS Career Level 6
5/13/2011	Collins,Yvette Marie	Scholarships/Stu Fin Assist CL	Federal Work Study Student
5/16/2011	Dabucol,Kent J	Scholarships/Stu Fin Assist CL	Federal Work Study Student
5/9/2011	Dejesus,Ryan C	Natural Science SPG	Student Assistant
5/11/2011	DeNooyer,Ericjan D	Distance Learning TV SE	Supplemental Instr - Credit
5/9/2011	Dicicca,Philip T	Corporate Training E&SS DO	OPS Career Level 2
5/16/2011	Dimitrijevic,Milivoje B	Respiratory Care HC	Instructor - Temporary Credit
5/16/2011	Eggers,Amy S	Academic Effective & Assessmt	Other Professional- Temporary
5/16/2011	Faehner,Michael J	Fine & Applied Arts SPG	Instructor - Temporary Credit
5/16/2011	Gallagher,Kimberly	Natural Science CL	Instructor - Temporary Credit
5/16/2011	Garren,Sandra Jo	Natural Science SE	Instructor - Temporary Credit
5/16/2011	Garren,Sandra Jo	Natural Science SE	Lump sum -Spec.Proj.
5/9/2011	Gaudreau,Michael Neal	Fine & Applied Arts SPG	Federal Work Study Student
5/9/2011	Godcharles,Timothy W	Business Technologies CL	Supplemental Instr - Credit
5/14/2011	Gonzalez,Allicia Sade	Job Center - SP	Federal Work Study Student
5/16/2011	Greenberg,David L	Fine & Applied Arts SPG	Instr- Temporary % Load
5/14/2011	Grissett,Christopher N	Natural Science SPG	Federal Work Study Student
5/14/2011	Haggert,Cassandra C	Provost CL	Federal Work Study Student
5/11/2011	Hatchett Jr,Paul A	Distance Learning TV SE	Instructor - Temporary Credit
5/23/2011	Herbert,Julie A	Student Support Services - SP	Instructor- Temporary Non-Cred
5/6/2011	Hicks,Richard Allen	Enrollment Management DO	General Service/Maint. (unskil
5/15/2011	Horn,Ihasha	Letters SPG	Instructor - Temporary Credit
5/16/2011	Huegel,Craig N	Natural Science CL	Instructor - Temporary Credit
5/9/2011	Isaacs,Tyler	Provost TS	Federal Work Study Student
5/16/2011	Italia,Mark P	Natural Science CL	Instructor - Temporary Credit
5/28/2011	Johnson,Amanda	Counseling & Advisement CL	OPS Career Level 7
5/16/2011	Karol,Amy L	Letters SPG	Instructor - Temporary Credit
5/28/2011	Keith,Karen R	Leepa/Rattner Museum - DO	Federal Work Study Student
5/16/2011	Kennedy,Daiva	Mathematics SPG	Supplemental Instr - Credit
5/14/2011	Keyes,Anne M.	Academic & Student Affairs	Lump sum -Spec.Proj.
5/11/2011	Kugeares,Sophia M.	Distance Learning TV SE	Instructor - Temporary Credit

5/23/2011	Lanham,Valerie	Student Support Services - SP	Instructor- Temporary Non-Cred
5/9/2011	Lightfoot,Randolph	Social Science TS	Lump sum -Spec.Proj.
5/9/2011	Lundh,Loriann M	Student Activities HC	OPS Career Level 4
5/16/2011	Maddex,Brett D.	Speech - Letters CL	Instructor - Temporary Credit
5/16/2011	Malloy,Ryan Allen	Letters CL	OPS Career Level 5
5/14/2011	Matlick,Mary L	OSSD VEA Grant - CL	Student Assistant
5/16/2011	McCorkle,Lindsay M	Radiography HC	Instr- Temporary % Load
5/17/2011	McCormack,Cristina D.	Leepa/Rattner Museum - DO	Other Professional- Temporary
5/26/2011	Michael,George C	Mathematics TS	Instructor - Temporary Credit
5/23/2011	Michael,George C	SSS TRIO Grant - DO	Instructor- Temporary Non-Cred
6/1/2011	Miller,Stephen L	New Initiative Program - HC	OPS Career Level 1
5/14/2011	Modesto,Donald J	Academic & Student Affairs	Lump sum -Spec.Proj.
5/16/2011	Montalvo,Debria E.	Business Technologies SP	Supplemental Instr - Credit
5/9/2011	Mycko,Jon Francis	Fine & Applied Arts CL	Federal Work Study Student
5/16/2011	Nappi,Anthony J.	Letters CL	Supplemental Instr - Credit
5/14/2011	Nelson,Nydia N	Corporate Training E&SS DO	Instructor- Temporary Non-Cred
5/3/2011	Nguyen,Phat Tan	Business Technologies SE	Instructor - Temporary Credit
5/16/2011	Oshea,Ryan P	Veterinary Technology HC	Instructor - Temporary Credit
5/9/2011	Patrick,Valencia Gabrielle	District Library DO	Student Assistant
5/16/2011	Perez-Gilbe,Hector R.	Library Science SE	Supplemental Instr - Credit
5/16/2011	Phillips,Debi L	Letters CL	Instructor - Temporary Credit
5/16/2011	Pino,Scott Alan	Respiratory Care HC	Instructor - Temporary Credit
5/16/2011	Repici,Michael D	Speech - Letters TS	Supplemental Instr - Credit
5/16/2011	Reynolds,Joseph M	Fine & Applied Arts SPG	Instructor - Temporary Credit
5/9/2011	Rousseau,Shanna Noelle	Natural Science SPG	Federal Work Study Student
5/16/2011	Roux,Michelle M.	BA Programs/UPC	Other Professional- Temporary
5/16/2011	Schultz,Marilyn D.	Provost CL	Instructor - Temporary Credit
5/16/2011	Senderoff,Lynn Ellen	Natural Science SPG	Instructor - Temporary Credit
5/23/2011	Shavers,Adam L	Business Services	OPS Career Level 3
5/4/2011	Shears,Cathleen M	Corporate Training E&SS DO	Instructor- Temporary Non-Cred
5/16/2011	Sibbio,Ralph A	Emergency Medical Services HC	Instructor - Temporary Credit
5/16/2011	Sibbio,Ralph A	Emergency Medical Services HC	Instructor- Temporary Non-Cred
5/23/2011	Skutnik,Eugene F	Landscape Services TS	OPS Career Level 1
5/9/2011	Smith,Janie Lee	Enrollment Management DO	Federal Work Study Student
5/26/2011	Smith,Nancy F.	Fine & Applied Arts SPG	Other Professional- Temporary
5/16/2011	Sorenson,Marie	Fine & Applied Arts SPG	Instructor - Temporary Credit
5/16/2011	Sponagle,Kenneth F	Natural Science CL	Instructor - Temporary Credit
5/28/2011	Stanford,Marwan J.	Counseling & Advisement CL	OPS Career Level 6
5/23/2011	Stromas,Amy Lynn	Business Technologies CL	OPS Career Level 5
5/16/2011	Taylor,Debra C.	Natural Science TS	OPS Career Level 3
5/14/2011	Tingley,Anna L	Mathematics TS	Student Assistant
5/25/2011	Tomlinson,Jessica M	Associate Provost SP	OPS Career Level 6
5/17/2011	Tonner,Joan E.	Provost HC	Lump sum -Spec.Proj.
5/11/2011	Unger,Matthew	Fine & Applied Arts SE	Supplemental Instr - Credit
5/11/2011	Van Gaalen,Joseph F	Distance Learning TV SE	Instructor - Temporary Credit
5/16/2011	Wangensteen,Ted L	Natural Science CL	Instructor - Temporary Credit



5/16/2011	Ware,Cameshia Kuanza	Ethics CL	Instructor - Temporary Credit
5/27/2011	Webster,Patricia A	Corporate Training E&SS DO	Instructor- Temporary Non-Cred
5/16/2011	Weideman,Carol Anne	BA Programs/UPC	Supplemental Bach Prog.
5/9/2011	Wilburn,David	Provost TS	Federal Work Study Student
5/16/2011	Wilson,Tenetia A	Provost SE	Student Assistant
5/11/2011	Wonsick,Beth M	Distance Learning TV SE	Instructor - Temporary Credit
5/16/2011	Wysocka,Jowita Luiza	BA Programs/UPC	Adjunct Bach Prog.

### TRANSFER/PROMOTION Budgeted

Effect. Date	Name	Department/Location	Title
5/30/2011	Bowen,Paul M	Associate Provost CL	Associate Provost
5/30/2011	Brown,Trenette	NTPI/WMD Grant - AC	Mgr.Proj.Adm.Svcs.,CP
5/14/2011	Demers,Susan S.	BA Programs/UPC	Dean, Pub. Policy&Legal Studies
7/1/2011	Grano, Barbara	Ethics	Academic Department Chair
5/14/2011	Jones,James	Campus Security CL	Senior Security Officer
5/16/2011	Nenstiel,Gregory A	BA Programs/UPC	Dean, Baccalaureate Programs
5/14/2011	Shoffner,John C	Facilities Plan & Inst Svcs	Plant Supervisor

### FOREIGN TRAVEL

Effect. Date	Name	Department/Location	Title
--------------	------	---------------------	-------

7/2-7/24/11 Levin,Roxana Foreign Language Instructor

7/1-7/18/11 Trujillo,Faride Foreign Language Chaperone

Travel to Salamanca, Spain for instruction in the study abroad program. There are 23 students who will be joining the instructors on this trip.

7/30-8/10/11 Wolter, Timothy Humanities Instructor

Travel to Rome, Italy as part of the study abroad program. The seven students traveling with Mr. Wolter will have an educational opportunity in applying the humanities and fine arts culture of Italy to the study of Western Humanities.

8/1-8/14/11 Fernandez, Roberto Business Administration Instructor

Travel to Alajuela, Costa Rica as part of study abroad program. The eight students traveling with Mr. Fernandez will gain first-hand experience on how to do business in Latin American countries through the Intercultural Relations in Business course.

7/11-7/29/11 Cooper, Anne Academic & Student Affairs Sr. VP, Academic & Student Affairs

Travel to Jerusalem, Israel as visiting faculty for "A Chronology of the People and Land of the Bible" at Hebrew University, Jerusalem, Israel.

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Patty Curtin Jones, Vice President, Human Resources & Public Affairs; and the Cabinet members bringing the actions forward, recommend approval.


emg0617114



June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Annual Contract Recommendations

**Approval is sought for the following recommended personnel actions concerning contractual appointments for 2011-2012.**

Recommend appointment to an annual contract (2011-2012) contingent upon the successful completion of satisfactory service in the current year. These individuals are serving in Executive, Administrative, Managerial, and Professional positions.

Contract Dates	Name	Department	Title
7/1/11-6/30/12	Beecham,Ruby L.	Accounting Services	Grants Accountant
7/1/11-6/30/12	Bowen, Paul M	Associate Provost	Associate Provost
7/1/11-6/30/12	Call,Ian H.	Program Director I	Provost SPG
7/1/11-6/30/12	Cooke,Victoria E.	Leepa/Rattner Museum - DO	Dir, Museum of Fine Arts
7/1/11-6/30/12	Cyr,Kathryn M.	Accounting Services	Fiscal and Business Analyst
7/1/11-6/30/12	Davide,Kristy Sue	BusSVITSystems	Coord., End User Prod. Dev.
7/1/11-6/30/12	Demers,Susan S.	BA Programs/UPC	Dean, Pub. Policy&Legal Studies
8/1/11-7/31/12	Hamilton,Ronald Shane	Business Technologies CL	Academic Department Chair
7/1/11-6/30/12	Haynes II,Watson L	Coordinator II, Project	Academic & Student Affairs
7/1/11-6/30/12	Hendrickson,Ashley L.	Academic Effective & Assessmt	Coord.,Accred.&Bacc. Assess.
7/1/11-6/30/12	Hunt,Janette N	Accounting DO	Senior Accountant
7/1/11-6/30/12	Klement,David E	President	Exec. Dir.,Inst. Strat.Pol.Sol
7/1/11-6/30/12	Nenstiel,Gregory A	BA Programs/UPC	Dean, Baccalaureate Programs
7/1/11-6/30/12	Neu,Frances Zacharias	President	VP, Inst. Adv & Exec. Dir Foun
7/1/11-6/30/12	O'Dowd, Cecelia	Corporate Training	Coord.,Lifelong Learning/CFK
7/1/11-6/30/12	Paschall,Janine P.	BA Programs/UPC	Actng Coord.,Acadmc Curr. Spprt
7/1/11-6/30/12	Peerenboom,Jill	College of Education	Coord.,Assessment-BA Prog.
7/1/11-6/30/12	Piper,Angela M	Instructional Computing SE	Course Delivery Manager
7/1/11-6/30/12	Singer,Julia R	Nursing HC	Nursing Skills Facilitator
7/1/11-6/30/12	Snare II,Clayton L	Dual Credit - AC	Coord.,Early College/Dual Enrl
7/1/11-6/30/12	Staney,Timothy P	Institutional Advancement DO	Web Content Manager
7/1/11-6/30/12	Whitelaw,Robert L.	Art Education Center DO	Museum Curator
7/1/11-6/30/12	Wright,Lacrecia M.	College Reach Out Program DO	Coordinator II, Project

Recommend appointment to an annual instructional contract (2011-2012), contingent upon the successful completion of satisfactory service in the current contract year. This individual is serving in a 12-month position.

<b>Contract Dates</b>	<b>Name</b>	<b>Department</b>	<b>Title</b>
7/1/11-6/30/12	Bawell,Jennifer D.	District Library DO	Librarian

Recommend appointment to an annual instructional contract (2011-2012), contingent upon the successful completion of satisfactory service in the current year based on 36 ECH.

<b>Contract Dates</b>	<b>Name</b>	<b>Department</b>	<b>Title</b>
8/18/11-7/20/12	Albrecht,Osiris P.	Foreign Language SE	Instructor
8/18/11-7/20/12	Ballo,William T	Emergency Medical Services HC	Instructor
8/18/11-7/20/12	Pabst,Joyce A	Nursing HC	Instructor
8/18/11-7/20/12	Smisek,Maria G.	Nursing HC	Instructor
8/18/11-7/20/12	Vanauken,Todd R	Radiography HC	Instructor

Recommend appointment contingent upon the successful completion of satisfactory service in the current contract year. These individuals are serving in Executive, Administrative, Managerial, and Professional restricted funds positions. If such restricted funding is not forthcoming or is discontinued, the position shall terminate at the end of the pay period in which the notice of non-funding or discontinued funding is received by St. Petersburg College.

<b>Contract Dates</b>	<b>Name</b>	<b>Title</b>	<b>Department</b>
7/1/11-6/30/12	Adler-Leidersdorff,Cory	Coord.,Palladium Comm. Relatns	Facilities Plan & Inst Svcs
7/1/11-6/30/12	Bellomo,Mary O.	Curriculum Development Special	NTPI/WMD Grant - AC
7/1/11-6/30/12	Brumbaugh,Doug	Videographer	NTPI/WMD Grant - AC
7/1/11-6/30/12	Brush,Amy A	Coordinator II, Project	Tech Prep - DO
7/1/11-6/30/12	Carbart,George E.	Coord, Student Support Svcs	SSS TRIO Grant - DO
7/1/11-6/30/12	Connell,Margaret A.	Director, Disability Resources	Special Needs - DO
7/1/11-6/30/12	Davis,Glenn E.	Coord., EMS/CME Program	EMS/CME - HC
7/1/11-6/30/12	Dougherty,Damon	Production Manager, Palladium	Facilities Plan & Inst Svcs
7/1/11- 8/31/11	Fusari,Krista D.	Coordinator I, Project	Health Information Mgmt HC
7/1/11-6/30/12	Graham,Gary W.	Coordinator I, Project	Education & Student Svcs DO
7/1/11-6/30/12	Hall Jr,Charles	Coordinator, Distance Learning	NTPI/WMD Grant - AC
7/1/11-6/30/12	Heisler,Laura	Coordinator II, Project	Florida Natl. Guard Grant - AC
7/1/11-6/30/12	Janusz,Dawn M.	Coordinator I, Project	Provost HC


7/1/11-6/30/12	Jeffries,Jane L.	Project Technologist	NTPI/WMD Grant - AC
7/1/11-6/30/12	Jenkins,Bradley E	Program Director II	Engineering Technology CL
7/1/11-6/30/12	Kirchgraber,Todd A.	Program Director I	Florida Natl. Guard Grant - AC
7/1/11-6/30/12	Kolenda,James J.	Producer, NTPI	NTPI/WMD Grant - AC
7/1/11-6/30/12	LaHaie,Eileen M.	Director, MCTFT/RCPI	Criminal Justice AC
7/1/11-6/30/12	Littlewood,Christopher	Coordinator II, Project	NTPI/WMD Grant - AC
7/1/11-6/30/12	Long,Douglas D.	Producer, NTPI	NTPI/WMD Grant - AC
7/1/11-6/30/12	McKanna,Thomas F.	Mgr.,Bus. Systems&Accounting	Florida Natl. Guard Grant - AC
7/1/11-6/30/12	Meegan,Patrick T.	Videographer	NTPI/WMD Grant - AC
7/1/11-6/30/12	Miller,Michael P.	Coordinator II, Project	Florida Natl. Guard Grant - AC
7/1/11-6/30/12	Neiberger,Anne N.	Coordinator II, Project	Provost HC
7/1/11-6/30/12	Oathout,Kathleen C	Director, Operations-Palladium	Facilities Plan & Inst Svcs
7/1/11-6/30/12	Orama,Juanita	Coordinator I, Project	Provost HC
7/1/11-6/30/12	Sherman,Tiffani L.	Producer, NTPI	Florida Natl. Guard Grant - AC
7/1/11-6/30/12	Stevens,Paul J	Project Technologist	NTPI/WMD Grant - AC
7/1/11-6/30/12	Swift,Christopher	Technology Project Manager	SE Public Safety Institute AC
7/1/11-6/30/12	Veloff,Steven J	Project Technologist	NTPI/WMD Grant - AC
7/1/11-6/30/12	Walker,Gail E.	Coordinator II, Project	Florida Natl. Guard Grant - AC
7/1/11- 8/31/11	Walter,David A	Curriculum Designer	Health Information Mgmt HC
7/1/11-6/30/12	Wilborn,Paul L.	Exec. Director, Palladium	Facilities Plan & Inst Svcs
7/1/11-6/30/12	Williams,Yvonne G	Curriculum Designer	NTPI/WMD Grant - AC
7/1/11-6/30/12	Winters,Nina G	Staff Accountant	Facilities Plan & Inst Svcs
7/1/11-6/30/12	Writt,Jeremy L.	Coordinator I, Project	Florida Natl. Guard Grant - AC

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Anne M. Cooper, Senior Vice President, Academic & Student Affairs; and Patty Curtin Jones, Vice President, Human Resources & Public Affairs; recommend approval.

emg0615112

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College  
**FROM:** William D. Law, Jr., President   
**SUBJECT:** Adoption of the 2011-2012 Salary Schedule

**Approval is sought to establish the following 2011-2012 Salary Plan and Schedule, effective July 1, 2011, to include the following:**

1. The Classification & Salary Schedule, including ranges and placement of positions, as published on the College's official Web site.
2. The General Compensation Information, updated to align with rule changes and other actions approved by the Board of Trustees.
3. The 3% across-the-board increase as approved at the May 2011 Board of Trustees meeting, to be implemented according to the payroll calendar and contract years and to include the following groups and pay rates:
  - All budgeted employees working at the time of the implementation, including Career Service, Faculty and Administrative & Professional;
  - All non-budgeted employees, including adjunct instructors, OPS employees, student assistants, students hired under Federal Work Study, and students hired under America Reads/Counts; and
  - Other categories under the Adjunct, Supplemental, Temporary and Substitute Personnel section of the Classification & Salary Schedule, excluding the project-deliverable pay rates, which will remain at the current rate.
4. The 3% faculty pay increase will be incorporated into the existing faculty salary compensation matrix. Based on further Board approval, compensation of individual returning faculty will be adjusted, as appropriate, according to a three-year plan to make faculty salaries more competitive in Florida and nationally.


Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Anne M. Cooper, Senior Vice President, Academic & Student Affairs; and Patty Curtin Jones, Vice President, Human Resources & Public Affairs; recommend approval.



June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Faculty Compensation

**The Board is requested to approve the work of the Faculty Compensation Committee for a three-year plan to enhance faculty salaries at St. Petersburg College.**

Discussion

Over the past year, FGO Chairperson Maureen Mahoney and I have co-chaired a special Faculty Compensation Review Committee toward the end of determining what steps would be appropriate to strengthen the salary and compensation plan for St. Petersburg College faculty.

The Faculty Compensation Committee met six times from November 5<sup>th</sup> to April 29<sup>th</sup>. Meetings were wide-ranging, solutions-oriented and professionally candid at all times. Early meetings focused time and attention on key information regarding current salary structure, salary history, placement on initial hire, previous review and structural contract similarities and differences (30/36/42 ECH), and anticipated outcomes of the Committee process.

The complete report of the Compensation Committee is attached for your review and background.

In the end, the Committee recommended a plan that would allow for all of the following:

1. The establishment of a defined matrix point salary system that would provide reasonable assurance to faculty of how their salaries could progress over the course of a career at SPC;
2. The defined matrix point salary system would also provide a means for faculty to move toward the top of a salary schedule over a career at the College;

3. The establishment of improved base salary levels that would allow for faculty to avoid teaching excessive ECH loads for the purpose of earning compensation outside the base salary; (return to established BOT rules)
4. Some means of recognition that salaries for faculty at SPC had not kept pace with other institutions over the recent past.

Additional work on the following key items will need to occur at some future date:

1. The desire to provide a common supplemental pay rate for both lower level and upper level coursework taught beyond the base contract by fulltime faculty;
2. The development of a means to recognize meritorious faculty service within the salary structure;
3. The feasibility of eliminating or modifying the 12-month, 42-ECH contract of the faculty in the baccalaureate programs.

To achieve the four goals listed in the recommended plan, above, the College would provide modest additional compensation to faculty over the next three years beyond other annual raises that the Board might approve. The additional compensation is based on longevity with the College and would range from 2-4% each year.

These supplemental adjustments are intended to recognize that the SPC faculty salaries have not kept pace with other institutions over the recent past. As we continue to hire faculty to meet our enrollment growth and as we desire to attract the very best faculty from across the country, it is vitally important that we have the most competitive salary and compensation plan that we can structure.

We are also most fortunate that the College's financial situation remains sound despite the larger economic issues faced in our state. By making this plan a priority at this time, we can accelerate our faculty salaries toward the highest echelon, recognizing the excellence that we have established while assuring our competitiveness moving forward.

In developing a college budget, I believe strongly that you dedicate your resources to support your values. In taking this step to strengthen the compensation of the St. Petersburg College faculty, we will be demonstrating our commitment to academic excellence and support of a very meritorious faculty.

I recommend your support of the plan.

Thank you.

Attachment

wdl0617111

## **Faculty Compensation Committee Overview**

The Faculty Compensation Committee met six times from November 5<sup>th</sup> to April 29<sup>th</sup>. Meetings were wide-ranging, solutions-oriented and professionally candid at all times. Early meetings focused time and attention on key information regarding current salary structure, salary history, placement on initial hire, previous review and structural contract similarities and differences (30/36/42 ECH), and anticipated outcomes of the committee process.

Eventually, the following items emerged as the key areas of focus in the committee's work:

1. The establishment of a defined matrix point salary system that would provide reasonable assurance to faculty of how their salaries could progress over the course of a career at SPC;
2. The defined matrix point salary system would also provide a means for faculty to move toward the top of a salary schedule over a career at the college;
3. The establishment of improved base salary levels that would allow for faculty to avoid teaching excessive ECH loads for the purpose of earning compensation outside the base salary; (return to established BOT rules)
4. Some means of recognition that salaries for faculty at SPC had not kept pace with other institutions over the recent past;
5. The desire to provide a common supplemental pay rate for both lower level and upper level coursework taught beyond the base contract by fulltime faculty;
6. The development of a means to recognize meritorious faculty service within the salary structure;
7. The feasibility of eliminating or modifying the 12-month, 42 ECH contract of the faculty in the baccalaureate programs.

The committee recognized that other issues of importance would need to be reviewed at a subsequent time, but that addressing the range of the items listed above would not permit time at present to expand further. The most prominent topic in this area is that of class size.

## **Structure**

A Sharepoint website was established for the use of the committee and remains available for all interested parties to access committee documents, workpapers, meeting notes, etc. (The site is located at [https://onecollegesupport.spcollege.edu/committees\\_groups/fcc/SitePages/Home.aspx](https://onecollegesupport.spcollege.edu/committees_groups/fcc/SitePages/Home.aspx) and may be accessed by anyone with SPC email log on privileges.) Among the documents that may be most helpful to understanding the committee's final proposal is the existing salary 'matrix' that supports the placement of faculty in the salary structure. All faculty members' salaries are found at some defined point on the matrix; placement of new faculty is likewise accomplished through the structure of the matrix.

This 90-point matrix was developed in 1998 following an extensive, case-by-case review of the salaries of all fulltime faculty. The individual review provided an evaluation tool that allowed for documentation of a number of factors (degree, prior experience before joining the college, experience at the college, military service, etc.). Every individual's assessment was then used to place the individual at a point on the matrix.

Since 1998, the matrix has been used as a locator for placement of new faculty hired at the college. (A similar evaluation of prior experience is presently used for current hires, although the weights are changed from the 'one-time' form used for existing faculty in 1998.)

Although there is no consistent pattern of how faculty compensation has been increased since 1998, it is clear that the 90-point matrix was not intended to be used as a 'step' system. Rather, the matrix would be inflated by the amount of the compensation adjustment. An individual would remain on the same matrix point before and after the adjustment; the matrix point would simply be worth the new amount. (A copy of the current matrix is available at Appendix A or on the Sharepoint site.)

## **Committee discussions**

To provide a means for considering new options, the committee investigated compensation systems at a number of Florida colleges. In the end, the compensation system at Valencia Community College garnered a great deal of interest for its comprehensiveness, its forward-looking approach, its careful structure, and the manner in which it was phased in for the faculty. In depth review of the contract was undertaken and the VCC experience guided the SPC committee to its final proposal. Key factors in the VCC plan included:

- The creation of a very competitive 30 step system for faculty salaries;
- The expectation that a faculty member would move to a higher step each year, while the schedule itself could be improved to provide some recognition of inflation, hiring competition, etc.;
- A reevaluation of faculty hiring placement (similar to that done by SPC in 1998);

## SPC Faculty Compensation Committee Report and Proposal

- A five-year phase in of movement onto the new, 'richer' schedule;
- A means for additional compensation increases based on meritorious or superior performance.

The committee similarly invested a good deal of attention in the St. Petersburg College issue of excess ECH teaching beyond the base contract. While recognizing that the extraordinary excess loads reflected the means of earning additional compensation despite the stagnation of base contract salary, there was strong support for finding a means to improve base salaries and subsequently revert to previously established limits on excess teaching loads (as described in [BOT Rule 6Hx23-2.23](#)). A comprehensive review of the current supplemental and overload experience was undertaken (see [Powerpoint Presentation by Nick Manias on the Sharepoint site](#)) and a proposal was developed for phasing out "overload ECH" over a three year period. This process was proposed to take place concurrently with other salary adjustments so overload ECH could be eliminated while not having a negative impact on faculty members' gross income.

Attention was also given to the current status of 12-month ("42 ECH") faculty in the baccalaureate programs. The deans responsible for the baccalaureate programs were engaged in the evaluation, primarily to assist in understanding any unique characteristics of the faculty members' responsibilities that pertain to these programs.

It became clear that the 12-month positions represented 1) program needs of these 'workforce' baccalaureates often in very small (one or two faculty) programs, or 2) programmatic needs that related to the nature of field experience (College of Education, for instance). As was characteristic of so many other discussions, alternative strategies could be conceived, but the strategies often implied reduced responsibilities and reduced compensation. No such models were explored beyond cursory assessment. Additional review and assessment of this topic will need to occur in the follow up committee work. Further distillation of the non-teaching responsibilities of 12-month faculty positions is needed to determine what, if any, strategies exist for contractual change.

A strong sentiment did emerge from the discussions that the college would be well served by eliminating the two level structure of supplemental and adjunct pay. The internal competitive dynamics for supplemental teaching opportunities were perceived as unprofessional at best, destructive at worst.

### **The final proposal**

After developing and evaluating a number of iterations of 'step-type' models, it appeared that the matrix currently in place could provide the most useful tool

- to improve faculty salaries,
- to transition to a step-type model, and
- to recognize the need for addressing slippage in salaries since the structural alignment accomplished in 1998.

## SPC Faculty Compensation Committee Report and Proposal

Additionally, by committing some additional salary resources, the structure would also allow the college to reduce and eventually eliminate the overload ECH while putting those funds into an individual's base salary.

### **Key concepts to the Committee Proposal:**

1. The President would pledge his best energies to increase faculty compensation by 3% each year for the next three years (2011-12, 2012-13, 2013-14);
2. The 3% increase would be split between moving an individual to a higher position in the matrix and by inflating the matrix; (for reference, each higher position on the matrix is approximately .5% higher than the inferior point; a 3% increase would entail inflating all points by 1.5% and then moving an individual up three points, hence an increase of 1.5%)
3. Faculty salaries would also be increased by further movement up the matrix reflective of years of SPC experience; specifically all current faculty would get credit for 2 additional matrix points for each year of experience at the college (a maximum of 24 additional matrix points – 12 years times 2 points/year)
4. The additional matrix points would be phased in over the next three years.

An example of how the proposal would work follows below.



## SPC Faculty Compensation Committee Report and Proposal

Example: A faculty member who joined the college in 2007, presently on point 19 in the Masters +30 column

- a. Annual salary adjustment three matrix points in 2011-12,
- b. three additional matrix points in 2012-13, and three additional matrix points in 2013-14;
- c. Calculated special adjustment 8 additional matrix points (4 years experience 2007-8, 2008-9, 2009-10, 2010-11);  
3 matrix points in 2011-12,  
3 matrix points in 2012-13, and  
3 matrix points awarded in 2013-14

Three Year Service Adjustment Calculation							
Academic Year Hired	Years Credit	Total Special Adjustment (Matrix Points) Over 3 Yrs.	Total Annual Adjustment (Matrix Points) Over 3 Years	Total Adjustment (Matrix Points) Over 3 Years	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014
Prior to 1999-2000	12	24	9	33	11	11	11
1999-2000	12	24	9	33	11	11	11
2000-2001	11	22	9	31	11	10	10
2001-2002	10	20	9	29	10	10	9
2002-2003	9	18	9	27	9	9	9
2003-2004	8	16	9	25	9	8	8
2004-2005	7	14	9	23	8	8	7
2005-2006	6	12	9	21	7	7	7
2006-2007	5	10	9	19	7	6	6
<b>2007-2008</b>	<b>4</b>	<b>8</b>	<b>9</b>	<b>17</b>	<b>6</b>	<b>6</b>	<b>5</b>
2008-2009	3	6	9	15	5	5	5
2009-2010	2	4	9	13	5	4	4
2010-2011	1	2	9	11	4	4	3

2011-12: move 6 steps (from a and b, above), from point 19 to point 25

- d. 2012-13: move 6 steps, from point 25 to point 31
- e. 2013-14: move 5 steps from point 31 to point 36
- f. Schedule is inflated by 1.5% each year for the next three years.

## SPC Faculty Compensation Committee Report and Proposal

Consequently, (snapshot of salient portion of matrix)

Matrix Points	Current 2010-11 Masters +30	2011-12 Masters +30	2012-13 Masters +30	2013-14 Masters +30
16	\$55,007	\$55,832	\$56,670	\$57,520
17	\$55,290	\$56,119	\$56,961	\$57,816
18	\$55,572	\$56,406	\$57,252	\$58,110
19	\$55,855	\$56,693	\$57,543	\$58,406
20	\$56,137	\$56,979	\$57,834	\$58,701
21	\$56,421	\$57,267	\$58,126	\$58,998
22	\$56,704	\$57,555	\$58,418	\$59,294
23	\$56,986	\$57,841	\$58,708	\$59,589
24	\$57,269	\$58,128	\$59,000	\$59,885
25	\$57,552	\$58,415	\$59,292	\$60,181
26	\$57,862	\$58,730	\$59,611	\$60,505
27	\$58,144	\$59,016	\$59,901	\$60,800
28	\$58,400	\$59,276	\$60,165	\$61,068
29	\$58,683	\$59,563	\$60,457	\$61,364
30	\$58,966	\$59,850	\$60,748	\$61,659
31	\$59,249	\$60,138	\$61,040	\$61,955
32	\$59,519	\$60,412	\$61,318	\$62,238
33	\$59,801	\$60,698	\$61,608	\$62,533
34	\$60,098	\$60,999	\$61,914	\$62,843
35	\$60,380	\$61,286	\$62,205	\$63,138
36	\$60,663	\$61,573	\$62,497	\$63,434
37	\$60,946	\$61,860	\$62,788	\$63,730
38	\$61,229	\$62,147	\$63,080	\$64,026
39	\$61,511	\$62,434	\$63,370	\$64,321

- The plan would be implemented at the start of a faculty member’s contract year (August 1st for 12-month positions, August 12th for 36 and 30 ECH positions);
- Pay for Supplemental and Overload ECH will rise by 3% each year for the next three years.
- The ECH restrictions will be phased in beginning in the 2011-12 academic year. Specifically, the overload ECH will be eliminated during the following terms.
  - 2011-12 - Spring 2012;
  - 2012-13 – Fall 2012
  - 2013-14 – Summer 2014
- Fall 2012 will be restricted in the 2012-13 year and Summer 2012 will complete the plan in Summer 2013.

## SPC Faculty Compensation Committee Report and Proposal

Two scenarios demonstrating the reduced load impact on the same faculty member from above.

### "Worst Case Scenario"

Year	Base salary	Max Annual Supp/Overload ECH	ECH rate (increment is 3%/year)	Max Supp/Overload ECH earnings	Total Earnings
2010-11	55,855	29	738	21,402	77,257
2011-12	58,415	26	760	19,764	78,179
2012-13	61,040	23	783	18,008	79,048
2013-14	63,434	20	806	16,129	79,563

### "Average Case Scenario"

Year	Base salary	Mean Supp/Overload ECH	ECH rate (increment is 3%/year)	ECH earnings	Total Earnings
2010-11	55,855	10.75	738	7,934	63,789
2011-12	58,415	10.75	760	8,172	66,587
2012-13	61,040	10.75	783	8,417	69,457
2013-14	63,434	10.75	806	8,669	72,103

Considerations included in the Committee proposal:

- After the three year transition period, a subsequent committee can evaluate how best to move to a more long-term matrix point or step system;
- During the transition, additional points at the top of the matrix will be added in order to assure that no faculty member is 'topped out' during the transition;
- Work will commence next Fall to craft a plan for recognition of meritorious performance as a means for faculty to enhance their base salary;

The Proposal does not address:

- Moving to a uniform rate schedule for both lower and upper level courses;
- Matters relating to class size
- Matters relating to workload issues

### **Moving Forward**

The following appear to be the next steps in moving the proposal to implementation:

- Communicate document to all faculty for review and discussion
- Organize information sharing/Q&A sessions on sites

## SPC Faculty Compensation Committee Report and Proposal

- Confirm each individual's location on the salary matrix
- Confirm each individual's full-time hire date for this calculation
- Confirm each individual's three year proposed compensation plan
- Present plan to BOT for their support (ASAP)

### **After the beginning of the Fall Semester**

- Establish a follow up committee;
- To evaluate implementation;
- To identify plan to create meritorious recognition opportunities;
- Determine feasibility (financial) of moving toward unified supplemental rate for all instruction;
- To review further the 12-month faculty contract responsibilities.

# SPC Faculty Compensation Committee Report and Proposal

## Appendix A

Point/Step	30 ECH				36 ECH				12 Month			
	BA	MA	MA+30	Doctorate	BA	MA	MA+30	Doctorate	BA	MA	MA+30	Doctorate
1	\$35,417	\$39,029	\$42,930	\$47,225	\$41,743	\$45,916	\$50,508	\$55,557	\$47,167	\$51,884	\$57,074	\$62,474
2	\$35,595	\$39,224	\$43,145	\$47,461	\$41,952	\$46,146	\$50,761	\$55,835	\$47,403	\$52,143	\$57,359	\$62,786
3	\$35,774	\$39,746	\$43,723	\$48,094	\$42,089	\$46,760	\$51,435	\$56,584	\$47,555	\$52,841	\$58,124	\$63,937
4	\$35,954	\$39,946	\$43,943	\$48,336	\$42,300	\$46,995	\$51,693	\$56,868	\$47,794	\$53,106	\$58,416	\$64,259
5	\$36,135	\$40,147	\$44,164	\$48,579	\$42,513	\$47,231	\$51,953	\$57,154	\$48,034	\$53,373	\$58,709	\$64,582
6	\$36,316	\$40,348	\$44,386	\$48,823	\$42,727	\$47,469	\$52,214	\$57,441	\$48,276	\$53,642	\$59,004	\$64,906
7	\$36,499	\$40,551	\$44,609	\$49,068	\$42,941	\$47,707	\$52,476	\$57,730	\$48,518	\$53,911	\$59,301	\$65,232
8	\$36,682	\$40,755	\$44,833	\$49,315	\$43,157	\$47,947	\$52,740	\$58,020	\$48,762	\$54,182	\$59,599	\$65,560
9	\$36,878	\$40,973	\$45,073	\$49,579	\$43,387	\$48,204	\$53,024	\$58,331	\$49,023	\$54,472	\$59,919	\$65,911
10	\$37,075	\$41,192	\$45,313	\$49,843	\$43,618	\$48,461	\$53,308	\$58,642	\$49,284	\$54,762	\$60,239	\$66,263
11	\$37,270	\$41,410	\$45,554	\$50,109	\$43,848	\$48,717	\$53,591	\$58,953	\$49,546	\$55,052	\$60,559	\$66,615
12	\$37,466	\$41,629	\$45,794	\$50,373	\$44,079	\$48,974	\$53,874	\$59,264	\$49,807	\$55,342	\$60,879	\$66,967
13	\$37,663	\$41,847	\$46,034	\$50,638	\$44,309	\$49,231	\$54,157	\$59,574	\$50,068	\$55,632	\$61,198	\$67,319
14	\$37,858	\$42,064	\$46,275	\$50,902	\$44,540	\$49,488	\$54,440	\$59,886	\$50,329	\$55,922	\$61,518	\$67,670
15	\$38,055	\$42,283	\$46,515	\$51,166	\$44,770	\$49,745	\$54,724	\$60,196	\$50,591	\$56,212	\$61,838	\$68,022
16	\$38,251	\$42,501	\$46,755	\$51,432	\$45,001	\$50,001	\$55,007	\$60,508	\$50,851	\$56,501	\$62,158	\$68,373
17	\$38,448	\$42,720	\$46,997	\$51,696	\$45,233	\$50,258	\$55,290	\$60,819	\$51,113	\$56,792	\$62,477	\$68,725
18	\$38,644	\$42,938	\$47,236	\$51,959	\$45,464	\$50,515	\$55,572	\$61,129	\$51,373	\$57,082	\$62,796	\$69,076
19	\$38,841	\$43,156	\$47,476	\$52,224	\$45,695	\$50,772	\$55,855	\$61,440	\$51,636	\$57,373	\$63,116	\$69,428
20	\$39,037	\$43,375	\$47,717	\$52,488	\$45,927	\$51,029	\$56,137	\$61,751	\$51,897	\$57,663	\$63,436	\$69,779
21	\$39,235	\$43,593	\$47,957	\$52,754	\$46,158	\$51,287	\$56,421	\$62,063	\$52,158	\$57,954	\$63,755	\$70,131
22	\$39,431	\$43,812	\$48,197	\$53,018	\$46,389	\$51,544	\$56,704	\$62,374	\$52,419	\$58,244	\$64,075	\$70,482
23	\$39,627	\$44,030	\$48,438	\$53,282	\$46,621	\$51,801	\$56,986	\$62,685	\$52,682	\$58,535	\$64,394	\$70,834
24	\$39,824	\$44,249	\$48,679	\$53,547	\$46,852	\$52,058	\$57,269	\$62,996	\$52,943	\$58,825	\$64,714	\$71,185
25	\$40,020	\$44,468	\$48,920	\$53,811	\$47,084	\$52,315	\$57,552	\$63,307	\$53,204	\$59,116	\$65,033	\$71,538
26	\$40,236	\$44,706	\$49,182	\$54,101	\$47,336	\$52,596	\$57,862	\$63,648	\$53,490	\$59,433	\$65,384	\$71,922
27	\$40,433	\$44,926	\$49,422	\$54,365	\$47,567	\$52,853	\$58,144	\$63,959	\$53,752	\$59,724	\$65,703	\$72,273
28	\$40,611	\$45,123	\$49,641	\$54,604	\$47,777	\$53,086	\$58,400	\$64,240	\$53,988	\$59,987	\$65,992	\$72,592
29	\$40,807	\$45,342	\$49,881	\$54,869	\$48,008	\$53,343	\$58,683	\$64,552	\$54,250	\$60,278	\$66,312	\$72,943
30	\$41,004	\$45,560	\$50,121	\$55,133	\$48,240	\$53,600	\$58,966	\$64,862	\$54,511	\$60,568	\$66,631	\$73,295
31	\$41,201	\$45,778	\$50,362	\$55,398	\$48,471	\$53,857	\$59,249	\$65,174	\$54,773	\$60,859	\$66,951	\$73,646
32	\$41,388	\$45,987	\$50,591	\$55,650	\$48,692	\$54,103	\$59,519	\$65,470	\$55,022	\$61,136	\$67,256	\$73,982
33	\$41,585	\$46,206	\$50,831	\$55,915	\$48,924	\$54,360	\$59,801	\$65,782	\$55,284	\$61,426	\$67,576	\$74,333
34	\$41,791	\$46,435	\$51,083	\$56,191	\$49,166	\$54,628	\$60,098	\$66,108	\$55,557	\$61,730	\$67,910	\$74,701
35	\$41,988	\$46,653	\$51,323	\$56,456	\$49,397	\$54,885	\$60,380	\$66,418	\$55,819	\$62,021	\$68,230	\$75,053
36	\$42,185	\$46,871	\$51,563	\$56,721	\$49,628	\$55,143	\$60,663	\$66,730	\$56,080	\$62,311	\$68,549	\$75,404
37	\$42,381	\$47,090	\$51,804	\$56,985	\$49,860	\$55,400	\$60,946	\$67,041	\$56,342	\$62,602	\$68,869	\$75,756
38	\$42,577	\$47,308	\$52,044	\$57,248	\$50,091	\$55,657	\$61,229	\$67,351	\$56,602	\$62,892	\$69,188	\$76,106
39	\$42,774	\$47,527	\$52,284	\$57,513	\$50,322	\$55,914	\$61,511	\$67,663	\$56,865	\$63,183	\$69,508	\$76,458
40	\$42,970	\$47,745	\$52,525	\$57,778	\$50,554	\$56,171	\$61,794	\$67,974	\$57,126	\$63,473	\$69,828	\$76,811
41	\$43,168	\$47,963	\$52,765	\$58,042	\$50,785	\$56,428	\$62,077	\$68,284	\$57,387	\$63,764	\$70,147	\$77,162
42	\$43,364	\$48,183	\$53,006	\$58,307	\$51,017	\$56,685	\$62,360	\$68,596	\$57,648	\$64,054	\$70,466	\$77,514
43	\$43,561	\$48,401	\$53,247	\$58,571	\$51,248	\$56,942	\$62,643	\$68,907	\$57,911	\$64,345	\$70,786	\$77,865
44	\$43,757	\$48,620	\$53,487	\$58,836	\$51,480	\$57,199	\$62,926	\$69,219	\$58,172	\$64,635	\$71,106	\$78,217
45	\$43,955	\$48,838	\$53,728	\$59,100	\$51,711	\$57,457	\$63,209	\$69,530	\$58,433	\$64,926	\$71,426	\$78,568

## SPC Faculty Compensation Committee Report and Proposal

Point/Step	30 ECH				36 ECH				12 Month			
	BA	MA	MA+30	Doctorate	BA	MA	MA+30	Doctorate	BA	MA	MA+30	Doctorate
46	\$44,151	\$49,056	\$53,968	\$59,364	\$51,943	\$57,714	\$63,492	\$69,840	\$58,695	\$65,216	\$71,746	\$78,920
47	\$44,348	\$49,275	\$54,208	\$59,629	\$52,174	\$57,971	\$63,774	\$70,152	\$58,957	\$65,507	\$72,065	\$79,272
48	\$44,544	\$49,493	\$54,449	\$59,893	\$52,405	\$58,227	\$64,056	\$70,462	\$59,217	\$65,797	\$72,384	\$79,623
49	\$44,741	\$49,712	\$54,689	\$60,158	\$52,637	\$58,484	\$64,340	\$70,774	\$59,479	\$66,088	\$72,704	\$79,974
50	\$44,937	\$49,930	\$54,929	\$60,422	\$52,868	\$58,742	\$64,623	\$71,085	\$59,741	\$66,378	\$73,024	\$80,326
51	\$45,135	\$50,150	\$55,170	\$60,686	\$53,099	\$58,999	\$64,905	\$71,395	\$60,002	\$66,669	\$73,343	\$80,677
52	\$45,331	\$50,368	\$55,410	\$60,951	\$53,331	\$59,256	\$65,188	\$71,707	\$60,263	\$66,959	\$73,663	\$81,029
53	\$45,528	\$50,586	\$55,650	\$61,215	\$53,561	\$59,513	\$65,471	\$72,018	\$60,525	\$67,250	\$73,983	\$81,380
54	\$45,724	\$50,805	\$55,891	\$61,480	\$53,793	\$59,771	\$65,755	\$72,330	\$60,787	\$67,540	\$74,302	\$81,733
55	\$45,921	\$51,023	\$56,131	\$61,745	\$54,024	\$60,028	\$66,037	\$72,641	\$61,048	\$67,831	\$74,621	\$82,084
56	\$46,118	\$51,242	\$56,371	\$62,009	\$54,256	\$60,285	\$66,320	\$72,951	\$61,310	\$68,121	\$74,941	\$82,436
57	\$46,314	\$51,461	\$56,613	\$62,274	\$54,487	\$60,542	\$66,603	\$73,263	\$61,571	\$68,412	\$75,261	\$82,787
58	\$46,511	\$51,678	\$56,852	\$62,537	\$54,718	\$60,798	\$66,885	\$73,573	\$61,832	\$68,702	\$75,580	\$83,138
59	\$46,707	\$51,897	\$57,093	\$62,801	\$54,950	\$61,055	\$67,167	\$73,885	\$62,094	\$68,993	\$75,899	\$83,489
60	\$46,904	\$52,116	\$57,333	\$63,067	\$55,181	\$61,312	\$67,451	\$74,196	\$62,355	\$69,284	\$76,219	\$83,841
61	\$47,101	\$52,335	\$57,573	\$63,331	\$55,413	\$61,570	\$67,734	\$74,507	\$62,616	\$69,574	\$76,539	\$84,193
62	\$47,298	\$52,553	\$57,814	\$63,596	\$55,644	\$61,827	\$68,017	\$74,818	\$62,878	\$69,865	\$76,859	\$84,545
63	\$47,494	\$52,771	\$58,055	\$63,860	\$55,876	\$62,084	\$68,299	\$75,129	\$63,140	\$70,155	\$77,178	\$84,896
64	\$47,691	\$52,990	\$58,295	\$64,124	\$56,107	\$62,342	\$68,582	\$75,441	\$63,401	\$70,446	\$77,498	\$85,248
65	\$47,888	\$53,208	\$58,536	\$64,389	\$56,338	\$62,599	\$68,866	\$75,752	\$63,662	\$70,736	\$77,818	\$85,599
66	\$48,084	\$53,427	\$58,775	\$64,653	\$56,569	\$62,855	\$69,148	\$76,062	\$63,924	\$71,026	\$78,137	\$85,950
67	\$48,281	\$53,645	\$59,015	\$64,917	\$56,801	\$63,112	\$69,430	\$76,373	\$64,185	\$71,317	\$78,457	\$86,301
68	\$48,478	\$53,863	\$59,257	\$65,182	\$57,032	\$63,369	\$69,713	\$76,684	\$64,446	\$71,608	\$78,776	\$86,653
69	\$48,674	\$54,083	\$59,497	\$65,446	\$57,264	\$63,627	\$69,996	\$76,996	\$64,708	\$71,898	\$79,096	\$87,006
70	\$48,870	\$54,301	\$59,737	\$65,711	\$57,495	\$63,884	\$70,279	\$77,307	\$64,970	\$72,189	\$79,416	\$87,357
71	\$49,068	\$54,520	\$59,978	\$65,975	\$57,727	\$64,141	\$70,562	\$77,618	\$65,231	\$72,479	\$79,735	\$87,709
72	\$49,264	\$54,738	\$60,218	\$66,239	\$57,958	\$64,398	\$70,845	\$77,929	\$65,492	\$72,770	\$80,054	\$88,060
73	\$49,461	\$54,957	\$60,458	\$66,505	\$58,190	\$64,655	\$71,128	\$78,240	\$65,755	\$73,060	\$80,374	\$88,411
74	\$49,657	\$55,175	\$60,699	\$66,769	\$58,421	\$64,912	\$71,410	\$78,552	\$66,016	\$73,351	\$80,694	\$88,763
75	\$49,855	\$55,394	\$60,939	\$67,034	\$58,653	\$65,169	\$71,693	\$78,863	\$66,277	\$73,641	\$81,014	\$89,114
76	\$50,050	\$55,612	\$61,180	\$67,297	\$58,884	\$65,425	\$71,975	\$79,173	\$66,538	\$73,931	\$81,332	\$89,466
77	\$50,248	\$55,830	\$61,420	\$67,561	\$59,115	\$65,682	\$72,259	\$79,484	\$66,800	\$74,222	\$81,652	\$89,817
78	\$50,444	\$56,049	\$61,660	\$67,826	\$59,346	\$65,941	\$72,542	\$79,795	\$67,061	\$74,513	\$81,972	\$90,169
79	\$50,641	\$56,268	\$61,901	\$68,091	\$59,578	\$66,198	\$72,824	\$80,107	\$67,323	\$74,803	\$82,292	\$90,521
80	\$50,837	\$56,486	\$62,141	\$68,356	\$59,808	\$66,455	\$73,107	\$80,418	\$67,584	\$75,094	\$82,611	\$90,872
81	\$51,035	\$56,705	\$62,381	\$68,620	\$60,040	\$66,712	\$73,390	\$80,729	\$67,846	\$75,384	\$82,931	\$91,224
82	\$51,231	\$56,923	\$62,622	\$68,884	\$60,271	\$66,969	\$73,673	\$81,040	\$68,107	\$75,675	\$83,250	\$91,575
83	\$51,428	\$57,142	\$62,862	\$69,149	\$60,503	\$67,226	\$73,956	\$81,351	\$68,368	\$75,965	\$83,570	\$91,927
84	\$51,624	\$57,360	\$63,102	\$69,413	\$60,734	\$67,483	\$74,238	\$81,662	\$68,629	\$76,255	\$83,889	\$92,278
85	\$51,821	\$57,578	\$63,343	\$69,676	\$60,965	\$67,739	\$74,521	\$81,973	\$68,891	\$76,545	\$84,208	\$92,629
86	\$52,017	\$57,797	\$63,583	\$69,941	\$61,196	\$67,996	\$74,803	\$82,283	\$69,152	\$76,836	\$84,528	\$92,981
87	\$52,213	\$58,015	\$63,823	\$70,205	\$61,428	\$68,253	\$75,086	\$82,595	\$69,413	\$77,126	\$84,847	\$93,332
88	\$52,410	\$58,234	\$64,064	\$70,470	\$61,659	\$68,510	\$75,369	\$82,905	\$69,674	\$77,417	\$85,166	\$93,683
89	\$52,606	\$58,452	\$64,304	\$70,734	\$61,890	\$68,767	\$75,652	\$83,216	\$69,936	\$77,707	\$85,486	\$94,034
90	\$52,803	\$58,670	\$64,543	\$70,998	\$62,121	\$69,024	\$75,934	\$83,527	\$70,197	\$77,997	\$85,805	\$94,385
91	\$53,000	\$58,889	\$64,784	\$71,263	\$62,353	\$69,280	\$76,217	\$83,838	\$70,459	\$78,287	\$86,125	\$94,738
92	\$53,197	\$59,107	\$65,024	\$71,527	\$62,584	\$69,537	\$76,499	\$84,149	\$70,720	\$78,578	\$86,444	\$95,089
93	\$53,393	\$59,326	\$65,264	\$71,792	\$62,815	\$69,795	\$76,781	\$84,460	\$70,982	\$78,868	\$86,763	\$95,440
94	\$53,590	\$59,544	\$65,505	\$72,055	\$63,047	\$70,052	\$77,065	\$84,770	\$71,243	\$79,159	\$87,083	\$95,791
95	\$53,786	\$59,687	\$65,652	\$72,221	\$63,278	\$70,219	\$77,242	\$84,964	\$71,504	\$79,347	\$87,282	\$96,010
96	\$53,983	\$59,830	\$65,803	\$72,582	\$63,509	\$70,388	\$77,420	\$85,159	\$71,765	\$79,537	\$87,483	\$96,231
97	\$54,179	\$59,974	\$65,954	\$72,945	\$63,835	\$70,556	\$77,598	\$85,355	\$72,027	\$79,728	\$87,684	\$96,452
98	\$54,258	\$60,118	\$66,106	\$73,310	\$64,154	\$70,726	\$77,776	\$85,552	\$72,132	\$79,920	\$87,886	\$96,674




**Fact Book Table 18**  
**Florida College System**  
**Average Converted Salary of Full-Time Instructional Personnel by College and Degree**  
**Fall Term 2009-10**

	Doctorate		Advanced Masters		Masters		Bachelors		Associate		Less Than Associate		Other		Unknown / Not Applicable		Total Num
	Num	Avg Salary	Num	Avg Salary	Num	Avg Salary	Num	Avg Salary	Num	Avg Salary	Num	Avg Salary	Num	Avg Salary	Num	Avg Salary	
Brevard	46	\$55,369	3	\$63,290	146	\$52,026	14	\$49,626	6	\$46,443	0	0	4	\$50,306	0	0	219
Broward	103	\$61,910	0	0	234	\$54,598	14	\$55,756	12	\$50,611	4	\$47,379	0	0	0	0	367
Central Florida	27	\$59,418	2	\$64,668	75	\$57,160	5	\$35,851	1	\$68,346	5	\$47,224	0	0	1	\$15,994	116
Chipola	13	\$46,621	6	\$48,410	19	\$43,067	2	\$35,392	3	\$38,144	0	0	0	0	0	0	43
Daytona	77	\$61,270	1	\$53,032	159	\$57,625	20	\$53,605	12	\$56,668	0	0	5	\$56,692	0	0	274
Edison	43	\$57,250	8	\$62,518	70	\$48,840	1	\$44,185	0	0	0	0	0	0	2	\$44,892	124
Fla SC At Jax	84	\$50,634	49	\$54,672	206	\$44,932	29	\$44,164	7	\$41,504	0	0	9	\$42,131	0	0	384
Florida Keys	5	\$51,632	2	\$55,227	9	\$55,293	3	\$48,940	2	\$47,920	0	0	1	\$51,907	0	0	22
Gulf Coast	16	\$53,148	11	\$56,621	60	\$48,361	7	\$40,911	4	\$48,655	0	0	0	0	16	\$47,242	114
Hillsborough	71	\$58,924	47	\$51,927	154	\$48,722	6	\$56,316	4	\$44,967	0	0	0	0	0	0	282
Indian River	56	\$70,912	4	\$71,965	96	\$63,563	13	\$52,133	9	\$52,641	1	\$56,855	0	0	0	0	179
Lake City	12	\$50,253	6	\$54,488	21	\$43,482	11	\$39,747	6	\$32,293	2	\$33,948	0	0	5	\$38,847	63
Lake Sumter	14	\$47,860	4	\$48,477	51	\$42,211	3	\$40,344	0	0	0	0	0	2	\$39,250	74	
Manatee	31	\$57,880	5	\$67,268	91	\$49,068	3	\$48,629	0	0	0	0	0	0	0	0	130
Miami Dade	182	\$65,584	0	0	445	\$57,861	25	\$58,951	9	\$54,470	0	0	2	\$61,269	0	0	663
North Florida	4	\$48,509	2	\$50,151	12	\$40,871	8	\$41,091	0	0	1	\$30,083	0	0	0	0	27
Northwest FLA	40	\$57,461	17	\$54,192	34	\$53,567	4	\$46,576	0	0	0	0	0	0	0	0	95
Palm Beach	62	\$57,967	6	\$71,835	168	\$54,544	13	\$49,051	1	\$46,721	0	0	0	0	0	0	250
Pasco-Hernando	27	\$61,048	28	\$54,857	42	\$44,194	7	\$36,344	4	\$44,212	0	0	1	\$44,938	0	0	109
Pensacola	40	\$56,591	29	\$49,041	96	\$46,322	23	\$38,730	5	\$44,605	0	0	0	0	3	\$54,904	196
Polk	29	\$50,598	7	\$48,423	73	\$45,814	11	\$40,963	4	\$46,106	0	0	1	\$49,701	0	0	125
St. Johns River	16	\$56,193	10	\$49,464	74	\$44,541	7	\$44,133	0	0	0	0	0	0	2	\$40,165	109
St. Petersburg	114	\$61,634	88	\$56,593	93	\$51,809	14	\$47,856	0	0	0	0	0	0	0	0	309
Santa Fe	59	\$49,194	8	\$48,305	133	\$44,696	16	\$41,884	8	\$40,715	4	\$47,987	1	\$62,539	5	\$41,166	234
Seminole	32	\$58,692	32	\$59,047	104	\$52,159	11	\$48,065	8	\$48,705	1	\$48,284	1	\$44,364	0	0	189
South Florida	13	\$50,542	3	\$50,573	23	\$46,517	12	\$43,781	7	\$43,676	3	\$41,794	0	0	2	\$43,350	63
Tallahassee	53	\$65,031	2	\$61,753	119	\$58,815	10	\$53,048	0	0	0	0	0	0	0	0	184
Valencia	87	\$58,831	75	\$55,116	176	\$50,450	6	\$47,592	7	\$42,893	2	\$55,127	0	0	0	0	353
<b>System Total</b>	<b>1,356</b>	<b>\$59,165</b>	<b>455</b>	<b>\$55,099</b>	<b>2,983</b>	<b>\$52,012</b>	<b>298</b>	<b>\$47,036</b>	<b>119</b>	<b>\$47,225</b>	<b>23</b>	<b>\$45,928</b>	<b>25</b>	<b>\$49,594</b>	<b>38</b>	<b>\$43,999</b>	<b>5,297</b>

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Board of Trustees' Rules

**Approval is sought for the following proposed changes to the Rules and Procedures Manual, which are being submitted for your consideration:**

Changes to the first four Board Rules include the College's updated nondiscrimination statement, which the Board considered and approved previously at its April 26, 2011 meeting.

- **6Hx23-1.02 Philosophy and Objectives (Purpose) of the College** The proposed Rule revisions will broaden the College's equal access and equal opportunity policy by including sexual orientation and gender identity as a basis for enforcing the College's nondiscrimination policies. *Submitted by Suzanne Gardner.*
- **6Hx23-1.34 Discrimination Grievance Rule** The proposed Rule revisions will broaden the College's equal access and equal opportunity policy by including sexual orientation and gender identity as a basis for enforcing the College's nondiscrimination policies. *Submitted by Suzanne Gardner.*
- **6Hx23-2.01 Equal Employment Opportunity/Affirmative Action** The proposed Rule revisions will broaden the College's equal access and equal opportunity policy by including sexual orientation and gender identity as a basis for enforcing the College's nondiscrimination policies. *Submitted by Patty Jones.*
- **6Hx23-2.010 Harassment and Relationships Policy and Definitions** The proposed Rule revisions will broaden the College's equal access and equal opportunity policy by including sexual orientation and gender identity as a basis for enforcing the College's nondiscrimination policies. *Submitted by Patty Jones.*

**6Hx23-6.14 Naming of College Facilities** The proposed new Rule will establish guidelines and criteria for the naming of College facilities collegewide. *Submitted by Susan Reiter.*

Suzanne L. Gardner, Acting General Counsel, recommends approval.

Attachment  
ps0616114

## 6Hx23-1.02 PHILOSOPHY AND OBJECTIVES (PURPOSE) OF THE COLLEGE

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area and globally, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution and as a creative partner with students, communities, and other educational institutions to deliver rich learning experiences and to promote economic and workforce development.

In support of our mission, the specific goals of the College are to:

- I. Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs;
- II. Maintain the "open door" by providing opportunities for under-prepared students to achieve college entry-level skills through college preparatory programs and services;
- III. Promote the community's economic and cultural development with noncredit programs, continuing education lifelong learning, and targeted partnerships and leadership initiatives;
- IV. Contribute to the international education of students by providing opportunities that encourage global awareness and perspectives;
- V. Provide challenging educational opportunities for area high school students through dual enrollment, charter school and similar programs;
- VI. Promote student learning and maximize opportunities for student success by enhancing services delivered by student affairs staff;
- VII. Provide a diverse student body with innovative teaching and learning technologies in various instructional modalities;
- VIII. Build/acquire and maintain a high-quality infrastructure, including technology, facilities, and equipment to meet student and community needs;
- IX. Recruit and develop an outstanding, diverse faculty and staff; and
- X. Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success.

Note: Numbering and/or alphabetical order does not indicate priority.

St. Petersburg College is dedicated to the concept of equal opportunity. The College will not discriminate on the basis of race, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the College will not tolerate such conduct.

Specific Authority: 1001.64(2) & (4), F.S.

Law Implemented: 1001.64, 1012.855(2), F.S.

History: ...10/20/09. Filed – 10/20/09. Effective – 10/20/09; 6/21/11.  
Proposed Date To Be Filed – 6/21/11. To Become Effective –  
Upon Board Approval.

6Hx23-1.34 DISCRIMINATION GRIEVANCE RULE

- I. St. Petersburg College is dedicated to the concept of equal opportunity and equal access, and will not tolerate discrimination on the basis of race, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity or against any qualified individual with disabilities.
- II. The President of the College is therefore authorized to develop procedures for hearing and responding to informal discrimination inquiries and formal complaints of discrimination. These procedures shall involve the establishment of a hearing panel that shall be responsible for hearing formal complaints of discrimination and making recommendations to the President. It is the purpose of this policy to secure, at the earliest possible procedural level, the resolution of alleged charges of discrimination through informal and formal procedures by which charges may be presented free from coercion, interference, restraint, discrimination, or reprisal and by which students, employees, and applicants for admission are afforded adequate opportunity to resolve the charges.
- III. This Rule shall apply to charges of discrimination based on race, color, religion, sex, national origin, age, marital status, sexual orientation, gender identity or disability and shall relate to admission to the College; admission to programs; terms or conditions of employment, wages, and aid, benefit, or service to students.
- IV. It is contrary to College policy to file a discrimination or harassment complaint in bad faith. Any person who abuses this Rule and its Procedure by filing a frivolous complaint may be subject to disciplinary action where such complaint was determined to be pursued in bad faith. This subsection is not intended to discourage bona-fide complaints brought forth in good faith.
- V. It is further contrary to College policy for any individual to engage in conduct that may be deemed retaliatory against any complainant or witness that has made allegations or provided information or testimony in relation to, or during investigation of, a complaint of discrimination or harassment. Any person who believes they have been subjected to retaliation may seek redress pursuant to this Rule and its Procedure.

Specific Authority: 1001.64 (2) & (4), F.S.  
Law Implemented: 1000.05, 1001.64(18), 1012.855, F.S.; SBE Rules 6A-19.001, 6A-19.002, 6A-19.009, F.A.C.

History: .... 10/20/09. Filed – 10/20/09. Effective – 10/20/09; 6/21/11.  
Proposed Date To Be Filed – 6/21/11. To Become Effective – Upon Board Approval.

## 6Hx23-2.01 EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION

- I. It is the policy of the college to provide equal employment opportunity for all without regard to race, color, religion, sex, age, marital status, sexual orientation, gender identity or national origin. Furthermore, the college shall not discriminate in its employment practices against any qualified handicapped individual with a disability.
  - A. All personnel in supervisory and nonsupervisory capacities are requested to actively assist in the recruitment and employment of qualified minorities and females in order to assure that equal employment opportunities are made to all qualified persons. This shall be required for all initiators of employment opportunities at the college.
  - B. All employment procedures shall be published and made available to sources of recruitment, supervisors and employees. It shall be the responsibility of the employee relations department to explain such procedures.
  - C. The college shall have a written affirmative action plan which shall be implemented, evaluated, and revised regularly, and a semi-annual report shall be made to the president by the Equal Access/Equal Opportunity officer.
- II. See Rule 6Hx23-2.011 SEXUAL HARASSMENT for the College's policy on discrimination on the basis of sex and the sexual harassment rule.
- III. Reporting Discrimination.
  - A. If an employee has reason to believe that another employee or student has been discriminated against, that employee shall report such discrimination immediately to any one of the following persons so that appropriate action will be taken:
    - College's EA/EO Officer
    - Vice President, Human Resources
    - President
    - Appropriate Provost
- IV. Discrimination grievances shall be processed in accordance with Rule 6Hx23-1.34.

General Specific Authority: 1001.64(2) and (4), F.S.  
Law Implemented: Executive Order of the President of the United States No. 11246; Civil Rights Act of 1964, as amended; Age Discrimination in Employment Act; Equal Employment Opportunity Act of 1972; Revised Orders Nos. 4 and 14 issued by the Office of Federal Contract Compliance; 1012.855(2), F.S.; Sections 503 and 504,



Rehabilitation Act of 1973 (as amended); Age Discrimination Act of 1975.

History:

...Filed - 1/19/93. Effective - 1/19/93; 6/21/11. Proposed Date To Be Filed – 6/21/11. To Become Effective – Upon Board Approval.

## 6Hx23-2.010 HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS

### I. POLICY

Harassment constitutes discrimination on the basis of race, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity or disability and is a violation of this Rule. The College shall not tolerate such conduct. Any employee or student who is found to have violated this Rule shall be disciplined and such discipline shall range from one or more of the following: counseling, attendance at a harassment seminar, written admonishment, suspension or dismissal.

- A. St. Petersburg College maintains a professional work and academic environment wherein all students, staff, faculty and other members of the Collegiate Community are treated with respect and dignity. The goal of the College is to provide an academic and institutional climate that is free of harassment.
- B. Forms of harassment that are encompassed by this procedure include harassment based on race, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity or disability.
- C. Harassment is specifically prohibited by state and federal law. Instances of harassment may result in both civil and criminal liability on the part of the individual harasser, as well as the supervisor and the College. The College will not tolerate prohibited harassment of its students and employees on the campus or at off campus events or programs held under the auspices of the College.

### II. DEFINITIONS

- A. **Racial harassment** is defined as unwelcome conduct relating to an individual's race or color, which unreasonably interferes with an employee's or student's status or performance by creating an intimidating, hostile or offensive working environment. Harassment on the basis of race or color includes offensive or demeaning treatment of an individual, where such treatment is based typically on prejudiced stereotypes of a group to which that individual may belong. It includes, but is not limited to, objectionable epithets, threatened or actual physical harm or abuse, racial slurs, comments or manner of speaking, negative references to racial customs or other intimidating or insulting conduct directed against the individual because of his/her race or color.
- B. **Religious harassment** consists of unwelcome physical or verbal conduct, which is related to an individual's religion or creed when the conduct has the effect of creating an

intimidating, hostile or offensive working or academic environment. Harassment on the basis of religion includes derogatory comments regarding surnames, religious traditions, religious clothing, or religious slurs or graffiti.

- C. **Sexual harassment** See Board of Trustees' Rule 6Hx23-2.011
- D. **Age harassment** consists of depriving an individual of terms, conditions, privileges of employment and other opportunities or taking adverse action against an individual because of his/her age.
- E. **National origin harassment** consists of unwelcome physical or verbal conduct, which is related to an individual's national origin when the conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment. Harassment on the basis of national origin includes negative comments regarding surnames, manner of speaking, custom, language or ethnic slurs.
- F. **Marital status harassment** consists of limiting, segregating or classifying an individual in such a way as to deprive an individual of educational or employment opportunities or otherwise adversely affect an individual because of his/her marital status. This definition does not apply where there is a conflict of interest or where it would be contrary to other law.
- G. **Sexual orientation and gender identity harassment** consists of unwelcome physical or verbal conduct relating to an individual's sexual orientation and/or gender identity when the conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.
- H. **Disability harassment** consists of unwelcome physical or verbal conduct relating to an individual's disability when the conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.

### III. EMPLOYEE RELATIONSHIPS:

- A. In the supervisor-instructor/staff context, the term harassment has a broader impact. The supervisor-instructor/staff relationships are professional in nature; inappropriate behavior as defined above is unprofessional and undermines the essential atmosphere necessary in the workplace. This unprofessional behavior is subject to discipline.
- B. Supervisor-instructor/staff or staff-staff relationships should at all times be professional and any conduct by an employee which unnecessarily or unreasonably creates an intimidating, hostile or offensive working environment in violation of the rights

of others is inappropriate, unacceptable and is subject to discipline.

#### IV. STUDENT RELATIONSHIPS

The student-student relationship, the student-instructor relationship and the student-staff relationship should at all times be respectful of the rights of others. Conduct by a student which creates an intimidating, hostile or offensive environment violates the College's Harassment Rule and may be subject to discipline. For this purpose, staff not only includes College staff, but all employees of clinics and agencies affiliated with a College clinical program or course.

#### V. INSTRUCTOR/STAFF-STUDENT RELATIONSHIPS:

In this Section, the term "staff" shall include all College employees other than faculty/instructors.

- A. In the instructor/staff-student context, the term harassment also has a broader impact. Since the instructor/staff-student relationship is one of professional and client, inappropriate behavior is unacceptable because it is a form of unprofessional behavior that seriously undermines the atmosphere of trust essential to the academic setting and is subject to discipline.
- B. This Rule applies to relationships where the instructor or staff member is in a position to determine a student's grade or otherwise affect a student's academic progress or environment.
- C. This Rule is not intended to apply when an instructor is teaching in the classroom when the subject matter taught or discussed is done in a tasteful manner and is germane to the course being taught. Nevertheless, the instructor/staff-student relationship should at all times be professional and any conduct by an instructor or staff member which unnecessarily or unreasonably creates an intimidating, hostile or offensive academic environment in violation of the rights of others is inappropriate and unacceptable and is subject to discipline.

#### VI. RETALIATION

It is a violation of this Rule to retaliate or to take reprisal against any person who has filed a complaint or who has complained about harassment based on the fact that the employee or student raised an issue about harassment to any other person, entity or human rights agency. It is also a violation of this Rule to retaliate against any person involved in the investigation (including witnesses) of a complaint.

If any reprisals or retaliatory actions occur, they should be reported immediately. Any such reports will be investigated by the college attorney or designee. Reprisals and retaliatory actions will be dealt

with through appropriate disciplinary action and steps will be taken to prevent the recurrence of harassment, reprisal, and/or retaliation.

## VII. REPORTING, INVESTIGATION AND RESOLUTION:

Students and employees are responsible for promptly reporting harassment. The College has established the following procedure for reporting, investigating and resolving complaints of harassment and retaliation.

### A. DUTY TO REPORT:

1. Complaints of harassment by students or employees are to be promptly reported to individuals designated by the President and published at the beginning of Session I of each year in the College's annual Supplement to the Faculty, Staff and Student Handbooks or such other publications as the President may determine. The complaint may be reported to any one of the individuals designated, regardless of what site the reporting person is associated with. The individual receiving the complaint shall promptly notify the college attorney.
2. Supervisors are to promptly report any conduct that may appear to involve harassment as provided herein.
3. Alternatively, complaints may be reported to the director of Equal Access/Equal Opportunity.

### B. INVESTIGATION:

Upon receipt of a complaint, the college attorney will have the responsibility for and will direct each investigation of harassment. In directing the investigation, the college attorney may designate other persons to conduct and aid in the investigation.

Upon completion of the investigation, the results of the investigation will be submitted to the President or designee for determination of what action, if any, is appropriate. The complaining party will be advised of the results of the investigation.

### C. RESOLUTION OF A COMPLAINT:

Resolution of a complaint may be accomplished in various ways. The complaint may be resolved by intervention; corrective action being taken by appropriate managers, the President or designee; or by official disciplinary procedures.

D. DISCRIMINATION GRIEVANCE:

The victim of the harassment may also bring a discrimination grievance, which shall be processed in accordance with Rule 6Hx23-1.34.

E. DUTY TO REPORT ANY RECURRENCE:

Complaints of any recurrence of conduct involving harassment or retaliation are to be promptly reported as provided herein.

VIII. FALSE COMPLAINTS:

Any person who knowingly files a false complaint of harassment or retaliation against another shall be subject to disciplinary action, up to and including dismissal.

IX. DISCIPLINE/PROCEDURE:

Remedial or disciplinary action will depend on the nature of the incident, but such discipline shall range from one or more of the following: counseling, attendance at a harassment seminar, written admonishment, suspension or dismissal.

A. Career service employees may be subject to disciplinary action as provided for in the Career Service Manual, Board of Trustees' Disciplinary Rule 6Hx23-2.19 relating to career service employees and/or Sections 120.569 and 120.57 of the Florida Statutes.

B. Administrative staff and faculty members may be subject to disciplinary action as provided Rules 6A-14.0411(4) and/or 6A-14.0411(6), F.A.C.

C. All instructors who violate this policy with a student presently enrolled in his/her class will be subject to discipline, up to and including dismissal, pursuant to Rules 6A-14.0411(4) and/or 6A-14.0411(6), F.A.C.

D. Students may be subject to disciplinary action as provided for in Board of Trustees' Rule 6Hx23-4.35.

X. REPORT OF ACTION TAKEN:

The College shall report, to the person making the complaint, the action taken by the College regarding any harassment, reprisal, retaliation or any reoccurrence thereof.



## XI. CONFIDENTIALITY/PUBLIC RECORDS:

Subject to certain statutory exemptions, College employee records are generally by law subject to public disclosure upon request of a member of the public under Chapter 119 of the Florida Statutes. Records are provided only upon an appropriate request. Student identifiable records are generally protected by Florida Statutes and the Family Education Rights and Privacy Act.

## XII. PUBLICATION:

The College shall publish and make available to all students and employees its Harassment Rule or pertinent parts thereof and examples of harassment, which are, prohibited conduct.

Specific Authority: 1001.64(2) and (4), F.S.

Law Implemented: 1001.64, 1012.855(2), F.S.; Civil Rights Acts of 1964 as amended; the Florida Human Rights Acts of 1977 as amended; Title IX of the Educational Amendments Act of 1972, as clarified by the Civil Rights Restoration Act of 1988; Sections 503 & 504 of the Rehabilitation Act of 1973; Americans With Disabilities Act; Age Discrimination in Employment Act; Age Discrimination Act of 1975; Equal Employment Opportunity Act of 1972.

History: Adopted 4/16/02. Effective – 4/16/02; 6/21/11. Proposed Date To Be Filed – 6/21/11. To Become Effective – Upon Board Approval.

6Hx23-6.14 NAMING OF COLLEGE FACILITIES – New Rule

I. INTENT AND PURPOSE

- A. The primary intent of this naming policy is to allow St. Petersburg College to honor and recognize significant contribution(s) to the College by an individual(s), both in extraordinary service to the College and/or philanthropic giving.
- B. When considering naming recommendations, it shall be the priority of the Board to advance the most essential elements of the College's mission by matching naming honors to recognize extraordinary service and contributions to the College and to consider substantial gifts, endowments or irrevocable pledges of substantial giving. In the case of philanthropic giving, the gifts and endowments being bestowed upon the College shall benefit and support the facility being named.

II. NAMING POLICIES

- A. Naming opportunities may be extended to both physical facilities of the College such as buildings, wings, rooms, auditoriums, etc., and intangible assets such as campus centers, institutes, departments, programs, etc., in both cases to be referred to within this Rule as College facilities.
- B. The following policies shall be established regarding naming opportunities and recommendations made to the President and the Board of Trustees:
  - 1. College facilities may be named for the purpose of either honoring individuals or groups for their extraordinary service to the College or in recognition of a significant gift, endowment, scholarship or program support donation to the St. Petersburg College Foundation. The amount of the gift or endowment shall be commensurate with the significance placed on the naming and its prominence in the facility.
  - 2. The Board may establish whether the naming of facility shall apply for the expected life of the facility or otherwise. In the event that the facility is demolished and rebuilt or is substantially renovated the Board may, at its discretion, discontinue the original name, transfer the name to a new facility, or rename the building.
  - 3. Notwithstanding any naming agreement that may be in effect, the Board reserves the right to revoke the naming of a facility at its own discretion where it deems that such name, in the judgment of the Board, may subject the College

to public disrepute and as a result not continue to be in the best interest of the College to maintain.

4. The President shall appoint a standing committee of the College for the purpose of bringing forth naming recommendations as may be appropriate during any given period and as opportunities arise. The committee's composition shall be determined by the President and shall normally include representatives from the impacted campus or site, including, but not limited to, faculty, staff, and student representatives. The Vice Chair of the Board of Trustees shall also serve on the committee.
5. The Committee shall submit its recommendations to the President in writing for further consideration. The President shall submit his or her recommendation to the Board for its consideration and final approval.
6. The Board shall approve the naming of any College facility as outlined herein, with the exception of the rooms, galleries, collections and exhibits of the Leepa-Rattner Museum of Art.
7. Upon approval of the Board the designated name shall be publicly disseminated and commemorated in signage in a manner consistent with the intent to honor those for which the facility or program is named.

Specific Authority: 1001.64(2) & (4), F.S.


Law Implemented: 1001.64(5)F.S.

History: 6/21/11. Proposed Date to Be Adopted 6/21/11. To Become Effective – Upon Board Approval.

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Financial Reports for FY10-11 May 1-May 31, 2011

Attached for information are the financial reports for FY10-11 May 1-May 31 time period.

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology, and Jamelle Conner, Associate Vice President, Institutional Research, Planning, Budget and Compliance, recommend approval.

Attachments

yvm0609111

**ST. PETERSBURG COLLEGE**  
**FY2010-2011 FUND 10 AND 12 BUDGET TO ACTUAL REPORTING: July 1 - May 31**

Revenue	FY09-10 Budget	FY09-10 YTD Actual	% To Budget	FY10-11 Budget	FY10-11 YTD Actual	% of YTD Budgeted Revenue	Year to Date %	\$ YOY Variance	% YOY Variance	Variance Explanation
<b>Revenue</b>										
Student Tuition & Out-of-State Fees	\$ 44,157,443	\$ 49,170,429	111.4%	\$ 55,235,961	\$ 56,890,459	103.0%		\$ 7,720,029	16%	increase due to tuition increase and enrollment growth
State Appropriation - CCPF	\$ 53,300,274	\$ 49,622,845	93.1%	\$ 55,674,039	\$ 51,120,392	91.8%		\$ 1,497,547	3%	
Federal Stabilization Funds	\$ 5,097,571	\$ 5,097,571	100.0%	\$ 5,180,294	\$ 5,180,294	100.0%		\$ 82,723	2%	
State Appropriation - Lottery	\$ 6,777,857	\$ 5,171,624	76.3%	\$ 7,279,093	\$ 5,823,276	80.0%		\$ 651,652	13%	Four lottery payments received. State determines how much received in each payment.
Operating Cost for New Facilities	\$ 315,104	\$ -	0.0%	\$ 78,354	\$ -	0.0%		\$ -	0%	
Distance Learning Fee	\$ 2,180,968	\$ 3,187,160	146.1%	\$ 3,026,400	\$ 3,127,065	103.3%		\$ (60,995)	-2%	
Technology Fee	\$ 1,952,264	\$ 2,394,927	122.7%	\$ 2,475,440	\$ 2,759,360	111.5%		\$ 364,433	15%	increase due to tuition increase and enrollment growth
Other Revenues	\$ 4,351,831	\$ 3,536,637	81.3%	\$ 3,911,923	\$ 3,367,495	86.1%		\$ (169,142)	-5%	
Other Student Fees	\$ 1,801,634	\$ 1,458,893	81.0%	\$ 1,821,439	\$ 1,638,000	89.9%		\$ 179,107	12%	Primarily due to increased application and testing fee revenues
Fund Transfers In	\$ 1,029,753	\$ 775,708	75.3%	\$ 2,344,940	\$ 2,238,861	95.5%		\$ 1,463,153	189%	timing difference of transfer in from other funds
Revenue Stabilization Reserve	\$ 2,150,500	\$ -	0.0%	\$ 3,150,500	\$ -	0.0%		\$ -	0%	
<b>Total Revenues - Fund 10 and 12</b>	<b>\$ 123,115,199</b>	<b>\$ 120,415,794</b>	<b>97.8%</b>	<b>\$ 140,178,383</b>	<b>\$ 132,145,202</b>	<b>94.3%</b>	<b>91%</b>	<b>\$ 11,729,408</b>	<b>10%</b>	
<b>Operating Costs</b>										
<b>Personnel &amp; Benefits</b>										
Instructional	\$ 33,021,800	\$ 30,730,615	93.1%	\$ 37,533,133	\$ 33,935,780	90.4%		\$ 3,205,164	10%	increase primarily due to hiring of faculty because of enrollment growth
Administrative	\$ 16,001,726	\$ 16,551,370	103.4%	\$ 17,907,721	\$ 18,052,461	100.8%		\$ 1,501,092	9%	
Career (Non-Instructional)	\$ 19,736,243	\$ 17,498,630	88.7%	\$ 21,832,241	\$ 18,421,339	84.4%		\$ 922,709	5%	
OPS and Overtime	\$ 1,656,228	\$ 1,628,038	98.3%	\$ 1,925,498	\$ 1,853,644	96.3%		\$ 225,606	14%	increase primarily due to additional hours needed to support enrollment growth and 4.5% pay increase
Student Assistants	\$ 500,000	\$ 297,874	59.6%	\$ 500,000	\$ 311,343	62.3%		\$ 13,469	5%	
Personnel Benefits	\$ 21,969,320	\$ 19,142,057	87.1%	\$ 23,073,659	\$ 21,061,618	91.3%		\$ 1,919,561	10%	increase due to benefits for additional staff and impact of 4.5% raise
<b>Total Personnel &amp; Benefits</b>	<b>\$ 92,885,317</b>	<b>\$ 85,848,585</b>	<b>92.4%</b>	<b>\$ 102,772,253</b>	<b>\$ 93,636,186</b>	<b>91.1%</b>	<b>90%</b>	<b>\$ 7,787,601</b>	<b>9%</b>	
<b>Current Expense</b>										
Travel	\$ 515,721	\$ 342,140	66.3%	\$ 472,606	\$ 604,626	127.9%		\$ 262,486	77%	increase due to additional travel and professional development opportunities
Repairs & Maintenance	\$ 960,477	\$ 1,062,416	110.6%	\$ 948,643	\$ 877,015	92.4%		\$ (185,401)	-17%	decrease primarily due to lower service contract costs increase primarily due to new leased equipment for Marketing & Communications
Rentals/Leases	\$ 209,071	\$ 179,771	86.0%	\$ 397,153	\$ 342,887	86.3%		\$ 163,117	91%	
Insurance (Non-Health)	\$ 2,028,175	\$ 1,908,763	94.1%	\$ 2,025,147	\$ 1,780,624	87.9%		\$ (128,139)	-7%	
Utilities	\$ 6,000,000	\$ 5,126,431	85.4%	\$ 6,401,500	\$ 5,087,429	79.5%		\$ (39,003)	-1%	
Services and Fees	\$ 3,517,797	\$ 2,793,563	79.4%	\$ 4,066,634	\$ 3,163,039	77.8%		\$ 369,476	13%	
Scholarships/Fee Waivers	\$ 497,730	\$ 750,361	150.8%	\$ 1,110,895	\$ 692,492	62.3%		\$ (57,869)	-8%	decrease is due to a timing difference in the processing of journal entries
Materials and Supplies	\$ 5,414,467	\$ 3,644,163	67.3%	\$ 5,595,954	\$ 4,751,914	84.9%		\$ 1,107,752	30%	increase primarily due to increased educational materials & supplies associated with enrollment growth
Tech Expense/Licensing	\$ 1,755,000	\$ 1,179,372	67.2%	\$ 1,956,061	\$ 1,208,247	61.8%		\$ 28,675	2%	
Other Current Expense	\$ 5,591,182	\$ 738,361	13.2%	\$ 6,767,625	\$ 567,041	8.4%		\$ (171,320)	-23%	decrease due to a transfer to the unexpended plant fund last year for the resurfacing of the driving pad at Allstate that did not occur this year
<b>Total Current Expense</b>	<b>\$ 26,489,620</b>	<b>\$ 17,725,341</b>	<b>66.9%</b>	<b>\$ 29,742,218</b>	<b>\$ 19,075,314</b>	<b>64.1%</b>	<b>65%</b>	<b>\$ 1,349,973</b>	<b>8%</b>	
<b>Capital Spending</b>										
Computer Refresh Leases	\$ 1,778,959	\$ 1,145,544	64.4%	\$ 2,126,836	\$ 1,511,488	71.1%		\$ 365,944	32%	increase due to continuing expansion of computer refresh program
Capital Purchases- Non-Recurring	\$ 1,932,522	\$ 430,730	22.3%	\$ 1,024,978	\$ 2,083,221	203.2%		\$ 1,652,491	384%	increase primarily due to a strategic change that has enabled the more proactive purchase of capital items needed to support enrollment, as well as unanticipated property acquisition
Debt Service - Construction Obligations	\$ -	\$ -		\$ 4,500,000	\$ 4,500,000	100.0%		\$ 4,500,000	100%	Increase due to debt service construction obligation budgeted this year that did not occur at this point last year
<b>Total Capital Spending</b>	<b>\$ 3,711,481</b>	<b>\$ 1,576,274</b>	<b>42.5%</b>	<b>\$ 7,651,814</b>	<b>\$ 8,094,709</b>	<b>105.8%</b>	<b>16%</b>	<b>\$ 6,518,435</b>	<b>414%</b>	
<b>Total Operating Costs - Fund 10 and 12</b>	<b>\$ 123,086,418</b>	<b>\$ 105,150,200</b>	<b>85.4%</b>	<b>\$ 140,166,285</b>	<b>\$ 120,806,208</b>	<b>86.2%</b>	<b>81%</b>	<b>\$ 15,656,009</b>	<b>15%</b>	
<b>Total Remaining Funds (Surplus/Deficit)</b>	<b>\$ 28,781</b>	<b>\$ 15,265,595</b>		<b>\$ 12,098</b>	<b>\$ 11,338,994</b>			<b>\$ (3,926,601)</b>	<b>-26%</b>	

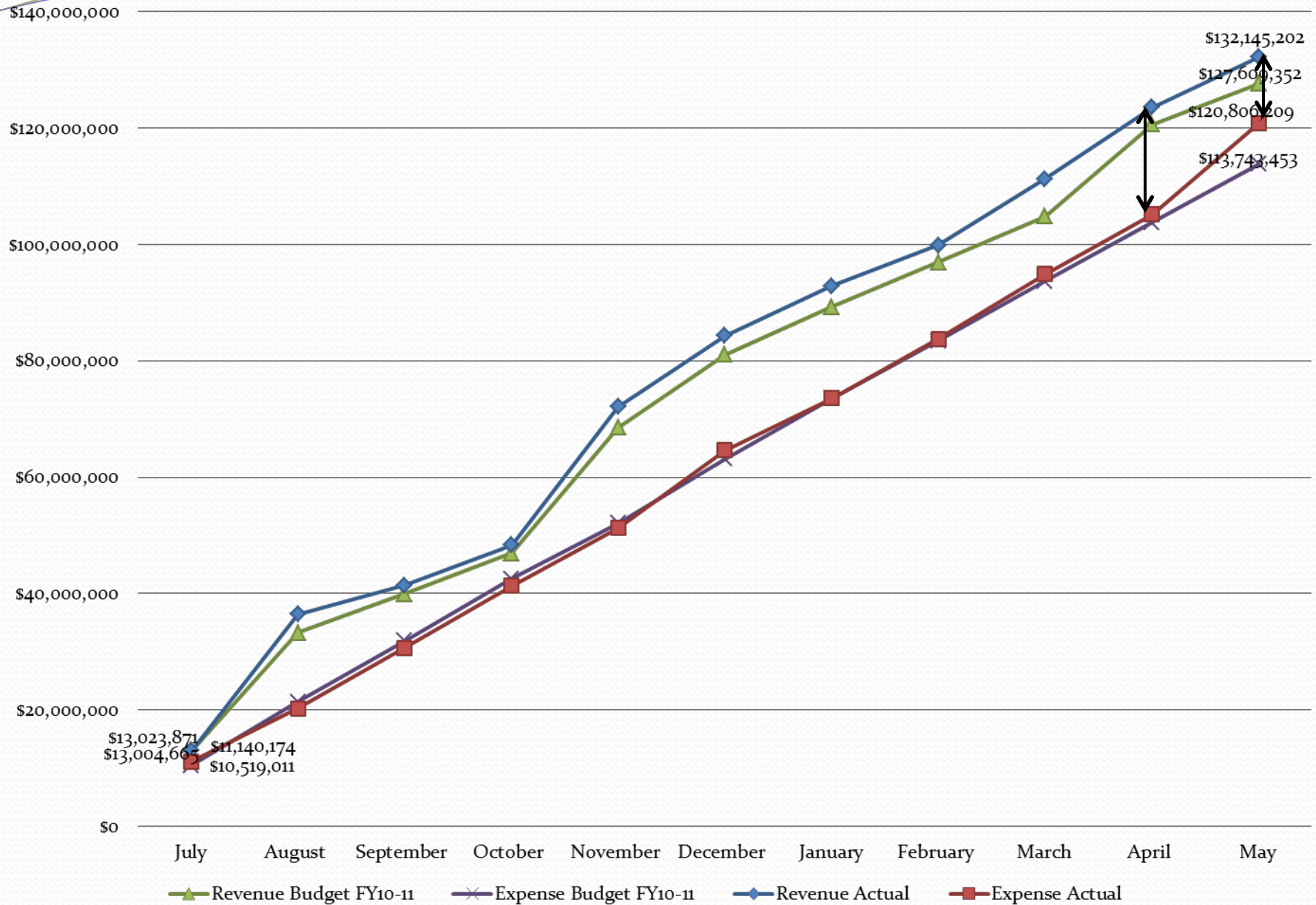


# Board of Trustees Financial Report

June 2011



# FY10-11 Monthly Revenue and Expense Budget To Date



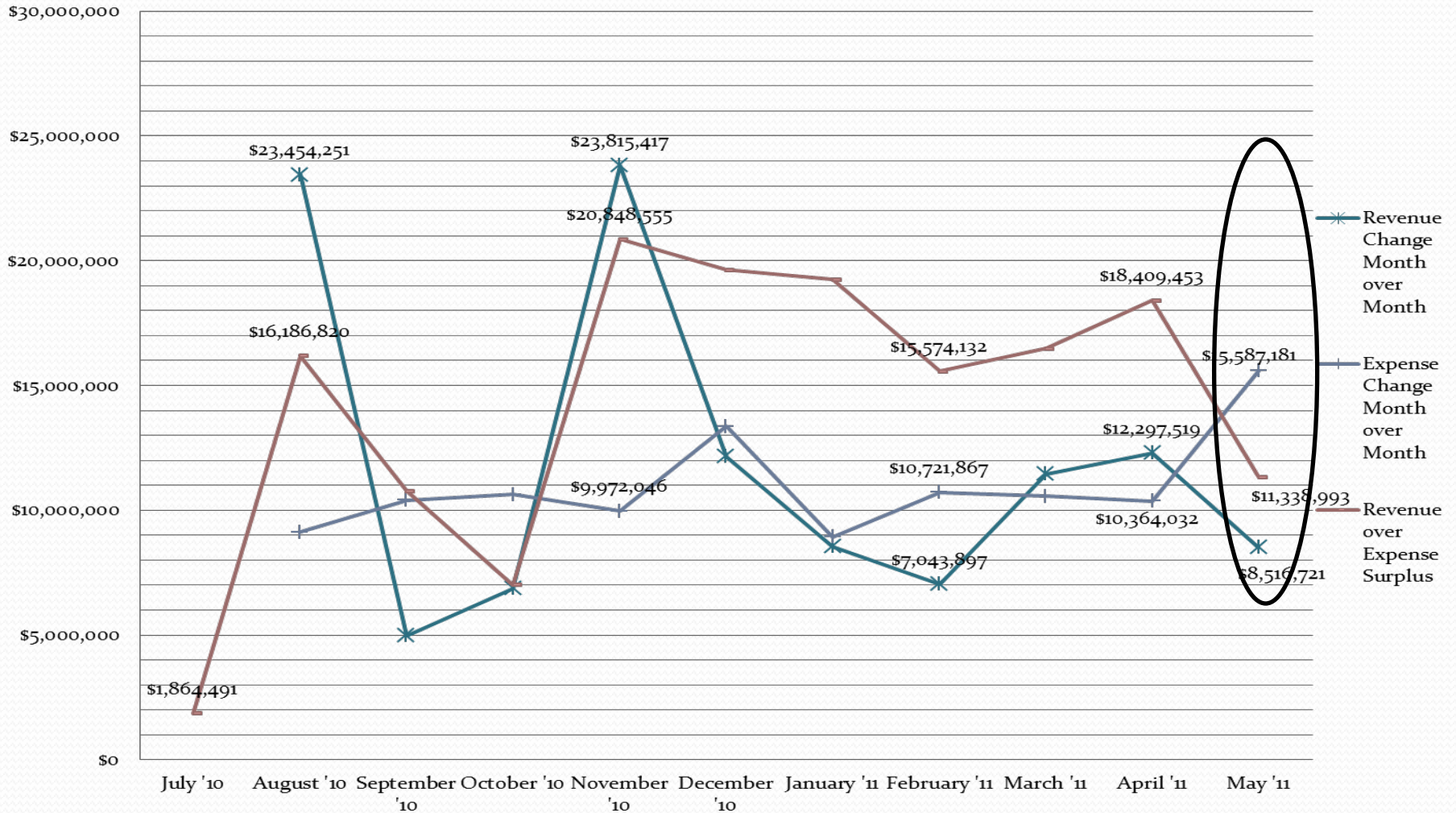
Surplus balance fell 7 million from prior month: 18.3 million to 11.3 million

Debt service payment for construction debt 4.5 million

Below average revenue \$8.5 million (avg. \$12 million)

Expense increase \$741k for technology, renovation, supplies and other equipment refresh for Fall term preparation

Revenue transfers in from auxiliary increased 2.2 million for budgeted expense related to text book credit, student assistants and other auxiliary funded arts expense




## FY10-11 April and May

	FY10-11 Prior Mth Act (at time of BOT Mtg)	FY10-11 Cur Mth Act	Variance	% Variance
<b>Revenues</b>				
State Government	\$50,855,846	\$56,943,667	\$6,087,821	11.97%
Stimulus Funds	\$5,180,294	\$5,180,294	\$0	0.00%
Student Fees	\$64,341,053	\$64,414,883	\$73,830	0.11%
Other Revenue	\$3,127,612	\$3,367,497	\$239,885	7.67%
Fund Transfers In	\$31,895	\$2,238,861	\$2,206,966	6919.47%
<b>Total Revenues</b>	<b>\$123,536,700</b>	<b>\$132,145,202</b>	<b>\$8,608,502</b>	<b>6.97%</b>
<b>Expenses</b>				
Personnel and Benefits	\$84,903,240	\$93,636,186	\$8,732,946	10.29%
Current Expenses	\$18,750,387	\$25,086,801	\$6,336,414	33.79%
Capital	\$1,532,575	\$2,083,222	\$550,647	35.93%
<b>Total Expenses</b>	<b>\$105,186,202</b>	<b>\$120,806,209</b>	<b>\$15,620,007</b>	<b>14.85%</b>
<b>Total Revenues Over Expenses</b>	<b>\$18,350,498</b>	<b>\$11,338,993</b>	<b>(\$7,011,505)</b>	<b>-38.21%</b>

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Uncollectible Accounts

**In accordance with the State Board of Education Regulation 6A-14.078, authorization is requested to write off uncollectible accounts totaling \$890,319.54, including collection costs of \$166,894.21.** These uncollectible accounts, as shown on Attachment 1, have been delinquent for more than two years and represent (.92%) of total student tuition and fee revenues. Last year's write-off (Attachment 2) represented (1.4%).

For the 2008/2009 fiscal year-end period, the write-off total decreased by 9 percent over prior year while student revenues increased 14.3 percent due to an increase in both tuition and enrollment.

Accounts receivable in 2009/2010 is trending higher, which will likely result in a 20-25 percent increase in next year's write-off due to economic conditions and a significant increase in financial aid disbursed. Payments received from previously written-off accounts have totaled over \$92,000 through May 31.

The College, working with its collection agency, has exhausted all efforts to collect, including placing all accounts with the collection agency. A "HOLD" has been placed on all student receivables, which prevents them from obtaining transcripts or registering for classes.

The totals by account, not individual student, are listed on the attached page. Also attached are write-offs for the previous year.

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Theresa Furnas, Associate Vice President, Financial & Business Services; and Mike Meigs, Director of Student Accounting and Business Systems, recommend approval.

Attachments

mm0607111

ATTACHMENT 1

**St. Petersburg College  
Proposed Write-Off  
2008/2009 Student Accounts**

	<u>Write-Off Up To</u>	<u>Allowance</u>	<u>Net Expense To SPC</u>
(1) Returned Checks	\$13,995.66	\$13,995.66	\$0.00
(2) Returned Checks - Charge	\$1,100.00	\$1,100.00	\$0.00
(3) Collections - Financial Aid	\$471,870.24	\$471,870.24	\$0.00
(4) Collections - Veterans	\$4,452.80	\$4,452.80	\$0.00
(5) Collections Accounts Receivable	\$178,125.05	\$178,125.05	\$0.00
(6) Short Term Loans	\$53,881.58	\$53,881.58	\$0.00
<b>Total Principal Write-Off</b>	<b>\$723,425.33</b>	<b>\$723,425.33</b>	<b>\$0.00</b>
(7) Collection Costs Unrecovered	\$166,894.21	\$166,894.21	\$0.00
<b>Grand Total</b>	<b>\$890,319.54</b>	<b>\$890,319.54</b>	<b>\$0.00</b>

- (1) Checks returned due to insufficient funds or closed bank account.
- (2) Charge for returned checks (Total: 44 checks).
- (3) Reductions in Financial Aid due to students dropping/withdrawing from classes resulting in student not meeting eligibility and subsequently owing money.
- (4) Veterans get a 60-day deferment. If a vet withdraws from classes, the student owes SPC the cost of tuition and fees.
- (5) Student tuition delinquencies resulting from:  
 (a) Did not qualify for Financial Aid  
 (b) Owed less than \$50.00 so did not get dropped from classes.
- (6) Payment plans are a 60-day deferral of tuition and fees.
- (7) In April 1999, SPC started charging back students for collection costs charged by our collection agency. The uncollected portion of these charges totals \$166,894.21.

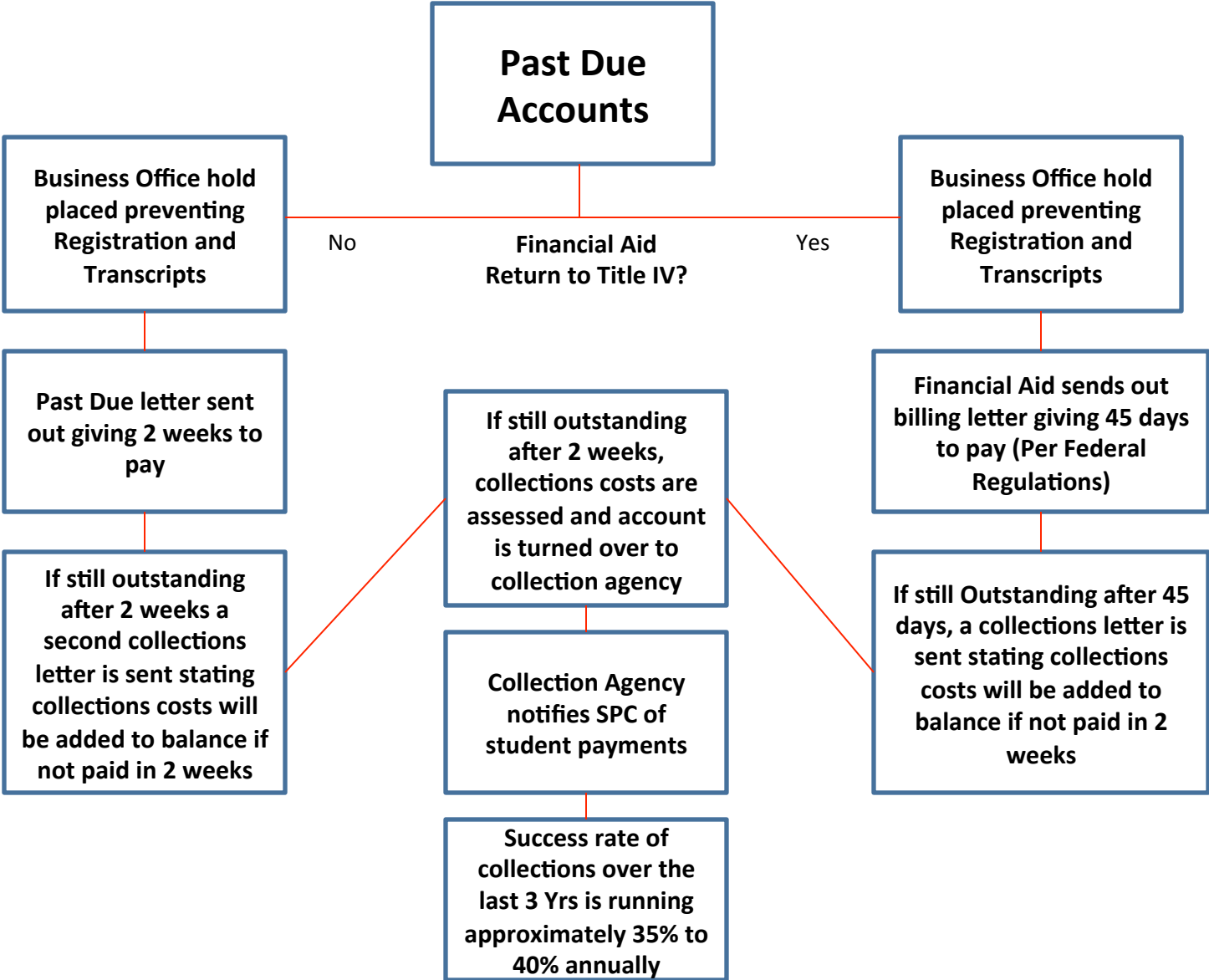
ATTACHMENT 2

**St. Petersburg College  
Proposed Write-Off  
2007/2008 Student Accounts**

	<u>Write-Off Up To</u>	<u>Allowance</u>	<u>Net Expense To SPC</u>
(1) Returned Checks	\$10,454.82	\$10,454.82	\$0.00
(2) Returned Checks - Charge	\$850.00	\$850.00	\$0.00
(3) Collections - Financial Aid	\$587,612.28	\$587,612.28	\$0.00
(4) Collections - Veterans	\$1,554.49	\$1,554.49	\$0.00
(5) Collections Accounts Receivable	\$169,696.85	\$169,696.85	\$0.00
(6) Short Term Loans	\$19,731.34	\$19,731.34	\$0.00
<b>Total Principal Write-Off</b>	<b>\$789,899.78</b>	<b>\$789,899.78</b>	<b>\$0.00</b>
(7) Collection Costs Unrecovered	\$191,786.58	\$191,786.58	\$0.00
<b>Grand Total</b>	<b>\$981,686.36</b>	<b>\$981,686.36</b>	<b>\$0.00</b>

- (1) Checks returned due to insufficient funds or closed bank account.
- (2) Charge for returned checks (Total: 34 checks).
- (3) Reductions in Financial Aid due to students dropping/withdrawing from classes resulting in student not meeting eligibility and subsequently owing money. Tighter Government regulations regarding Return to Title IV have increased Financial Aid repayment by 26.7% over last year.
- (4) Veterans get a 60-day deferment. If a vet withdraws from classes, the student owes SPC the cost of tuition and fees.
- (5) Student tuition delinquencies resulting from:  
 (a) Did not qualify for Financial Aid  
 (b) Owed less than \$50.00 so did not get dropped from classes.
- (6) Payment plans are a 60-day deferral of tuition and fees.
- (7) In April 1999, SPC started charging back students for collection costs charged by our collection agency. The uncollected portion of these charges totals \$191,786.58.

# STUDENT DEBT LIFE CYCLE






June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Direct-Support Organization (DSO) Collaboration between SPC Foundation, Inc. and the Leepa-Rattner Museum of Art, Inc. (LRMA) – Gulf Coast Museum Collection

In accordance with Florida Statutes 1004.70, the Board of Trustees must approve all transactions or agreements between one direct support organization and other direct support organizations.

**Approval is sought for a transaction whereby the SPC Foundation, Inc. will transfer ownership of the majority of the works of art (with the exception of outdoor sculptures and installation pieces) from the Gulf Coast Museum of Art Collection to the Leepa-Rattner Museum of Art, Inc. for the purpose of accessioning said works into the holdings of the Museum.** If approved, LRMA will assume costs for insuring the collection as well as costs related to care of the collection.

Previously, in its October 18, 2010 meeting, Agenda Item VII-K, the Board of Trustees approved the transfer of day-to-day management and collection stewardship of the Gulf Coast Collection to LRMA, while ownership remained with the SPC Foundation. The transfer of the Gulf Coast Museum Collection ownership directly to Leepa-Rattner is an important step in the museum's quest for accreditation by the American Association of Museums (AAM). While the original gift of works by Abraham Rattner, Allen Leepa and Esther Gentle are owned by the SPC Foundation, it is important for the gifts that followed and continue in the future to be owned by LRMA in accordance with the AAM guideline that a "museum" owns collections while an "art center" merely displays works owned by other entities.

Conferlete Carney, Provost, Tarpon Springs Campus; Frances Neu, Executive Director of the SPC Foundation, Inc.; and Victoria Cooke, Director, Leepa-Rattner Museum of Art, Inc., recommend approval

vc0607111

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College  
**FROM:** William D. Law, Jr., President *wdl*  
**SUBJECT:** Credit Curriculum

**Approval is sought for the following recommended changes to credit curriculum for the 2011-2012 catalog year:**

**New Courses Effective Term I 2011-2012:**

**Lower Division**

CJE 1660 File System Forensic Analysis (3 credits)  
 CJE 1661 Computer Hardware for Forensic Investigators (3 credits)  
 CJE 1665 Investigating Network Intrusions (3 credits)  
 CJE 1666 Operating Systems for Forensic Investigators (3 credits)

**Upper Division**

FIN 4414 Corporate Finance (3 credits)  
 FIN 4702 Entrepreneurial Finance (3 credits)  
 MAN 4583 Project Management (3 credits)  
 MAN 4XX1 Complex and Advanced Projects (3 credits)  
 MAN 4XX2 Authority, Influence and Projects (3 credits)  
 MAN 4XX3 Project Management Specialization (1 credit)  
 MAR 3XXX Marketing Promotions (3 credits)  
 MAR 4XXX Services Marketing (3 credits)

**Course Changes Effective Term I 2011-2012:**

**Lower Division**

Course Number	New Course Number	Title	New Title	Changes in Course Description	Prerequisite/ Corequisite Changes	Major Learning Outcome/ Course Objective Changes
ENT 1012		Entrepreneurship Management			X	X
ENT 2010		Planning the Entrepreneurial Venture			X	X

Course Number	New Course Number	Title	New Title	Changes in Course Description	Prerequisite/ Corequisite Changes	Major Learning Outcome/ Course Objective Changes
ENT 2120		Entrepreneurial Marketing and Sales		X	X	X
MKA 2021	MAR 2410	Sales	Personal Selling			X
MKA 2940	MAR 2940	Marketing Internship				X

### Upper Division

Course Number	New Course Number	Title	New Title	Changes in Course Description	Prerequisite/ Corequisite Changes	Major Learning Outcome/ Course Objective Changes
MAN 3949		Cooperative Work Experience in College of Technology and Management	Cooperative Work Experience			X
MAN 4741		Change and Innovation Management	Innovation, Change, and Agile Projects	X	X	X
MAR 3802		Marketing for Managers	Marketing Management			X
MAR 4424		International Sales and Marketing	International Marketing		X	X

### Course Deletions Effective Term I 2011-2012:

#### Upper Division

ATE 4320 Entrepreneurial Business Management  
ATE 4644 Veterinary Ultrasonography

### Course Reactivations Effective Term I 2011-2012:

#### Lower Division

CJE 1678 Introduction to Network Security for Computer-Related Crime Investigations (3 credits)

### Program Additions Effective Term I 2011-2012:

#### Lower Division

DIGFORN-AS Digital Forensics and Computer Investigations (63 credits)

#### Upper Division

PRJMGT-CT Project Management Certificate (18 credits)

**Program Changes Effective Term I 2011-2012:**

**Lower Division**

<b>Programs</b>	<b>Adding Courses</b>	<b>Deleting Courses</b>	<b>Adding Subplans</b>	<b>Deleting Subplans</b>	<b>Other Changes</b>
Accounting Applications (ACTAP-CT)	X	X			
Business Administration Certificate (BUSADM-CT)	X				X
Business Administration AS (BUS-AS)					X
Marketing Certificate (MKT-CT)					X
Respiratory Care AS (RESC-AS)	X				X

**Upper Division**


<b>Programs</b>	<b>Adding Courses</b>	<b>Deleting Courses</b>	<b>Adding Subplans</b>	<b>Deleting Subplans</b>	<b>Other Changes</b>
Banking BAS (Bank-BAS)	X	X			X
Business Administration BS (BUS-BS)	X	X			X
International Business BAS (INTBUS-BAS)	X	X			X
Management and Organizational Leadership BAS (MGTORG-BAS)	X				X
Sustainability Management (SUSMGT-BAS)					X

Anne Cooper, Senior Vice President for Academic and Student Affairs, recommends approval.

rm0526111

June 21, 2011

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College  
**FROM:** William D. Law, Jr., President   
**SUBJECT:** 2010-2011 Equity Report

**Approval is sought to submit the 2010-2011 Equity Report to the Florida Department of Education, Division of Florida Colleges.**

Annually, colleges and universities in Florida are required to submit a report to the Florida Department of Education documenting progress and performance on activities to assure equal opportunity for all citizens to college programs and employment. I am most pleased to provide this year's report, which is attached to the executive summary.

The report outlines the continuous progress being made by the College in all areas of interest. I am particularly pleased by our overall progress in the student area, yet I remain concerned about our inability to change the success and completion rates of African-American male students. It is clear we will need to review, refine and expand existing commitments and support programs. This item will get my full attention in the coming year.

The state reporting requirements are exhaustive; I have taken the liberty of extracting key data in both the employment and enrollment areas.

**Enrollment**

*Student Retention by Race and Gender (Fall 2008-09 Cohort to Fall 2009-10 Cohort Comparison):*

*Full-time Females*

- The full-time FTIC Black female Fall-to-Fall retention rate increased from 63 percent to 80 percent.
- The full-time FTIC Asian female Fall-to-Fall retention rate decreased from 84 percent to 80 percent.
- The full-time FTIC Hispanic female Fall-to-Fall retention rate decreased from 88 percent to 76 percent.

#### *Full-time Males*

- The full-time FTIC Black male Fall-to-Fall retention rate increased from 59 percent to 69 percent.
- The full-time FTIC Asian males Fall-to-Fall retention rate increased from 71 percent to 79 percent.
- The full-time FTIC Hispanic male Fall-to-Fall retention rate increased from 61 percent to 64 percent.

#### *Part-time Females*

- The part-time FTIC Black female Fall-to-Fall retention rate increased from 54 percent to 61 percent.
- The part-time FTIC Asian female Fall-to-Fall retention rate increased from 58 percent to 64 percent.
- The part-time FTIC Hispanic female Fall-to-Fall retention rate increased from 58 percent to 69 percent.

#### *Part-time Males*

- The part-time FTIC Black male Fall-to-Fall retention rate increased from 35 percent to 50 percent.
- The part-time FTIC Asian males Fall-to-Fall retention rate increased from 33 percent to 63 percent.
- The part-time FTIC Hispanic male Fall-to-Fall retention rate decreased from 55 percent to 39 percent.

#### *Student Success Rates in Gatekeeper Mathematic Courses by Race:*

- MAT 0024: After an initial drop, the Black-White disparity gap increased in the last year while the Hispanic-White gap decreased. In 2009-10 the White cohort had the highest success rate of the three groups with 58.6%, while Black students had the lowest rate 44.7%. In all the cohorts, the success rate was higher in 2009-10 than in 2007-08.
- MAT 1033: The Black-White disparity gap decreased steadily over the past three years, while the Hispanic-White gap fluctuated with a decrease in 2008-09 (3.0) and an increase in 2009-10 (-2.5). Although the gap increased, it is still below what was reported in 2007-08 (-3.8). In 2009-10 the White cohort had the highest success rate of the three groups with 53.3%. The Black cohort had the lowest success rate with 41.7% very similar to 2008-09, but more than a 10% increase over 2007-08.
- MAC 1105: White and Hispanic students were consistently more successful over the past three years with Hispanic students having the highest success rate in 2009-10 of 63.5%. Black students improved over the past 3 years by over 7% though their success rate was not quite as good in 2009-10 (43.8%) compared to 2008-09 (45.8%). The Hispanic/White gap is positive at 2.2.
- MGF 1106: Both the Black and the White cohorts had consistently higher success rates over the past three years. Hispanic cohorts after a dip in 2008-09 increased in 2009-10 with an overall success rate of 81.1%. The Hispanic-White gap is positive 2.0 in 2009-10 reversing a previous negative trend.

## **Employment**

### *Executive/Administrative/Managerial (EAM) Staff (2009-10 to 2010-11 Comparison):*

- The percent of Black Female EAM Staff increased from 2.4 percent to 4.6 percent.
- The percent of Black Males EAM Staff increased from 8.0 percent to 8.3 percent.
- The percent of Hispanic Female EAM Staff increased from 0.8 percent to 1.9 percent.
- The percent of Hispanic Male EAM Staff increased from 2.4 percent to 2.8 percent.

### *College Full-time Instructional Staff (2009-10 to 2010-11 Comparison):*

- The percent of Black Female Instructional Staff increased from 4.2 percent to 4.9 percent.
- The percent of Black Male Instructional Staff increased from 3.9 percent to 4.0 percent
- The percent of Hispanic Female Instructional Staff increased from 2.9 percent to 3.7 percent.
- The percent of Hispanic Male Instructional Staff increased from 0.6 percent to 0.9 percent.

### *Full-time Continuing Contract Instructional Staff (2009-10 to 2010-11 Comparison):*

- The percent of Black Female Continuing Contract Instructional Staff decreased from 4.1 percent to 3.6 percent.
- The percentage of Black Male Continuing Contract Instructional Staff increased from 4.1 percent to 4.5 percent.
- The percent of Hispanic Female Continuing Contract Instructional Staff increased from 3.2 percent to 3.6 percent.
- The percent of Continuing Contract Hispanic Male Instructional Staff increased from 0.9 percent to 1.3 percent.

I am happy to have your questions, comments and guidance in the most critical area.

Thank you.

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Anne M. Cooper, Senior Vice President, Academic & Student Affairs; Psalms Mack, Associate Provost, St. Petersburg/Gibbs Campus; and Pamela S. Smith, Director, Equal Access and Equal Opportunity; recommend approval.

Attachment

emg0617112



**The Florida College System  
Annual Equity Update Report 2010-11**

**Part I  
College Employment  
Equity Accountability Plan  
For**

**St. Petersburg College**

Submitted to

**The Division of Florida Colleges  
Florida Department of Education**

Under Section 1012.86, F.S. Community College Employment  
Equity Accountability Program

## Table of Contents

A. College Employment Equity Accountability Program: General Information and Applicable Laws for Reporting	2
B. Data and analysis of employment practices by race and gender and the college's achievement of goals:	2
1) Senior Level Administrators	3
2) Full-time Faculty	13
3) Faculty Attaining Continuing Contract status	23
C. College Evaluations of Key Personnel and Presidents	32
D. Additional Processes Required	33
E. Certification/Signature Page	38
F. Appendix: Fall Staff Report	39
Part II: Policies, Procedures and Student Programs and Activities	48

## **A. College Employment Equity Accountability Program: General Information and Applicable Laws for Reporting**

The Florida Community College Employment Equity Accountability Program: §1012.86 Florida Statutes (F.S.), requires that each college include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions and in full-time faculty positions, and for increasing the representation of women and minorities who have attained Continuing Contract status. The plan must include specific measurable goals and objectives, specific strategies and timelines for accomplishing these goals and objectives, and comparable national standards as provided by the Department of Education. The statute also requires that the college describe its process for granting Continuing Contract status for Instructional Staff, its process for addressing diversity in its employment practices, its evaluations of the college president and other executive Staff in their efforts to promote diversity, and salary and new hire information on its employees. This part constitutes the college's progress report related to its Employment Equity Accountability Program required in Section 1012.86 F.S.

## **B. Data and analysis of employment practices by race and gender and the college's achievement of goals:**

### **Employment Analysis**

For this reporting year, the data used to evaluate employment trends for Females and minorities in Executive/Administrative/Managerial (EAM), Faculty, and Continuing Contract positions will be from the Annual Personnel Report (APR) and includes the collection years of 2006-07 through 2010-11.

The separate data reports reflect annual employment numbers and percentages by race and by gender. The data reports also provide numerical and percentage differences in employment demographics, comparing 2009-10 with 2010-11. Colleges can see those areas where goals were met and where they may wish to modify goals by completing the table following each data report. *Completion of the table serves as the analysis.*

### **Benchmarks**

Colleges are provided with two sets of data reflecting the college's service region from the U.S. Census Bureau as benchmarks for measuring success in the employment of underrepresented Females and minorities in the three categories being evaluated. Colleges may choose either data reflecting percentages of persons by race and gender over age 25 who have achieved a master's degree and above *or* data of persons over age 25 who have achieved a bachelor's degree and above. The choice should reflect the educational credentials required for the majority of employment positions in this study. Colleges are also provided student data by race and gender reflecting the overall student enrollment population of the college. The student enrollment ratios or other comparisons may also be used as *additional* benchmarks to evaluate success of its employment strategies for Females and minorities.

**Executive/administrative/managerial Staff:**

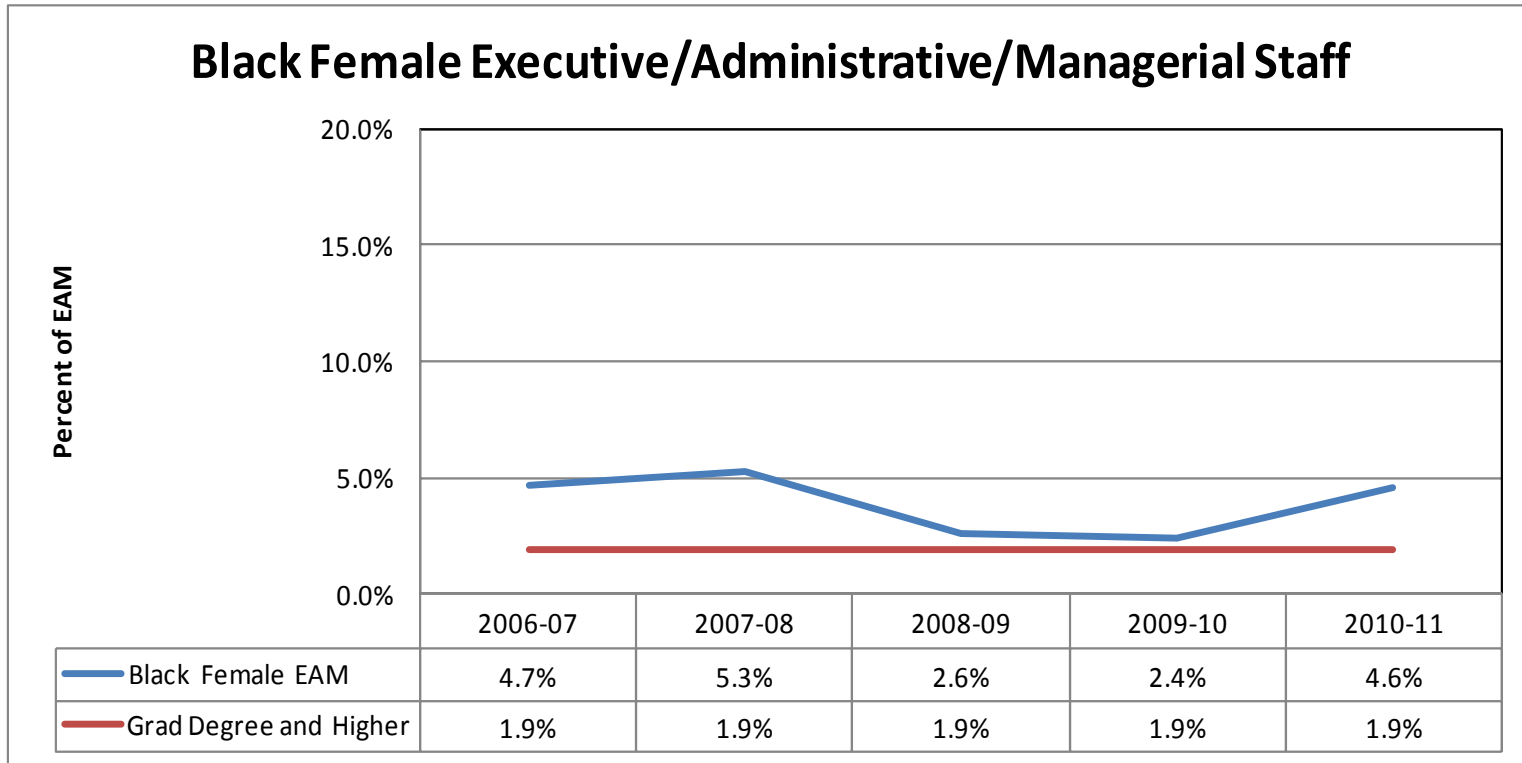
Florida College System																		
College: St. Petersburg																		
Historical Track Of College Full-Time Exec/Administrative/Managerial Staff																		
Employment Snap-Shot; First Pay Period in October (Fall Beginning-of-Term)																		
																	Employment	
Census																		
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2006-07		2007-08		2008-09		2009-10		2010-11		# DIF	% DIF
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	2009-10	2009-10
																	2010-11	2010-11
Black	Female	1,913	1.8	1,043	1.9	6.45%	5	4.7	6	5.3	3	2.6	3	2.4	5	4.6	2	66.7%
	Male	1,309	1.2	676	1.2	3.07%	10	9.4	9	7.9	12	10.3	10	8.0	9	8.3	-1	( 10.0%)
	Total	3,222	3.0	1,719	3.1	9.52%	15	14.2	15	13.2	15	12.8	13	10.4	14	13.0	1	7.7%
Hispanic	Female	1,711	1.6	787	1.4	3.00%	3	2.8	2	1.8	3	2.6	1	0.8	2	1.9	1	100.0%
	Male	1,357	1.3	1,147	2.1	2.59%	2	1.9	3	2.6	1	0.9	3	2.4	3	2.8	0	0.0%
	Total	3,068	2.9	1,934	3.5	5.59%	5	4.7	5	4.4	4	3.4	4	3.2	5	4.6	1	25.0%
Non-Res	Female	0	0	0	0	0.71%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0	0	0	0.59%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0	0	0	1.29%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	2,388	2.2	1,108	2.0	1.82%	0	0.0	0	0.0	0	0.0	0	0.0	1	0.9	1	100.0%
	Male	1,887	1.8	1,629	2.9	1.30%	1	0.9	1	0.9	2	1.7	2	1.6	2	1.9	0	0.0%
	Total	4,275	4.0	2,737	4.9	3.12%	1	0.9	1	0.9	2	1.7	2	1.6	3	2.8	1	50.0%
White	Female	45,765	43.0	21,689	38.8	45.48%	47	44.3	50	43.9	53	45.3	55	44.0	45	41.7	-10	( 18.2%)
	Male	50,062	47.1	27,766	49.7	34.99%	38	35.8	43	37.7	43	36.8	51	40.8	41	38.0	-10	( 19.6%)
	Total	95,827	90.1	49,455	88.6	80.48%	85	80.2	93	81.6	96	82.1	106	84.8	86	79.6	-20	( 18.9%)
Total	Female	51,777	48.7	24,627	44.1	57.46%	55	51.9	58	50.9	59	50.4	59	47.2	53	49.1	-6	( 10.2%)
	Male	54,615	51.3	31,218	55.9	42.54%	51	48.1	56	49.1	58	49.6	66	52.8	55	50.9	-11	( 16.7%)
	Total	106,392	100.0	55,845	100.0	100.00%	106	100.0	114	100.0	117	100.0	125	100.0	108	100.0	-17	( 13.6%)

CCTCMIS EQUITY 02/02/11 11:54:32 Source: APR2007 - APR2011 2000 Census Data

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

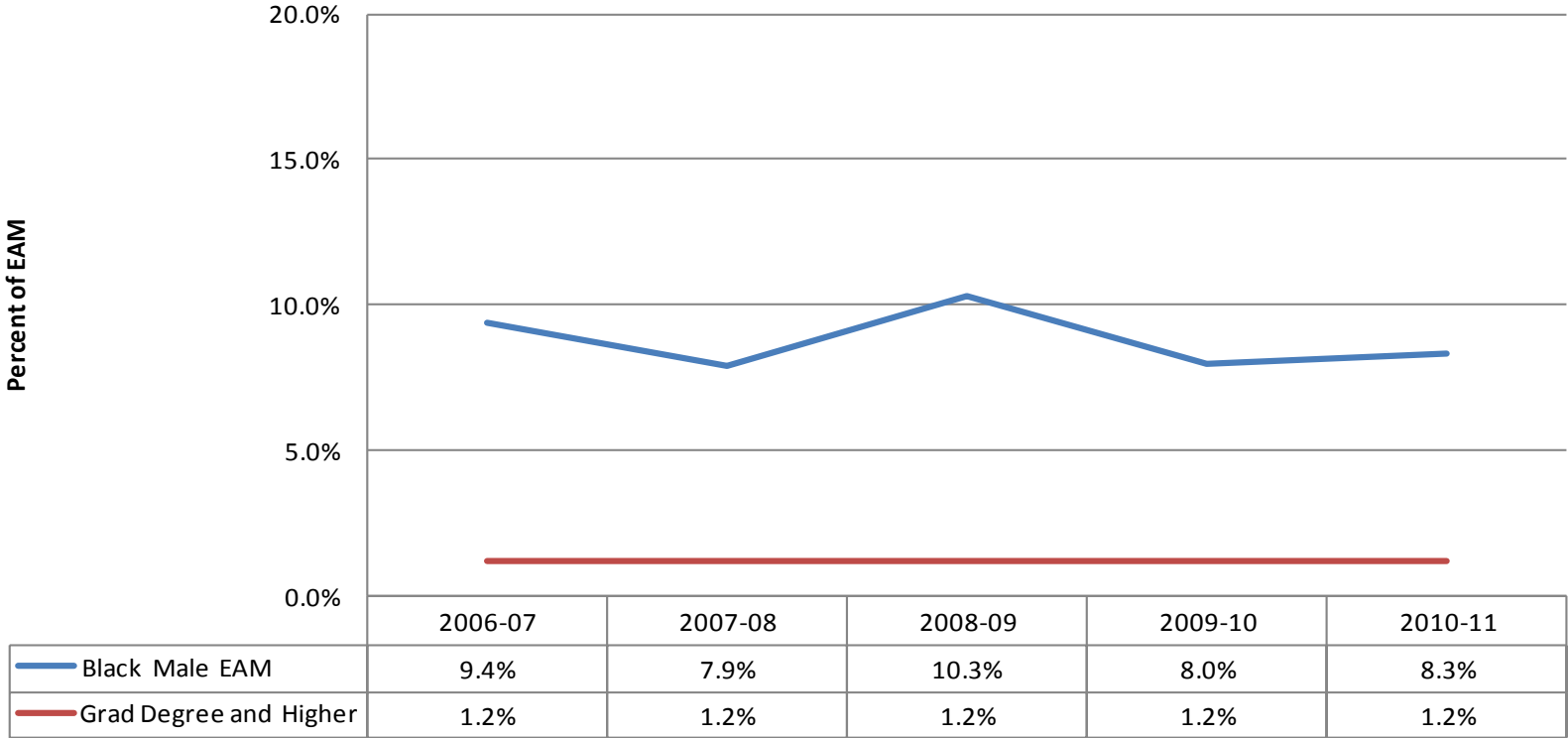
**Executive/administrative/managerial Staff:**

**Describe the analysis of the employment of Females and Minorities, comparing the college’s data with the benchmark(s). If more than one benchmark is used, explain the analysis:**



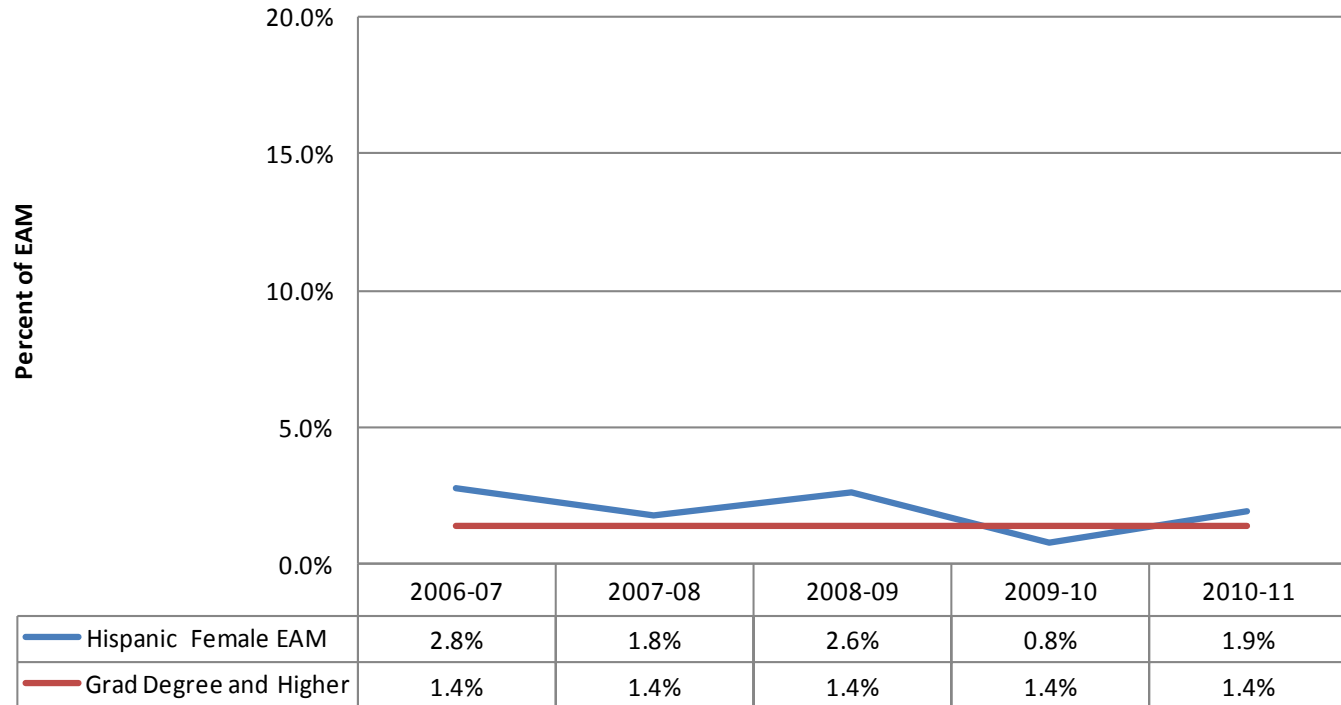
The percent of Black Female EAM Staff has increased from 2.4 in 2009-10 to 4.6 in 2010-11. It is above the U.S. Census benchmark of 1.9 percent of Black Female EAM Staff who hold a graduate degree and higher.

## Black Male Executive/Administrative/Managerial Staff



The percent of Black Males EAM Staff has increased from 8.0 in 2009-10 to 8.3 in 2010-11. It is above the U.S. Census benchmark of 1.2 percent of the Black Male EAM Staff who hold a graduate degree and higher.

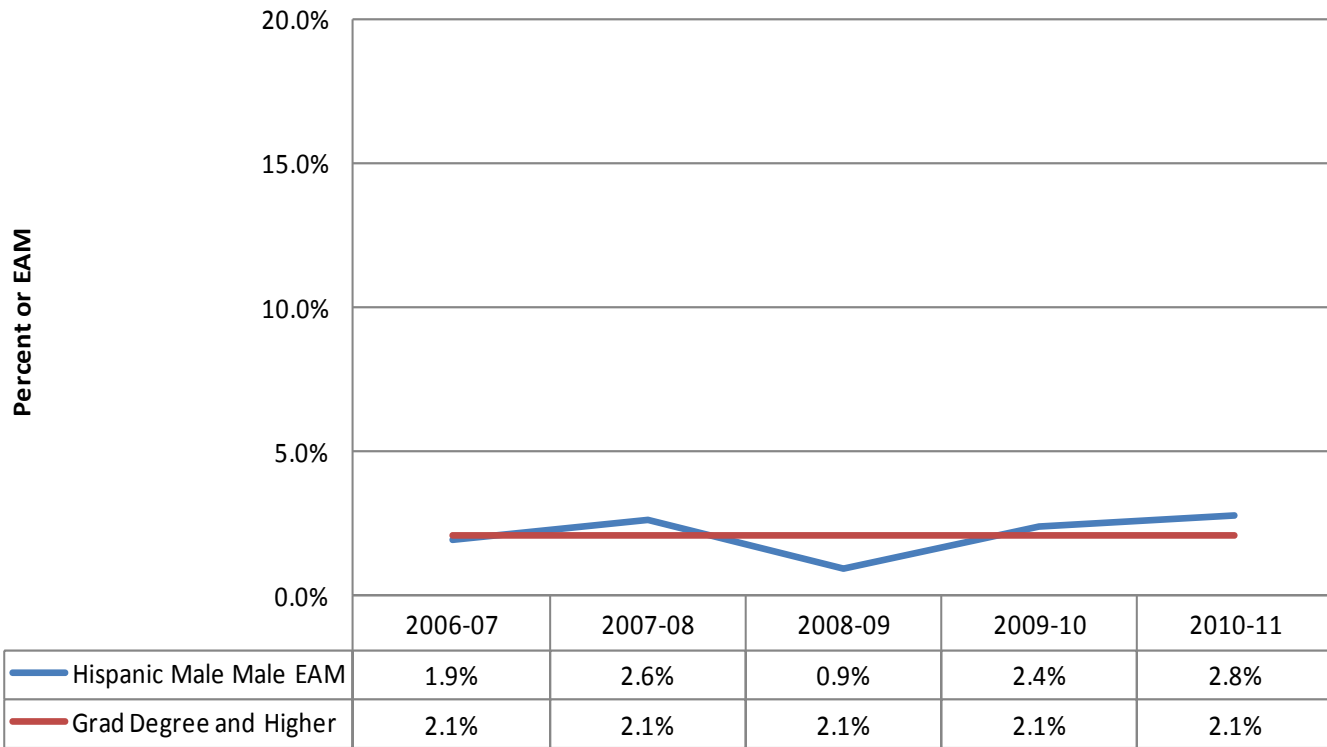
### Hispanic Female Executive/Administrative/Managerial Staff



The percent of Hispanic Female EAM Staff has increased from 0.8 in 2009-10 to 1.9 in 2010-11. It is above the U.S. Census benchmark of 1.4 percentage of Hispanic Female EAM Staff who hold a graduate degree and higher.

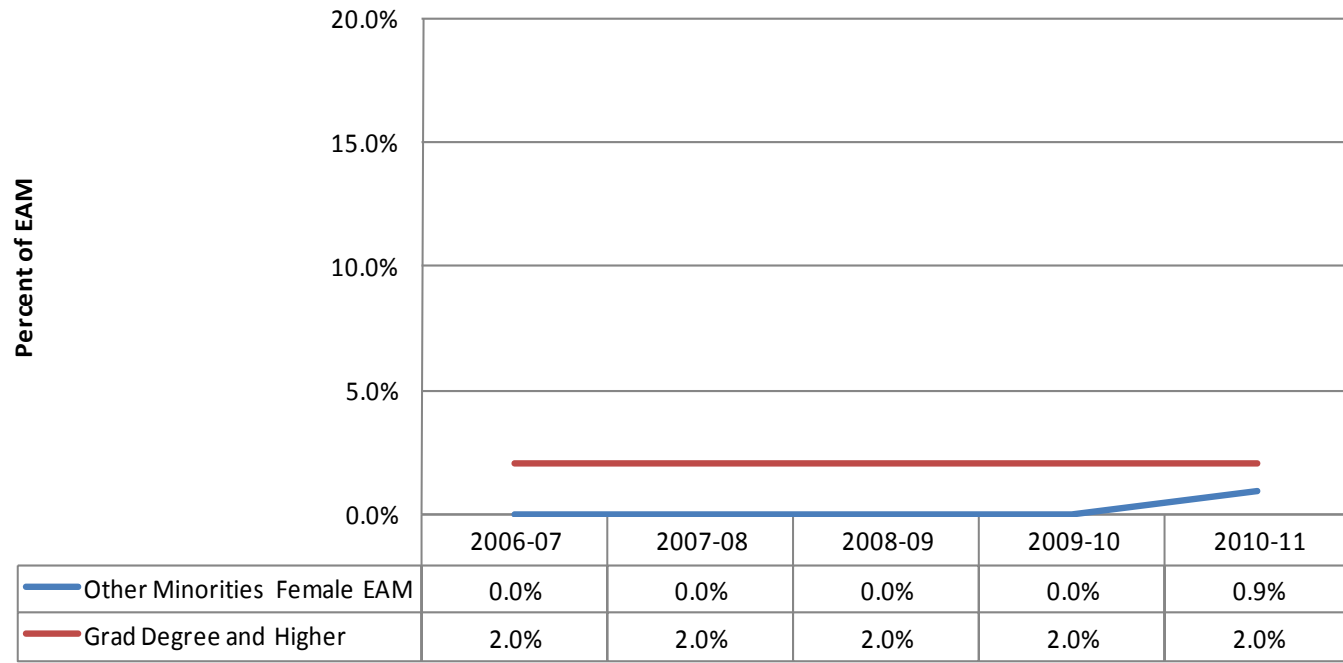


## Hispanic Male Executive/Administrative/Managerial Staff



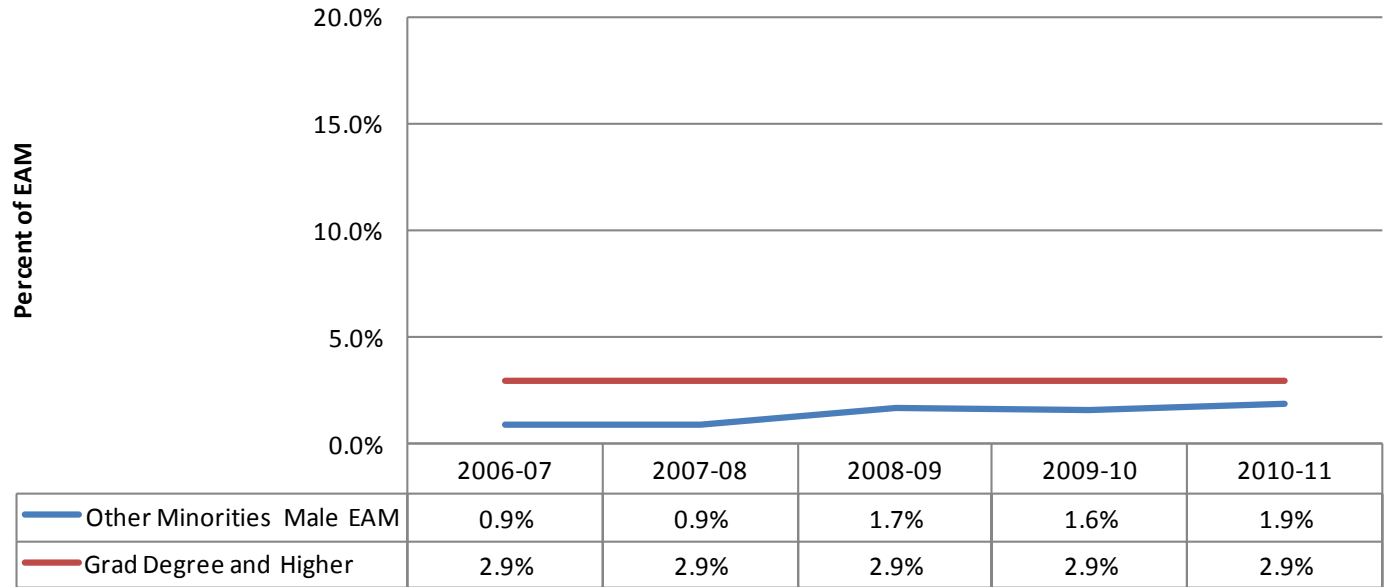
The percent of Hispanic Male EAM Staff increased from 2.4 in 2009-10 to 2.8 in 2010-11. It is above the U.S. Census benchmark of 2.1 percentage of Hispanic Male EAM Staff who hold a graduate degree and higher.

## Other Minorities Female Executive/Administrative/Managerial Staff

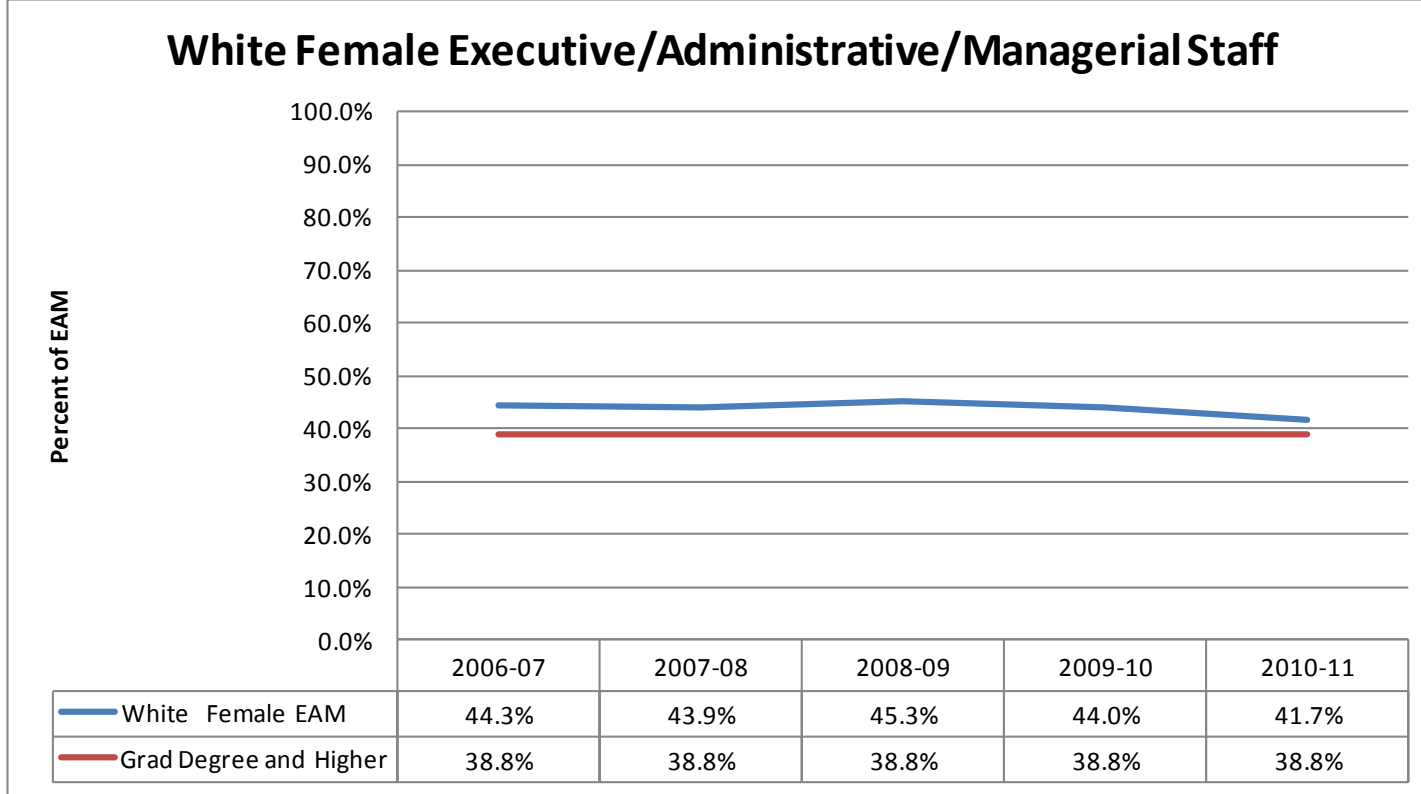


The percent of Other Minorities Female Staff employed in an EAM position increased from 0.0 to 0.9 in 2010-11. However, this is below the U. S. Census benchmark of 2.0 percent of Other Minorities Female EAM Staff who have acquired a graduate degree and higher.

## Other Minorities Male Executive/Administrative/Managerial Staff



The percent of Other Minorities Male EAM Staff increased from 1.6 in 2009-10 to 1.9 in 2010-11. This is below the U. S. Census benchmark of 2.9 percent of Other Minorities Male EAM Staff who have acquired a graduate degree and higher.



Although the percent of White Female EAM Staff declined slightly in the past five years, the representation of White Female EAM Staff is above the U.S. Census benchmark of 38.8 percent.

**Executive/Administrative/Managerial Staff-- Evaluation of Planned Goals:**

	Actual Data (%) 2009-10	Actual Data (%) 2010-11	U.S. Census Data	Stated Goals (2010-11)	Met Goals (yes/no)	Goals for 2011-12
<b>Benchmark:</b>			<b>Persons by race and gender over 25 years of age who have achieved a Master's degree or above</b>			
<b>Black</b>						
<i>Female</i>	<b>(3)</b> 2.4%	<b>(5)</b> 4.6%	1.9%	Parity with U.S. Census Data	Yes	Continue to exceed or maintain parity with U.S. Census Data
<i>Male</i>	<b>(10)</b> 8.0%	<b>(9)</b> 8.3%	1.2%	Parity with U.S. Census Data	Yes	Continue to exceed or maintain parity with U.S. Census Data
<b>Hispanic</b>						
<i>Female</i>	<b>(1)</b> 0.8%	<b>(2)</b> 1.9%	1.4%	Parity with U.S. Census Data	Yes	Continue to exceed or maintain parity with U.S. Census Data
<i>Male</i>	<b>(3)</b> 2.4%	<b>(3)</b> 2.8%	2.1%	Parity with U.S. Census Data	Yes	Continue to exceed or maintain parity with U.S. Census Data
<b>White</b>						
<i>Female</i>	<b>(55)</b> 44.0%	<b>(45)</b> 41.7%	38.8%	Parity with U.S. Census Data	Yes	Continue to exceed or maintain parity with U.S. Census Data
<i>Male</i>	<b>(51)</b> 40.8%	<b>(41)</b> 38.0%	49.7%	N/A	N/A	N/A
<b>Other</b>						
<i>Female</i>	<b>(0)</b> 0%	<b>(1)</b> .9%	2.0%	Parity with U.S. Census Data	No	Will continue to work toward parity with U.S. Census data
<i>Male</i>	<b>(2)</b> 1.6%	<b>(2)</b> 1.9%	2.9%	Parity with U.S. Census Data	No	Will continue to work toward parity with U.S. Census data
<b>by Gender</b>						
<i>Female</i> (total)	<b>(59)</b> 47.2%	<b>(53)</b> 49.1%	44.1%	Parity with U.S. Census Data	Yes	Continue to exceed or maintain parity with U.S. Census Data
<i>Male</i> (total)	<b>(66)</b> 52.8%	<b>(55)</b> 50.9%	55.9%	N/A	N/A	N/A

**Based on your analysis, list methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented Females and/or Minorities:**

The Benchmark percentage that was selected is persons by race and gender over age 25 who have achieved a master's degree and above. The College is at or above parity with the United States Census data for the college's service region in the following groups: Black Female and Male, Hispanic Female and Male, White Female and White Male. The College will continue to focus on hiring Other Minorities Female and Male Executive Administrative Managerial Staff to bring this group to parity with the US Census benchmark. This will be accomplished by:

- Promoting vacancies on the College web site, which is available to all groups at all times
- Posting vacancies on employment opportunity websites that draw diverse candidates (for example, [diversejobs.net](http://diversejobs.net) and [higheredjobs.com](http://higheredjobs.com))
- Sending affirmative action email blasts that feature job postings from colleges and universities actively recruiting candidates in accordance with affirmative action or diversity plans
- Collaborating with employee recruitment firms as needed to reach candidates from underrepresented populations in specialized fields

**College Instructional Staff:**

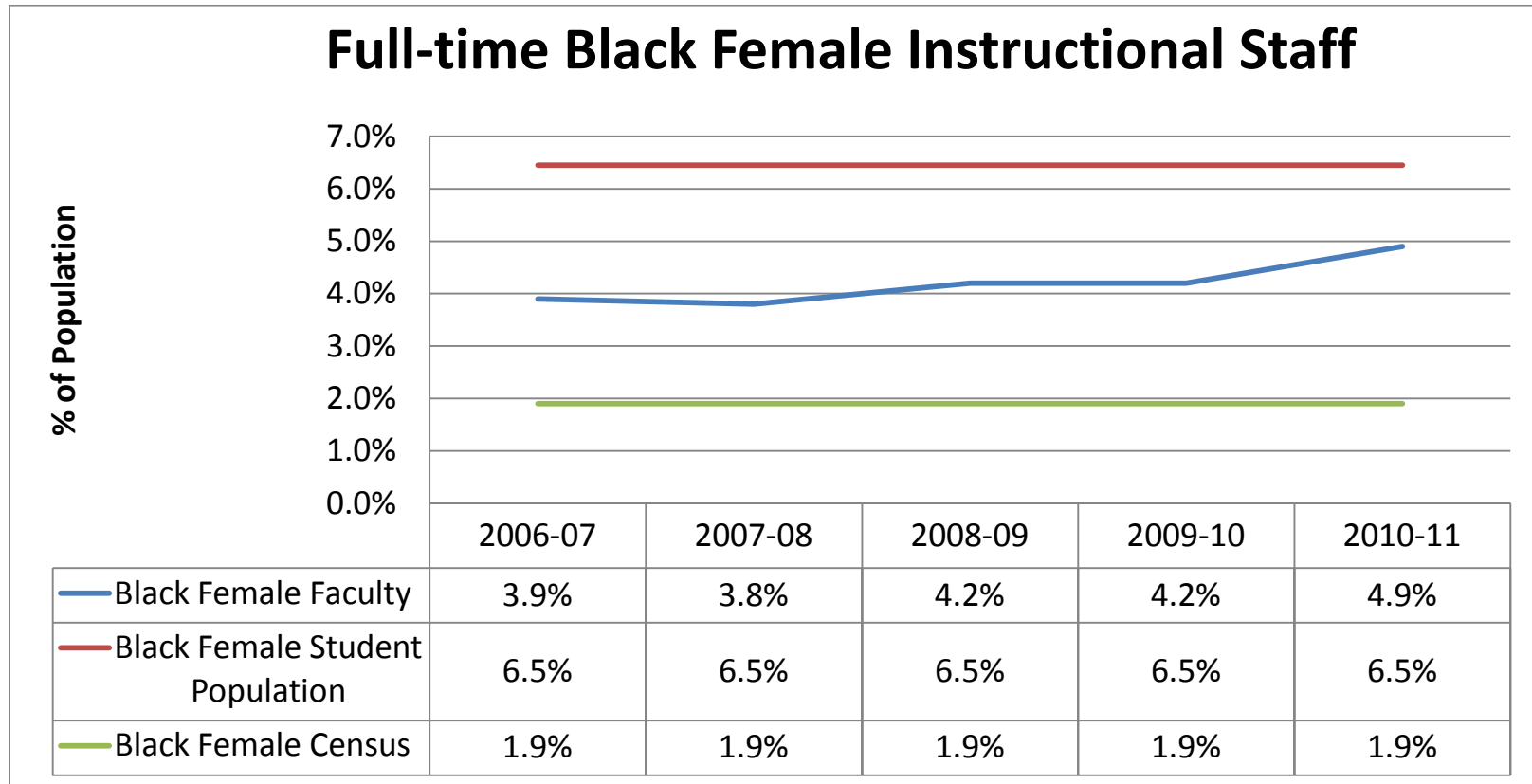
Florida College System																		
College: St. Petersburg																		
Historical Track Of College Full-Time Instructional Staff																		
Employment Snap-Shot; First Pay Period in October (Fall Beginning-of-Term)																		
Employment																		
Census																		
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2006-07		2007-08		2008-09		2009-10		2010-11		# DIF 2009-10 2010-11	% DIF 2009-10 2010-11
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
Black	Female	1,913	1.8	1,043	1.9	6.45%	12	3.9	12	3.8	13	4.2	13	4.2	16	4.9	3	23.1%
	Male	1,309	1.2	676	1.2	3.07%	11	3.6	13	4.2	11	3.6	12	3.9	13	4.0	1	8.3%
	Total	3,222	3.0	1,719	3.1	9.52%	23	7.5	25	8.0	24	7.8	25	8.1	29	9.0	4	16.0%
Hispanic	Female	1,711	1.6	787	1.4	3.00%	10	3.3	8	2.6	9	2.9	9	2.9	12	3.7	3	33.3%
	Male	1,357	1.3	1,147	2.1	2.59%	4	1.3	2	0.6	2	0.6	2	0.6	3	0.9	1	50.0%
	Total	3,068	2.9	1,934	3.5	5.59%	14	4.6	10	3.2	11	3.6	11	3.6	15	4.6	4	36.4%
Non-Res	Female	0	0	0	0	0.71%	1	0.3	1	0.3	1	0.3	0	0.0	0	0.0	0	0.0%
	Male	0	0	0	0	0.59%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0	0	0	1.29%	1	0.3	1	0.3	1	0.3	0	0.0	0	0.0	0	0.0%
Other	Female	2,388	2.2	1,108	2.0	1.82%	2	0.7	3	1.0	4	1.3	4	1.3	6	1.9	2	50.0%
	Male	1,887	1.8	1,629	2.9	1.30%	7	2.3	6	1.9	6	1.9	6	1.9	11	3.4	5	83.3%
	Total	4,275	4.0	2,737	4.9	3.12%	9	2.9	9	2.9	10	3.2	10	3.2	17	5.2	7	70.0%
White	Female	45,765	43.0	21,689	38.8	45.48%	151	49.2	154	49.2	147	47.7	147	47.6	147	45.4	0	0.0%
	Male	50,062	47.1	27,766	49.7	34.99%	109	35.5	114	36.4	115	37.3	116	37.5	116	35.8	0	0.0%
	Total	95,827	90.1	49,455	88.6	80.48%	260	84.7	268	85.6	262	85.1	263	85.1	263	81.2	0	0.0%
Total	Female	51,777	48.7	24,627	44.1	57.46%	176	57.3	178	56.9	174	56.5	173	56.0	181	55.9	8	4.6%
	Male	54,615	51.3	31,218	55.9	42.54%	131	42.7	135	43.1	134	43.5	136	44.0	143	44.1	7	5.1%
	Total	106,392	100.0	55,845	100.0	100.00%	307	100.0	313	100.0	308	100.0	309	100.0	324	100.0	15	4.9%

CCTCMIS EQUITY 02/02/11 11:56:43 Source: APR2007 - APR2011 2000 Census Data  
 Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.



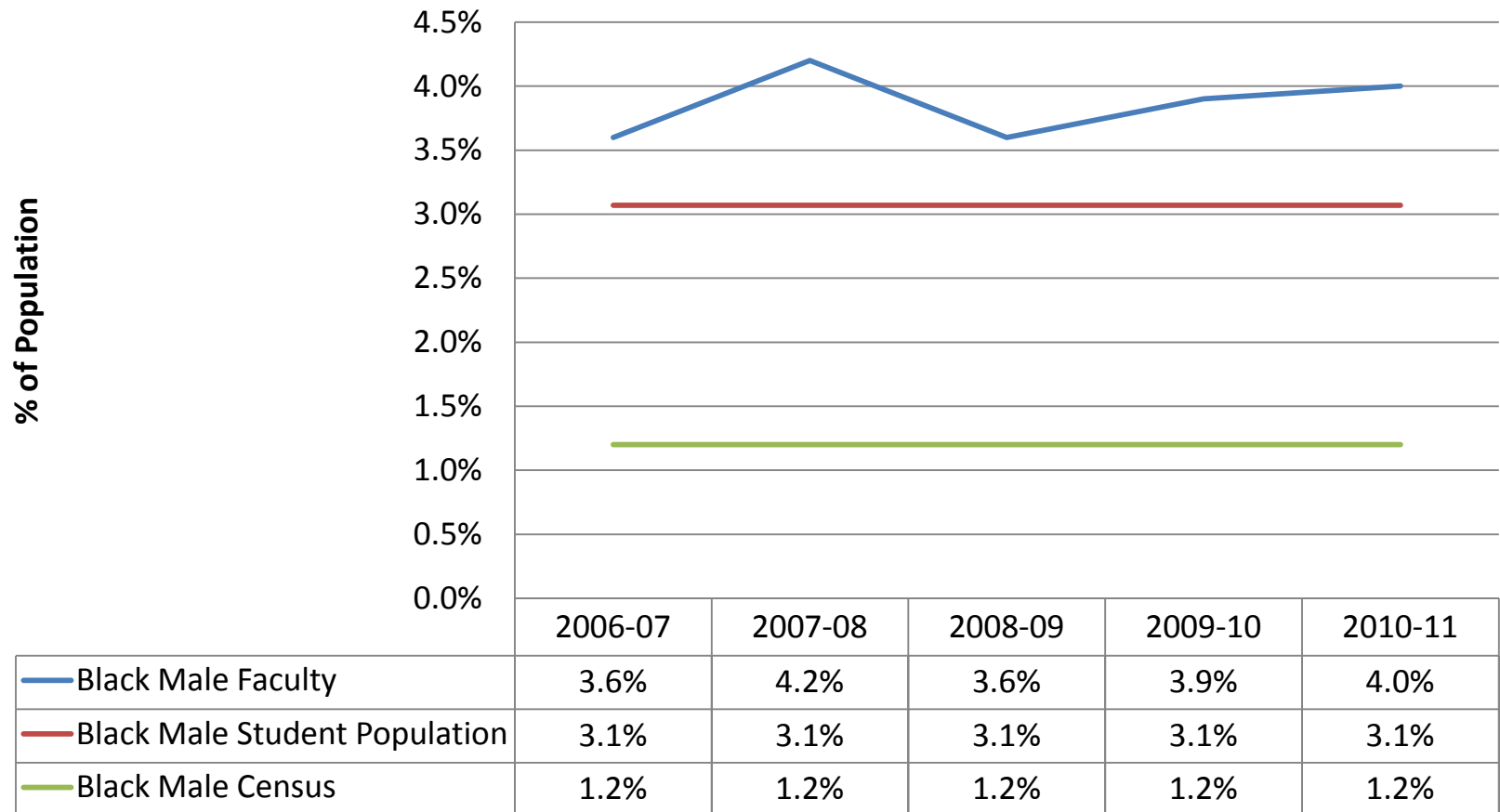
**Full-time Instructional Staff:**

Describe the analysis of the employment of Females and Minorities, comparing the college’s data with the benchmark(s). If more than one benchmark is used, explain the analysis:



The percent of Black Female Instructional Staff increased from 4.2 in 2009-10 to 4.9 in 2010-11. This is above the U.S. Census benchmark of 1.9 percent.

## Full-time Black Male Instructional Staff



The percent of Black Male Instructional Staff increased from 3.9 in 2009-2010 to 4.0 in 2010-11. This is above the U.S. Census benchmark of 1.2 percent.

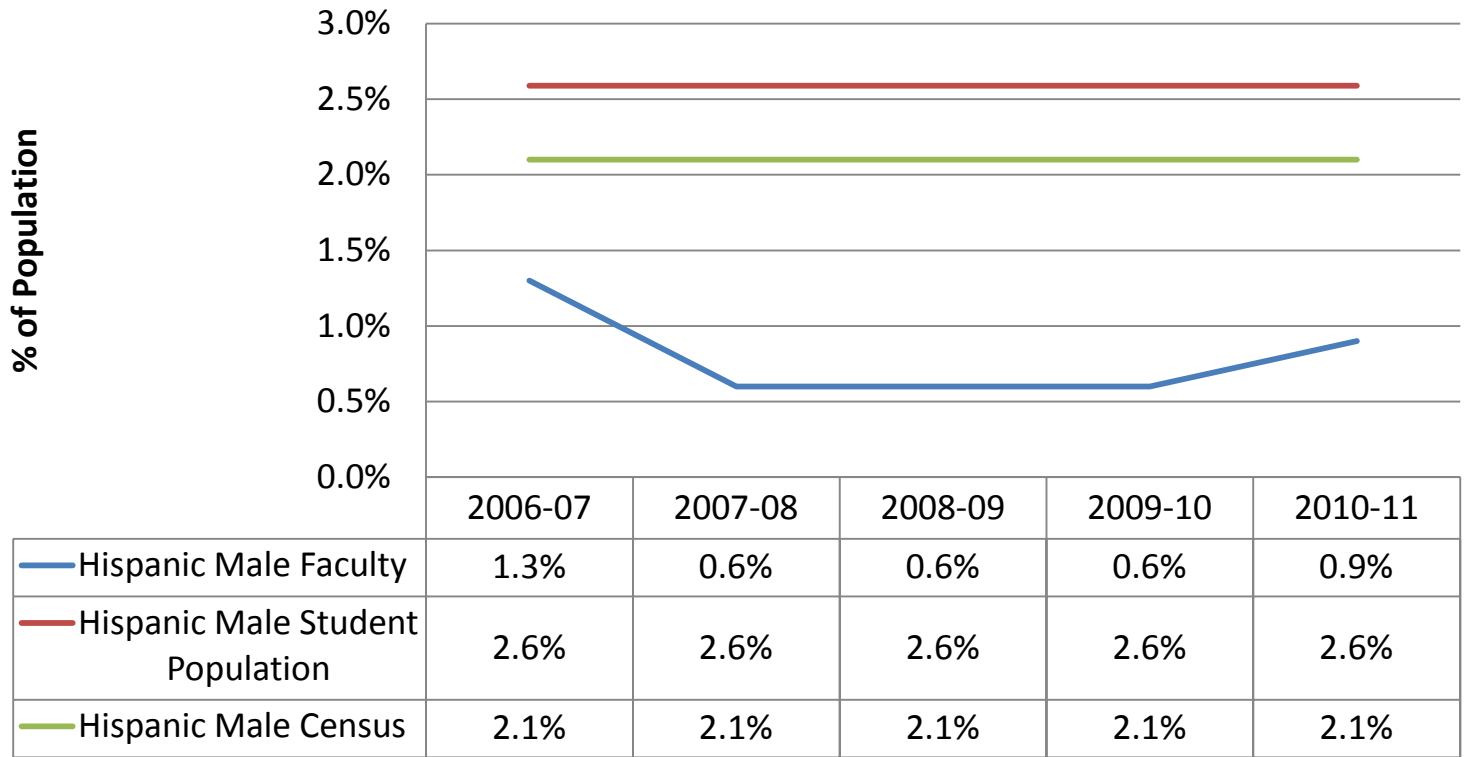
## Full-time Hispanic Female Instructional Staff



	2006-07	2007-08	2008-09	2009-10	2010-11
Hispanic Female Faculty	3.3%	2.6%	2.9%	2.9%	3.7%
Hispanic Female Student Population	3.0%	3.0%	3.0%	3.0%	3.0%
Hispanic Female Census	1.4%	1.4%	1.4%	1.4%	1.4%

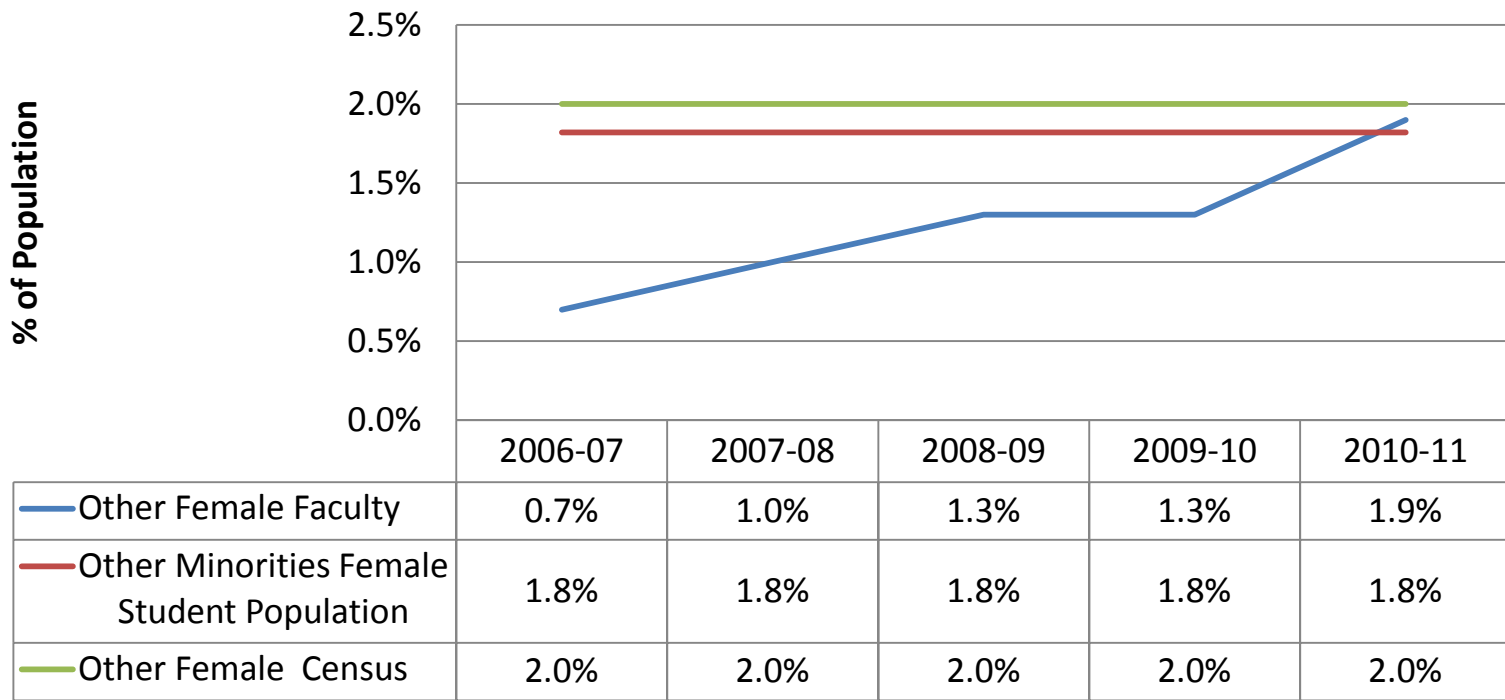
The percent of full-time Hispanic Female Instructional Staff increased from 2.9 in 2009-10 to 3.7 in 2010-11. This is above the U.S. Census benchmark of 1.4 percent.

## Full-time Hispanic Male Instructional Staff



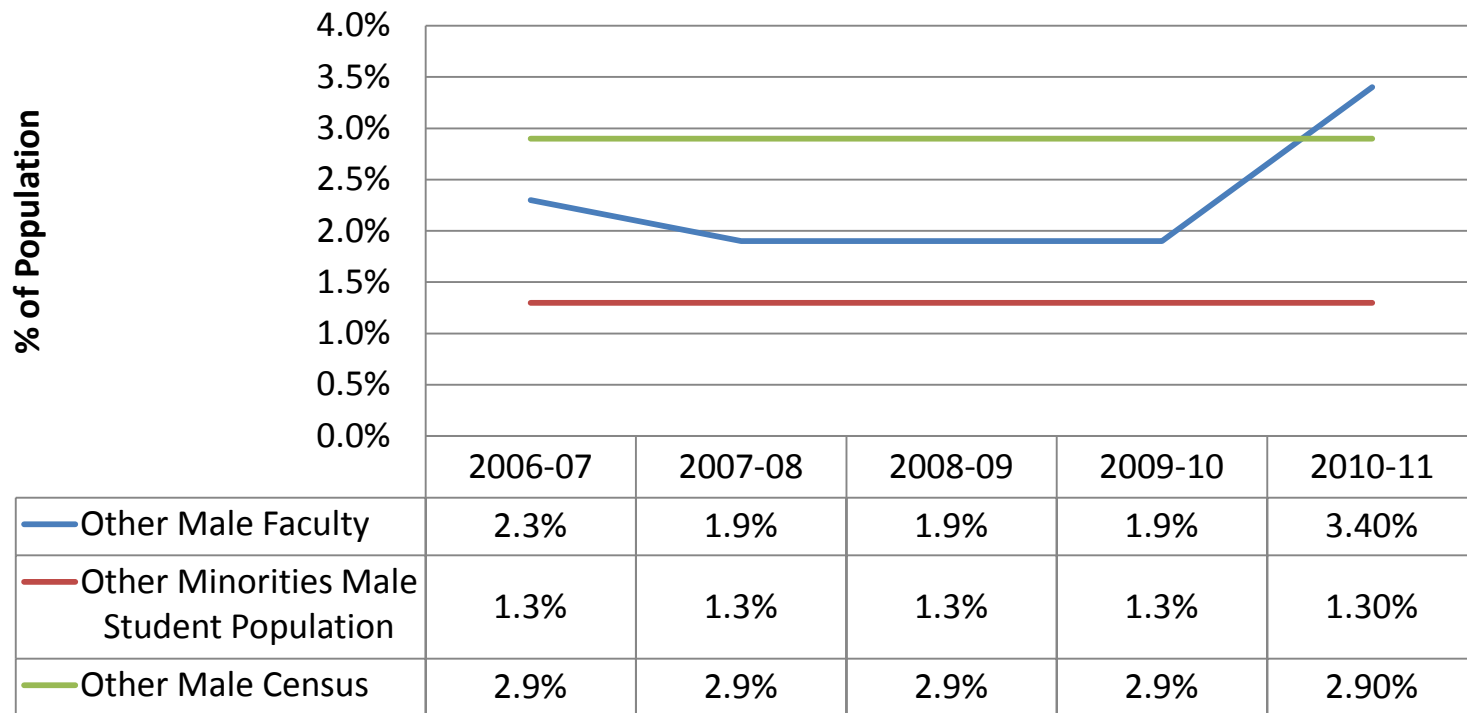
The percent of Hispanic Male Instructional Staff increased from 0.6 in 2009-10 to 0.9 in 2010-11. This is below the U.S. Census benchmark of 2.1 percent.

## Full-time Other Minorities Female Instructional Staff



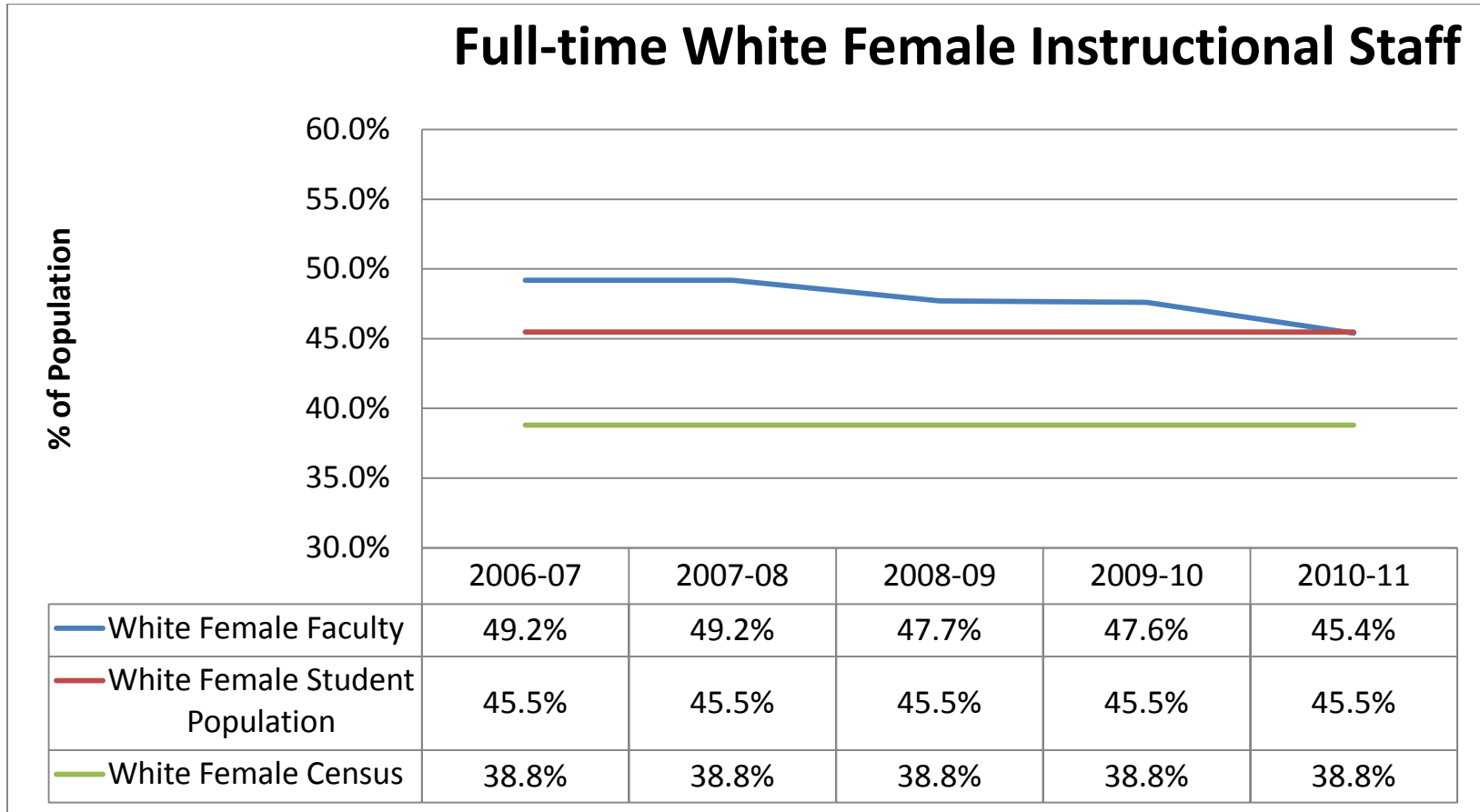
The percent of Other Minorities Female Instructional Staff increased from 1.3 in 2009-10 to 1.9 in 2010-11. This is slightly below the U.S. Census benchmark of 2.0.

## Full-time Other Minorities Males Instructional Staff



The percent of Other Minorities Male Instructional Staff increased from 1.9 in 2009-10 to 3.4 in 2010-11. This is above the U.S. Census benchmark of 2.9.

## Full-time White Female Instructional Staff



The percent of White Female Staff Instructional Staff experienced a slight decrease from 47.6 in 2009-10 to 45.4 in 2010-11. This is above the U.S. Census benchmark of 38.8.



## Instructional Staff: Evaluation of Planned Goals

	Actual Data (%) 2009-10	Actual Data (%) 2010-11	U.S. Census Data	Student Population	Stated Goals (2010-11)	Met Census Goals (yes/no)	Goals for 2011-12
<b>Benchmark:</b>			<b>Those over 25 years of age with at least a Master's degree</b>				
<b>Black</b>							
<i>Female</i>	(13) 4.2%	(16) 4.9%	1.9%	6.45%	Parity with U.S. Census Data benchmark is the only requirement. An additional goal identified for 2010-11 was to also achieve parity with the student population.	<b>Yes</b>	Continue to exceed or maintain parity with U.S. Census Data
<i>Male</i>	(12) 3.9%	(13) 4.0%	1.2%	3.07%	Parity with U.S. Census Data benchmark is the only requirement. An additional goal identified for 2010-11 was to also achieve parity with the student population.	<b>Yes</b>	Continue to exceed or maintain parity with U.S. Census Data
<b>Hispanic</b>							
<i>Female</i>	(9) 2.9%	(12) 3.7%	1.4%	3.00%	Parity with U.S. Census Data benchmark is the only requirement. An additional goal identified for 2010-11 was to also achieve parity with the student population.	<b>Yes</b>	Continue to exceed or maintain parity with U.S. Census Data
<i>Male</i>	(2) 0.6%	(3) 0.9%	2.1%	2.59%	Parity with U.S. Census Data benchmark is the only requirement. An additional goal identified for 2010-11 was to also achieve parity with the student population.	<b>No</b>	Will continue to work toward parity with U.S. Census Data
<b>White</b>							
<i>Female</i>	(147) 47.6%	(147) 45.4%	38.8%	45.48%	Parity with U.S. Census Data benchmark is the only requirement. An additional goal identified for 2010-11 was to also achieve parity with the student population.	<b>Yes</b>	Continue to exceed or maintain parity with U.S. Census Data
<i>Male</i>	(116) 37.5%	(116) 35.8%	49.7%	34.99%	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Other</b>							
<i>Female</i>	(4) 1.3%	(6) 1.9%	2.0%	1.82%	Parity with U.S. Census Data benchmark is the only requirement. An additional goal identified for 2010-11 was to also achieve parity with the student population.	<b>No</b>	Will continue to work toward parity with U.S. Census Data
<i>Male</i>	(6) 1.9%	(11) 3.4%	2.9%	1.30%	Parity with U.S. Census Data benchmark is the only requirement. An additional goal identified for 2010-11 was to also achieve parity with the student population.	<b>Yes</b>	Continue to exceed or maintain parity with U.S. Census Data
<b>by Gender</b>							
<i>Female (total)</i>	(173) 56.0%	(181) 55.9%	44.1%	57.46%	Parity with U.S. Census Data benchmark	<b>Yes</b>	Continue to exceed or maintain parity with U.S. Census Data
<i>Male (total)</i>	(136) 44.0%	(143) 44.1%	55.9%	42.54%	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

**Based on your analysis, list methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented Females and/or Minorities:**

- Promoting vacancies on the College web site, which is available to all groups at all times
- Posting vacancies on employment opportunity websites that draw diverse candidates (for example, diversejobs.net and higheredjobs.com)
- Sending affirmative action email blasts that feature job postings from colleges and universities actively recruiting candidates in accordance with affirmative action or diversity plans
- Collaborating with employee recruitment firms as needed to reach candidates from underrepresented populations in specialized fields

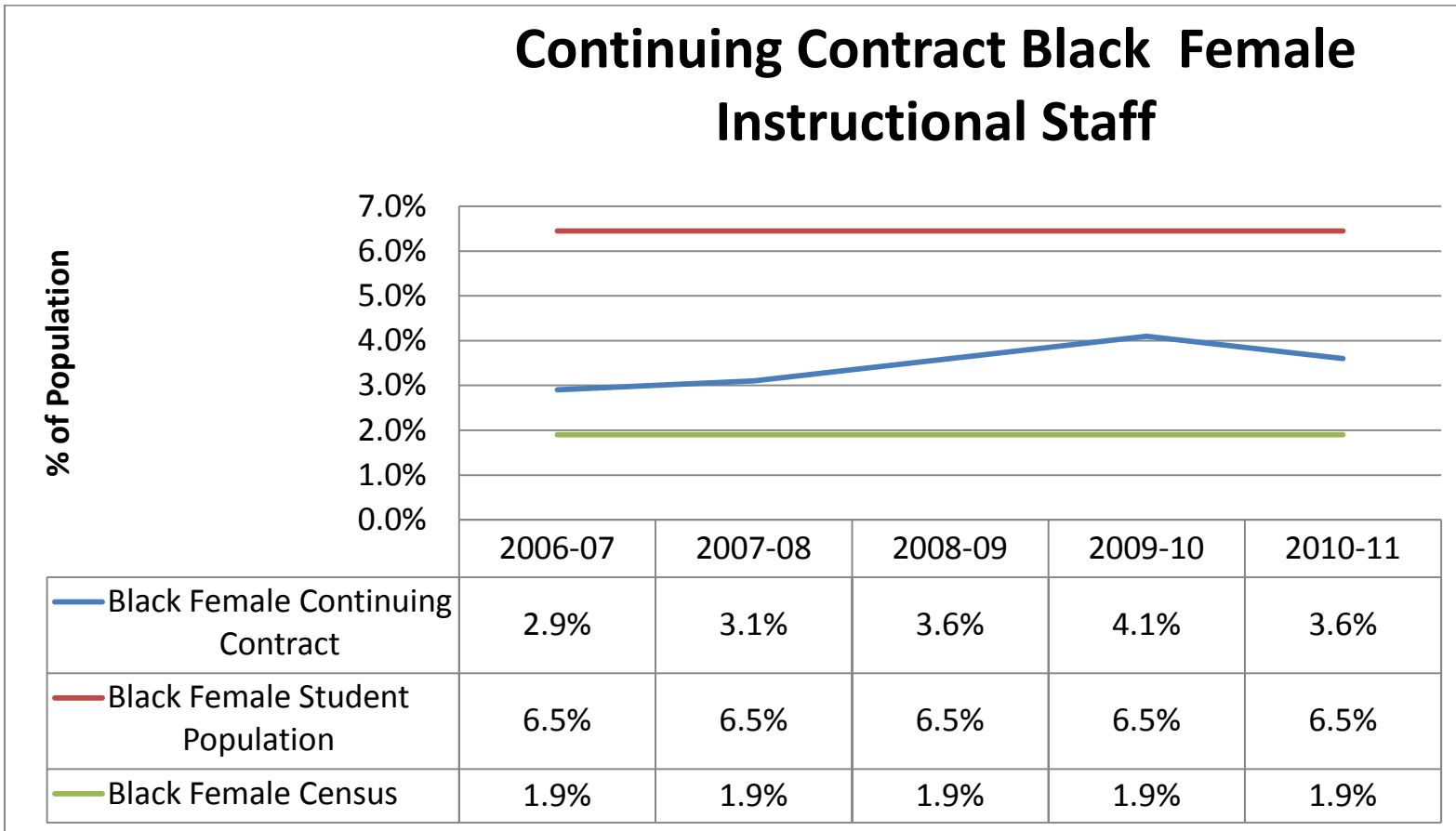
## Full-time Continuing Contract Instructional Staff:

Florida College System																		
College: St. Petersburg																		
Historical Track Of College Full-Time Continuing Contract Instructional Staff																		
Employment Snap-Shot; First Pay Period in October (Fall Beginning-of-Term)																		
Census						Employment												
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2006-07		2007-08		2008-09		2009-10		2010-11		# DIF 2009-10 2010-11	% DIF 2009-10 2010-11
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
Black	Female	1,913	1.8	1,043	1.9	6.45%	6	2.9	6	3.1	7	3.6	9	4.1	8	3.6	-1	(11.1%)
	Male	1,309	1.2	676	1.2	3.07%	8	3.9	8	4.1	7	3.6	9	4.1	10	4.5	1	11.1%
	Total	3,222	3.0	1,719	3.1	9.52%	14	6.8	14	7.3	14	7.2	18	8.3	18	8.0	0	0.0%
Hispanic	Female	1,711	1.6	787	1.4	3.00%	7	3.4	6	3.1	6	3.1	7	3.2	8	3.6	1	14.3%
	Male	1,357	1.3	1,147	2.1	2.59%	2	1.0	1	0.5	1	0.5	2	0.9	3	1.3	1	50.0%
	Total	3,068	2.9	1,934	3.5	5.59%	9	4.4	7	3.6	7	3.6	9	4.1	11	4.9	2	22.2%
Non-Res	Female	0	0	0	0	0.71%	1	0.5	1	0.5	1	0.5	0	0.0	0	0.0	0	0.0%
	Male	0	0	0	0	0.59%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0	0	0	1.29%	1	0.5	1	0.5	1	0.5	0	0.0	0	0.0	0	0.0%
Other	Female	2,388	2.2	1,108	2.0	1.82%	1	0.5	1	0.5	2	1.0	3	1.4	4	1.8	1	33.3%
	Male	1,887	1.8	1,629	2.9	1.30%	7	3.4	6	3.1	6	3.1	6	2.8	10	4.5	4	66.7%
	Total	4,275	4.0	2,737	4.9	3.12%	8	3.9	7	3.6	8	4.1	9	4.1	14	6.3	5	55.6%
White	Female	45,765	43.0	21,689	38.8	45.48%	95	46.3	90	46.6	89	45.9	103	47.5	102	45.5	-1	(1.0%)
	Male	50,062	47.1	27,766	49.7	34.99%	78	38.0	74	38.3	75	38.7	78	35.9	79	35.3	1	1.3%
	Total	95,827	90.1	49,455	88.6	80.48%	173	84.4	164	85.0	164	84.5	181	83.4	181	80.8	0	0.0%
Total	Female	51,777	48.7	24,627	44.1	57.46%	110	53.7	104	53.9	105	54.1	122	56.2	122	54.5	0	0.0%
	Male	54,615	51.3	31,218	55.9	42.54%	95	46.3	89	46.1	89	45.9	95	43.8	102	45.5	7	7.4%
	Total	106,392	100.0	55,845	100.0	100.00%	205	100.0	193	100.0	194	100.0	217	100.0	224	100.0	7	3.2%

CCTCMIS EQUITY 02/02/11 11:58:10 Source: APR2007 - APR2011 2000 Census Data  
Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

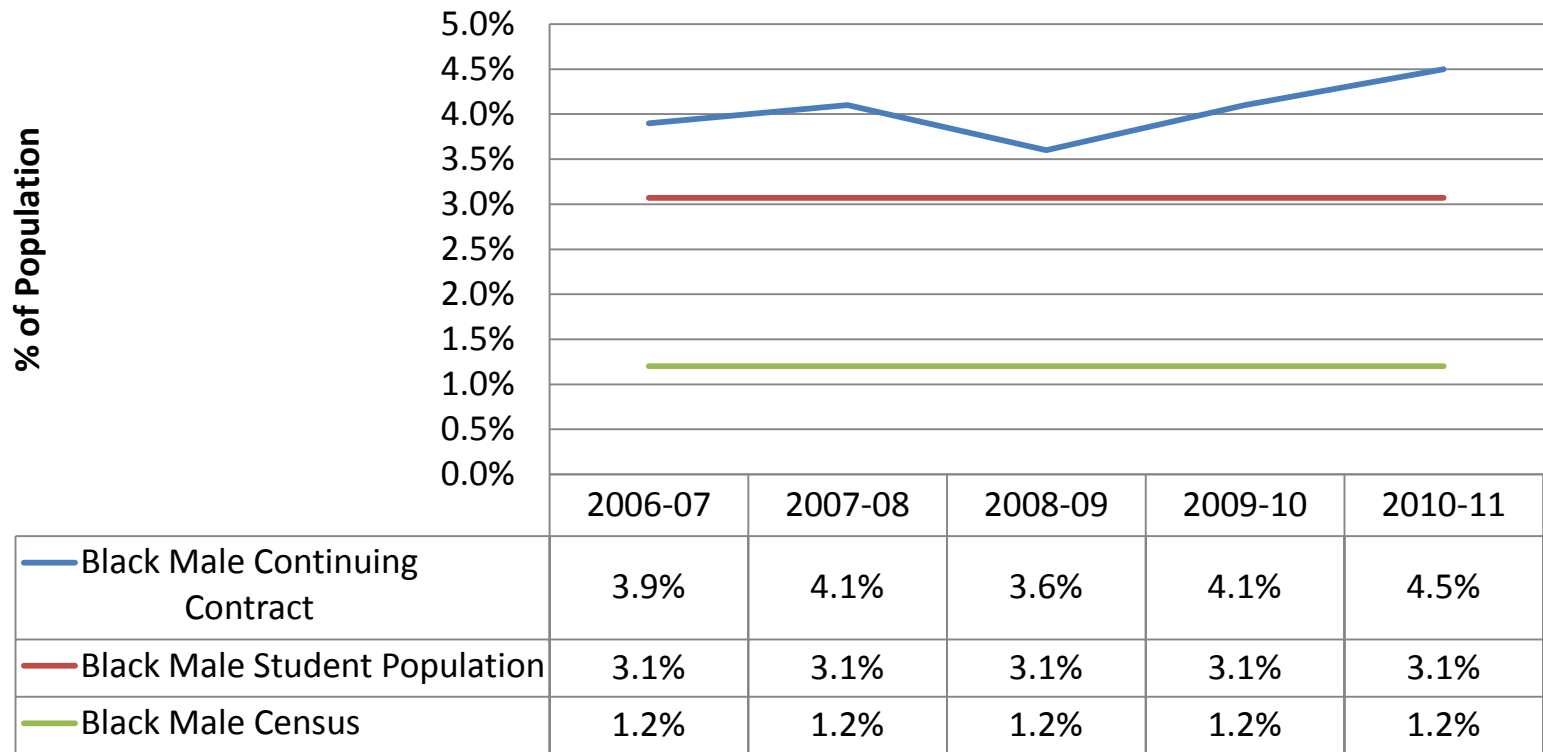
**Full-time Continuing Contract Instructional Staff:**

**Describe the analysis of the employment of Females and Minorities, comparing the college’s data with the benchmark(s). If more than one benchmark is used, explain the analysis:**



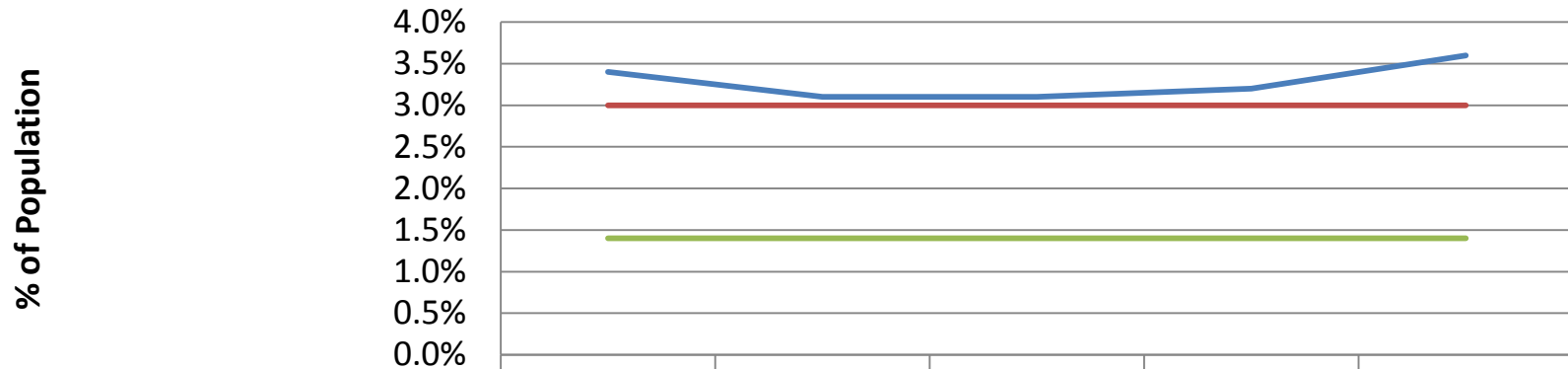
The percent of Black Female Continuing Contract Instructional Staff decreased from 4.1 in 2009-10 to 3.6 in 2010-11. This is above the U.S Census benchmark of 1.9.

## Continuing Contract Black Male Instructional Staff



The percent of Black Male Instructional Staff in the Continuing Contract status increased from 4.1 in 2009-10 to 4.5 2010-11. This is above the U.S. Census benchmark of 1.2.

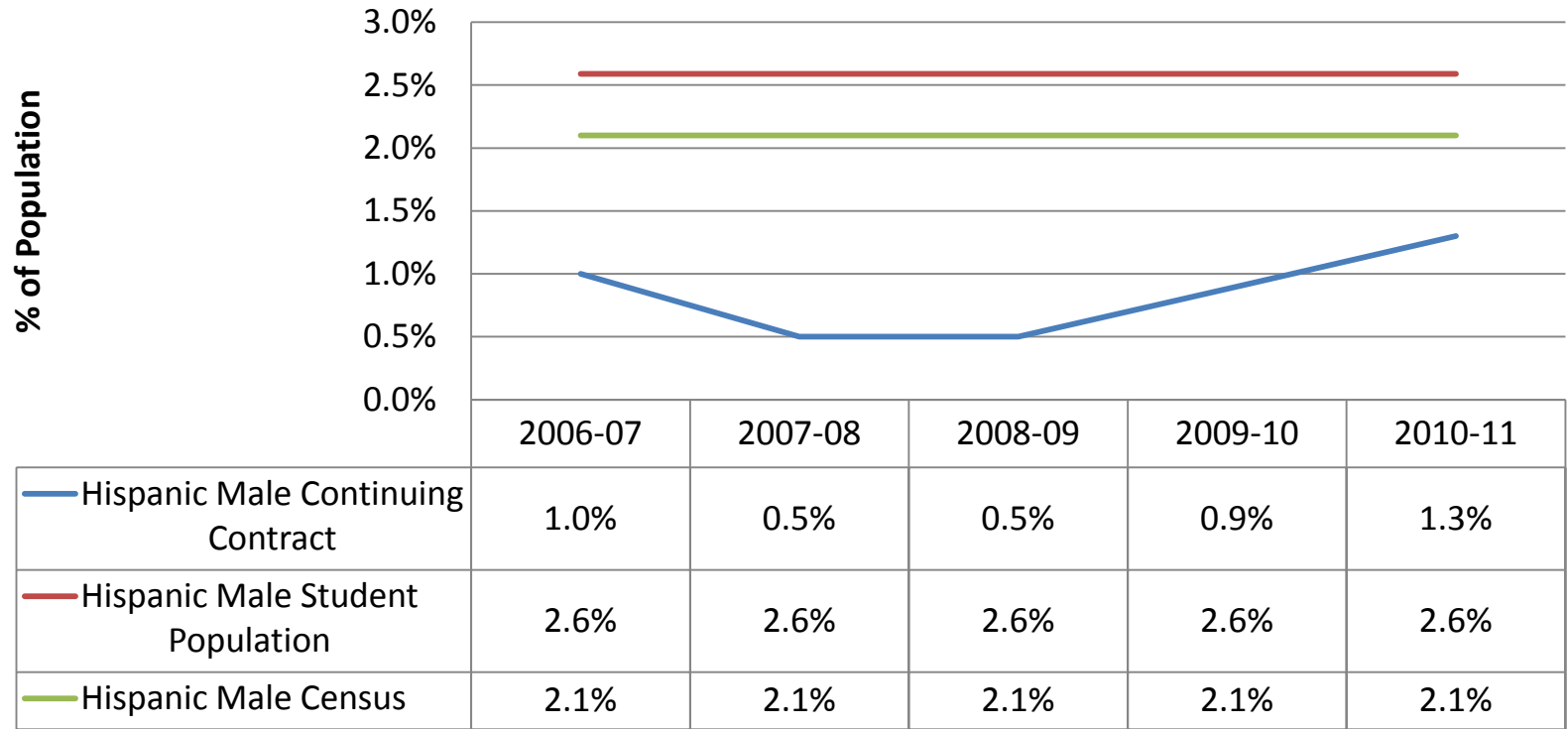
## Continuing Contract Hispanic Female Instructional Staff



	2006-07	2007-08	2008-09	2009-10	2010-11
— Hispanic Female Continuing Contract	3.4%	3.1%	3.1%	3.2%	3.6%
— Hispanic Female Student Population	3.0%	3.0%	3.0%	3.0%	3.0%
— Hispanic Female Census	1.4%	1.4%	1.4%	1.4%	1.4%

The percent of Hispanic Female Instructional Staff increased from 3.2 in 2009-10 to 3.6 in 2010-11. This is above the U.S. Census benchmark of 1.4.

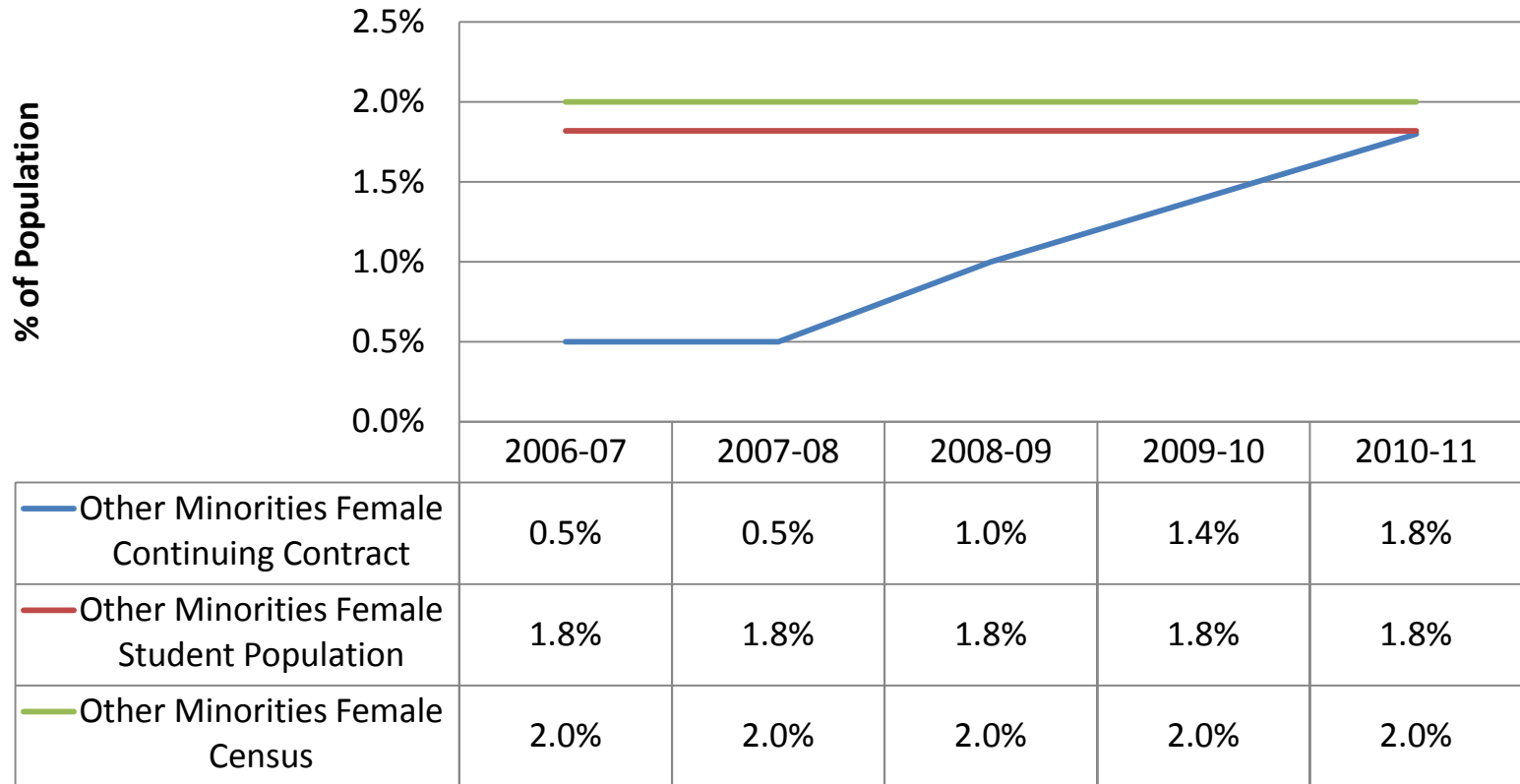
## Continuing Contract Hispanic Male Instructional Staff



The percent of Continuing Contract Hispanic Male Instructional Staff increased from 0.9 in 2009-10 to 1.3 in 2010-11. This is below the U.S. Census benchmark of 2.1.

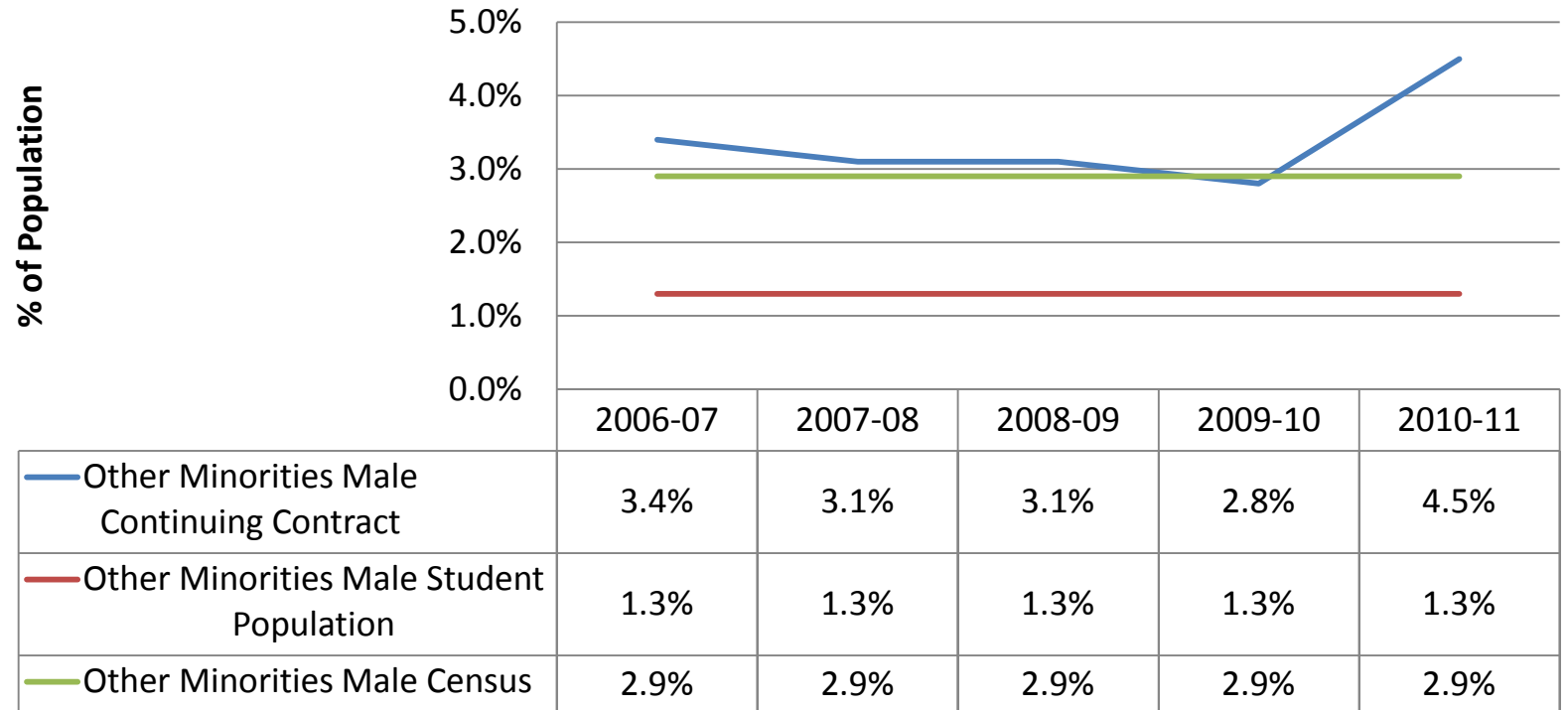


## Continuing Contract Other Minorities Female Instructional Staff



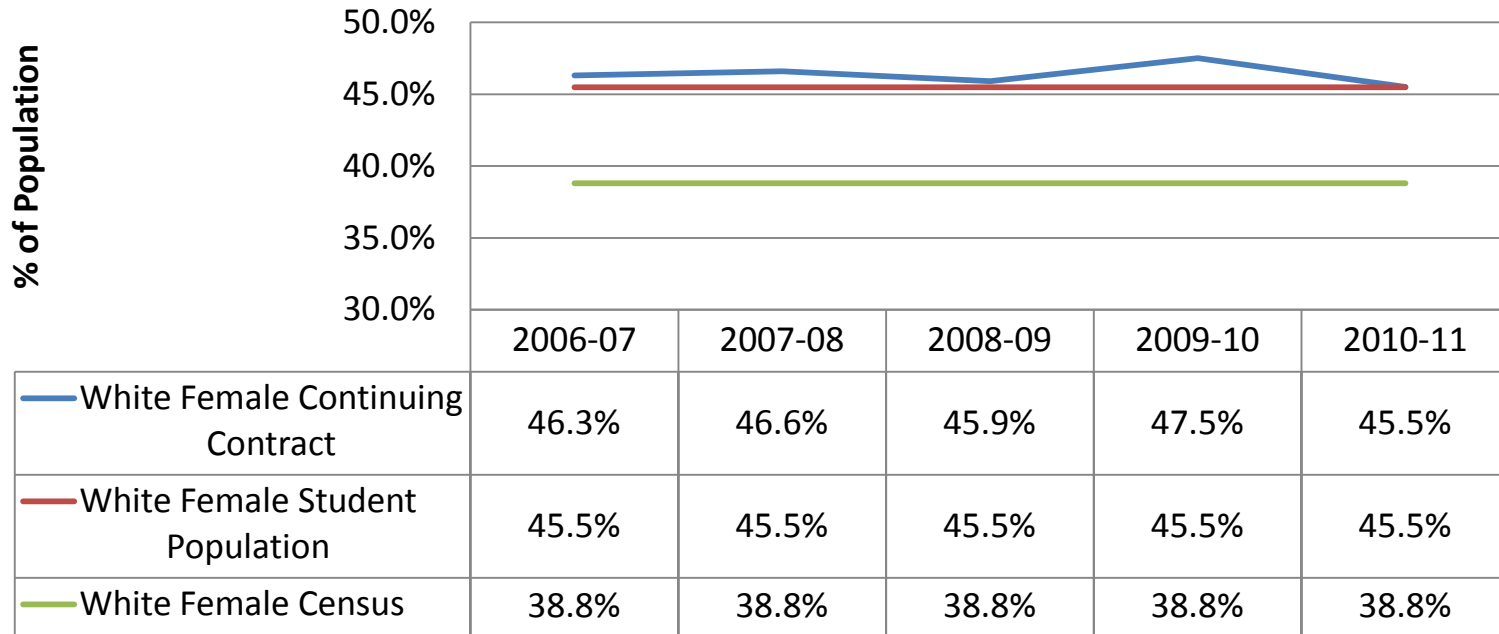
The percent of Other Minorities Female Instructional Staff increased from 1.4 in 2009-10 to 1.8 in 2010-11. This is below the U.S. Census benchmark of 2.0.

## Continuing Contract Other Minorities Male Instructional Staff



The percent of Other Minorities Male Instructional Staff increased from 2.8 in 2009-10 to 4.5 in 2010-11. This is above the U.S. Census benchmark of 2.9.

## Continuing Contract White Female Instructional Staff



Although the percent of Continuing Contract White Female Instructional Staff decreased slightly in the past five years, the representation of Continuing Contract White Female Instructional Staff is above the U.S. Census benchmark of 38.8 percent.

**Full-time Continuing Contract Instructional Staff: Evaluation of Planned Goals**

	Actual Data (%) 2009-10	Actual Data (%) 2010-11	U.S. Census Data	Student Population	Stated Goals (2010-11)	Met Census Goals (yes/no)	Goals for 2011-12
<b>Benchmark:</b>			<b>Those over 25 years of age with at least a Master's degree</b>				
<b>Black</b>							
<i>Female</i>	(9) 4.1%	(8) 3.6%	1.9%	6.45%	Parity with U.S. Census Data benchmark is the only requirement. An additional goal identified for 2010-11 was to also achieve parity with the student population.	<b>Yes</b>	Continue to exceed or maintain parity with U.S. Census Data
<i>Male</i>	(9) 4.1%	(10) 4.5%	1.2%	3.07%	Parity with U.S. Census Data benchmark is the only requirement. An additional goal identified for 2010-11 was to also achieve parity with the student population.	<b>Yes</b>	Continue to exceed or maintain parity with U.S. Census Data
<b>Hispanic</b>							
<i>Female</i>	(7) 3.2%	(8) 3.6%	1.4%	3.00%	Parity with U.S. Census Data benchmark	<b>Yes</b>	Continue to exceed or maintain parity with U.S. Census Data
<i>Male</i>	(2) 0.9%	(3) 1.3%	2.1%	2.59%	Parity with U.S. Census Data benchmark is the only requirement. An additional goal identified for 2010-11 was to also achieve parity with the student population.	<b>No</b>	Will continue to work toward parity with U.S. Census Data
<b>White</b>							
<i>Female</i>	(103) 47.5%	(102) 45.5%	38.8%	45.48%	Parity with U.S. Census Data benchmark	<b>Yes</b>	Continue to exceed or maintain parity with U.S. Census Data
<i>Male</i>	(78) 35.9%	(79) 35.3%	49.7%	34.99%	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Other</b>							
<i>Female</i>	(3) 1.4%	(4) 1.8%	2.0%	1.82%	Parity with U.S. Census Data benchmark is the only requirement. An additional goal identified for 2010-11 was to also achieve parity with the student population.	<b>No</b>	Will continue to work toward parity with U.S. Census Data
<i>Male</i>	(6) 2.8%	(10) 4.5%	2.9%	1.30%	Parity with U.S. Census Data benchmark is the only requirement. An additional goal identified for 2010-11 was to also achieve parity with the student population.	<b>Yes</b>	Continue to exceed or maintain parity with U.S. Census Data
<b>by Gender</b>							
<i>Female (total)</i>	(122) 56.2%	(122) 54.5%	44.1%	57.46%	Parity with U.S. Census Data benchmark	<b>Yes</b>	Continue to exceed or maintain parity with U.S. Census Data
<i>Male (total)</i>	(95) 43.8%	(102) 45.5%	55.9%	42.54%	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

**List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented Females and/or Minorities:**

- Promoting vacancies on the College web site, which is available to all groups at all times
- Posting vacancies on employment opportunity websites that draw diverse candidates (for example, diversejobs.net and higheredjobs.com)
- Sending affirmative action email blasts that feature job postings from colleges and universities actively recruiting candidates in accordance with affirmative action or diversity plans
- Collaborating with employee recruitment firms as needed to reach candidates from underrepresented populations in specialized fields

**Are there new barriers affecting the successful recruitment and/or retention of Females and/or Minorities? If so, list them below along with recommendations for each area. Have any barriers listed in the 2009/10 Equity Update Report changed or resolved?**

St. Petersburg College has not identified new barriers.

**Recruitment recommendations:** Identified on pages 13, 23 and above.

**Retention Recommendations:** Continue to engage employees through professional development opportunities, both through the Office of Professional Development (for all employees) as well as the Center for Excellence in Teaching and Learning (focusing on faculty). In addition, St. Petersburg College pays 100 percent of the cost of the required graduate courses new faculty must complete in order to be considered for continuing contract status – thus continuing to remove any potential economic barrier to continuing contract status.

**C. College Evaluations of Key Personnel and Presidents**

- 1. The college should provide a summary of results as requested in Section 1012.86(3)(a), Florida Statutes, which provides that:**

The college should provide a summary of the results of the evaluation of department chairpersons, deans, provosts, and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when Staff evaluations yield unsatisfactory progress toward meeting intended goals. Please provide the summary below:

On an annual basis, Administrative & Professional personnel are evaluated for, among other things, their demonstrated commitment to equity. Specifically, the evaluation form requires the following: “Describe your efforts and successes in implementing the annual and long-term goals and objectives of the college’s Equity Plan.” In cases where there does not appear to be progress, the matter is evaluated to determine what factors may be hindering that (such as difficulty recruiting a specific demographic for particular field/discipline). When vacancies occur, the department is expected to partner with Human Resources to develop appropriate recruitment strategies.

**2. The college should provide a summary of results as requested in Section 1012.86(3)(b), Florida Statutes, which provides that:**

“Community college district boards of trustees shall annually evaluate the performance of the community college presidents in achieving the annual and long-term goals and objectives. A summary of the results of such evaluations shall be reported to the Commissioner of Education and the State Board of Education as part of the community college’s annual employment accountability plan, and to the Legislature as part of the annual equity progress report submitted by the State Board of Education.”

The college should provide below a response to this section of law, including the most recent month, date, year and summary of the president’s performance evaluation.

The 2010-11 Presidential Evaluation dated May 17, 2011 specifically addresses equity goals achieved. The Board of Trustees considers how well the president provides leadership to ensure that the college addresses equity issues required by the state and the president is to bring forth a report to the board with goals and performance in this area. The Presidential Evaluation also considers if the president provides leadership in using the accountability report developed by the state to evaluate the performance and success of the college. In both of these categories Dr. William D. Law, Jr received 5s from the members of the Board of Trustees on a scale of 1-5, with five being the highest rank.

**D. Additional Processes Required: the college should complete the following related to additional processes required by Section 1012.86, F.S. The Signature Page of this report will suffice as certification of each:**

- 1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. Include below a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

a. Position vacancies that are subject to a screening committee:

1. Regular full-time faculty (Instructional, counselors, librarians) positions, and
2. Administrative and professional positions whose primary purpose is that of instruction or student services. The president periodically will certify to Human Resources an updated list of those positions requiring a screening committee.

b. Appointment of a screening committee

1. Committee structure and organization

- a. Committee membership shall be composed of College Staff in budgeted positions and, in some cases, appropriate persons from the community. The committee must include an appropriate representation of race and gender. Since Staff is employed by St. Petersburg College, the committee membership may be representative of the College’s service area.
- b. The suggested number of members is six (four faculty and two administrative/professional for faculty vacancies and four administrative/professional and two faculty for administrative/professional vacancies). At least one cabinet-level person will be appointed to each screening committee.

- c. The Equal Access/Equal Opportunity administrator may serve ad hoc on all screening committees.

c. Committee responsibilities

1. To become familiar with and follow the screening committee guidelines. These guidelines will be presented to the committee separately.
2. To screen applications for the position. The screening will be based upon criteria emanating from the job specifications.
3. To develop a list of recommended finalists in non-preferential order. The committee will be encouraged to include qualified Minorities and Male/Female representation. Each committee member will have the right to place at least one candidate on the finalist list.
4. The responsibilities of the committee cease upon the identification of finalists, unless there is a need to reconvene to consider additional finalists.
5. All positions not subject to a screening committee are to be screened by the appropriate supervisor.

d. Screening and Interviews of Finalists

1. The appropriate Cabinet member of his/her designee will review the list of finalists to determine that it conforms to search and screen guidelines. When the list of recommended finalists does not conform to search and screening guidelines and job requirements, the process may be repeated at the request of the president.
  2. If a list of recommended finalists is approved, the appropriate supervisor(s) may begin the interviewing process that, in the case of faculty, may require a demonstration teaching experience. The demonstration teaching experience may be by video tape or in person. Recommended finalists for administrative and professional positions also may be required to give appropriate demonstrations of certain competencies and skills.
  3. The top candidate is then scheduled for an interview with the president.
- 2) The college sets forth the requirements for receiving continuing contracts for Instructional Staff. The process used to grant continuing contracts is described below:

Continuing contracts are awarded based upon the provisions of State Board of Education Rule 6A-14.0411

The requirements for such an award generally are as follows:

- a. Completion of three full years of satisfactory service in regular full-time Instructional capacity at St. Petersburg College during a period not in excess of five successive years.

- b. Reappointment for the fourth year without reservations or specifications.
- c. Recommendation of the president based on successful performance of duties and demonstration of professional competence and completion of the two required graduate courses. The graduate coursework requirements are set forth in Rule 6Hx23-2.022.

Annually, the list of faculty eligible for Continuing Contract is reviewed by program directors, deans, provosts, and the Senior Vice-President for Academic and Student Affairs and recommendations are made to the president for consideration of Continuing Contract status.

- 3) The following describes the process used to annually apprise each eligible faculty member of progress toward attainment of Continuing Contract status:

Full-time instructors at all sites and using all delivery methodologies will be evaluated annually by their deans and program directors, who will use as primary basis for their evaluation information gained from classroom visitations, materials provided to them by the instructors pertaining to their Instructional activities during the year, and the results of the Student Survey of Instruction (SSI) or other College-approved standardized forms to collect student feedback on instruction.

All full-time instructors will use the Student Survey of Instruction (SSI) or other College-approved forms to collect student feedback in all of the classes they teach during the academic year (Sessions I, II and III).

The annual evaluation process is the primary tool used to communicate progress toward Continuing Contract for all faculty.

- 4) The college has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to Section 1012.86, F.S. Summarized below is a description of the incentive plan, including how resources shall be allocated to support the implementation of strategies and the achievement of goals in a timely manner:

The Human Resources department has an advertising budget that is used to recruit executive administrators and faculty in departments where minorities are underrepresented. There are also Staff and Program Development budgets that also allows for Staff and program development initiatives related to enhancing teaching performance.

- 5) The following describes how funds are used to increase the number of Females and Minorities receiving continuing contracts:

The College utilizes Staff and Program Development funds to conduct a comprehensive faculty in-service training conference each year. The conference covers a wide range of topics relative to faculty teaching and learning strategies for improved performance. This session is applicable to all faculty, including those eligible for continuing contract.



- 6) Salary Information: Include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications. (section 1012.86 (2)(b)(5), F.S.)\*

\*This is a new requirement for the Employment Accountability Plan that is required in statute as cited. Each college should submit the required information based on variables it chooses to compare salary ranges of new hires with salary ranges of employees with comparable experience and qualifications.

[See response on next page.](#)

**9-10 & 11/12 Month New Hires - 7/1/10 - 10/1/10**

Ranges	White Female	White Male	Minorities Female	Minorities Male	Totals
\$40,000 to \$45,000	0	2	0	0	2
\$45,000 to \$55,000	1	0	0	0	1
\$55,000 to \$65,000	0	0	1	0	1
\$65,000 to \$75,000	1	0	0	0	1
Above \$75,000	1	1	0	0	2
<b>Totals:</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>7</b>

**9-10 & 11/12 Month Existing Faculty**

Ranges	White Female	White Male	Minorities Female	Minorities Male	Totals
<b>\$30,000 to \$39,999</b>	1	1	0	1	3
\$40,000 to \$49,999	14	8	4	0	26
\$50,000 to \$64,999	51	51	12	16	130
\$65,000 to \$79,999	65	49	12	9	135
\$80,000 to \$99,999	17	7	3	0	27
\$100,000-up	0	0	0	0	0
<b>Totals:</b>	<b>148</b>	<b>116</b>	<b>31</b>	<b>26</b>	<b>321</b>

**Executive/Administrative New Hires - 7/1/10 - 10/1/10**

Ranges	White Female	White Male	Minorities Female	Minorities Male	Totals
<b>\$30,000 to \$39,999</b>	0	0	0	0	0
\$40,000 to \$49,999	0	0	0	0	0
\$50,000 to \$64,999	0	0	0	0	0
\$65,000 to \$79,999	0	0	0	0	0
\$80,000 to \$99,999	0	0	0	0	0
\$100,000-up	0	1	0	0	1
<b>Totals:</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Executive/Administrative Existing**

Ranges	White Female	White Male	Minorities Female	Minorities Male	Totals
<b>\$50,000 to \$64,999</b>	6	6	1	6	19
\$65,000 to \$79,999	12	12	2	2	28
\$80,000 to \$99,999	13	11	3	2	29
\$100,000-up	14	12	2	4	32
<b>Totals:</b>	<b>45</b>	<b>41</b>	<b>8</b>	<b>14</b>	<b>108</b>

The college strives to make hiring decisions based on applicable qualifications and experience as identified in the college’s official salary schedule. Position descriptions within the college’s salary schedule reflect the desired qualifications and experience relative to specific positions.

**E. Certification/Signature Page**

The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of Section 1012.86, F.S.

---

Name (Equity Officer) Date

---

Name (College President) Date

---

Name (Chair, College Board of Trustees) Date

This concludes the Annual Equity Update Report for 2010/2011.

# **F. APPENDIX**

## **Fall Staff Report**

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY A. FULL-TIME FACULTY  
 SALARY RANGES BY TERMS EMPLOYED, ETHNICITY AND GENDER  
 FALL ENDING TERM 2010 - 2011  
 ST. PETERSBURG

----- CCNUM=ST. PETERSBURG UNITID=137078 -----

TERMS EMPLOYED	SALARY RANGE	ASIAN		WHITE		BLACK OR AFRICAN AMERICAN		HISPANIC LATINO		MULTI RACIAL		NON RESIDENT ALIENS		AMERICAN INDIAN O ALASKAN NATIVE		ETHNIC UNKNOWN		NATIVE HAWAIIAN PACIFIC ISLANDER		TOTAL FEMALE	TOTAL MALE		
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M				
LESS/9MONTH		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
9-10 MONTH	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	\$30,000-39,999	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
	\$40,000-49,999	0	0	14	8	3	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0	21	8
	\$50,000-64,999	1	2	49	50	4	10	7	2	0	1	0	0	0	1	1	0	0	0	0	0	62	66
	\$65,000-79,999	1	2	49	40	6	1	0	1	1	2	0	0	0	0	0	0	0	0	0	0	57	46
	\$80,000-99,999	0	0	4	3	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	5	3
	\$100,000-UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11-12 MONTH	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$40,000-49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$50,000-64,999	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	\$65,000-79,999	0	0	16	9	1	1	1	0	2	2	0	0	0	0	0	0	0	0	0	0	20	12
	\$80,000-99,999	0	0	13	4	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	5
	\$100,000-UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS		2	5	147	116	16	13	12	3	4	5	0	0	0	1	1	0	0	0	0	182	143	

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY B. OTHER FULL-TIME EMPLOYEES  
 SALARY RANGES BY ETHNICITY AND GENDER  
 FALL ENDING TERM 2010 - 2011  
 ST. PETERSBURG  
 CCNUM-ST. PETERSBURG UNITID=137078

OCCUPATION ACTIVITY	SALARY RANGE	BLACK OR AFRICAN AMERICAN		HISPANIC LATINO		WHITE		MULTI RACIAL		ASIAN		ETHNIC UNKNOWN		AMERICAN INDIAN O ALASKAN NATIVE		NON RESIDENT ALIENS		NATIVE HAWAIIAN PACIFIC ISLANDER		TOTAL FEMALE	TOTAL MALE	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M			
EXEC/ADMIN	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$40,000-49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$50,000-64,999	1	4	0	2	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	7	12
	\$65,000-79,999	2	2	0	0	12	12	0	0	0	0	0	0	0	0	0	0	0	0	0	14	14
	\$80,000-99,999	1	1	1	0	13	11	1	1	0	0	0	0	0	0	0	0	0	0	0	16	13
	\$100,000-UP	1	2	1	1	14	12	0	0	0	1	0	0	0	0	0	0	0	0	0	16	16
SUBTOTAL		5	9	2	3	45	41	1	1	0	1	0	0	0	0	0	0	0	0	53	55	
OTHER PROF	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	\$40,000-49,999	3	4	1	2	18	7	0	0	1	0	0	0	0	0	0	0	0	0	23	13	
	\$50,000-64,999	13	5	1	0	55	38	0	0	0	1	0	1	0	0	0	0	0	0	69	45	
	\$65,000-79,999	2	2	1	2	23	27	1	0	0	1	0	0	0	0	0	0	0	0	27	32	
	\$80,000-99,999	1	0	0	0	7	4	0	0	0	0	0	0	0	0	0	0	0	0	8	4	
	\$100,000-UP	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
SUBTOTAL		19	11	3	4	104	77	1	0	1	2	0	1	0	0	0	0	0	128	95		
TEC./PARAPROF	BELOW \$20,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0		
	\$20,000- 29,999	0	0	0	0	3	0	1	0	0	0	0	0	0	0	0	0	0	4	0		
	\$30,000- 39,999	9	4	4	2	37	31	0	0	1	3	0	0	0	0	0	0	0	51	40		
	\$40,000- 49,999	3	3	1	0	40	22	2	0	0	0	0	1	0	1	0	0	0	46	27		
	\$50,000 AND UP	2	2	1	0	5	3	0	0	0	0	0	0	0	0	0	0	0	8	5		

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY B. OTHER FULL-TIME EMPLOYEES  
 SALARY RANGES BY ETHNICITY AND GENDER  
 FALL ENDING TERM 2010 - 2011  
 ST. PETERSBURG  
 CCNUM-ST. PETERSBURG UNITID=137078

OCCUPATION ACTIVITY	SALARY RANGE	BLACK OR AFRICAN AMERICAN		HISPANIC LATINO		WHITE		MULTI RACIAL		ASIAN		ETHNIC UNKNOWN		AMERICAN INDIAN O ALASKAN NATIVE		NON RESIDENT ALIENS		NATIVE HAWAIIAN PACIFIC ISLANDER		TOTAL FEMALE	TOTAL MALE
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
SUBTOTAL		14	9	6	2	86	56	3	0	1	3	0	1	0	1	0	0	0	0	110	72
CLERICAL/SEC.	BELOW \$20,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
	\$20,000- 29,999	20	2	4	2	55	8	0	0	5	1	0	0	0	0	0	0	0	0	84	13
	\$30,000- 39,999	16	1	13	0	105	14	1	0	5	1	0	0	0	0	0	1	0	0	141	16
	\$40,000- 49,999	1	0	1	0	9	2	0	0	0	1	0	0	0	0	0	0	0	0	11	3
	\$50,000 AND UP	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
SUBTOTAL		37	3	18	2	171	24	1	0	10	3	0	0	0	0	1	0	0	238	32	
SKILLED CRAFT	BELOW \$20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$20,000- 29,999	0	1	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	5
	\$30,000- 39,999	0	4	0	3	1	30	1	0	0	0	0	0	0	2	0	0	0	0	2	39
	\$40,000- 49,999	0	0	0	0	0	16	0	1	0	0	0	0	0	0	0	0	0	0	0	17
	\$50,000 AND UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL		0	5	0	3	1	50	1	1	0	0	0	0	0	2	0	0	0	2	61	
SERVICE/MAINT.	BELOW \$20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$20,000- 29,999	2	18	6	10	16	55	0	1	6	19	0	3	0	1	0	0	0	0	30	107
	\$30,000- 39,999	1	2	1	0	3	10	0	0	0	0	0	0	0	0	0	0	0	0	5	12
	\$40,000- 49,999	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0
	\$50,000 AND UP	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
SUBTOTAL		3	20	7	11	22	66	0	1	6	19	0	3	0	1	0	0	0	38	121	
TOTALS		78	57	36	25	429	314	7	3	18	28	0	5	0	4	1	0	0	569	436	

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY D. OTHER PART-TIME EMPLOYEES  
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER  
 FALL ENDING TERM 2010 - 2011  
 ST. PETERSBURG

----- CCNUM=ST. PETERSBURG UNITID=137078 -----

OCCUPATION ACTIVITY	NON RESIDENT ALIENS		AMERICAN INDIAN O ALASKAN NATIVE		ASIAN		HISPANIC LATINO		BLACK OR AFRICAN AMERICAN		ETHNIC UNKNOWN		WHITE		MULTI RACIAL		NATIVE HAWAIIAN PACIFIC ISLANDER		TOTAL FEMALE	TOTAL MALE
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
	INSTR COMBINED	1	0	3	4	7	10	12	32	41	38	86	91	517	564	0	0	0		
EXEC/ADMIN	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	2
OTHER PROF	0	0	0	0	0	0	1	0	9	3	6	2	38	17	0	0	0	0	54	22
TEC./PARAPROF	0	0	0	0	0	1	2	0	0	2	2	0	43	21	0	0	0	0	47	24
CLERICAL/SEC.	0	0	2	0	0	1	3	0	3	5	4	4	54	24	1	0	0	0	67	34
SKILLED CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	6
SERVICE/MAINT.	0	0	0	0	1	3	0	0	3	0	2	0	19	7	0	0	0	0	25	10
TOTALS	1	0	5	4	8	15	18	32	56	49	100	97	671	640	1	0	0	0	860	837



FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY F. FULL-TIME FACULTY  
 TENURE STATUS BY RANK, ETHNICITY AND GENDER  
 ST. PETERSBURG

----- CCNUM=ST. PETERSBURG UNITID=137078 -----

TENURE STATUS	RANK	AMERICAN INDIAN OR ALASKAN NATIVE		ASIAN		MULTI RACIAL		HISPANIC LATINO		BLACK OR AFRICAN AMERICAN		WHITE		NON RESIDENT ALIENS		ETHNIC UNKNOWN		NATIVE HAWAIIAN PACIFIC ISLANDER		TOTAL FEMALE	TOTAL MALE
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
TENURED	PROFESSORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSOC. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LECTURES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU.	0	1	2	4	2	5	8	3	8	10	102	79	0	0	0	0	0	0	0	122
SUBTOTAL		0	1	2	4	2	5	8	3	8	10	102	79	0	0	0	0	0	0	122	102
ON TRACK	PROFESSORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSOC. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LECTURES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU.	0	0	0	1	2	0	4	0	7	3	45	37	0	0	1	0	0	0	59	41
SUBTOTAL		0	0	0	1	2	0	4	0	7	3	45	37	0	0	1	0	0	59	41	
NOT ON TRACK	PROFESSORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSOC. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LECTURES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU.	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
SUBTOTAL		0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	
TOTALS																					

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY F. FULL-TIME FACULTY  
 TENURE STATUS BY RANK, ETHNICITY AND GENDER  
 ST. PETERSBURG

----- CCNUM=ST. PETERSBURG UNITID=137078 -----

TENURE STATUS	RANK	AMERICAN INDIAN O ALASKAN NATIVE		ASIAN		MULTI RACIAL		HISPANIC LATINO		BLACK OR AFRICAN AMERICAN		WHITE		NON RESIDENT ALIENS		ETHNIC UNKNOWN		NATIVE HAWAIIAN PACIFIC ISLANDER		TOTAL FEMALE	TOTAL MALE	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M			
		=====																				
			0	1	2	5	4	5	12	3	16	13	147	116	0	0	1	0	0	0	182	143

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY G. NEW HIRES(AS OF FISCAL YEAR)  
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER  
 ST. PETERSBURG

----- CCNUM=ST. PETERSBURG UNITID=137078 -----

OCCUPATION ACTIVITY	TENURE STATUS	BLACK OR AFRICAN AMERICAN		WHITE		MULTI RACIAL		NON RESIDENT ALIENS		AMERICAN INDIAN O ALASKAN NATIVE		ASIAN		HISPANIC LATINO		ETHNIC UNKNOWN		NATIVE HAWAIIAN PACIFIC ISLANDER		TOTAL FEMALE	TOTAL MALE	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M			
		INSTR COMBINED	TENURED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			0
	ON TRACK	1	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	3
	NOT ON TRACK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EXEC/ADMIN		0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
OTHER PROF		0	0	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5
TEC./PARAPROF		0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
CLERICAL/SEC.		1	0	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	1
SKILLED CRAFT		0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
SERVICE/MAINT.		0	1	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
TOTALS																						
		2	1	10	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	17

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY G. NEW HIRES (AS OF FISCAL YEAR)  
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER  
 ST. PETERSBURG

----- CCNUM=ST. PETERSBURG -----

		BLACK		WHITE		TOTAL
		FEMALE	MALE	FEMALE	MALE	
OCCUPATION ACTIVITY	SALARY RANGE					
INSTR COMBINED/ON TRACK	40,000 TO 45,000	0	0	0	2	2
	45,000 TO 55,000	0	0	1	0	1
	55,000 TO 65,000	1	0	0	0	1
	65,000 TO 75,000	0	0	1	0	1
	ABOVE 75,000	0	0	1	1	2
EXEC/ADMIN	ABOVE 75,000	0	0	0	1	1
OTHER PROF	45,000 TO 55,000	0	0	1	2	3
	55,000 TO 65,000	0	0	0	2	2
	65,000 TO 75,000	0	0	0	1	1
TEC./PARAPROF	35,000 TO 40,000	0	0	1	0	1
CLERICAL/SEC.	25,000 TO 30,000	1	0	2	0	3
	30,000 TO 35,000	0	0	2	0	2
	35,000 TO 40,000	0	0	0	1	1
SKILLED CRAFT	30,000 TO 35,000	0	0	1	0	1
SERVICE/MAINT.	BELOW 25,000	0	1	0	2	3
	25,000 TO 30,000	0	0	0	4	4
TOTAL		2	1	10	16	29

CCTCMIS - RFALLIPS 02/08/2011 11:47:21

SOURCE: APR2011

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

**The Florida College System  
Annual Equity Update Report 2010-11**

**Part 2  
Policies, Procedures and Student  
Programs and Activities**

For

**St. Petersburg College**

Submitted to

**The Division of Florida Colleges  
Florida Department of Education**

Under Section 1000.05, Florida Statutes (F.S.),  
Florida Educational Equity Act

**The Division of Florida Colleges  
2010-11 Annual Equity Update Report  
Table of Contents**

**General Information and Applicable Laws for Reporting**

<b>A.</b>	Description of Plan Development	51
<b>B.</b>	Policies and Procedures Prohibiting Discrimination	53
<b>C.</b>	Strategies to Overcome Underrepresentation of Students	55
	1. Student Enrollments by Race, Gender, Disability (self-declared), and limited-English-language skills	55
	2. Student Completions by Race, Gender, Disability (self-declared), and limited-English-language skills	66
	3. Student Retention by Race and Gender	78
	4. Student Success Rates in Gatekeeper Mathematic Courses by Race	84
<b>D.</b>	Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities	89
<b>E.</b>	Gender Equity in Athletics	90
	1. Assessment of Athletic Programs	90
	2. Data Assessment: Athletic Participation by Gender Compared to Student Enrollment by Gender	91
	3. Compliance with Title IX	92
	4. Corrective Action Plan	93
	5. Presidential Evaluation	93
<b>F.</b>	On-site Civil Rights Compliance Review Pending Actions	93
<b>G.</b>	<b>Signature Page</b>	<b>94</b>

**APPENDICES**

Appendix 1	Notice of Policy of Nondiscrimination and Designation of Equity Officer(s)	96
Appendix 2	Revised Policies and Procedures	99
Appendix 3	Course Substitution Information	122
Appendix 4	Policies and Procedures for Program Admissions and/or Course Substitution Waivers for Eligible Students with Disabilities.	124
Appendix 5	Equity in Athletics Disclosure Act Report for 2010	156

## General Information and Applicable Laws for Reporting

The purpose of the College's Annual Equity Update Report is to update and provide a status report of the college's Educational Equity Plan which documents efforts to comply with state and federal civil rights laws related to nondiscrimination and equal access to postsecondary education and employment. Required components of the plan are based on Section 1000.05, Florida Statutes (F.S.) and Section 1012.86, F.S.

This year, information required under Section 1012.86, F.S., The Community College Employment Equity Accountability Plan, was required to be submitted to the Department of Education by May 1<sup>st</sup> and is considered Part 1 of the College's Annual Equity Update Report. Part 2 complies with Section 1000.05, F.S., and should include:

- a description of the plan's development, including identity of the persons developing the plan;
- a review of the college's nondiscrimination and equity-related policies and procedures;
- analysis of efforts to overcome underrepresentation of students;
- information required related to substitution waivers for admissions and course substitutions for students with disabilities;
- the college's plan for gender equity in athletics, if the college has an athletic program;
- a status report on any pending issues resulting from an on-site civil rights compliance review of the college's methods of administration; and
- certification of approval of the report by the college's governing board, including the signature of the college president and/or other college personnel as appropriate.

Applicable federal civil rights laws for Part 2 include the following:

1. Title VI of the Civil Rights Act of 1964;
2. Section 504 of the Rehabilitation Act of 1973;
3. Title IX of the Education Amendments of 1972;
4. Age Discrimination Act of 1975;
5. Title II of the Americans with Disabilities Act of 1990 and

Additional applicable Florida Statutes include the following:

1. Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules: §1007.264, F.S., and Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules: §1007.265, F.S.
2. Gender Equity in Intercollegiate Athletics: §1006.71, F.S.

Rules for implementation of the statutes are 6A-19.001-.010 of the Florida Administrative Code (F.A.C.).

The College Annual Equity Update Report is due to the Florida Department of Education Division of Florida Colleges by June 30, 2011. The report should be submitted by mail to: Lynda Earls, Division of Florida Colleges, 325 West Gaines Street, Suite 1532B, Tallahassee, Florida 32399. It should also be submitted electronically to the following email address: [Lynda.earls@fldoe.org](mailto:Lynda.earls@fldoe.org). For assistance or questions, call 850-245-9468.

Reviews of each college's Annual Equity Update Report will be conducted by the DFC and comments or recommendations will be provided to the college. Some components of the report may require additional information, including corrective action plans where the college has not achieved or adequately addressed

its stated goals in applicable components of the plan. Each year's report should reflect positive results and documented evidence of the college's efforts to improve and promote diversity through equitable treatment of all persons in all academic and employment programs, activities, and practices.

## **A. Description of Plan Development**

The college should provide an executive summary that describes the process used to prepare the report, the persons involved in the development of the report, a description of the participation of any advisory groups or persons, and the date of the report's adoption by the governing board. *Reference to a cover letter that includes this information may satisfactorily address part A.*

**Note:** The College's response throughout this Update Report is highlighted in blue text.

### **1. Process Used to Prepare the Report**

The process used to complete the 2010-11 Annual Equity Update Report was a collaborative, team approach, which included the Institutional Research, Academic Effectiveness & Assessment, Academic & Student Affairs, and Human Resources departments as well as the Equity Office.

Upon completion, the report was forwarded to the Senior Vice President of Academic & Student Affairs and the Senior Vice President of Administrative/Business Services and Information Technology, who reviewed the report for accuracy and detail before submitting to the President and the Board of Trustees.

### **2. Persons Involved in the Development of the Report**

- The Director of Human Resources Operations and the Coordinator of Institutional Research/Planning/Reporting completed the related employment data for Part I under the oversight of the Vice President of Human Resources & Public Affairs. They worked collaboratively to complete section C: Certification of Key Processes and helped the preparer of the Annual Equity Update with methods and strategies the college will use to increase the percentage of female and minority employees.
- The Director of Athletics reviewed information related to gender equity in athletics and submitted data related to college athletic participation by each sport and a compliance update regarding gender equity in athletics.
- The College-wide Equity Committee, which is comprised of administrators, faculty and staff, met every quarter. In addition to serving on the committee, the members developed and presented a roundtable presentation on the *My Bridge to Success* program, which allows students to accelerate their coursework in preparatory Reading, English and Math. St. Petersburg College invited students from Job Corps to participate and learn about the benefits of the program. The roundtable included students who shared their personal stories regarding their difficulties in completing Reading, Math and/or English courses, and they spoke about the teachers who gave them the



motivation to continue the program. The three faculty members, who teach in this program, each shared their love for teaching and information about the course content and technology to support student success.

- The Vice President of Academic & Student Affairs, an advocate for equity matters, has formed a student oversight board comprised of 15 to 20 representatives from among faculty and staff leaders to review trends and recommend initiatives to support student retention and success.
- The Dean of Mathematics reviewed the student success rates in gatekeeper Mathematics data and submitted a response to each Math track. For the past year, the dean has organized a college-wide team, comprised of faculty and academic chairs to explore effective strategies to retain and help students succeed in Math. This team continues to explore best practices, which can be implemented in the classroom and in the Learning Support Commons, a college-wide tutorial area.
- The preparer of the Annual Equity Update Report collaborated with various department managers to include best practices and other information. This year's plan includes International Programs and Services, the Early College program, Collegiate High School and the Student Support Services program.
- A team of research specialists in the Institutional Research department prepared the charts and edited the document, which was forwarded electronically to the Director of Equity and Civil Rights Compliance in Tallahassee. An additional hard copy is being forwarded to the Director of Equity and Civil Rights Compliance.

### **3. Description of any Advisory Groups/Persons**

The College-wide Equal Access/Equal Opportunity Committee is comprised of faculty, career, and executive, administrative and managerial staff. Each member serves a one-year term. The Committee members meet on a bimonthly basis and take on various projects/initiatives to support diversity and equity matters.

This year, the members decided to take on two projects: 1) highlighting the newest accelerated program, *My Bridge to Success program*, which allows students to accelerate coursework completion in Math, English and Reading; and 2) compiling a database (still in development) of Historically Black Colleges and Universities as well as Historically Hispanic Serving Institutions that are located in the Southern region of the United States; this database will offer a list of various programs and deans within educational departments where graduate-level coursework is or has been completed by minority candidates for employment at SPC.

### **4. Date of Report's Adoption by the Governing Board**

The report was presented to and signed by the Board of Trustees' Chairperson. The report has been available for review and a formal presentation to the governing board was accomplished on June 21, 2011, at which time the Board of Trustees considered and adopted the report.

## **B. Policies and Procedures Prohibiting Discrimination**

### **1. Describe the process used by the college's governing board to review policies and procedures used by the institution to assure compliance with the requirements of Section 1000.05, Florida Statutes, and Rules 6A-19.001-010.**

1. Members of the President's Cabinet review and approve all upcoming rules and policies prior to submission to the College's governing board.
2. All policies and rules that were approved for submission to the governing board are sent to all Board members one week before the Board convenes and the Board members are given an opportunity to introduce questions and concerns.
3. The governing Board votes to approve the new policies and rules.
4. After the vote is completed, the new policies and rules are enacted at the College.

### **2. Policy and Continuous Notice of Nondiscrimination and Notice of Equity Officer/Coordinator**

The college must provide notification that discrimination on the basis of race, color, ethnicity, national origin, gender, age, disability, or marital status against a student, applicant for admission, employee, or applicant for employment in the state system of public K-20 education is prohibited. No person in this state shall, on the basis of race, color, ethnicity, national origin, gender, age, disability, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance. (Section 1000.05, F.S.; Title IX; 34 CFR 106.9; Section 504: 34 CFR 104.8)

#### **NEW!**

The U. S. Equal Employment Opportunity Commission enforces the Genetic Information Act (GINA) of 2008. Under Title II of GINA, it is illegal to discriminate against employees or applicants, including student employees, based on genetic information. Title II of GINA prohibits the use of genetic information in making employment decisions, restricts employers and other entities covered by Title II (employment agencies, labor organizations and joint labor-management training and apprenticeship programs - referred to as "covered entities") from requesting, requiring or purchasing genetic information, and strictly limits the disclosure of genetic information. It is recommended that colleges include "genetic information" in nondiscrimination policies or in nondiscrimination policies related to employment, if it is not currently included.

The college shall identify a person or persons to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures. The college shall notify all its students and employees of the name, office address and telephone number of the person designated as the equity officer or coordinator (Title IX, Section 106.8). The identity of the equity coordinator shall be included in the regular notification of the policy of nondiscrimination (Rule 6A-19.010(g)).

Submit a copy of the college's notice of nondiscrimination as APPENDIX 1. This notice should be a copy of the college's policy of nondiscrimination as presented annually in publications, posters, or on the college's web site; and it should include the identity of the equity coordinator(s) designated to comply and carry out its responsibilities to prohibit discrimination. Please include the citing and/or

name of the document from which the notice is taken. (Example: “College Course Catalog 2010-2011”).

The College’s notice of nondiscrimination is attached in Appendix 1 and is also located on the College’s website at: <http://www.spcollege.edu/webcentral/misc/eqop.htm>

See also the College’s RESPECT Poster, which is updated annually and disseminated college-wide.

### 3. Revised Policies and Procedures

Submit as APPENDIX 2 any policies and procedures related to civil rights for which revisions have been made since submission of the college’s last Annual Equity Update Report. List the titles of any revised policies and/or procedures in this space. If no revisions have been made over the past year, disregard this section. Policies and procedures covered in this section include:

- a. Policy Prohibiting Discrimination
  - [6Hx23-1.02 Philosophy and Objectives \(Purpose\) of the College; and](#)
  - [6Hx23-2.01 Equal Employment Opportunity/Affirmative Action](#)
- b. Student and/or Employee Grievance Procedures
  - [6Hx23-1.34 Discrimination Grievance Rule; and](#)
  - [P6Hx23-1.34 Procedure: Discrimination Grievance](#)
- c. Student and/or Employee Harassment Policy and Procedures for Reporting Claims of Harassment
  - [6Hx23-2.010 Harassment and Relationships Policy and Definitions](#)
- d. AIDS/HIV Infectious Disease Policy/Procedures
  - No policy revisions were made under this section.

Although the College has other policies and procedures regarding the subject areas listed in paragraphs a. - d. above, only those policies that have been revised since submission of the College’s last Annual Equity Update Report are attached as APPENDIX 2.

**Note:** Revised policies and/or procedures may be submitted at any time in draft form for review and feedback from the DFC; however, they should be submitted in final form as approved and dated by the governing board and/or President of the college.

## C. Strategies to Overcome Underrepresented Students

### Plan for Diversity in Student Participation

The Florida Educational Equity Act, Section 1000.05, F.S., states that discrimination against students and employees in the Florida K-20 public education system is prohibited and equality of access is required. Part (4) requires that, “Public schools and community colleges shall develop and implement methods and strategies to increase the participation of students of a particular race, ethnicity, national origin, gender, disability, or marital status in programs and courses in which students of that particular race, ethnicity, national origin, gender, disability, or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education.”

### 1. Student Enrollments

Colleges will continue to examine trends in the representation of students by race and gender for First-Time-In-College (FTIC) and Overall Enrollment; however, this year’s report includes students who have self-reported a disability and national origin minority students with limited-English-Language skills. The reporting period is from 2007-08 through 2009-10. The college should evaluate enrollment trends, identify disproportionate ratios of enrollments (i.e., percentage point differences in comparison to non-minority student enrollments or increases/decreases in enrollments from one year to the next) and establish goals to increase enrollments for underrepresented students. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals.

#### 1.a. Charts reflecting First-Time-In College (FTIC) Enrollments and Overall Enrollments

Florida College System								
College: St. Petersburg								
Student Participation-Enrollments								
RACE	GENDER	Rpt Year	FTIC			Total Enrollments		
			Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%
Black	Female	2007-08	417	4,600	9.07	2,805	33,748	8.31
		2008-09	415	4,632	8.96	2,850	35,712	7.98
		2009-10	511	4,650	10.99	3,146	36,858	8.54
	Male	2007-08	235	4,600	5.11	1,083	33,748	3.21
		2008-09	258	4,632	5.57	1,194	35,712	3.34
		2009-10	304	4,650	6.54	1,324	36,858	3.59
	TOTAL	2007-08	652	4,600	14.17	3,888	33,748	11.52
		2008-09	673	4,632	14.53	4,044	35,712	11.32
		2009-10	815	4,650	17.53	4,470	36,858	12.13

CCTCMIS - CCEE0191 03/03/2011 16:02:11  
 Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System								
College: St. Petersburg								
Student Participation-Enrollments								
			FTIC			Total Enrollments		
RACE	GENDER	Rpt Year	Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%
Hisp.	Female	2007-08	154	4,600	3.35	1,179	33,748	3.49
		2008-09	191	4,632	4.12	1,330	35,712	3.72
		2009-10	240	4,650	5.16	1,514	36,858	4.11
	Male	2007-08	170	4,600	3.70	828	33,748	2.45
		2008-09	165	4,632	3.56	968	35,712	2.71
		2009-10	196	4,650	4.22	1,045	36,858	2.84
	TOTAL	2007-08	324	4,600	7.04	2,007	33,748	5.95
		2008-09	356	4,632	7.69	2,298	35,712	6.43
		2009-10	436	4,650	9.38	2,559	36,858	6.94

CCTCMIS - CCEE0191 03/03/2011 16:02:11  
Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System								
College: St. Petersburg								
Student Participation-Enrollments								
			FTIC			Total Enrollments		
RACE	GENDER	Rpt Year	Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%
Other	Female	2007-08	82	4,600	1.78	712	33,748	2.11
		2008-09	100	4,632	2.16	762	35,712	2.13
		2009-10	101	4,650	2.17	801	36,858	2.17
	Male	2007-08	81	4,600	1.76	507	33,748	1.50
		2008-09	73	4,632	1.58	545	35,712	1.53
		2009-10	120	4,650	2.58	584	36,858	1.58
	TOTAL	2007-08	163	4,600	3.54	1,219	33,748	3.61
		2008-09	173	4,632	3.73	1,307	35,712	3.66
		2009-10	221	4,650	4.75	1,385	36,858	3.76

CCTCMIS - CCEE0191 03/03/2011 16:02:11  
Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System								
College: St. Petersburg								
Student Participation-Enrollments								
RACE	GENDER	Rpt Year	FTIC			Total Enrollments		
			Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%
White	Female	2007-08	1,805	4,600	39.24	16,219	33,748	48.06
		2008-09	1,749	4,632	37.76	16,679	35,712	46.70
		2009-10	1,596	4,650	34.32	16,795	36,858	45.57
	Male	2007-08	1,656	4,600	36.00	10,415	33,748	30.86
		2008-09	1,681	4,632	36.29	11,384	35,712	31.88
		2009-10	1,582	4,650	34.02	11,649	36,858	31.61
	TOTAL	2007-08	3,461	4,600	75.24	26,634	33,748	78.92
		2008-09	3,430	4,632	74.05	28,063	35,712	78.58
		2009-10	3,178	4,650	68.34	28,444	36,858	77.17

CCTCMIS - CCEE0191 03/03/2011 16:02:11  
Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

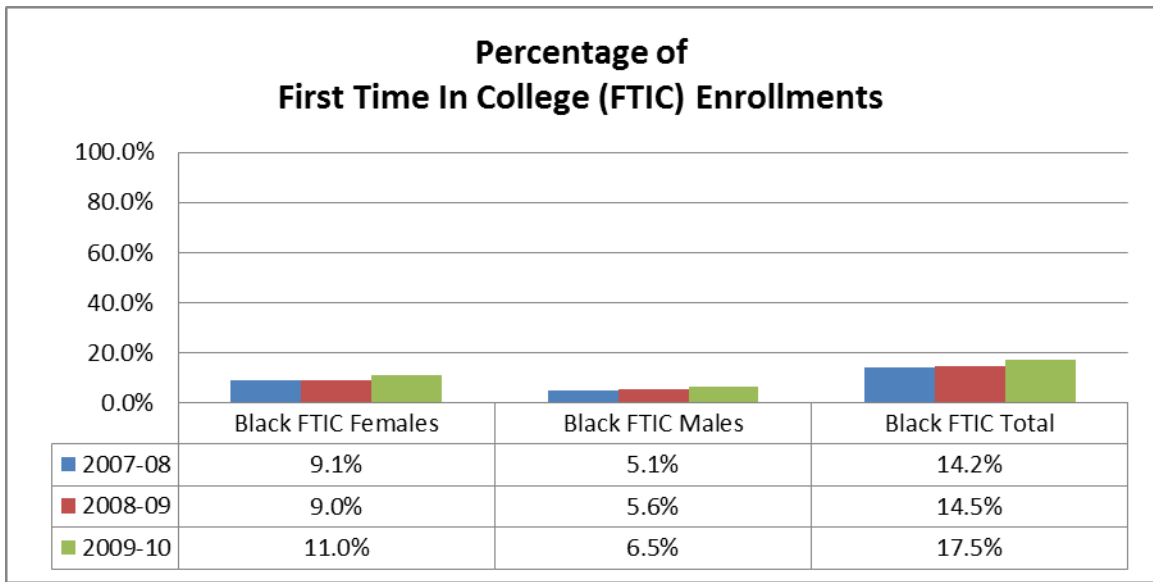
Florida College System								
College: St. Petersburg								
Student Participation-Enrollments								
GENDER	Rpt Year	FTIC			Total Enrollments			
		Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%	
Female	2007-08	2,458	4,600	53.43	20,915	33,748	61.97	
	2008-09	2,455	4,632	53.00	21,621	35,712	60.54	
	2009-10	2,448	4,650	52.65	22,256	36,858	60.38	
Male	2007-08	2,142	4,600	46.57	12,833	33,748	38.03	
	2008-09	2,177	4,632	47.00	14,091	35,712	39.46	
	2009-10	2,202	4,650	47.35	14,602	36,858	39.62	
TOTAL	2007-08	4,600	4,600	100.00	33,748	33,748	100.00	
	2008-09	4,632	4,632	100.00	35,712	35,712	100.00	
	2009-10	4,650	4,650	100.00	36,858	36,858	100.00	

CCTCMIS - CCEE0191 03/03/2011 16:05:44  
Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

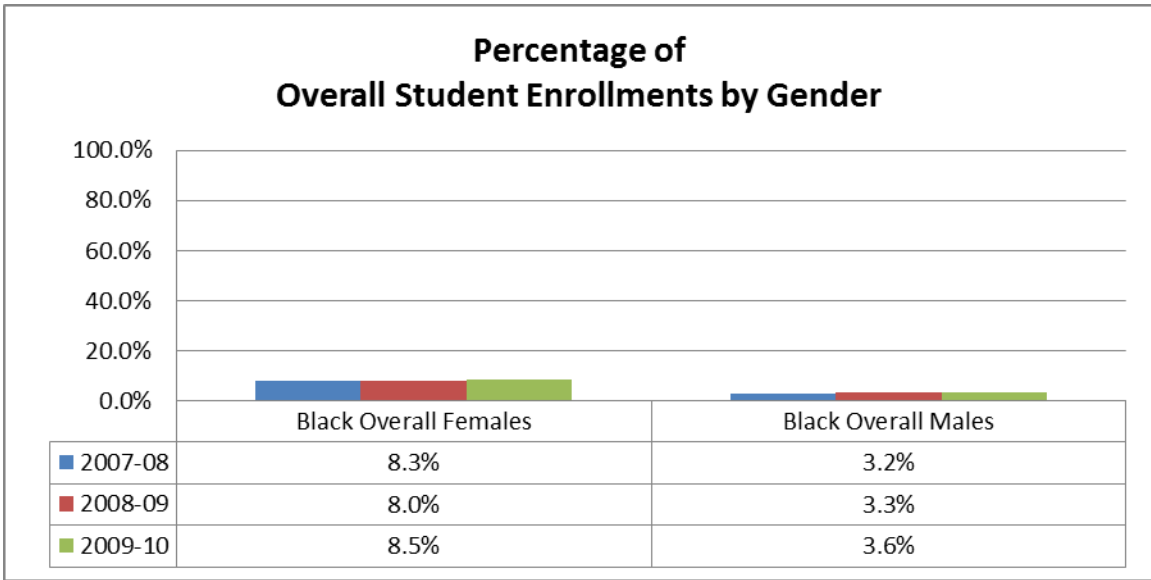
Florida College System						
College: St. Petersburg						
Student Participation-Enrollments						
			FTIC		Total Enrollments	
GENDER	GENDER	Rpt Year	LEP	DIS	LEP	DIS
Female	Female	2007-08	78	1	517	277
		2008-09	83	7	541	318
		2009-10	59	35	576	453
Male	Male	2007-08	49	1	284	184
		2008-09	45	13	293	223
		2009-10	39	31	300	328
TOTAL	TOTAL	2007-08	127	2	801	461
		2008-09	128	20	834	541
		2009-10	98	66	876	781

CCTCMIS - CCEE0191 03/03/2011 16:05:44  
Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

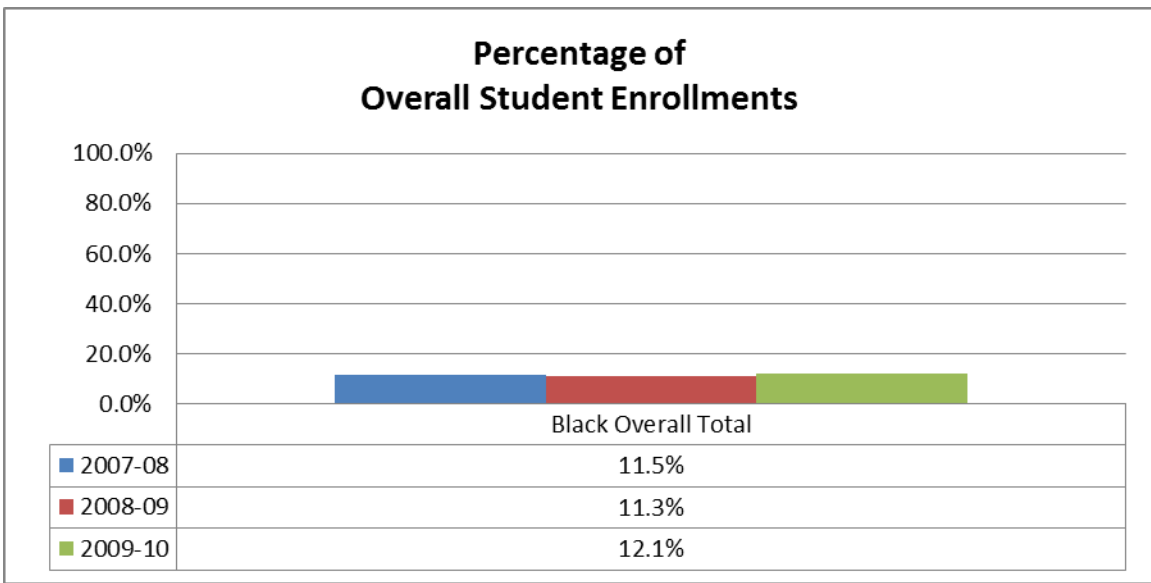
**Analysis of Black Students:**



The percentage of Black enrollment among first-time-in-college (FTIC) female students represents an increase from 9.1 percent in 2007-08 to 11.0 percent in 2009-10. FTIC enrollment is up among Black FTIC males, from 5.1 percent in 2007-08 to 6.5 percent in 2009-10. Furthermore, the percent of FTIC Black student enrollment increased from 14.2 percent in 2007-08 to 17.5 percent in 2009-10.



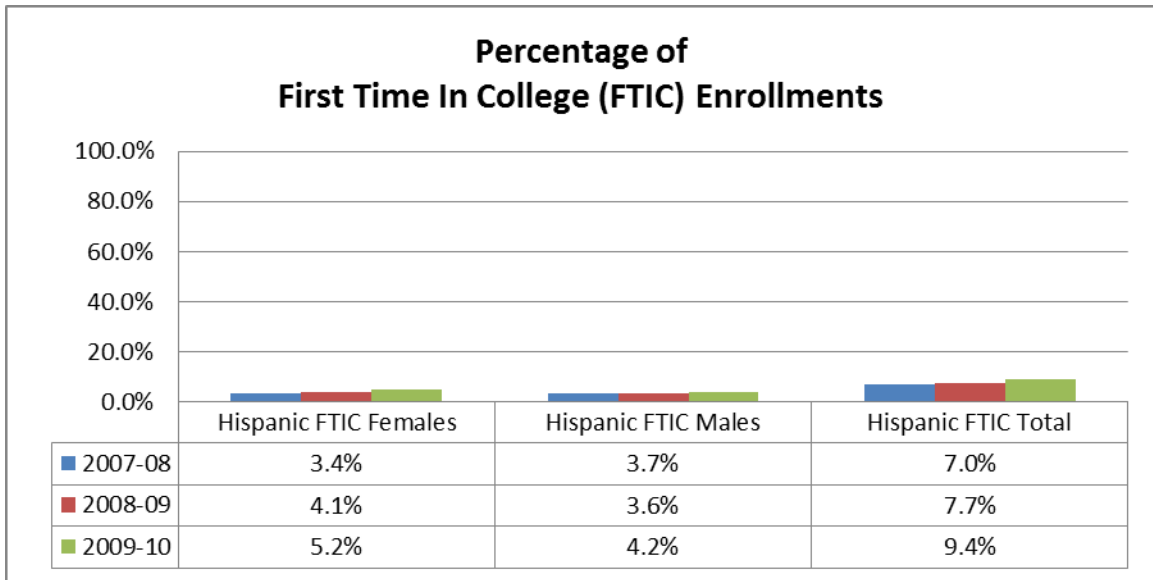
Black males represent 3.6 percent of the total enrollment, while Black females represent 8.5 percent of total enrollment.



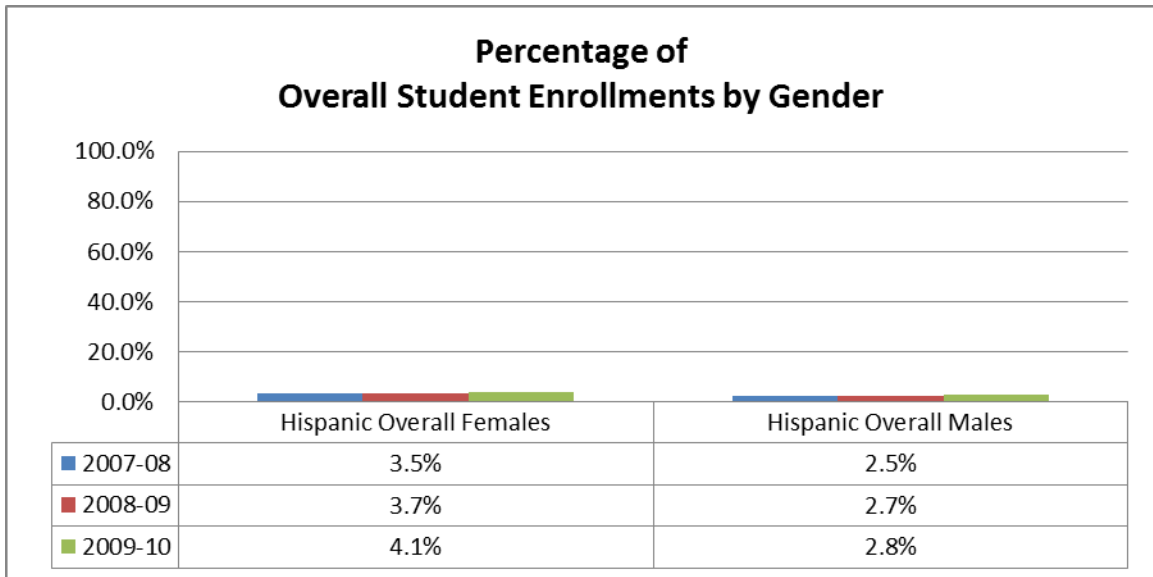
The total percent of Black student enrollment increased from 11.5 percent in 2007-08 to 12.1 percent in 2009-10.



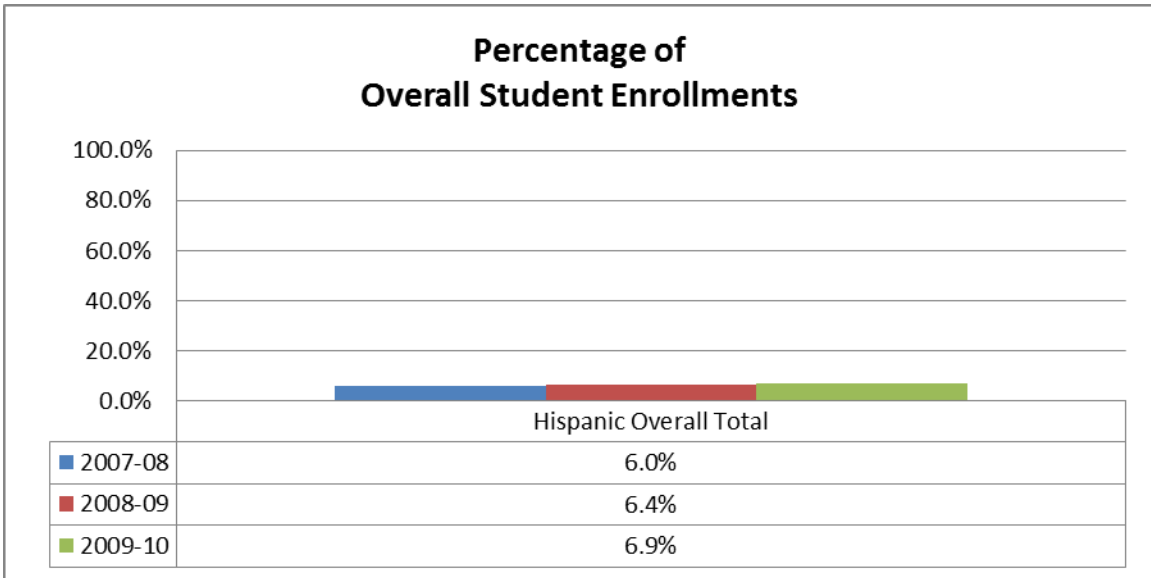
**Analysis of Hispanic Students:**



FTIC enrollment of Hispanic female students has been steadily increasing from 3.4 percent in 2007-08 to 5.2 percent in 2009-10. The FTIC enrollment of Hispanic male students remained fairly consistent. The enrollment of FTIC Hispanic students has increased from 7.0 percent in 2007-08 to 9.4 percent in 2009-10.

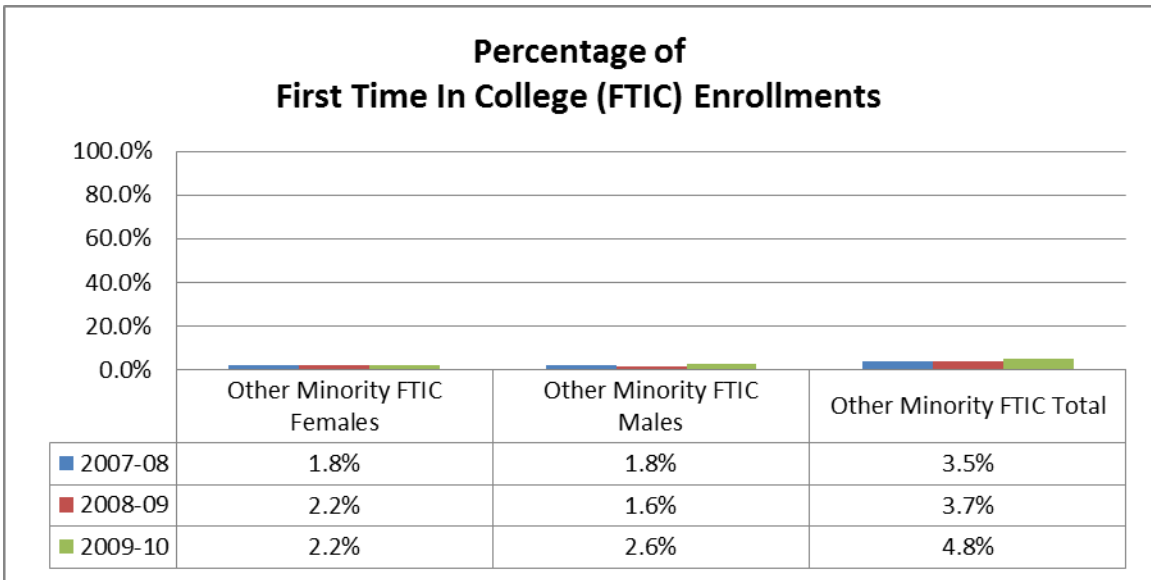


The overall enrollment of Hispanic students, both male and female, has increased from 2007-08 to 2009-10.

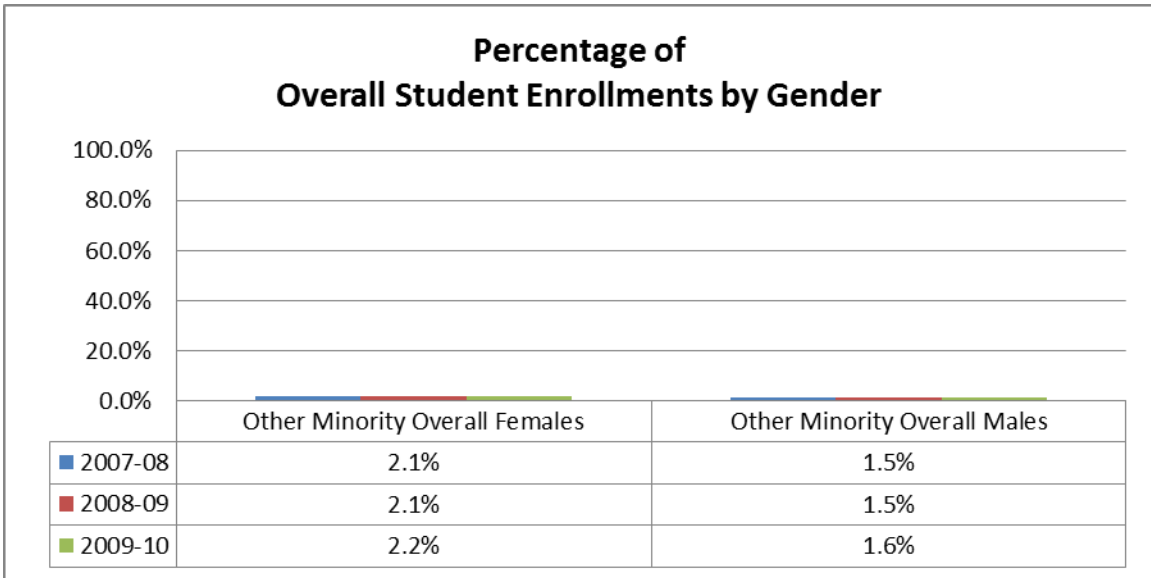


The enrollment of Hispanic students increased from 6.0 percent in 2007-08 to 6.9 percent in 2009-10.

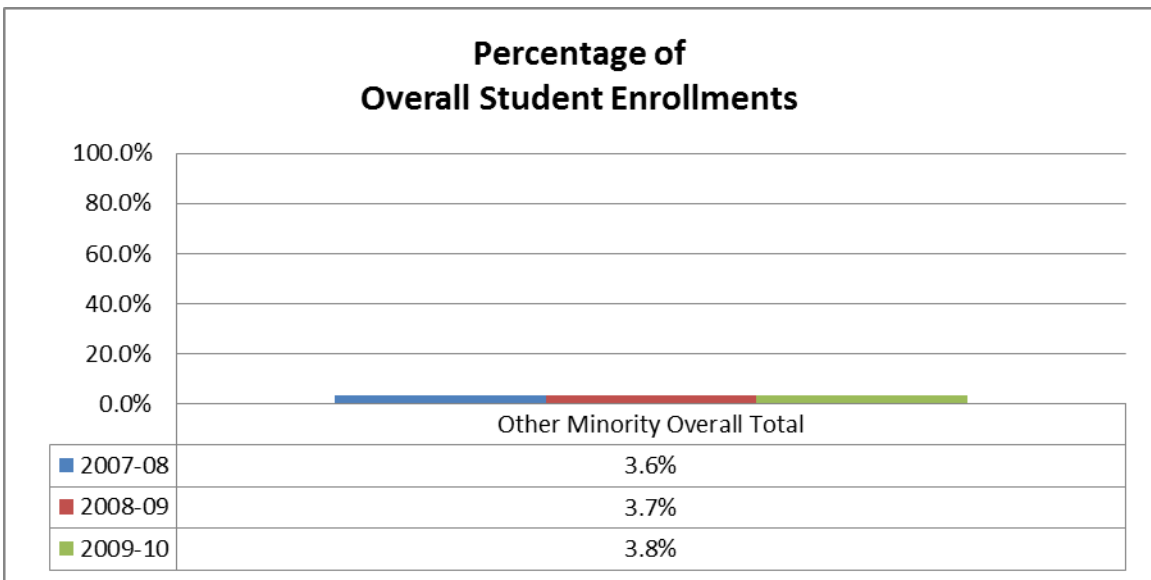
**Analysis of Other Minorities Students:**



FTIC enrollment for Other Minorities continued to reflect an increase. Other Minority Female FTIC enrollment remained fairly consistent from 1.8 percent in 2007-08 to 2.2 percent in 2009-10. Other Minorities male FTIC enrollment remained fairly consistent from 1.8 percent in 2007-08 to 2.6 percent in 2009-10. The total percent of enrollment of Other Minorities has remained fairly consistent from 3.5 percent in 2007-08 to 4.8 percent in 2009-10.

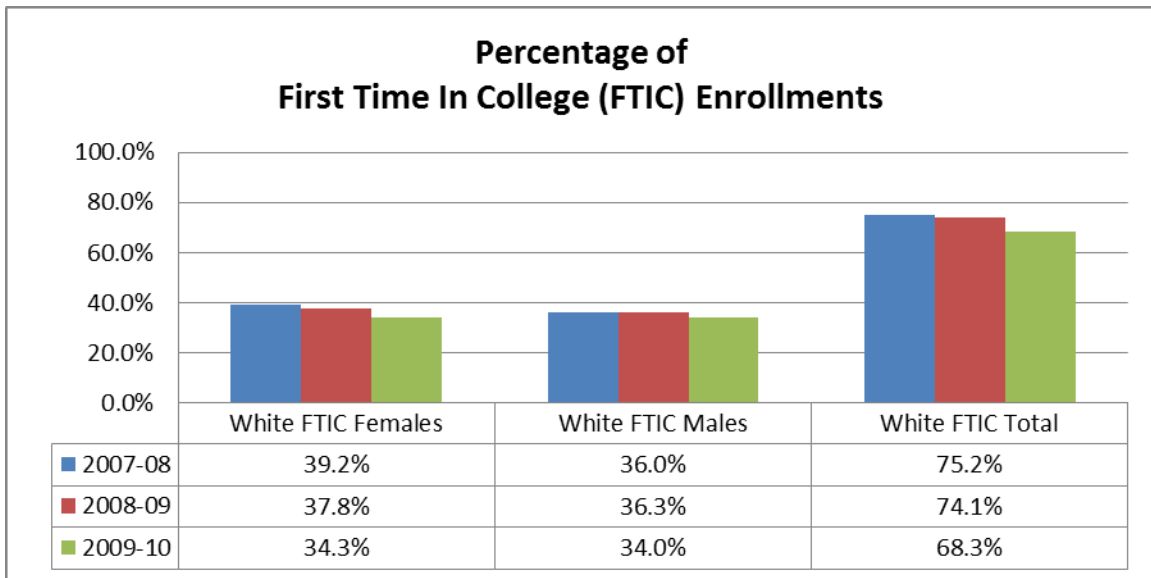


The overall percentage of enrollment of Other Minorities female and male students remains consistent over the three-year period with very slight increases in each category.

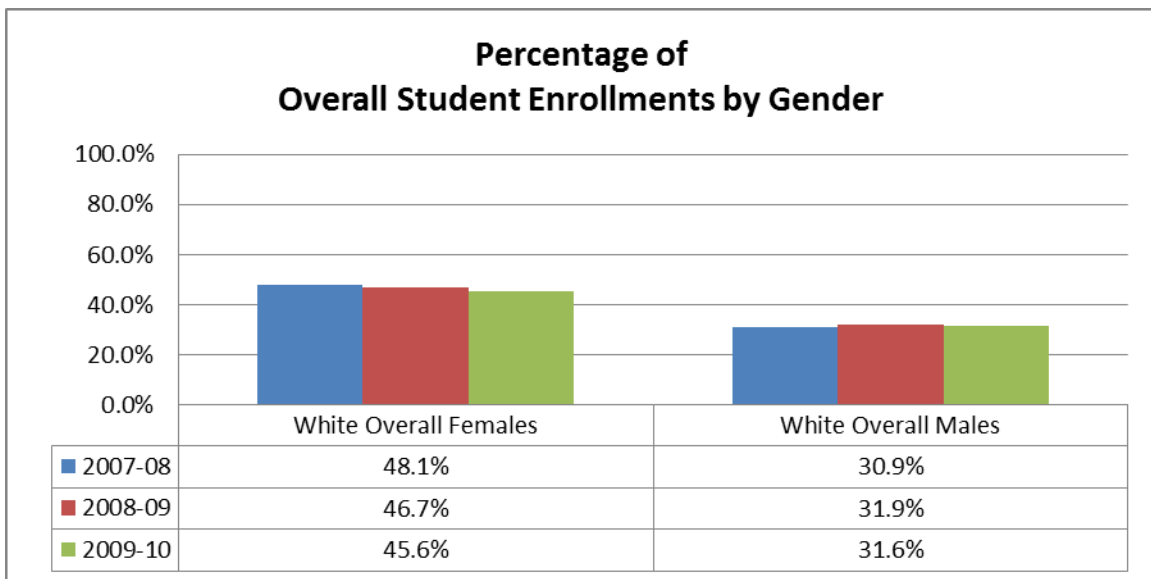


The enrollment of Other Minorities students' has slightly increased.

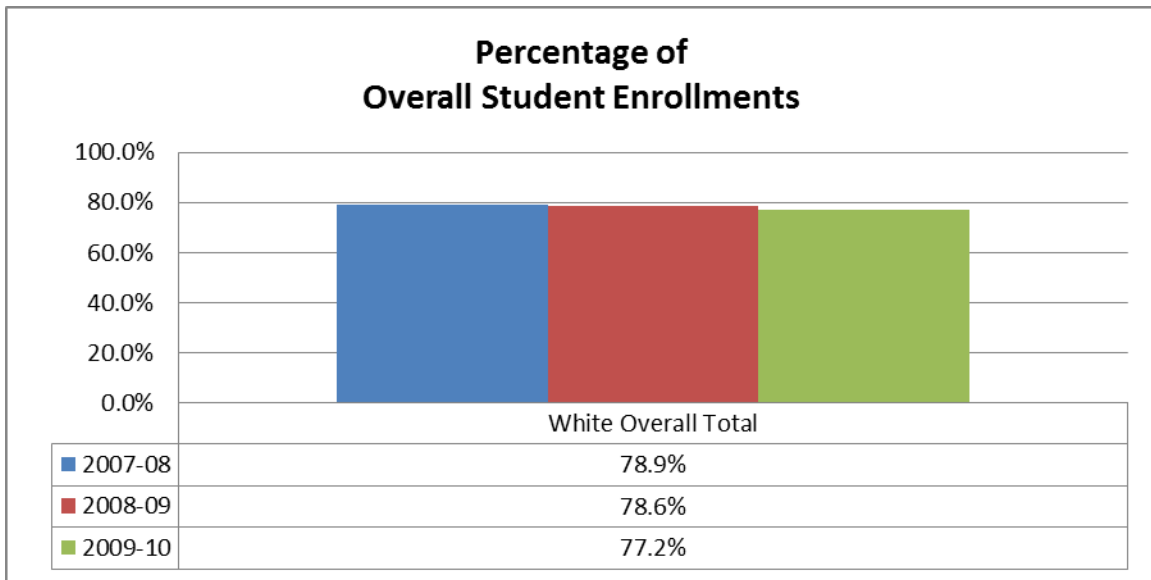
**Analysis of White Students:**



FTIC enrollment for White students decreased from 75.2 percent in 2007-08 to 68.3 percent in 2009-10.



The enrollment of White female students decreased slightly from 48.1 percent in 2007-08 to 45.6 percent in 2009-10, whereas the enrollment of White male students remained fairly consistent during the evaluation period.



The percent of White students has been slowly declining over the past three years, which indicates an increase in minority student enrollment.

**1.b. Indicate changes in enrollment (increases/decreases) by race, gender, and any areas if the analysis indicates improvement is warranted.**

- White female enrollment has decreased slightly from 48.1 percent in 2007-08 to 45.6 percent in 2009-10.

**1.c. Achievement of goals and timelines: Based on the data, modify goals for 2011/12 through 2012/13 as necessary. Report goals below.**

1. The College will continue its recruitment efforts to increase the enrollment of the FTIC male student population.
2. The College will continue its recruitment efforts to increase the enrollment of the FTIC minority student population.

**1.d. Based on the analysis and goals, list the methods and strategies to be used by the college to increase enrollments and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy.**

**Strategies that have been successful and plans to continue them:**

1. The College expanded the male outreach initiative to all campuses, which has helped to increase enrollment of male students. The initiative has undergone a new name, Men Achieving Excellence (MAX), and the staff continues to encourage male students to stay in college, as well as motivate the male students to accomplish short-term and long-term goals.
2. The College continues to refine the registration process for the Fall and Spring terms, and promote the early completion of the Federal Financial Aid application. The staff in the Financial Aid

department has expanded financial aid and budget workshops to include classroom, community and high school classroom visits, to help students and their parents understand and complete the application for Pell grants and loans.

**New methods and strategies to increase enrollment and achieve goals:**

1. The College will seek to expand the Women on the Way (WOW) program to other campus sites by 2012-13.
2. The College is expanding its partnership with the county school system to support high schools that are falling behind. Examples of some of the collaborative initiatives are:
  - Career days involving SPC staff and high school staff
  - Administration of the College Placement Test
  - Campus visits and tours of special programs
  - Student Internships on campus in specific departments of the high school students' interest and career goal
3. The College will target businesses and organizations to present special programs and learning opportunities to attract their employees to the College.
4. The College will increase educational activities with its newly formed partnership with Cornerstone Solutions Inc., a U.S. Department of Labor Job Corps service contractor, to help the Job Corps students transition into College.

## 2. Student Completions (college degree and certificate programs)

This year's report evaluates degree and certificate completions from 2007-08 to 2009-10 by race, gender, disability, and minority limited-English-language skills of students achieving A.A. Degrees, A.S. Degrees, or Certificates of Completions (Career Technology, PSAV). A.A.S. Degrees are included in the data for A.A. Degrees. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students in 2011/12 through 2012/13.

### 2.a. Charts reflecting Program Completions by AA and AS Degrees and by Certificates

Florida College System										
College: St. Petersburg										
Student Participation/Completions										
		AA Degrees			AS Degrees			Certificates		
Class	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Black Female	2007-08	123	1,891	6.50	59	759	7.77	30	643	4.67
	2008-09	118	1,999	5.90	56	755	7.42	24	584	4.11
	2009-10	147	2,305	6.38	60	809	7.42	23	623	3.69
Black Male	2007-08	33	1,891	1.75	14	759	1.84	20	643	3.11
	2008-09	44	1,999	2.20	16	755	2.12	24	584	4.11
	2009-10	37	2,305	1.61	18	809	2.22	27	623	4.33
Black Total	2007-08	156	1,891	8.25	73	759	9.62	50	643	7.78
	2008-09	162	1,999	8.10	72	755	9.54	48	584	8.22
	2009-10	184	2,305	7.98	78	809	9.64	50	623	8.03

CCTCMIS - CCEE0192 03/02/2011 14:35:39 Source: AA1A2008, AA1A2009, AA1A2010  
 DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
 Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.  
 2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System										
College: St. Petersburg										
Student Participation/Completions										
		AA Degrees			AS Degrees			Certificates		
Class	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Hisp. Female	2007-08	46	1,891	2.43	35	759	4.61	12	643	1.87
	2008-09	77	1,999	3.85	30	755	3.97	15	584	2.57
	2009-10	90	2,305	3.90	35	809	4.33	19	623	3.05
Hisp. Male	2007-08	34	1,891	1.80	16	759	2.11	24	643	3.73
	2008-09	43	1,999	2.15	7	755	0.93	23	584	3.94
	2009-10	45	2,305	1.95	10	809	1.24	22	623	3.53
Hisp. Total	2007-08	80	1,891	4.23	51	759	6.72	36	643	5.60
	2008-09	120	1,999	6.00	37	755	4.90	38	584	6.51
	2009-10	135	2,305	5.86	45	809	5.56	41	623	6.58

CCTCMIS - CCEE0192 03/02/2011 14:35:39 Source: AA1A2008, AA1A2009, AA1A2010  
 DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
 Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.  
 2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System										
College: St. Petersburg										
Student Participation/Completions										
		AA Degrees			AS Degrees			Certificates		
Class	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Other Female	2007-08	35	1,891	1.85	19	759	2.50	10	643	1.56
	2008-09	44	1,999	2.20	22	755	2.91	5	584	0.86
	2009-10	56	2,305	2.43	24	809	2.97	8	623	1.28
Other Male	2007-08	33	1,891	1.75	3	759	0.40	10	643	1.56
	2008-09	37	1,999	1.85	8	755	1.06	10	584	1.71
	2009-10	32	2,305	1.39	14	809	1.73	8	623	1.28
Other Total	2007-08	68	1,891	3.60	22	759	2.90	20	643	3.11
	2008-09	81	1,999	4.05	30	755	3.97	15	584	2.57
	2009-10	88	2,305	3.82	38	809	4.70	16	623	2.57

CCTCMIS - CCEE0192 03/02/2011 14:35:39 Source: AA1A2008, AA1A2009, AA1A2010  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.  
2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System										
College: St. Petersburg										
Student Participation/Completions										
		AA Degrees			AS Degrees			Certificates		
Class	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
White Female	2007-08	996	1,891	52.67	450	759	59.29	237	643	36.86
	2008-09	1,010	1,999	50.53	437	755	57.88	187	584	32.02
	2009-10	1,148	2,305	49.80	468	809	57.85	216	623	34.67
White Male	2007-08	591	1,891	31.25	163	759	21.48	300	643	46.66
	2008-09	626	1,999	31.32	179	755	23.71	296	584	50.68
	2009-10	750	2,305	32.54	180	809	22.25	300	623	48.15
White Total	2007-08	1,587	1,891	83.92	613	759	80.76	537	643	83.51
	2008-09	1,636	1,999	81.84	616	755	81.59	483	584	82.71
	2009-10	1,898	2,305	82.34	648	809	80.10	516	623	82.83

CCTCMIS - CCEE0192 03/02/2011 14:35:39 Source: AA1A2008, AA1A2009, AA1A2010  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.  
2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled



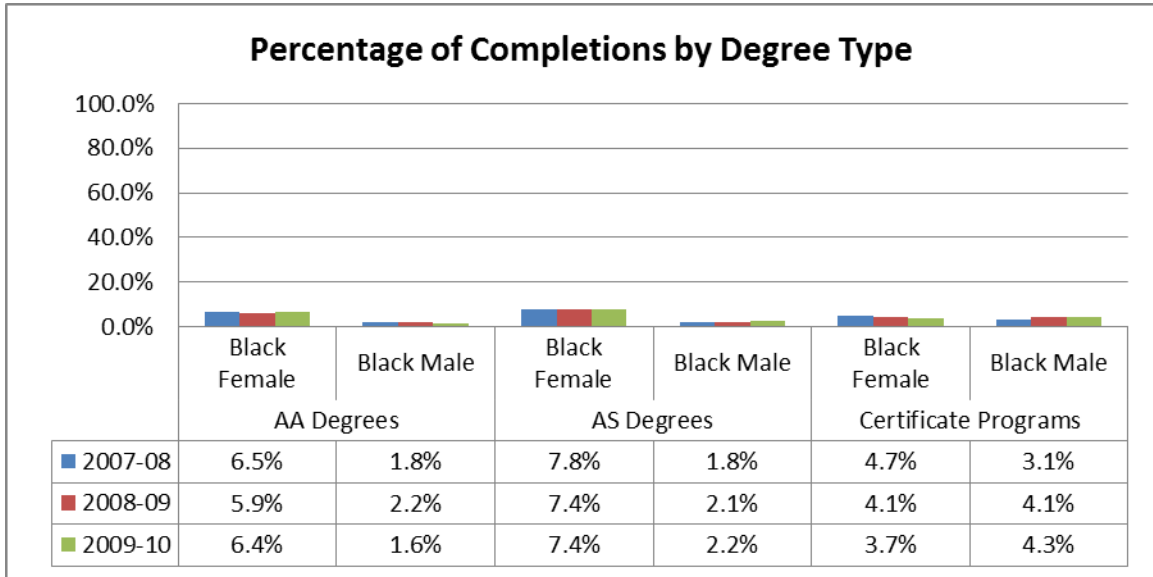
Florida College System										
College: St. Petersburg										
Student Participation/Completions										
		AA Degrees			AS Degrees			Certificates		
Class	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Female	2007-08	1,200	1,891	63.46	563	759	74.18	289	643	44.95
	2008-09	1,249	1,999	62.48	545	755	72.19	231	584	39.55
	2009-10	1,441	2,305	62.52	587	809	72.56	266	623	42.70
Male	2007-08	691	1,891	36.54	196	759	25.82	354	643	55.05
	2008-09	750	1,999	37.52	210	755	27.81	353	584	60.45
	2009-10	864	2,305	37.48	222	809	27.44	357	623	57.30
Total	2007-08	1,891	1,891	100.00	759	759	100.00	643	643	100.00
	2008-09	1,999	1,999	100.00	755	755	100.00	584	584	100.00
	2009-10	2,305	2,305	100.00	809	809	100.00	623	623	100.00

CCTCMIS - CCEE0192 03/02/2011 14:35:39 Source: AA1A2008, AA1A2009, AA1A2010  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.  
2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System									
College: St. Petersburg									
Student Participation/Completions									
		AA Degrees		AS Degrees		Certificates			
Class	Rpt Year	LEP	DIS	LEP	DIS	LEP	DIS	LEP	DIS
Female	2007-08	23	37	18	17	5	4		
	2008-09	30	27	14	12	7	2		
	2009-10	30	43	17	33	7	8		
Male	2007-08	13	10	1	6	3	3		
	2008-09	20	29	1	8	5	5		
	2009-10	21	37	6	8	8	7		
Total	2007-08	36	47	19	23	8	7		
	2008-09	50	56	15	20	12	7		
	2009-10	51	80	23	41	15	15		

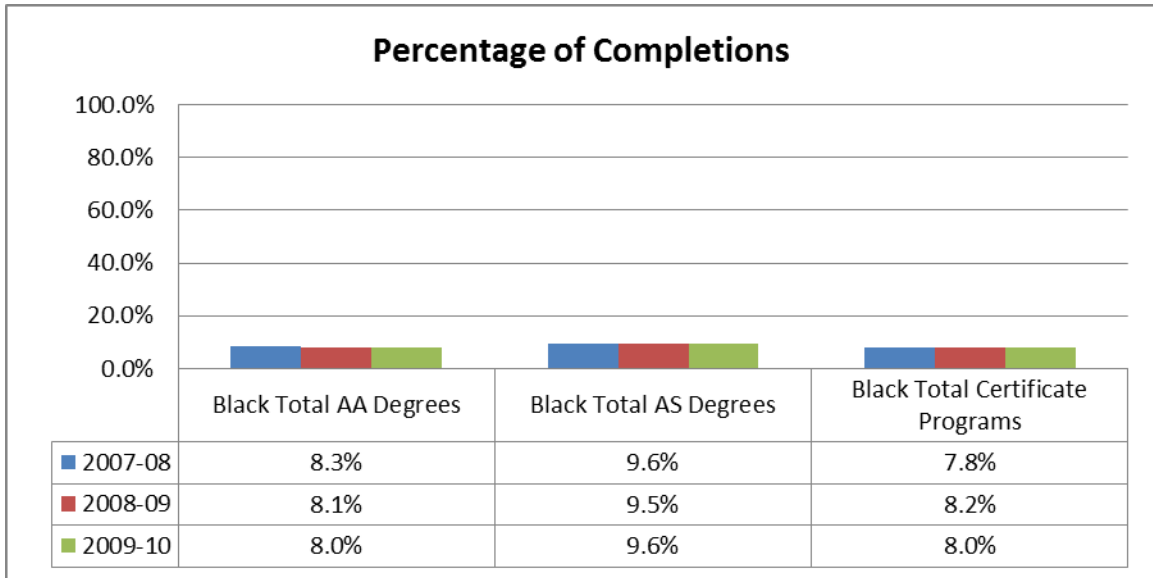
CCTCMIS - CCEE0192 03/02/2011 14:35:39 Source: AA1A2008, AA1A2009, AA1A2010  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.  
2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

**Analysis of Black Students:**



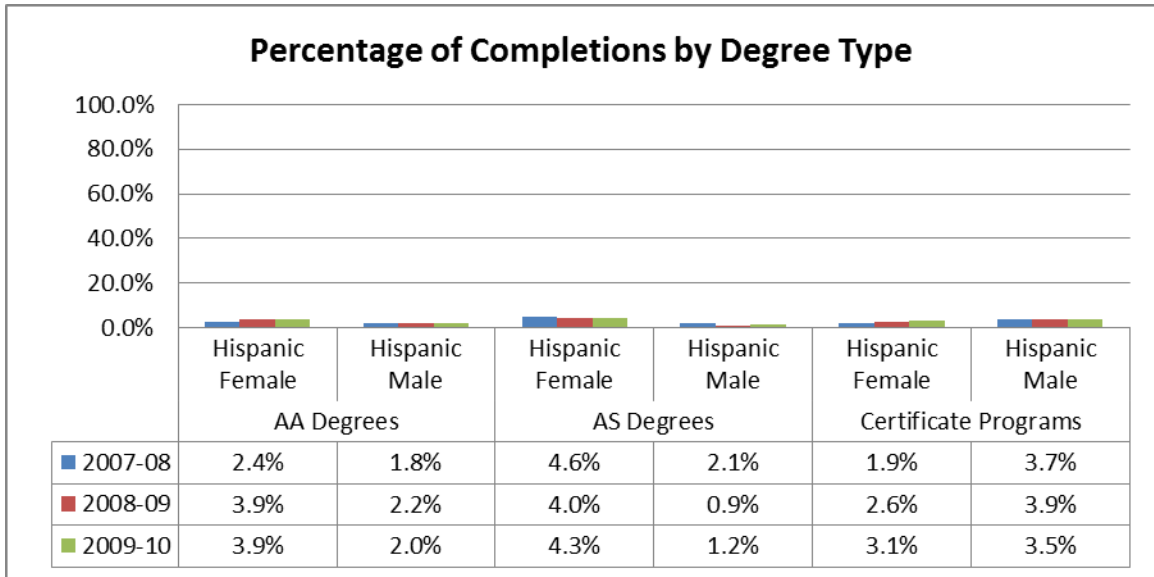
**Black Female Students:** Of the percentage of students completing AA degrees, the percentage of Black female student completions remained fairly consistent. Of the percentage of students completing AS degrees, Black female student completions also remained fairly consistent. In certificate programs, the representation of Black female students decreased from 4.7 percent in 2007-08 to 3.7 percent in 2009-10.

**Black Male Students:** Of the percentage of students completing AA degrees, Black male student completions remained fairly consistent. Of the percentage of students completing AS degrees, Black male student completions also remained fairly consistent. In certificate programs, the representation of Black male students increased from 3.1 percent in 2007-08 to 4.3 percent in 2009-10.



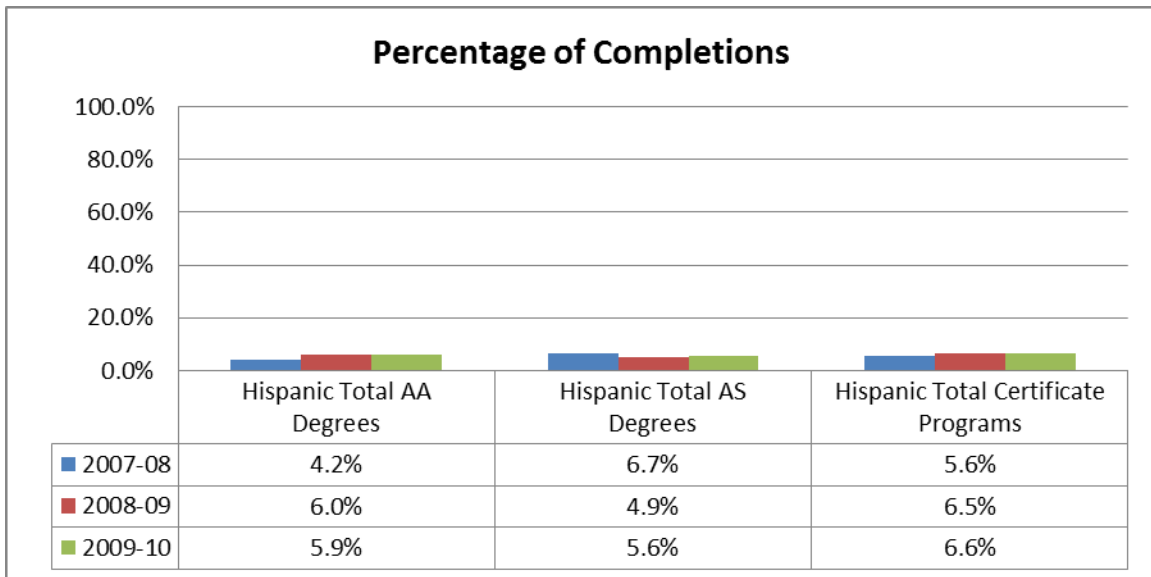
**Black Students:** Of the percentage of students completing AA degrees, Black student completions remained fairly consistent. In certificate programs, the representation of Black students also remained consistent. Of the percentage of students completing AS degrees, the percentage of Black students remained fairly consistent.

**Analysis of Hispanic Students:**



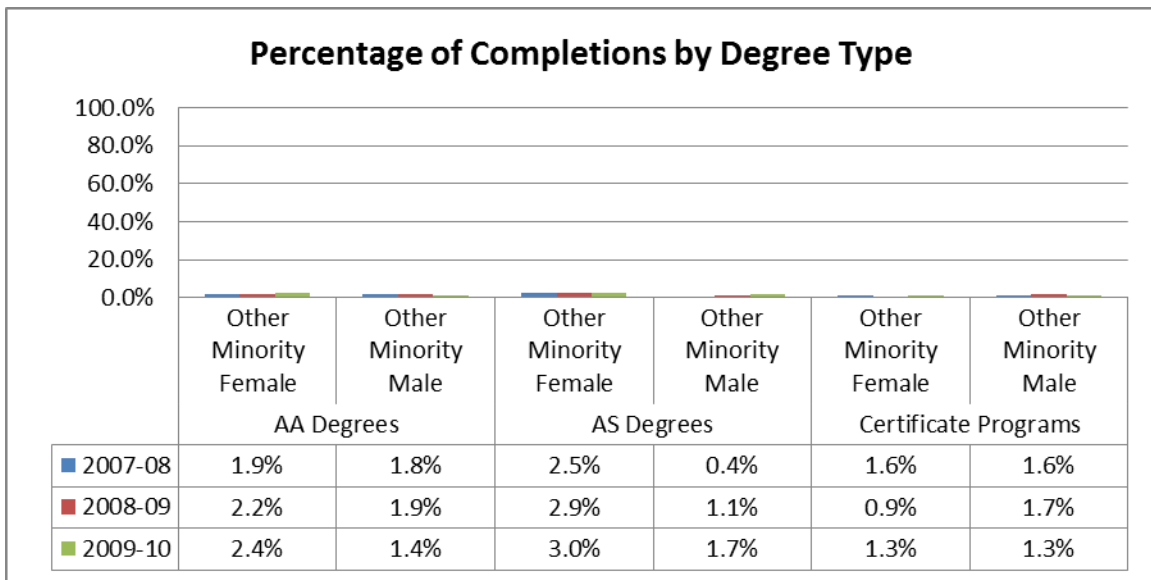
**Hispanic Female Students:** Of the percentage of students completing AA degrees, Hispanic female students increased from 2.4 percent in 2007-08 and 3.9 percent in 2009-10. Of the percentage of students completing AS degrees, Hispanic female student completions remained consistent. In certificate programs, the representation of Hispanic female students increased from 1.9 percent in 2007-08 to 3.1 percent in 2009-10.

**Hispanic Male Students:** Of the percentage of students completing AA degrees, Hispanic male student completions remained fairly consistent. Of the percentage of students completing AS degrees, Hispanic male students decreased slightly. In certificate programs, the representation of Hispanic male students remained consistent.



**Hispanic Students:** Of the percentage of students completing AA degrees, Hispanic students represented 4.2 percent in 2007-08 and 5.9 percent in the 2009-10. In certificate programs, the representation of Hispanic students slightly increased from 5.6 percent in 2007-08 to 6.6 percent in 2009-10. Of the percentage of students completing AS degrees, the percentage of Hispanic students decreased slightly.

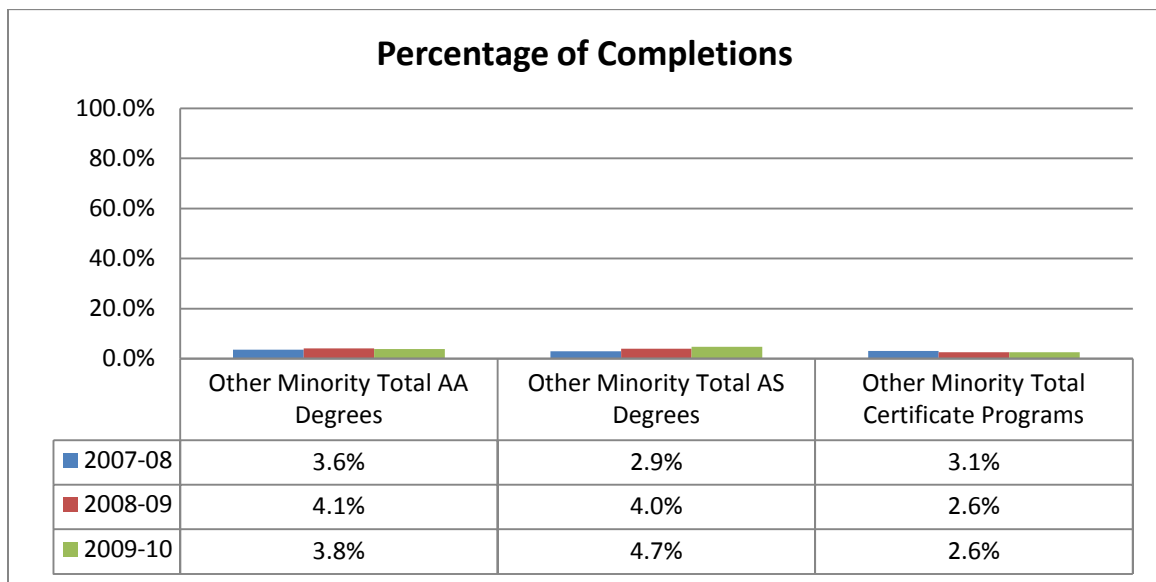
**Analysis of Other Minorities Students:**



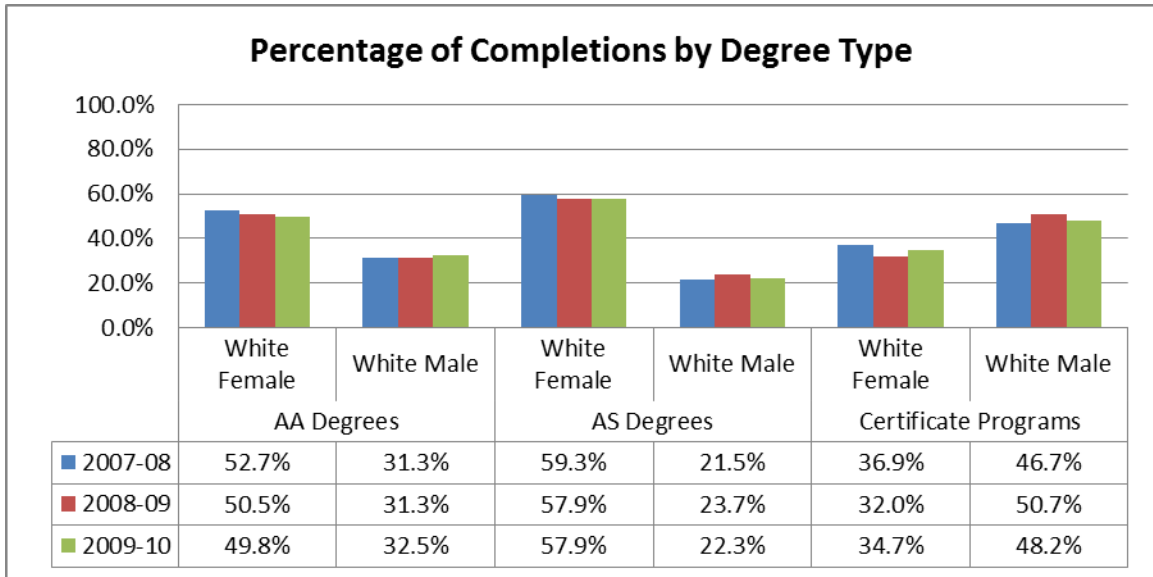
**Other Minorities Female Students:** Of the percentage of students completing AA degrees, Other Minorities female student completions remained fairly consistent. Of the percentage of students completing AS degrees, Other Minorities female student completions remained consistent. In certificate programs, the representation of Other Minorities female student completions remained fairly consistent.

**Other Minorities Male Students:** Of the percentage of students completing AA degrees, Other Minorities male student completions remained fairly consistent. Of the percentage of students completing AS degrees, Other Minorities male students increased slightly from 0.40 percent in 2007-08 and 1.7 percent in 2009-10. In certificate programs, the representation of Other Minorities male students remained fairly consistent.

**Other Minorities Students:** Of the percentage of students completing AA degrees, Other Minorities student completions remained fairly consistent. In certificate programs, the representation of Other Minorities students remained consistent. Of the percentage of students completing AS degrees, the percentage of Other Minorities student increased from 2.9 percent in 2007-08 to 4.7 percent in 2009-10.

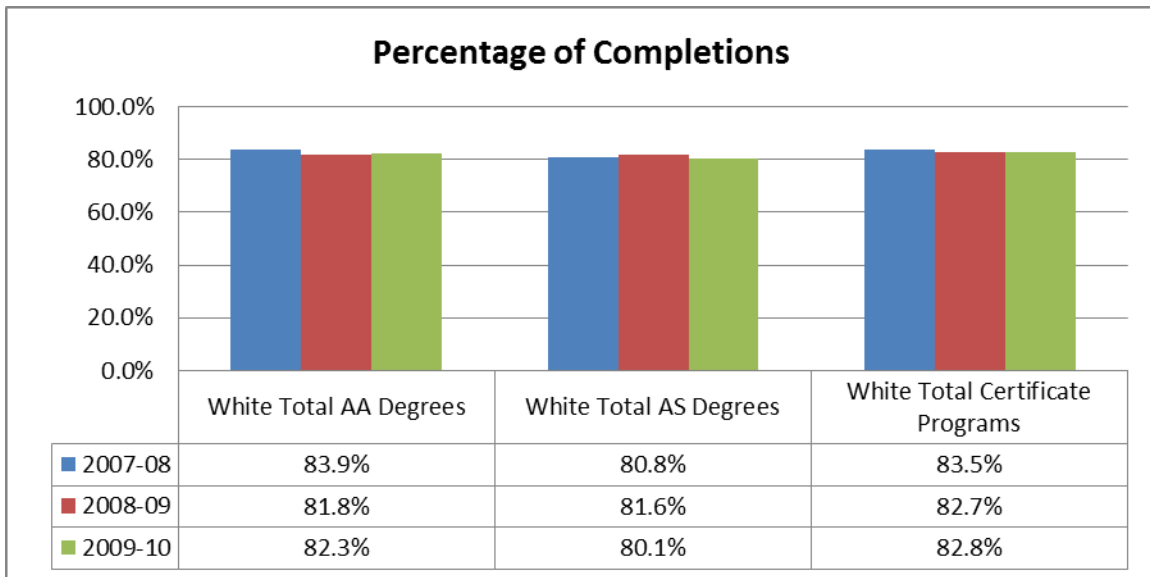


**Analysis of White Students:**



**White Female Students:** Of the percentage of students completing AA degrees, White female students decreased from 52.7 percent in 2007-08 and 49.8 percent in 2009-10. Of the percentage of students completing AS degrees, White female students decreased from 59.3 percent in 2007-08 and 57.9 percent in 2009-10. In certificate programs, the representation of White female students decreased from 36.9 percent in 2007-08 to 34.7 percent in 2009-10.

**White Male Students:** Of the percentage of students completing AA degrees, White male students increased from 31.3 percent in 2007-08 and 32.5 percent in 2009-10. Of the percentage of students completing AS degrees, White male students increased slightly from 21.5 percent in 2007-08 and 22.3 percent in 2009-10. In certificate programs, the representation of White male students remained fairly consistent.



**White Students:** Of the percentage of students completing AA degrees, White student completions remained consistent. Of the percentage of students completing AS degrees, the percentage of White students decreased slightly. In certificate programs, the representation of White students remained consistent.

**2.b. Identify areas of disproportionate completions and any areas for improvement if the analysis indicates improvement is warranted. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances.**

AA Degrees: Disproportionate completion and area for improvement:

Of all students completing AA degrees, there is a disproportionate percentage of minorities.

AS Degrees: Disproportionate completions and area for improvement:

Of all students completing AS degrees, there is a disproportionate percentage of minorities.

Certificate programs: Disproportionate completions and area for improvement:

Of all students completing certificate programs, there is a disproportionate percentage of minorities.

**2.c. Achievement of goals and timelines: Based on the data, modify goals for 2011/12 through 2012/13 as necessary. Report goals below.**

1. Black students: Increase the number of AA Degree completions to 200 by 2013, which is approximately 10% more than the number of current year's completers.
2. Hispanic students: Increase the number of AA Degree completions to 150 by 2013, which is approximately 10% more than the number of current year's completers.



3. Black students: Increase the number AS Degree completions to 90 by 2013, which is approximately 10% more than the number of current year's completers.
4. Hispanic students: Increase the number AS Degree completions to 50 by 2013, which is approximately 10% more than the number of current year's completers.

**2.d. Based on the analysis and goals, list the methods and strategies used by the college to increase completions and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy.**

- Promote online, blended, and dynamically dated classes to support students with high work and family demands.
- Expand informational career workshops and seminars to assist students who want to clarify a career path that is aligned with coursework.
- Expand certificate program offerings that are abbreviated to reduce term enrollment, so students can accelerate securing employment.
- Conduct scholarship workshops to assist students in learning how to take advantage of financial opportunities to support their ability to persist in college.

## **Analysis of Students with limited-English-language (LEP) Skills:**

### **AA Degree:**

The number of female LEP student AA degree completers increased from 23 in 2007-08 to 30 in 2009-10.

The number of male LEP student AA degree completers increased from 13 in 2007-08 to 21 students in 2009-10.

### **AS Degree:**

The number of female LEP student completers slightly decreased with 18 students completing AS degrees in 2007-08 to 17 students completing AS degrees in 2009-10.

The number of male LEP student completers increased with 1 student completing an AS degree in 2007-08 to 6 students completing AS degrees in 2009-10.

### **Certificate programs:**

Female LEP student certificate completers increased from 5 students completing certificate programs in 2007-08 to 7 student completers in 2009-10.

The number of Male LEP student certificate completers increased. The number increased from 3 student completers in 2007-08 to 8 student completers in 2009-10.

## **Analysis of Students who self declared a disability:**

### **AA Degree:**

The number of female AA degree completers who self-declared a disability increased from 37 in 2007-08 to 43 in 2009-10.

The number of male AA degree completers who self-declared a disability increased from 10 in 2007-08 to 37 in 2009-10.

### **AS Degree:**

The number of female AS degree completers who self-declared a disability increased from 17 in 2007-08 to 33 in 2009-10.

The number of male AS degree completers who self-declared a disability increased from 6 in 2007-08 to 8 in 2009-10.

### **Certificate Programs:**

The number of female certificate completers who self-declared a disability increased from 4 in 2007-08 to 8 in 2009-10.

The number of male certificate completers who self-declared a disability increased from 3 in 2007-08 to 7 in 2009-10.

**The data reflects an increased in both student populations in completing degree and certificate programs:**

**AA Degree:**

The number of LEP AA degree completers increased from 36 in 2007-08 to 51 in 2009-10.

The number of AA degree completers who self-declared a disability increased from 47 in 2007-08 to 80 in 2009-10.

**AS Degree:**

The number of LEP AS degree completers increased from 19 in 2007-08 to 23 in 2009-10.

The number of AS degree completers who self-declared a disability increased from 23 in 2007-08 to 41 in 2009-10.

**Certificate Programs:**

The number of LEP certificate completers increased from 8 in 2007-08 to 15 in 2009-10.

The number of certificate completers who self-declared a disability increased from 7 in 2007-08 to 15 in 2009-10.

**3. Student Retention by Race and Gender**

The College 2010-11 Update Report should include analysis of methods and strategies used by the college to increase persistence and retention of FTIC students. Data is provided for full-time and part-time students by race and gender for two years' comparisons; Fall 2008-09 FTIC students returning Fall 2009-10 and Fall 2009-10 FTIC students returning Fall 2010-11.

**3. a. FULL-TIME STUDENTS**

Florida College System																	
College: St. Petersburg																	
Full-Time Student Retention (FTIC) 2009-10 Fall Beginning-of-Term to 2010-11 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	11	11	91	128	6	4	53	44	73	117	698	732	194	216	1,126	1,252	2,378
Num. Retained	7	4	63	102	4	3	42	35	47	89	472	561	131	168	766	962	1,728
% Retained	64	36	69	80	67	75	79	80	64	76	68	77	68	78	68	77	73

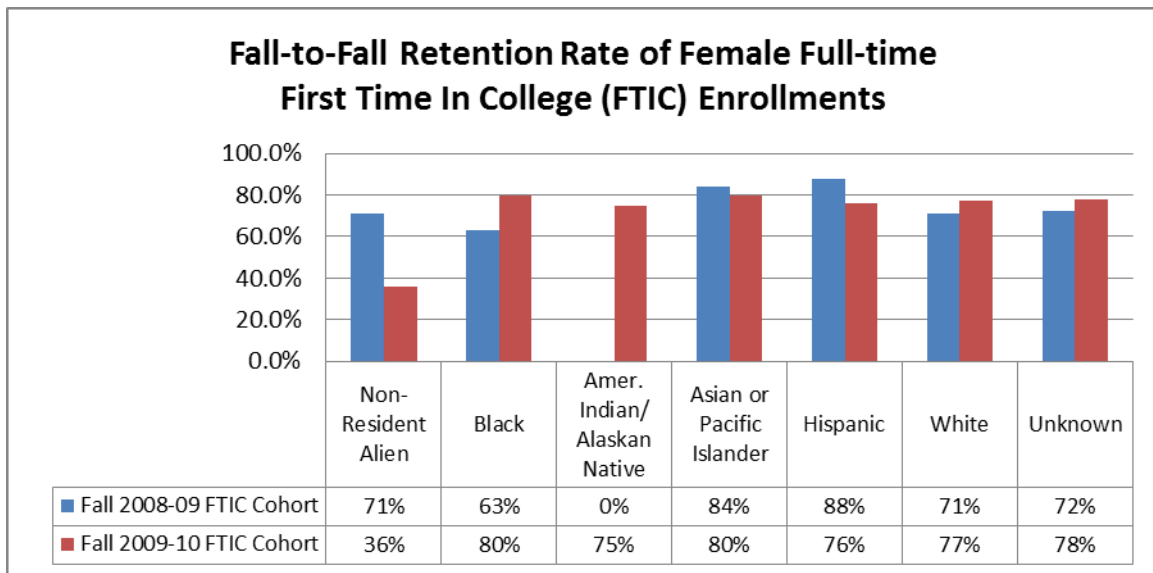
CCTCMIS - Retention 03/02/2011 9:20:42  
Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall 2009 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System																	
College: St. Petersburg																	
Full-Time Student Retention (FTIC) 2008-09 Fall Beginning-of-Term to 2009-10 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	19	14	87	153	1	6	31	49	72	76	784	835	44	32	1,038	1,165	2,203
Num. Retained	13	10	51	97	0	0	22	41	44	67	529	595	28	23	687	833	1,520
% Retained	68	71	59	63	0	0	71	84	61	88	67	71	64	72	66	72	69

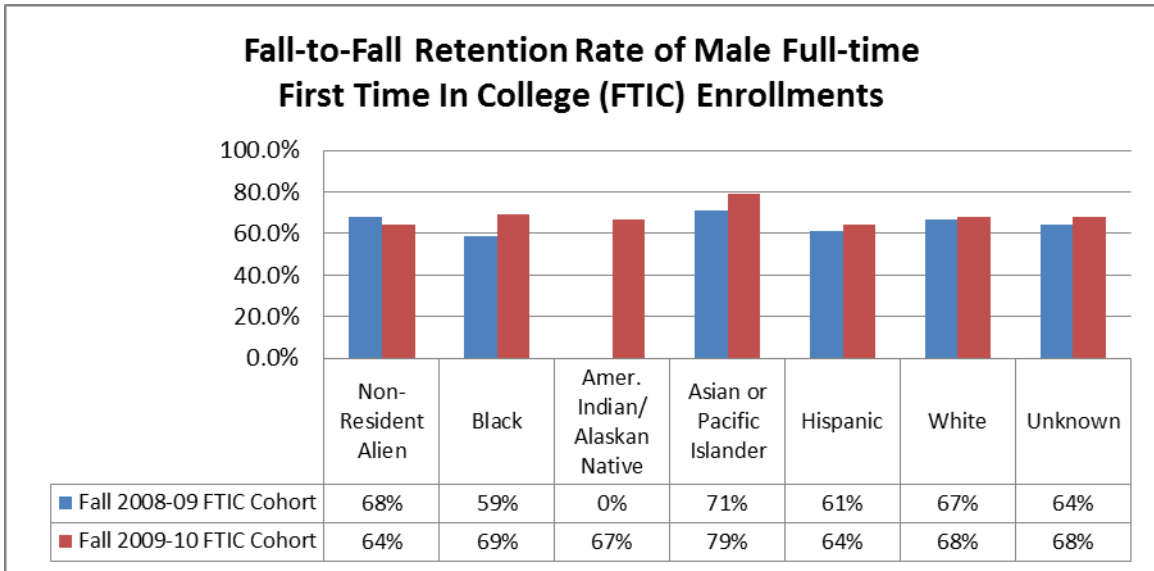
CCTCMIS - Retention 03/02/2011 9:20:43  
Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall 2008 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall Enrollment

**3. b. Identify areas by race and gender where the retention rates have not improved from the previous year.**

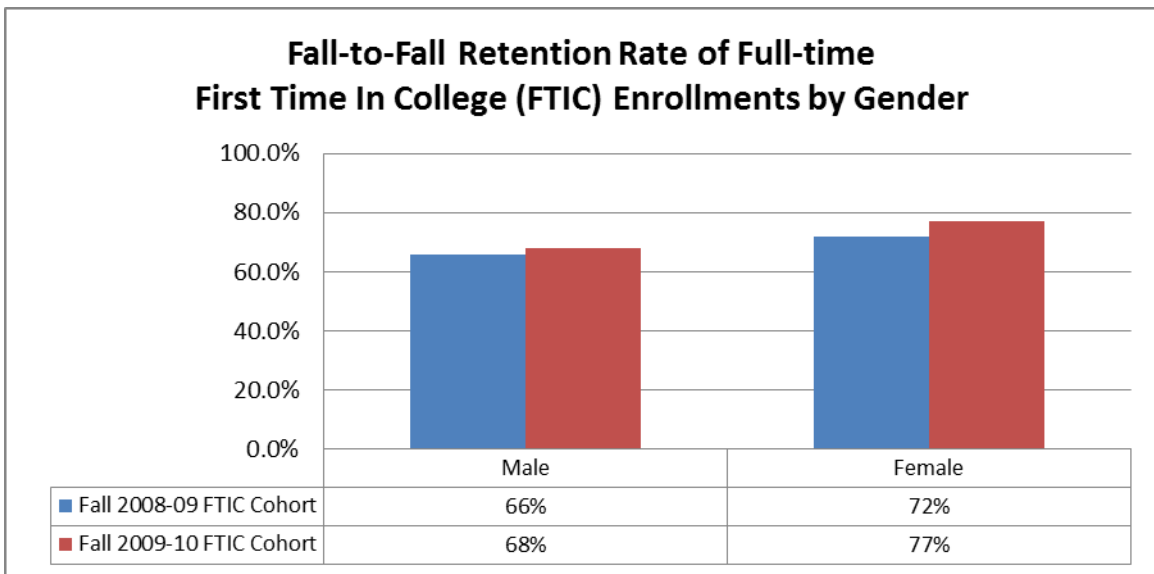
There has been an overall increase in full-time FTIC retention. The largest gains in full-time FTIC retention rates were by Black and White female full-time FTIC students.



There were decreases in the retention rate of fulltime FTIC Asian, Hispanic and non-resident alien female students.



The full-time FTIC Black male retention rate increased from 59 percent to 69 percent. The rate of retention of full-time FTIC Asian males increased from 71 percent to 79 percent. The retention rate for full-time FTIC Hispanic male students increased from 61 percent to 64 percent. The retention rate for full-time FTIC white male students increased from 67 percent to 68 percent. The retention rate for full-time FTIC non-resident alien male students decreased from 68 percent to 64 percent. The largest gains were realized by full-time FTIC Black and Asian followed by Hispanic and White male students.



The full-time FTIC retention rate for female and male students increased in both years. The percentage rate in 2008-09 increased from 72 percent to 77 percent in 2009-10 for full-time FTIC college female students, and from 66 percent to 68 percent for full-time FTIC male students.

**3. c. Identify methods and strategies the college will implement in efforts to increase the retention rates.**

1. Continue to use academic advisors as mentors to students enrolled in the Student Life Skills course.
2. Continue to facilitate classroom visits with FTIC and second semester students to remind them of the resources that are available to them.
3. Present technology that is user-friendly and accessible to students so that they can navigate their enrollment and become an active participant in their college experience and success.
4. Expand the Women on the Way (WOW) and Male Achieving Excellence (MAX) initiatives to support students who need additional resources and a place to share their college experiences with peers and responsible College staff.
5. Embark on the Mentorship Course Initiative, an effort aimed at students who test into two or more college-prep courses that will require them to take SLS 1101 - The College Experience and SLS 1126 - Mentoring Course. SLS 1126 faculty will serve as mentors to SLS student and will help personalize the college experience to ease the transition to college and foster academic success.

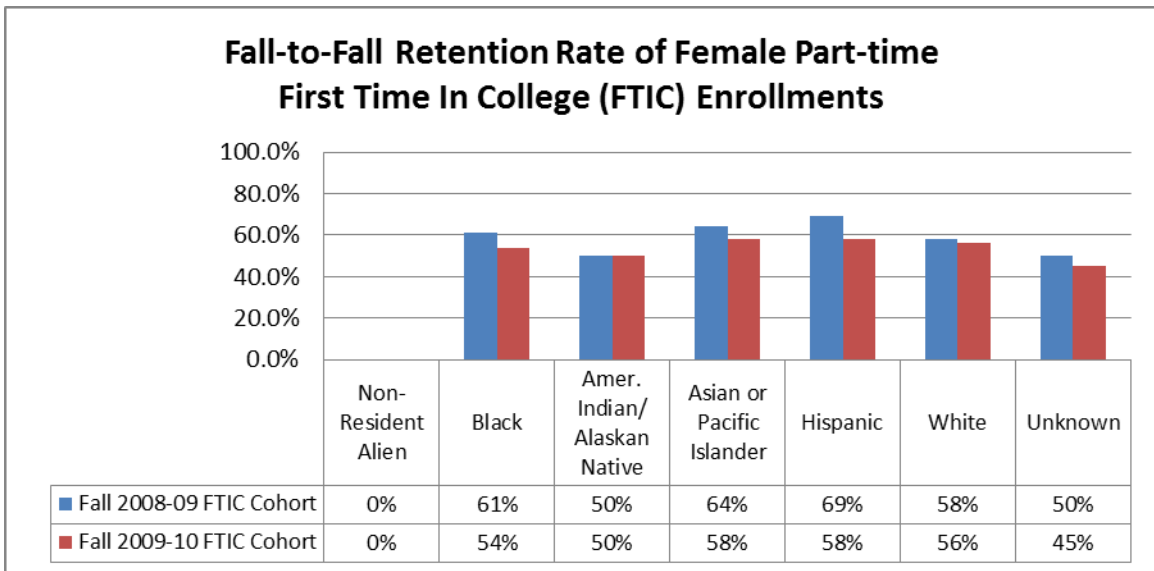
#### 4. a. PART-TIME STUDENTS

Florida College System																	
College: St. Petersburg																	
Part-Time Student Retention (FTIC) 2009-10 Fall Beginning-of-Term to 2010-11 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	0	1	113	190	4	4	32	25	56	71	532	569	155	169	892	1,029	1,921
Num. Retained	0	0	57	115	0	2	20	16	22	49	248	328	72	85	419	595	1,014
% Retained	0	0	50	61	0	50	63	64	39	69	47	58	46	50	47	58	53

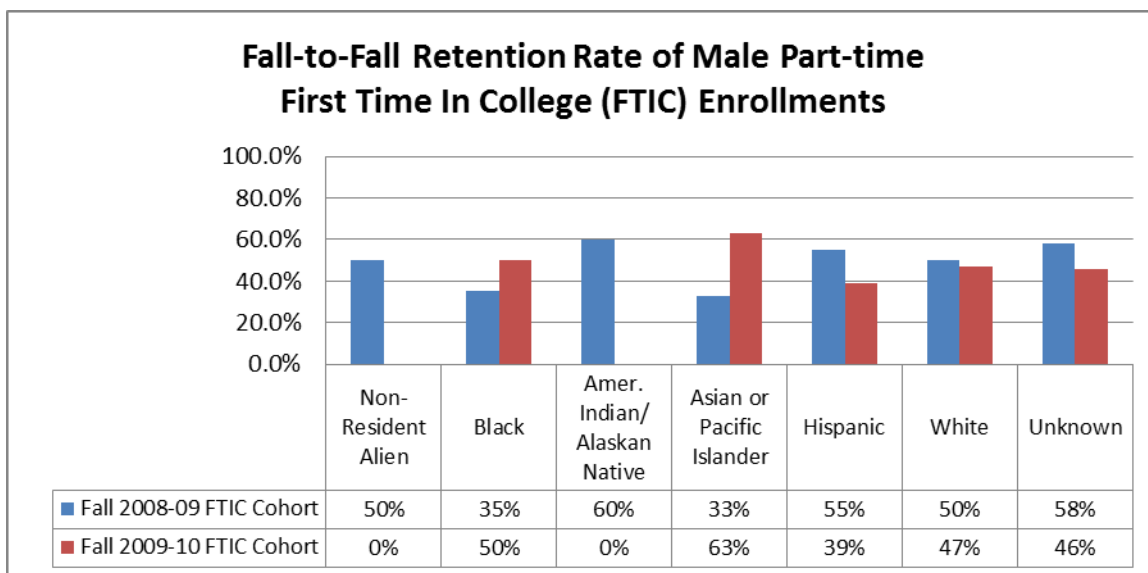
CCTCMIS - Retention 03/02/2011 9:20:44  
 Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall 2009 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System																	
College: St. Petersburg																	
Part-Time Student Retention (FTIC) 2008-09 Fall Beginning-of-Term to 2009-10 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	6	0	93	146	5	2	18	19	64	66	553	657	40	40	779	930	1,709
Num. Retained	3	0	33	79	3	1	6	11	35	38	277	367	23	18	380	514	894
% Retained	50	0	35	54	60	50	33	58	55	58	50	56	58	45	49	55	52

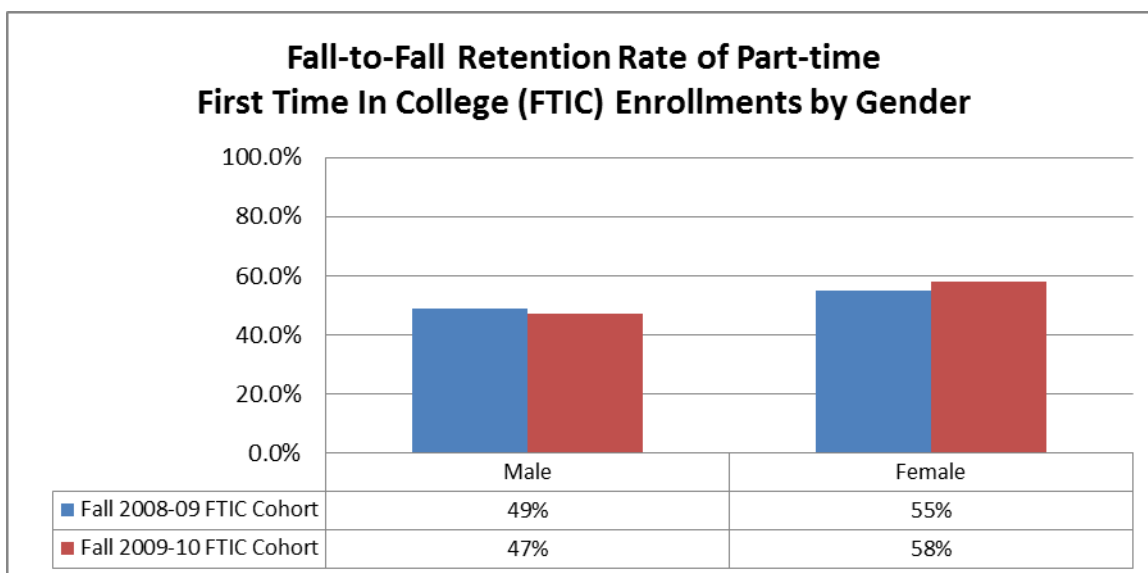
CCTCMIS - Retention 03/02/2011 9:20:43  
 Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall 2008 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall Enrollment



There has been an overall increase in part-time FTIC female retention. The largest gains in part-time FTIC retention rates were by Hispanic, Black, and Asian female students while American Indian remained the same and White female students declined.



There has been a slight decrease in part-time FTIC retention for male students. The part-time FTIC Black male retention rate increased from 35 percent to 50 percent. The part-time FTIC retention rate of Asian males increased from 33 percent to 63 percent. The part-time FTIC retention rate for all other categories declined.



There has been an increase in the part-time FTIC retention rate for females. The percent increased from 55 in 2008-09 to 58 in 2009-10. The part-time FTIC retention rate for male students decreased slightly from 49 percent in 2008-09 to 47 in 2009-10.



**4. b. Identify areas by race and gender where the retention rates have not improved from the previous year.**

- There is a decrease in the part-time FTIC retention rate of White female and male students, as well as Hispanic male students.

**4. c. Identify methods and strategies the college will implement in efforts to increase the retention rates.**

1. Increase student life and leadership activities to part-time and students who take classes in the evening.
2. Implement a student communication initiative to notify part-time students of various activities, resources, and programs that are available to them.
3. Expand student award programs to part-time students and students who take courses at night.
4. Introduce male students to the Men Achieving Excellence (MAX) initiative through education and social event/activities that are specifically tailored for males.

## 5. Student Success Rates in Gatekeeper Mathematic Courses by Race

The College 2010-11 Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in mathematics gatekeeper courses (MAT0024, MAT1033, MAC1105, and MGF1106) from 2007-08 through 2009-10. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify gaps between success rates for white students compared to black students and Hispanic students. Strategies to increase the success rates and close the gaps should be included.

### Notes regarding the Disparity reports:

1. Success is defined as grades of A, B, C, and S
2. Grades of X, P, PR, and Z are not included in the data chart.
3. Grades of WP and WF are considered the same as W.
4. In the Gap Comparison Table, a **negative gap** indicates that the percentage of black or Hispanic students successfully completing the courses is less than the percentage of successful white students. A **positive gap** indicates that the success rate of black or Hispanic students exceeds the success rate of white students. The gaps are represented by percentage points.
- 5.

Florida College System									
Part III Student Participation									
Gatekeeper Courses: Disparity Gaps									
Success Rates for White Students at St. Petersburg Fall End-of-Term									
Course	2007-08			2008-09			2009-10		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
MAT0024	657	1,215	54.07	700	1,151	60.82	649	1,106	58.68
MAT1033	1,105	2,126	51.98	1,227	2,220	55.27	1,119	2,101	53.26
MAC1105	703	1,320	53.26	756	1,288	58.70	745	1,216	61.27
MGF1106	314	436	72.02	372	508	73.23	411	520	79.04

Source: SDB2007 - SDB2010 Community College Office of Evaluation 03/03/11 16:11  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Florida College System									
Part III Student Participation									
Gatekeeper Courses: Disparity Gaps									
Success Rates for Black Students at St. Petersburg Fall End-of-Term									
Course	2007-08			2008-09			2009-10		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
MAT0024	118	273	43.22	97	190	51.05	117	262	44.66
MAT1033	98	317	30.91	137	327	41.90	133	319	41.69
MAC1105	47	130	36.15	60	131	45.80	67	153	43.79
MGF1106	29	52	55.77	35	60	58.33	50	78	64.10

Source: SDB2007 - SDB2010 Community College Office of Evaluation 03/03/11 16:11  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

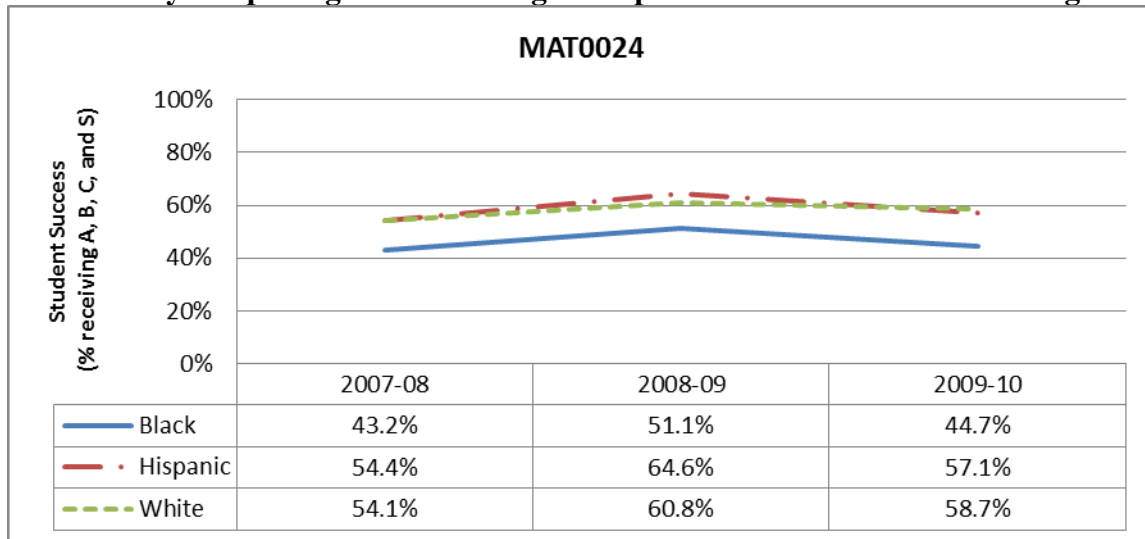
Florida College System									
Part III Student Participation									
Gatekeeper Courses: Disparity Gaps									
Success Rates for Hispanic Students at St. Petersburg Fall End-of-Term									
Course	2007-08			2008-09			2009-10		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
MAT0024	43	79	54.43	62	96	64.58	64	112	57.14
MAT1033	65	135	48.15	102	175	58.29	106	209	50.72
MAC1105	43	92	46.74	62	115	53.91	66	104	63.46
MGF1106	20	27	74.07	23	38	60.53	30	37	81.08

Source: SDB2007 - SDB2010 Community College Office of Evaluation 03/03/11 16:11  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

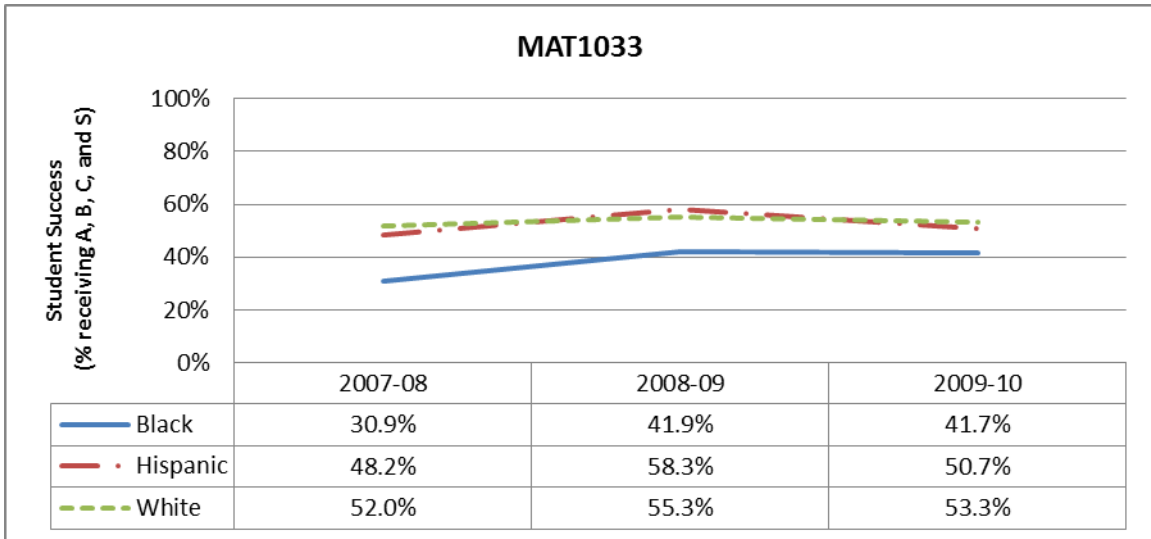
Florida College System						
Part III Student Participation						
Gatekeeper Courses: Disparity Gaps						
Gap Comparison in Percentage Successful at St. Petersburg Fall End-of-Term						
Course	2007-08		2008-09		2009-10	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT0024	-10.85	0.36	-9.77	3.76	-14.02	-1.54
MAT1033	-21.07	-3.83	-13.37	3.02	-11.57	-2.54
MAC1105	-17.11	-6.52	-12.90	-4.79	-17.48	2.19
MGF1106	-16.25	2.05	-14.90	-12.70	-14.94	2.04

Source: SDB2007 - SDB2010 Community College Office of Evaluation 03/03/11 16:11  
DOE collection years begin with the summer term.  
(Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

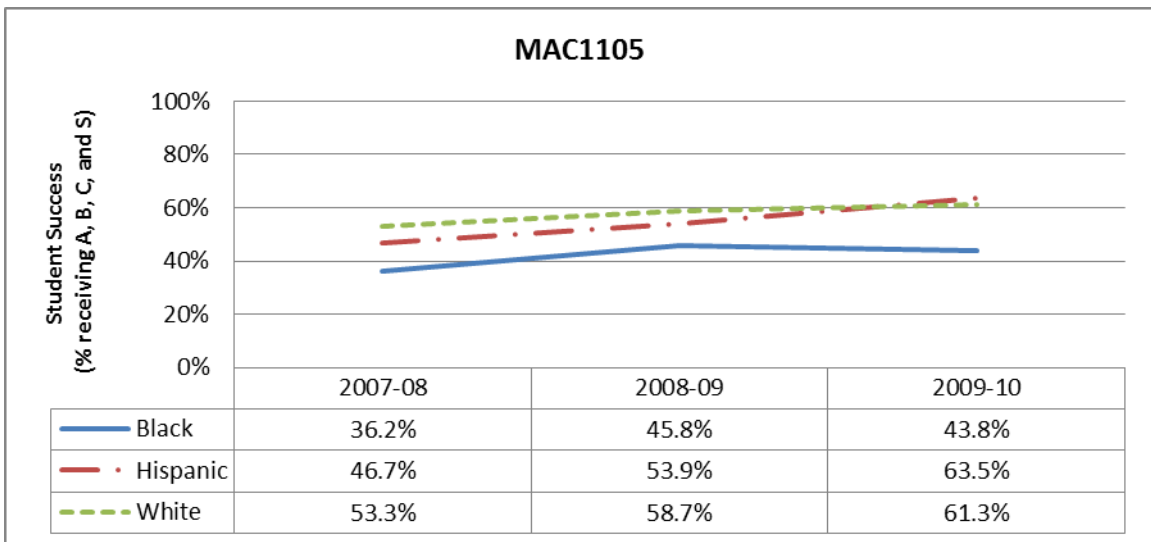
**5. a. For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing mathematics gatekeeper courses from 2007-08 through 2009-10.**



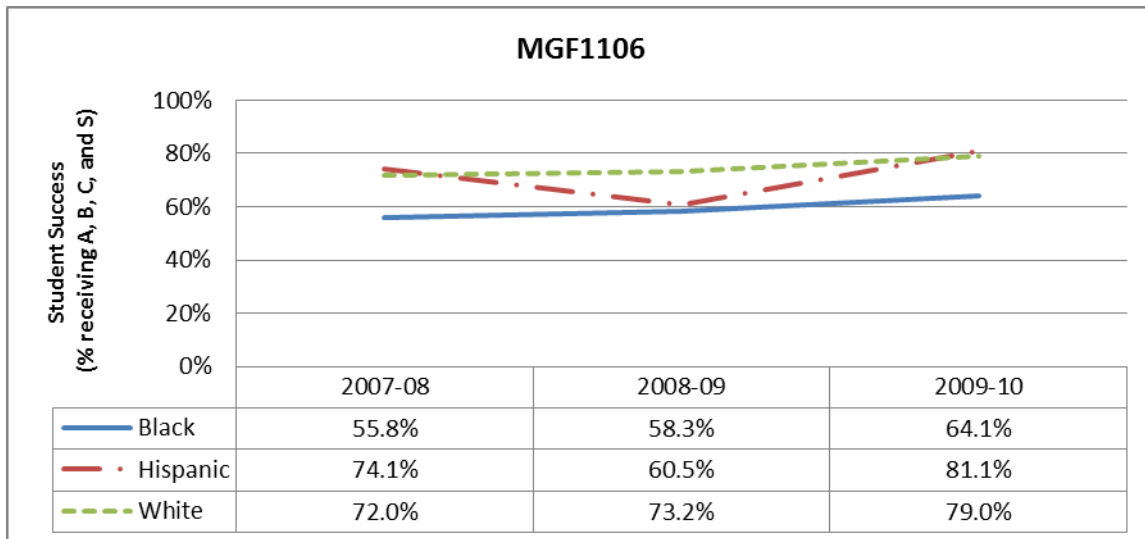
MAT 0024: After an initial drop, the Black-White disparity gap increased in the last year, while the Hispanic-White gap decreased. In 2009-10 the White cohort had the highest success rate of the three groups with 58.percent while Black students had the lowest rate 44. In all the cohorts, the success rate was higher in 2009-10 than in 2007-08.



MAT 1033: The Black-White disparity gap decreased steadily over the past three years, while the Hispanic-White gap fluctuated with a decrease in 2008-09 (3.0) and an increase in 2009-10 (-2.5). Although the gap increased, it is still below what was reported in 2007-08 (-3.8). In 2009-10, the White cohort had the highest success rate of the three groups with 53.3 percent. The Black cohort had the lowest success rate with 41 percent, very similar to 2008-09, but more than a 10 percent increase over 2007-08.



MAC 1105: White and Hispanic students were consistently more successful over the past three years with Hispanic students having the highest success rate in 2009-10 of 63 percent. Black students improved over the past 3 years by more than 7 percent though their success rate was not quite as good in 2009-10 (43.8%) compared to 2008-09 (45.8%). The Hispanic/White gap is positive at 2.2.



MGF 1106: Both the Black and the White cohorts displayed consistent improvement in their success rates over the past three years. Hispanic cohorts, after a dip in 2008-09, increased in 2009-10 with an overall success rate of 81.1 percent. The Hispanic-White gap is positive 2.0 in 2009-10 reversing a previous negative trend.

**5.b. Continuous Improvement Process: Based on the analysis of the college’s data for each course, identify methods and strategies the college will implement and monitor to improve success rates and/or close the black/white gaps and Hispanic/white gaps in the success rates of the mathematics gatekeeper courses.**

SPC has begun implementation and will continue to develop and utilize the following strategies to continue to address disparity gaps in gatekeeper math courses.

- Expand class offerings and student support services at Downtown and Midtown locations.
- Promote and expand *My Bridge to Success* program.
- Implement new state wide Developmental Mathematics I and Developmental Mathematics II classes.
- Offer free tutoring at all locations to promote peer-to-peer learning opportunities and ensure access to academic support at a wide range of times.
- Provide a MAT 0024 practice exam to increase first time successful completion of the exit examination requirement.
- Encourage faculty to identify and share “best practices” that improve outcomes for academically at-risk students.

## **D. Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities**

§1007.264, F.S., Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules: and §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules: Applies to any student with a disability, except those students who have been documented as having intellectual disabilities, and their eligibility for admission, graduation and/or admission into a program of study or upper division.

This section applies to all colleges offering any of the following programs:

- Associate in Science (A.S.)
- Associate in Arts (A.A.)
- Associate in Applied Science (A.A.S.)
- Career Technical Education (CTE) Certificate
- College and Vocational Preparation

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by Sections 1007.264 and 1007.265, Florida Statutes, Rule 6A-10.041 F.A.C., and 34 C.F.R. Part 106 implementing Section 504 of the Rehabilitation Act of 1973.

### **1. Rule 6A-10.041(1) requires that reasonable substitutions are made available for eligible students for the following:**

- Requirements for admission to the institution;
- Requirements for graduation where failure to meet the graduation requirement does not constitute a fundamental alteration in the nature of the program;
- Requirements for admission to a program of study where failure to meet the admission requirement does not constitute a fundamental alteration in the nature of the program; and
- Requirements for entry into upper division where failure to meet the admission requirement does not constitute a fundamental alteration in the nature of the program.

### **2. Rule 6A-10.041(2) requires that the college have policies and procedures addressing the following to implement Section 1007.264, F.S., and Section 1007.265, F.S.**

- A mechanism to identify persons eligible for reasonable substitutions due to a disability;
- A mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability;
- A mechanism for making the designated substitutions known to affected persons;
- A mechanism for making substitution decisions on an individual basis; and
- A mechanism for a student to appeal denial of a substitution or a determination of eligibility.

**3. Rule 6A-10.041(2) requires that the college have a provision for students who qualify for a course substitution which would allow such students to be exempt from the college preparatory requirements, as provided in State Board Rule 6A-10.0315, F.A.C., in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student's academic program. Please refer to and complete APPENDIX 3, Course Substitution Information. In the rule, this template is specifically mentioned. Equity and disability services should work on this together.**

**4. For the 2010/2011 Equity Update Report, colleges should submit copies of the policies and procedures developed for compliance with Section 1007.264, F.S., and Section 1007.265, F.S. and in accordance with Rules 6A-10.041(1)(2). Reference as APPENDIX 4.**

### **E. GENDER EQUITY IN ATHLETICS**

**(Do not include Part V if the college does not offer intercollegiate athletics)**

Gender Equity in Intercollegiate Athletics: §1006.71, F.S., applicable to postsecondary institutions offering athletic programs states that, “Each community college and state university shall develop a gender equity plan pursuant to §1000.05, F.S. The plan is to include consideration of equity in sports offerings, participation, availability of facilities, scholarship offerings, and funds allocated for administration, recruitment, comparable coaching, publicity and promotion, and other support costs.” An annual assessment is required and each college president is to be evaluated on the extent to which gender equity goals have been accomplished. The college’s annual assessment of its gender equity plan should be included in this part.

This year’s Gender Equity in Athletics Update should include: (1) an assessment of its athletic programs on each of the statutory areas listed below; (2) a copy of the Equity in Athletic Disclosure Act (EADA) Report for 2010 (submitted annually to the U.S. Department of Education Policy and Budget Development Staff and as required by section 485(g) of the Higher Education Act of 1965); and (3) an update on any outstanding Corrective Action Plan. The college may find it necessary to create a new Corrective Action Plan if it determines it is out of compliance with any of the following components of the Florida Educational Equity Act.

- a. Assessment of Athletic Programs:** Both Sections 1006.71, F.S. and 1000.05, F.S., require an assessment of major areas to evaluate the college’s progress toward gender equity in athletics. Rule 6A-19.004 F.A.C., Interscholastic, Intercollegiate, Club and Intramural Athletics also identifies areas required for compliance. The following areas are required to be addressed in the assessment:
1. Sports offerings and whether they effectively accommodate the interests and abilities of members of both genders. *St. Petersburg College is in compliance with accommodating both male and female athletes based on our enrollment numbers. We have 4 women’s teams and 2 men’s teams.*
  2. Participation rates, substantially proportionate to the enrollment of males and females. *60% of our student body is female and 40% of our athletes are female; 40% of our student body is male and 40% of our athletes are male. Therefore, we are in compliance.*
  3. Availability of facilities, defined as locker rooms, practice areas, and competitive facilities. *We have two locker rooms; one for men’s basketball and one for women’s basketball. There have also been upgrades to both locker-rooms in the past year (carpet, white boards, furniture etc.). All other sports dress prior to practice and or games. But again, space is proportionate with having 4 women’s teams and 2 men’s teams.*
  4. Scholarship offerings for athletes. *Women received 50 scholarships or 64.1 percent and men received 28 scholarships or 35.89 percent.*
  5. Funds allocated for:
    - a. *The athletic program received \$1,093,470. \$552,755 (51%) is allocated to women’s sports, \$332,921 (30%) is allocated to men’s sports and \$207,794 (19%) is allocated toward coaches’ salaries, along with the athletic assistant and AD stipend.*

- b. Administration is set up so that the Athletic Director reports to the VP for Academic and Student Affairs.
  - c. Recruitment is at the discretion of the coach with periodic involvement from the athletic administration. They (head coaches) all have budgets that they can draw from to pay for recruitment, equipment, travel, etc.
  - d. Comparable coaching. We have 5 full-time head coaches (Men's basketball, and baseball, and Women's basketball, softball and volleyball) and one part-time head coach (Women's tennis).
  - e. Publicity and promotion occurs via St. Petersburg College's website, along with electronic signage that posts game dates/times for our sports. Additionally, there are schedules per sport that are created and handed out in the community.
  - f. Other support costs come by way of Foundation dollars raised by each sport.
  - g. Travel and per diem allowances: Each team travels and pays for travel from within their budget. Per diem costs are also allowable when the teams travel overnight.
6. Provision of equipment and supplies. This is described under 5 (c) above.
  7. Scheduling of games and practice times. Men's and Women's basketball split time in the gym with women's volleyball. The tennis team practices and plays its matches off campus, as does softball and baseball.
  8. Opportunities to receive tutoring. Our student athletes have access to free tutoring labs open Monday-Thursday 7:30 a.m.-8 p.m., Friday 7:30 a.m.-3 p.m., Saturday 9 a.m.-2 p.m., and closed Sunday.
  9. Compensation of coaches and tutors. The athletic department funds partial salaries for all coaches with the exception of the tennis coach and baseball coach, who are paid entirely out of the athletic department. A portion of the coaches' salaries comes from the other departments in which they are assigned. The tutors are paid out of another departmental fund; not athletics.
  10. Medical and training services. Student athletes who are not covered by their parents' or guardians' insurance are covered by the College.
  11. Housing and dining facilities and services. Of 83 total athletes, 63 received housing; 38 women (or 60% of athletes receiving housing) received a housing stipend and 25 men (or 40% of athletes receiving housing) received a housing stipend. The numbers above also reflect the number of athletes who receive a monthly \$200 food allowance.

**The assessment should be a narrative evaluation of the effectiveness of efforts within the athletic program to ensure equity according to the factors listed in this part and for efforts toward gender participation and coaching equity in the report year. Consider the inclusion of accolades, statistical achievement, surveys, addressing areas for improvement for prior years, and other documentation.**

- b. Data Assessment:** The College should also include data related to: employment of athletic directors and coaches; sports offerings for males and females; and student athletic participation rates by gender for 2010-11. In response to this requirement, the college should insert the EADA Survey Federal Report for 2010 as APPENDIX 5.

To determine if the student athletic participation rates are proportionately equal to the college's rates of male and female enrollment, the college should complete the following table based on data from the report:



**Athletic Participation by Gender Compared to Student Enrollments by Gender for 2009-10 and 2010-11**

	2009-2010			2010-2011			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	38	57	95	Total Number of Athletes	33	50	83
% of Athletes by Gender	40	60	100%	% of Athletes by Gender	40	60	100%
Total Number Enrollments	11,186	17,567	28,753	Total Number Enrollments	14,602	22,256	36,858
% of Enrollments by Gender	39	61	100%	% of Enrollments by Gender	40	60	100%
Record the difference between the percent of athletes and the percent of students enrolled:	1	-1	0	Record the difference between the percent of athletes and the percent of students enrolled:	0	0	0

**Proportionality of Participation:**

Is the percentage of female athletes greater than the percentage of female students enrolled or at least within 5 percentage points of the percent of female students enrolled?

**2009-2010:** yes (yes/no)

**2010-2011:** yes (yes/no)

Note: OCR defines a participant as anyone who: (1) participated in competition, or (2) participated with the team and was eligible for competition but did not play in the game. Participation is determined as of the date of the first competitive event for the sport. This section applies to all colleges offering intercollegiate sports. Use the table above to show the relationship between the rate at which females are enrolled full-time in the college and the rate at which females are participating in intercollegiate sports.

**c. Following the college’s assessment outlined in parts A and B, the college should check at least one basis below for assuring that it is in compliance with Title IX, Gender Equity in Athletics:**

- accommodation of interests and abilities
- substantial proportionality
- history and practice of expansion of sports

- d. Corrective Action Plan for Non-Compliance Components in Athletics: If no basis is checked, or if there are any disparities in compliance with areas in section a or b, a priority Corrective Action Plan for compliance shall be included in this report.**

Specify modifications proposed for 2010-11 and include a time line for completion of the plan.

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
N/A	N/A	N/A	N/A

- e. Presidential Evaluation** Has the local Board of Trustees evaluated the president on the extent to which gender equity goals were achieved during the period from July 1, 2010 to June 30, 2011  
**Yes**  **No** \_\_\_\_\_ **Month and Date of Evaluation: May 17, 2011**  
**If not, please ensure completion of the evaluation prior to submission of the 2009-10 Annual Equity Update Report.**

**F. ONSITE CIVIL RIGHTS COMPLIANCE REVIEW PENDING ACTION**

This part of the Equity Update Report is for monitoring resolution of reported findings resulting from any on-site review of a college’s Methods of Administration (MOA) of civil rights compliance that have not been adequately addressed and are considered “open”. If the college has had a recent state/federal MOA on-site review; and if there are findings requiring corrective action by the college, they will be identified in the college’s annual equity update review. All open findings are addressed in an Appendix and require a response from the college. The findings will be considered closed upon compliance with state and federal rules and laws. A status report of such findings and corrective actions taken are provided to the U.S. Department of Education Office for Civil Rights. If this part of the update is not applicable, do not include it in the report.

The College does not have any pending actions.

**FLORIDA EDUCATIONAL EQUITY ACT  
2010-11 ANNUAL EQUITY UPDATE REPORT  
*Signature Page***

ST. PETERSBURG COLLEGE

(name of institution)

The college ensures that Section 1000.05, F.S. and implementing Rules 6A-19.001-010, F.A.C. referenced in this report are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, ethnicity, national origin, gender, disability, age, or marital status.

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission, and upper-division entry for eligible students with disabilities as required by Sections 1007.264 and 1007.465, F.S. and for implementing Section 504 of the Rehabilitation Act of 1973.

The institution is in compliance with the identified components of the athletic programs, as required by Title IX, the Florida Educational Equity Act, Section 1006.71, F.S., Gender Equity in Intercollegiate Athletics, and, where not compliant, the college has implemented a corrective action plan. (Applicable for institutions with athletic programs)

---

Name (Equity Officer)

Date

---

Name (College President)

Date

---

Name (Chair, College Board of Trustees)

Date

This concludes the Annual Equity Update Report for 2010/2011.

# **APPENDICES**

# **APPENDIX 1**

## **Notice of Policy of Nondiscrimination and Designation of Equity Officers(s)**

# RESPECT

## SPC does not tolerate discrimination

on the basis of race, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Violators are subject to disciplinary action, which may include reprimand, suspension or dismissal.

### It's a matter of respect. Some examples of discrimination:

- 1. Sexual harassment/discrimination** (Rule 6Hx23-2.011) — Unwanted sexual advances, propositions or sexual comments, including sexually oriented gestures, jokes and comments that are in any way unwelcome. Preferential treatment or a promise of preferential treatment in exchange for submitting to sexual conduct or making the performance of an employee's job or a student's academic work more difficult because of the sex of the employee or student. Sexual or discriminatory displays of publications and sexual objects such as pictures, posters, calendars, graffiti or other materials that are sexually suggestive, demeaning or pornographic, except when utilized by a faculty member in a legitimate exercise of teaching and approved in the normal administrative process.
- 2. Student/Faculty relationships** (Rule 6Hx23-2.010) — Personal attention, dating, romantic relationships and sexual relationships by faculty members with students are inappropriate and strictly prohibited when those faculty are in a position to determine the student's grade or otherwise affect the student's academic advancement.
- 3. Racial, color, sex, national origin, ethnic, age, marital status, sexual orientation, or gender identity discrimination** (Rule 6Hx23-4.01; 6Hx23-2.010) — Except as may be constitutionally permitted, the college will not tolerate epithets, slurs or other abusive language, disparate or discriminatory treatment of employees or students on the basis of the individual's race, color, sex, national origin, ethnicity, age, marital status, sexual orientation, or gender identity.
- 4. Religious discrimination** (Rule 6Hx23-4.01; 6Hx23-2.010) — The college will not tolerate demeaning or disparate treatment of employees or students on the basis of an individual's religion or religious beliefs and will provide reasonable accommodations for religious observances, practices and beliefs of individuals in regard to admission, class attendance, scheduling of examinations and work assignments.
- 5. Disability discrimination** (Rule 6Hx23-4.01; 6Hx23-2.010) — The college will not discriminate against a qualified individual on the basis of disability and will provide reasonable accommodations to a qualified employee or student with a disability.

**RETALIATION:** Reprisal or retaliatory action against any individual reporting or investigating discrimination is subject to disciplinary action that may include reprimand, suspension or dismissal.

## Reporting sexual harassment or other discrimination

Complaints of discrimination by students or employees are to be promptly reported to any of the following individuals or their successor in office. If for any reason you do not wish to report the complaint to your campus or site representative, you may report it to any of the persons listed below. The individual receiving the complaint will promptly notify the General Counsel.

### DAYTIME HOURS

#### Caruth Health Education Center

Phil Nicotera, Provost..... 727-341-3666  
Greg McLeod, Associate Provost..... 727-341-3602  
Jennie Orama, Outreach Specialist..... 727-341-3777

#### Clearwater Campus

Stan Vittetoe, Provost ..... 727-791-2475  
Paul "Matt" Bowen, Associate Provost ..... 727-791-2492  
Martha Campbell, Dean, Communications ..... 727-791-2570

#### District Office

Doug Duncan, Senior Vice President,  
Administrative/Business Services  
and Information Technology ..... 727-341-3246  
Theresa Furnas, Associate Vice President,  
Financial & Business Services ..... 727-341-3329

#### EpiCenter

Patty Jones, Vice President, Human Resources  
and Public Affairs..... 727-341-3141  
Jim Connolly, Director, Corporate Training ..... 727-341-4449  
..... or 727-341-4445

#### EA/EO Officer

Pamela Smith ..... 727-341-3261

#### St. Petersburg/Gibbs Campus

Karen Kaufman White, Provost ..... 727-341-4656  
Psalms Mack, Associate Provost..... 727-341-4349  
Davie Gill, Coordinator, Student Activities ..... 727-341-4314

#### Seminole Campus

James Olliver, Provost..... 727-394-6111  
Lynda Womer, Associate Provost..... 727-394-6109

#### SPC Allstate Center

James Brock, Campus Executive Officer ..... 727-341-4495  
Eileen LaHaie, Director, Center for  
Public Safety Innovation ..... 727-341-4502

#### SPC Downtown and Midtown

Yvonne Ulmer, Executive Officer ..... 727-341-4245  
Nancy Kelley, Director of Student Success ..... 727-341-4247  
Jerrold Cade, Counselor ..... 727-341-7966

#### Tarpon Springs Campus

Conferlete Carney, Provost..... 727-712-5742  
Tina O'Daniels, Associate Provost ..... 727-712-5720

### EVENING HOURS

For all sites, contact Collegewide Security at 727-791-2560. The evening Administrator-in-Charge or security office will promptly report any complaint received in the evening hours to the General Counsel, Provost, Associate Provost, EA/EO Officer and/or the Vice President of Human Resources and Public Affairs, who will undertake or direct action as may be required.

St. Petersburg College

# SPC

Excellence in education since 1927

97

The Board of Trustees of St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida rules Educational Equity Act and all other relevant state and federal laws, and regulations. The college will not discriminate on the basis of race, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the college will not tolerate such conduct. Should you experience such behavior, please contact the director of EA/EO at 727-341-3261; by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by e-mail at [eaao\\_director@spcollege.edu](mailto:eaao_director@spcollege.edu).

## Equal Opportunity Statement

---

The Board of Trustees of St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules and regulations. The college will not discriminate on the basis of race, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the college will not tolerate such conduct. Should you experience such behavior, please contact Pamela Smith, the director of EA/EO at (727) 341-3261; by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by e-mail at [eaao\\_director@spcollege.edu](mailto:eaao_director@spcollege.edu).

# **APPENDIX 2**

## **Revised Policies and Procedures**



# RULE

<b>SUBJECT</b>	<b>PHILOSOPHY AND OBJECTIVES (PURPOSE) OF THE COLLEGE</b>	<b>PAGE</b>
		<b>1.02-1</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-1.02</b>	<b>6/21/11 Revision #11-6</b>

**6Hx23-1.02    PHILOSOPHY AND OBJECTIVES (PURPOSE) OF THE COLLEGE**

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area and globally, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution and as a creative partner with students, communities, and other educational institutions to deliver rich learning experiences and to promote economic and workforce development.

In support of our mission, the specific goals of the College are to:

- I. Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs;
- II. Maintain the "open door" by providing opportunities for under-prepared students to achieve college entry-level skills through college preparatory programs and services;
- III. Promote the community's economic and cultural development with noncredit programs, continuing education lifelong learning, and targeted partnerships and leadership initiatives;
- IV. Contribute to the international education of students by providing opportunities that encourage global awareness and perspectives;
- V. Provide challenging educational opportunities for area high school students through dual enrollment, charter school and similar programs;
- VI. Promote student learning and maximize opportunities for student success by enhancing services delivered by student affairs staff;
- VII. Provide a diverse student body with innovative teaching and learning technologies in various instructional modalities;

# RULE

<b>SUBJECT</b>	<b>PHILOSOPHY AND OBJECTIVES (PURPOSE) OF THE COLLEGE</b>	<b>PAGE</b>
		<b>1.02-2</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-1.02</b>	<b>6/21/11 Revision #11-6</b>

- VIII. Build/acquire and maintain a high-quality infrastructure, including technology, facilities, and equipment to meet student and community needs;
- IX. Recruit and develop an outstanding, diverse faculty and staff; and
- X. Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success.

Note: Numbering and/or alphabetical order does not indicate priority.

St. Petersburg College is dedicated to the concept of equal opportunity. The College will not discriminate on the basis of race, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the College will not tolerate such conduct.

Specific Authority: 1001.64(2) & (4), F.S.  
 Law Implemented: 1001.64, 1012.855(2), F.S.

History: Formerly 6Hx23-1-0.00; Readopted 10/25/77; Amended 1/18/79, 9/17/81; Filed and effective 9/17/81; 5/18/99. Filed - 5/18/99. Effective - 5/18/99; 12/14/99. Filed - 12/14/99. Effective - 12/14/99; 8/21/01. Filed – 8/21/01. Effective - 8/21/01; 3/20/07. Filed – 3/20/07. Effective – 3/20/07; 10/20/09. Filed – 10/20/09. Effective – 10/20/09; 6/21/11. Filed – 6/21/11. Effective – 6/21/11.

# RULE

<b>SUBJECT</b>	<b>EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION</b>	<b>PAGE</b>
		<b>2.01-1</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.01</b>	<b>6/21/11 Revision #11-6</b>

## 6Hx23-2.01 EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION

- I. It is the policy of the college to provide equal employment opportunity for all without regard to race, color, religion, sex, age, marital status, sexual orientation, gender identity or national origin. Furthermore, the college shall not discriminate in its employment practices against any qualified handicapped individual with a disability.
  - A. All personnel in supervisory and nonsupervisory capacities are requested to actively assist in the recruitment and employment of qualified minorities and females in order to assure that equal employment opportunities are made to all qualified persons. This shall be required for all initiators of employment opportunities at the college.
  - B. All employment procedures shall be published and made available to sources of recruitment, supervisors and employees. It shall be the responsibility of the employee relations department to explain such procedures.
  - C. The college shall have a written affirmative action plan which shall be implemented, evaluated, and revised regularly, and a semi-annual report shall be made to the president by the Equal Access/Equal Opportunity officer.
  
- II. See Rule 6Hx23-2.011 SEXUAL HARASSMENT for the College's policy on discrimination on the basis of sex and the sexual harassment rule.
  
- III. Reporting Discrimination.
  - A. If an employee has reason to believe that another employee or student has been discriminated against, that employee shall report such discrimination immediately to any one of the following persons so that appropriate action will be taken:
    - College's EA/EO Officer
    - Vice President, Human Resources
    - President
    - Appropriate Provost

# RULE

SUBJECT	EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION	PAGE
		2.01-2
LEGAL AUTHORITY	6Hx23-2.01	6/21/11 Revision #11-6

- IV. Discrimination grievances shall be processed in accordance with Rule 6Hx23-1.34.

Specific Authority: 1001.64(2) and (4), F.S.

Law Implemented: Executive Order of the President of the United States No. 11246; Civil Rights Act of 1964, as amended; Age Discrimination in Employment Act; Equal Employment Opportunity Act of 1972; Revised Orders Nos. 4 and 14 issued by the Office of Federal Contract Compliance; 1012.855(2), F.S.; Sections 503 and 504, Rehabilitation Act of 1973 (as amended); Age Discrimination Act of 1975.

History: Formerly 6Hx23-3-9.01; Adopted 10/25/77; Amended 9/18/80, 9/17/81, 6/17/82, 9/20/84; Filed 9/20/84; Effective 9/20/84; 9/22/92; Filed - 9/22/92. Effective - 9/22/92; 1/19/93. Filed - 1/19/93. Effective - 1/19/93; 6/21/11. Filed – 6/21/11. Effective – 6/21/11.

# RULE

<b>SUBJECT</b>	<b>DISCRIMINATION GRIEVANCE RULE</b>	<b>PAGE</b>
		<b>1.34-1</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-1.34</b>	<b>6/21/11 Revision #11-6</b>

**6Hx23-1.34 DISCRIMINATION GRIEVANCE RULE**

- I. St. Petersburg College is dedicated to the concept of equal opportunity and equal access, and will not tolerate discrimination on the basis of race, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity or against any qualified individual with disabilities.
  
- II. The President of the College is therefore authorized to develop procedures for hearing and responding to informal discrimination inquiries and formal complaints of discrimination. These procedures shall involve the establishment of a hearing panel that shall be responsible for hearing formal complaints of discrimination and making recommendations to the President. It is the purpose of this policy to secure, at the earliest possible procedural level, the resolution of alleged charges of discrimination through informal and formal procedures by which charges may be presented free from coercion, interference, restraint, discrimination, or reprisal and by which students, employees, and applicants for admission are afforded adequate opportunity to resolve the charges.
  
- III. This Rule shall apply to charges of discrimination based on race, color, religion, sex, national origin, age, marital status, sexual orientation, gender identity or disability and shall relate to admission to the College; admission to programs; terms or conditions of employment, wages, and aid, benefit, or service to students.
  
- IV. It is contrary to College policy to file a discrimination or harassment complaint in bad faith. Any person who abuses this Rule and its Procedure by filing a frivolous complaint may be subject to disciplinary action where such complaint was determined to be pursued in bad faith. This subsection is not intended to discourage bona-fide complaints brought forth in good faith.
  
- V. It is further contrary to College policy for any individual to engage in conduct that may be deemed retaliatory against any complainant or witness that has made allegations or provided information or testimony in relation to, or during investigation of, a complaint of discrimination or harassment. Any person who believes they have

# RULE

<b>SUBJECT</b>	<b>DISCRIMINATION GRIEVANCE RULE</b>	<b>PAGE</b>
		<b>1.34-2</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-1.34</b>	<b>6/21/11 Revision #11-6</b>

been subjected to retaliation may seek redress pursuant to this Rule and its Procedure.

Specific Authority: 1001.64 (2) & (4), F.S.

Law Implemented: 1000.05, 1001.64(18), 1012.855, F.S.; SBE Rules 6A-19.001, 6A-19.002, 6A-19.009, F.A.C.

History: Adopted 6/17/82; Amended 9/20/84; Filed 9/20/84; Effective 9/20/84; 4/17/01. Filed – 4/17/01. Effective – 4/17/01; 10/20/09. Filed – 10/20/09. Effective – 10/20/09; 6/21/11. Filed – 6/21/11. Effective – 6/21/11.

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-1</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>6/21/11 Revision #11-6</b>

P6Hx23-1.34    PROCEDURE: DISCRIMINATION GRIEVANCE

I. Definitions

- A. The term "discriminate" shall mean to act with partiality or prejudice either for or against a person or group based on race, color, religion, sex (including sexual harassment), national origin, age, marital status, sexual orientation, gender identity or disability and shall include the areas of admission to the College; admission to programs; treatment of students; terms, conditions, or privileges of employment; and wages.
- B. The term "grievance" is defined as a dissatisfaction when a person feels that he or she has been adversely affected by discrimination.
- C. The term "alleged aggrieved party" shall mean any employee, student or student applicant who feels that he or she has a grievance based upon a discriminatory situation or incident caused by an individual or group of the College.
- D. The term "alleged discriminating party" shall mean the individual or group of the College who is believed by the alleged aggrieved party to be creating, or to have created, the discriminatory incident or situation.
- E. The term "working day" shall include Mondays, Tuesdays, Wednesdays, Thursdays and Fridays and shall exclude Saturdays, Sundays, and Board of Trustees' approved holidays.
- F. The term "calendar day" shall include all days on the calendar including Board of Trustees' approved holidays.
- G. The terms "informal complaint" or "informal discrimination inquiry" shall mean the bringing of a grievance pursuant to Section III, hereinafter by filing with the EA/EO Officer an Informal Discrimination Inquiry Form.

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-2</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>6/21/11 Revision #11-6</b>

- H. The term "hearing" shall mean the hearing discussed in Step 4 of the Formal Complaint section of this Procedure and shall not be defined to include any other type of hearing.
- I. The term "formal complaint" refers to the Formal Complaint Form, the filing of which commences the formal complaint process pursuant to Section IV hereinafter and follows the Informal Discrimination Inquiry.

## II. General Provisions

- A. In the event that an employee, student or student applicant feels that he/she received discriminatory treatment, the individual shall contact the EA/EO Officer within 120 calendar days after the alleged discriminatory act or event. This Procedure is available to current students and student applicants, as well as current employees of the College. This Procedure is also available to individuals who were students or employees at the time of the alleged discrimination.

Allegations concerning sexual harassment should be referred to the Office of the General Counsel for review pursuant to the Board of Trustees' Rule 6Hx23-2.011. Allegations of other types of harassment as defined in Rule 6Hx23-2.010 may be brought in accordance with the procedures outlined therein. Grievances relating to personnel policy and employment terms or conditions may be brought under the College's Procedure on "Personnel Grievances," P6Hx23-2.021.

- B. If an individual has a complaint he/she wishes to discuss without recourse to this Procedure, he/she is free to do so. The EA/EO Office is available to informally discuss such complaints or grievances to ascertain the best course of action in accordance with the College's policy and procedures.
- C. The person filing a complaint or grievance may not process a grievance through two separate grievance procedures on the same issue nor can the person revert to one procedure if a



# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-3</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>6/21/11 Revision #11-6</b>

decision rendered pursuant to another procedure is not favorable to the person submitting the grievance.

- D. To the extent possible, the preparation and processing of complaints and grievances shall be conducted during the hours of employment. When hearings or conferences are held during class or working hours, all employees of the College whose presence is required shall be excused for that purpose without loss of payment from the College.
- E. The failure of the person submitting the grievance to appeal a decision to the next higher stage within the proper time limits, or to comply with the procedures herein, shall constitute withdrawal and bar further action on the grievance.
- F. All documents, communications, and records dealing with the process of a grievance shall be filed separately from the personnel files of all participants. Such documents, communications, and records may be disclosed or released only as required by law.
- G. A finding by the hearing panel that a Respondent has discriminated can form the basis for disciplinary action.

### III. Informal Discrimination Inquiry

#### Step 1: Initiating Informal Process

Completion and submission of the Informal Discrimination Inquiry Form by the alleged aggrieved party to the EA/EO Office within 120 calendar days of the alleged discriminatory activity is the first step in the informal process of bringing a grievance. This form contains the names of the persons involved and a description of the facts and circumstances surrounding the alleged discriminatory activity.

#### Step 2: Initial Intake and Review

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-4</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>6/21/11 Revision #11-6</b>

After receiving the Informal Discrimination Inquiry Form and conferring with the alleged aggrieved party, the EA/EO Officer or designee(s) will contact the alleged discriminating party to discuss and determine his/her side of the story. The alleged discriminating party will also be given the opportunity, should he or she so desire, to submit a written response to the allegations. The EA/EO Officer shall also arrange whatever additional meetings are necessary to collect the information needed to resolve the dispute informally.

### Step 3: Completion of Review and Communication of Findings

Within 15 working days of receiving the Informal Discrimination Inquiry Form, the EA/EO Officer will gather the needed information, conduct the necessary meetings, and communicate the findings of the grievance to both parties. Such communication will include the right to proceed to the formal complaint process or to seek a mutual resolution of the matter. The findings may also be provided to other College administrators at any stage of the process, as the EA/EO Office deems appropriate.

### Step 4: Consideration of Mutual Resolution

It is understood that the EA/EO Office will endeavor to encourage the parties to reach a mutual resolution rather than proceeding to a formal complaint at any stage in the informal process. To this end, the EA/EO Office will offer the parties an opportunity to meet or will meet with the parties individually to mediate any unresolved issues or concerns.

If a dispute may be resolved by mutual agreement of the parties, with the counsel of the EA/EO Officer, a Mutual Resolution of Dispute Form shall be signed by all parties and the EA/EO Officer shall set forth the terms of the agreement.

If a Mutual Resolution of Dispute is executed in lieu of proceeding to the formal complaint process, it shall include the stipulation that the alleged aggrieved party waives his or her right to proceed to the formal process. Where it is the case that the Mutual Resolution of Dispute is entered into, a copy of the Mutual Resolution of Dispute

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-5</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>6/21/11 Revision #11-6</b>

shall be provided to the parties and may be forwarded to any other College administrators that the EA/EO Office deems appropriate.

## Step 5: Requirements to Initiate Formal Process

The alleged aggrieved party may initiate formal proceedings within 15 working days of the receipt of the findings unless both parties have agreed to consider a mutual resolution in lieu of proceeding to the formal complaint process. Failure by the alleged aggrieved party to initiate formal proceedings or by both parties to reach a mutual resolution within the 15 working days of receipt of the findings will constitute a waiver of the right to proceed with the formal complaint.

## IV. Formal Complaint

### Step 1: Filing a Formal Complaint

Unless the alleged aggrieved party has waived his/her right to proceed to the formal process as provided herein, the alleged aggrieved party may file a Formal Complaint with the EA/EO Office. Filing occurs when the Formal Complaint has been completed, signed, and is timely received by the EA/EO Office. In the formal proceedings the alleged aggrieved party will be called the Complainant and the alleged discriminating party will be called the Respondent.

### Step 2: Notice to and Response of Respondent

The EA/EO Officer will notify the Respondent of the proceedings within 3 working days by sending that person a Notice of Formal Complaint to which will be attached the Formal Complaint. The Respondent will meet with the EA/EO Officer not more than 3 working days after receipt of the Notice of Formal Complaint at which time they shall discuss the proceedings. The Respondent shall prepare and file the Respondent's Response to Formal Complaint within 5 working days after meeting with the EA/EO Officer.

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-6</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>6/21/11 Revision #11-6</b>

A copy of the Response to Formal Complaint shall be given to the Complainant in advance of the prehearing conference.

Should the Respondent refuse to take part in the hearing, the hearing panel will make its findings based on the Complainant's version of the facts and the EA/EO Officer's record of the dispute.

### Step 3: Prehearing Conference

Within 5 working days of receipt of the Response to Formal Complaint by the EA/EO Office, the Complainant, Respondent, and EA/EO Officer will hold a prehearing conference to ascertain if there is a possibility of the dispute being settled short of a formal hearing. If so, the parties shall enter into a Mutual Resolution of Dispute, in lieu of proceeding with the formal complaint process.

If a resolution is not possible, final preparations for the hearing shall be done. This will include: (1) an exchange of witness lists to include names of all witnesses which the parties plan to call at the hearing; and (2) an exchange of all documents which either party plans to introduce into evidence at the hearing. No other documents or witnesses will be considered at the hearing unless for good cause shown, such as a newly discovered witness or document.

It is the responsibility of the parties to secure the testimony of their witnesses. The EA/EO Office may issue a Notice to Appear to witnesses, however claims no subpoena power in this regard. The EA/EO Officer, or his or her designee, shall advise all parties concerning the procedures which will govern during the formal proceedings, and will make determinations regarding procedure and process related to the proceedings.

The Hearing Panel: On an annual basis the President, with the advice of the EA/EO Officer, will select and appoint a diverse pool of employees selected on the basis of familiarity with various operations of the College.

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-7</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>6/21/11 Revision #11-6</b>

At the pretrial conference, where it is determined that the formal complaint will proceed to a hearing, a hearing panel composed of three members shall be selected from the predesignated pool. The Complainant and the Respondent shall each select one panel member. The two members thus selected shall select the third member. In addition, the EA/EO Officer, or his or her designee, shall serve on the hearing panel as a non-voting chairman and Hearing Officer.

#### Step 4: Hearing

The formal hearing will be held within 10 working days of the prehearing conference and the Hearing Officer's decision on matters of procedure will be final. The hearing shall be of a fact-finding nature and formal courtroom and/or trial rules of evidence and procedure shall not be applicable. The parties have the right to call their own witnesses and to cross-examine witnesses. The hearing panel may ask questions of any witness, as well as each of the parties. The proceedings shall be audio recorded and such recordings shall be retained by the EA/EO Office as a part of the case file.

#### Step 5: Hearing Panel's Findings and Recommendation

Within 5 working days after the adjournment of the hearing, the hearing panel will arrive by a majority vote at a Findings of Fact and Recommendation which will contain the facts and issues not in dispute, the facts and issues in dispute, and a fair and equitable resolution of the dispute. The Findings of Fact and Recommendation of the hearing panel will be submitted to the EA/EO Officer to be forwarded to the President of the College, the Complainant, and the Respondent.

#### Step 6: President's Final Decision

The hearing panel has recommendation authority only. The President will make the final decision in all cases after receipt of the

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-8</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>6/21/11 Revision #11-6</b>

hearing panel's report. The President should notify all affected parties within a reasonable period of time and initiate any action which he deems necessary.

EA/EO Forms identified herein are available from the EA/EO Officer, and may be found on the College's website.

**History:**

Adopted 6/17/82; Amended 8/14/84; Effective 9/20/84; 5/17/94. Filed - 5/17/94. Effective - 5/17/94; 1/23/04. Filed – 1/23/04. Effective – 1/23/04; 10/20/09. Filed – 10/20/09. Effective – 10/20/09; 6/21/11. Filed – 6/21/11. Effective – 6/21/11.

# RULE

<b>SUBJECT</b>	<b>HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS</b>	<b>PAGE</b>
		<b>2.010-1</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.010</b>	<b>6/21/11 Revision #11-6</b>

## 6Hx23-2.010 HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS

### I. POLICY

Harassment constitutes discrimination on the basis of race, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity or disability and is a violation of this Rule. The College shall not tolerate such conduct. Any employee or student who is found to have violated this Rule shall be disciplined and such discipline shall range from one or more of the following: counseling, attendance at a harassment seminar, written admonishment, suspension or dismissal.

- A. St. Petersburg College maintains a professional work and academic environment wherein all students, staff, faculty and other members of the Collegiate Community are treated with respect and dignity. The goal of the College is to provide an academic and institutional climate that is free of harassment.
- B. Forms of harassment that are encompassed by this procedure include harassment based on race, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity or disability.
- C. Harassment is specifically prohibited by state and federal law. Instances of harassment may result in both civil and criminal liability on the part of the individual harasser, as well as the supervisor and the College. The College will not tolerate prohibited harassment of its students and employees on the campus or at off campus events or programs held under the auspices of the College.

### II. DEFINITIONS

- A. **Racial harassment** is defined as unwelcome conduct relating to an individual's race or color, which unreasonably interferes with an employee's or student's status or performance by creating an intimidating, hostile or offensive working environment. Harassment on the basis of race or color includes offensive or demeaning treatment of an individual, where such

# RULE

<b>SUBJECT</b>	<b>HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS</b>	<b>PAGE</b>
		<b>2.010-2</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.010</b>	<b>6/21/11 Revision #11-6</b>

treatment is based typically on prejudiced stereotypes of a group to which that individual may belong. It includes, but is not limited to, objectionable epithets, threatened or actual physical harm or abuse, racial slurs, comments or manner of speaking, negative references to racial customs or other intimidating or insulting conduct directed against the individual because of his/her race or color.

- B. **Religious harassment** consists of unwelcome physical or verbal conduct, which is related to an individual's religion or creed when the conduct has the effect of creating an intimidating, hostile or offensive working or academic environment. Harassment on the basis of religion includes derogatory comments regarding surnames, religious traditions, religious clothing, or religious slurs or graffiti.
  
- C. **Sexual harassment** See Board of Trustees' Rule 6Hx23-2.011.
  
- D. **Age harassment** consists of depriving an individual of terms, conditions, privileges of employment and other opportunities or taking adverse action against an individual because of his/her age.
  
- E. **National origin harassment** consists of unwelcome physical or verbal conduct, which is related to an individual's national origin when the conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment. Harassment on the basis of national origin includes negative comments regarding surnames, manner of speaking, custom, language or ethnic slurs.
  
- F. **Marital status harassment** consists of limiting, segregating or classifying an individual in such a way as to deprive an individual of educational or employment opportunities or otherwise adversely affect an individual because of his/her marital status. This definition does not apply where there is a conflict of interest or where it would be contrary to other law.



# RULE

<b>SUBJECT</b>	<b>HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS</b>	<b>PAGE</b>
		<b>2.010-3</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.010</b>	<b>6/21/11 Revision #11-6</b>

- G. **Sexual orientation and gender identity harassment** consists of unwelcome physical or verbal conduct relating to an individual's sexual orientation and/or gender identity when the conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.
- H. **Disability harassment** consists of unwelcome physical or verbal conduct relating to an individual's disability when the conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.

### III. EMPLOYEE RELATIONSHIPS:

- A. In the supervisor-instructor/staff context, the term harassment has a broader impact. The supervisor-instructor/staff relationships are professional in nature; inappropriate behavior as defined above is unprofessional and undermines the essential atmosphere necessary in the workplace. This unprofessional behavior is subject to discipline.
- B. Supervisor-instructor/staff or staff-staff relationships should at all times be professional and any conduct by an employee which unnecessarily or unreasonably creates an intimidating, hostile or offensive working environment in violation of the rights of others is inappropriate, unacceptable and is subject to discipline.

### IV. STUDENT RELATIONSHIPS

The student-student relationship, the student-instructor relationship and the student-staff relationship should at all times be respectful of the rights of others. Conduct by a student which creates an intimidating, hostile or offensive environment violates the College's Harassment Rule and may be subject to discipline. For this purpose, staff not only includes College staff, but all employees of clinics and agencies affiliated with a College clinical program or course.

### V. INSTRUCTOR/STAFF-STUDENT RELATIONSHIPS:

# RULE

<b>SUBJECT</b>	<b>HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS</b>	<b>PAGE</b>
		<b>2.010-4</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.010</b>	<b>6/21/11 Revision #11-6</b>

In this Section, the term “staff” shall include all College employees other than faculty/instructors.

- A. In the instructor/staff-student context, the term harassment also has a broader impact. Since the instructor/staff-student relationship is one of professional and client, inappropriate behavior is unacceptable because it is a form of unprofessional behavior that seriously undermines the atmosphere of trust essential to the academic setting and is subject to discipline.
- B. This Rule applies to relationships where the instructor or staff member is in a position to determine a student’s grade or otherwise affect a student’s academic progress or environment.
- C. This Rule is not intended to apply when an instructor is teaching in the classroom when the subject matter taught or discussed is done in a tasteful manner and is germane to the course being taught. Nevertheless, the instructor/staff-student relationship should at all times be professional and any conduct by an instructor or staff member which unnecessarily or unreasonably creates an intimidating, hostile or offensive academic environment in violation of the rights of others is inappropriate and unacceptable and is subject to discipline.

## VI. RETALIATION

It is a violation of this Rule to retaliate or to take reprisal against any person who has filed a complaint or who has complained about harassment based on the fact that the employee or student raised an issue about harassment to any other person, entity or human rights agency. It is also a violation of this Rule to retaliate against any person involved in the investigation (including witnesses) of a complaint.

If any reprisals or retaliatory actions occur, they should be reported immediately. Any such reports will be investigated by the college attorney or designee. Reprisals and retaliatory actions will be dealt with through appropriate disciplinary action and steps will be taken to prevent the recurrence of harassment, reprisal, and/or retaliation.

# RULE

<b>SUBJECT</b>	<b>HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS</b>	<b>PAGE</b>
		<b>2.010-5</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.010</b>	<b>6/21/11 Revision #11-6</b>

## VII. REPORTING, INVESTIGATION AND RESOLUTION:

Students and employees are responsible for promptly reporting harassment. The College has established the following procedure for reporting, investigating and resolving complaints of harassment and retaliation.

### A. DUTY TO REPORT:

1. Complaints of harassment by students or employees are to be promptly reported to individuals designated by the President and published at the beginning of Session I of each year in the College's annual Supplement to the Faculty, Staff and Student Handbooks or such other publications as the President may determine. The complaint may be reported to any one of the individuals designated, regardless of what site the reporting person is associated with. The individual receiving the complaint shall promptly notify the college attorney.
2. Supervisors are to promptly report any conduct that may appear to involve harassment as provided herein.
3. Alternatively, complaints may be reported to the director of Equal Access/Equal Opportunity.

### B. INVESTIGATION:

Upon receipt of a complaint, the college attorney will have the responsibility for and will direct each investigation of harassment. In directing the investigation, the college attorney may designate other persons to conduct and aid in the investigation.

Upon completion of the investigation, the results of the investigation will be submitted to the President or designee for determination of what action, if any, is appropriate. The complaining party will be advised of the results of the investigation.

# RULE

<b>SUBJECT</b>	<b>HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS</b>	<b>PAGE</b>
		<b>2.010-6</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.010</b>	<b>6/21/11 Revision #11-6</b>

C. RESOLUTION OF A COMPLAINT:

Resolution of a complaint may be accomplished in various ways. The complaint may be resolved by intervention; corrective action being taken by appropriate managers, the President or designee; or by official disciplinary procedures.

D. DISCRIMINATION GRIEVANCE:

The victim of the harassment may also bring a discrimination grievance, which shall be processed in accordance with Rule 6Hx23-1.34.

E. DUTY TO REPORT ANY RECURRENCE:

Complaints of any recurrence of conduct involving harassment or retaliation are to be promptly reported as provided herein.

VIII. FALSE COMPLAINTS:

Any person who knowingly files a false complaint of harassment or retaliation against another shall be subject to disciplinary action, up to and including dismissal.

IX. DISCIPLINE/PROCEDURE:

Remedial or disciplinary action will depend on the nature of the incident, but such discipline shall range from one or more of the following: counseling, attendance at a harassment seminar, written admonishment, suspension or dismissal.

A. Career service employees may be subject to disciplinary action as provided for in the Career Service Manual, Board of Trustees' Disciplinary Rule 6Hx23-2.19 relating to career service employees and/or Sections 120.569 and 120.57 of the Florida Statutes.

B. Administrative staff and faculty members may be subject to disciplinary action as provided Rules 6A-14.0411(4) and/or 6A-14.0411(6), F.A.C.

# RULE

<b>SUBJECT</b>	<b>HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS</b>	<b>PAGE</b>
		<b>2.010-7</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.010</b>	<b>6/21/11 Revision #11-6</b>

- C. All instructors who violate this policy with a student presently enrolled in his/her class will be subject to discipline, up to and including dismissal, pursuant to Rules 6A-14.0411(4) and/or 6A-14.0411(6), F.A.C.
- D. Students may be subject to disciplinary action as provided for in Board of Trustees' Rule 6Hx23-4.35.

**X. REPORT OF ACTION TAKEN:**

The College shall report, to the person making the complaint, the action taken by the College regarding any harassment, reprisal, retaliation or any reoccurrence thereof.

**XI. CONFIDENTIALITY/PUBLIC RECORDS:**

Subject to certain statutory exemptions, College employee records are generally by law subject to public disclosure upon request of a member of the public under Chapter 119 of the Florida Statutes. Records are provided only upon an appropriate request. Student identifiable records are generally protected by Florida Statutes and the Family Education Rights and Privacy Act.

**XII. PUBLICATION:**

The College shall publish and make available to all students and employees its Harassment Rule or pertinent parts thereof and examples of harassment, which are, prohibited conduct.

Specific Authority: 1001.64(2) and (4), F.S.  
 Law Implemented: 1001.64, 1012.855(2), F.S.; Civil Rights Acts of 1964 as amended; the Florida Human Rights Acts of 1977 as amended; Title IX of the Educational Amendments Act of 1972, as clarified by the Civil Rights Restoration Act of 1988; Sections 503 & 504 of the Rehabilitation Act of 1973; Americans With Disabilities Act; Age

# RULE

<b>SUBJECT</b>	<b>HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS</b>	<b>PAGE</b>
		<b>2.010-8</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.010</b>	<b>6/21/11 Revision #11-6</b>

Discrimination in Employment Act; Age Discrimination Act of 1975;  
Equal Employment Opportunity Act of 1972.

History: Adopted 4/16/02. Effective – 4/16/02; 6/21/11. Filed – 6/21/11.  
Effective – 6/21/11.

# **APPENDIX 3**

## **Course Substitution Information**

## Course Substitution Report

**Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (i.e., mathematics) by disability type beginning with the fall semester of the preceding academic year.**

<b>Disability</b>	<b>Number of students</b>	<b>Required Course(s)</b>	<b>Substituted Course(s)</b>	<b>Discipline Area</b>
Learning	15	MAT 1033 MGF 1106 MGF 1107	CGS 1000 CGS 1101 ACG 2021 CLP 2140 DEP 2004 PSY 1012 SYG 2010	Business and Computer Technology Social and Behavioral Sciences
Psychological				
Hearing				
Visual				
Physical				
Other				

**How many requests for course substitutions were requested and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.)**

<b>Semester</b>	<b>Number of substitutions requested</b>	<b>Number of substitutions granted</b>
<b>Fall</b>	<b>6</b>	<b>6</b>
<b>Spring</b>	<b>7</b>	<b>7</b>
<b>Summer</b>	<b>2</b>	<b>2</b>

Website link: <http://www.fldoe.org/cc/educators/Disability/doc/CourseSubstitutionTemplate.doc>



# **APPENDIX 4**

## **Policies and Procedures for Program Admissions and/or Course Substitution for Eligible Students with Disabilities**

# RULE

SUBJECT	ADMISSION REQUIREMENTS	PAGE
		4.02-1
LEGAL AUTHORITY	6Hx23-4.02	9/15/09 Revision #09-9

## 6Hx23-4.02 ADMISSION REQUIREMENTS

- I. To be admitted to a degree, college credit certificate, or applied technology diploma program, applicants must provide the following items to the College. Priority will be given to applicants who provide required documents and satisfy the requirements herein, at least 14 days before the start date of the session the student is planning to attend. Applicants who cannot provide the following documents may be admitted in a non-degree seeking status. Non-degree seeking students may enroll at the College, but are not eligible for financial aid.
  - A. An application and a nonrefundable application fee. The application will include the student's certification that the student will not unlawfully possess, use, sell, purchase, manufacture, deliver, or possess with the intent to sell, purchase, manufacture, or deliver any controlled substance while enrolled at St. Petersburg College.
  - B. Official high school transcript stating that the student received a standard high school diploma, Computerized Placement Test-eligible Certificate of Completion, GED transcript, or home school affidavit signed by the student's parent/legal guardian attesting to the fact that the applicant has completed a home education program pursuant to the requirements of F.S. 1002.41, F.S., with the name of the county public school district to which the applicant is assigned. Students who graduated from high school outside the U.S. must have the equivalent of a high school diploma in the U.S. Students must arrange to have transcripts from all institutions outside the U.S. evaluated by an approved National Association of Credential Evaluation Services (NACES) agency. Official transcripts from the secondary institution must be received by the Central Records Office or may be provided by the student in a sealed envelope certified by the sending institution or agency.
  - C. Official transcripts from all previously attended postsecondary institution(s). Students who attended a college or university outside the U.S. must arrange to have a course-by-course evaluation of these transcripts completed by an approved

# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-2</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

National Association of Credential Evaluation Services (NACES) agency.

Official post-secondary transcripts may be sent directly from each school to the Central Records Office or may be provided by the student in a sealed envelope certified by the sending institution or agency.

Additionally, applicants for admission to a degree, certificate or applied technology diploma program must:

1. Complete the Computerized Placement Test (CPT), SAT, or ACT or other approved instrument. Test scores are valid for two years. Transfer work from other colleges may satisfy part or all of this requirement.
  2. Complete the New Student Orientation.
- II. Applicants who have received a Certificate of Completion or a special diploma from a Florida public high school during or after Spring 1983, or who have failed every sitting of the High School Competency Test during or after the 1982-83 school year, shall not be eligible for admission until after such an applicant:
- A. receives a standard high school diploma; or
  - B. receives a high school equivalency diploma awarded on the basis of successful performance on the test of General Education Development (GED); or
  - C. receives a Computerized Placement Test-eligible certificate of completion. Students with the CPT eligible certificate of completion may be eligible to receive Student Financial Assistance through meeting the "ability to benefit" (ATB) requirement. If the ability to benefit is not demonstrated through the appropriate demonstration of skills on an approved ATB test, per federal regulations, students will NOT be eligible to receive federal aid until they either earn a high school diploma, GED or meet the ATB testing requirement.; or
  - D. The student submits a home school affidavit signed by the student's parent/legal guardian attesting to the fact that the

# RULE

SUBJECT	ADMISSION REQUIREMENTS	PAGE
		4.02-3
LEGAL AUTHORITY	6Hx23-4.02	9/15/09 Revision #09-9

applicant has completed a home education program pursuant to the requirements of F.S. 1002.41, F.S., with the name of the county public school district to which the applicant is assigned.

E. receives an approved waiver.

### III. Returning Students

Students who have not been in attendance at St. Petersburg College for three or more consecutive terms are required to provide updated contact information, information about colleges and universities attended since last enrolling at SPC, and residency for tuition purposes information before re-enrolling to ensure that the College has accurate information on file. Returning students are not required to pay an additional application fee.

### IV. High School Students Eligible for Accelerated Admissions

#### A. Early Admission, Credit Bank, and Dual Enrollment Students

##### 1. Early Admission Students

A student, including a student in a Home Education program meeting the requirements of F.S. 1002.41, F.S., who wishes to enter St. Petersburg College after the 11th grade of high school may do so if the following requirements are satisfied:

a. Submission of a high school transcript which indicates that the applicant:

- (1) Has completed the 11th grade. This is interpreted to mean not less than 2 calendar years of attendance. If the student applies before completion of the 11th grade, he/she must submit a high school transcript showing grades for all work completed through the first semester of the 11th year and courses in which he/she is enrolled for the second semester.

# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-4</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

- (2) Has completed 2/3 of the minimum high school unit requirement plus 1 unit.
- (3) Has a GPA (grade point average) of at least a 3.0 on a 4.0 scale on all high school work.
- b. Presentation of a passing score on the Florida Comprehensive Assessment Test (FCAT).
- c. Achievement of an acceptable score for college-level courses on the Computerized Placement Test (CPT), SAT, ACT or other approved placement instrument as set forth in Board of Trustees' Rule 6Hx23-4.45 and Procedure P6Hx23-4.45.
- d. Presentation of an Early Admission to College Form signed by the high school principal or designee. No application, matriculation, or laboratory fees will be assessed to students in this program.
- e. The student must complete a minimum of 30 semester hours or 46 quarter hours and maintain at least a 2.0 grade point average on a 4.0 scale.
- 2. Credit Bank Students
  - a. High school students who have at least a 2.0 GPA in all of their coursework for the prior year and who wish to earn college credit while attending high school may enroll in the College as Credit Bank students. In addition to the College's Application for Admission, and non-refundable application fee, Credit Bank students must submit a Credit Bank Verification Form which provides verification of high school enrollment and the minimum required 2.0 GPA and is signed by their high school principal or designee. A separate Credit Bank Verification Form must be completed for each academic term for which a student wishes to enroll at the College.

# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-5</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

- b. High school level Home Education students may enroll in College classes as Credit Bank students on a term-by-term basis as approved by the campus coordinator of Admissions/Registration. To be admitted, Home Education students must provide evidence of successful academic work at the high school level through the annual evaluations submitted to the public school system. To remain enrolled as Credit Bank students, they must maintain a 2.0 GPA in College classes.
- c. Achievement of an acceptable score for college-level courses on the Computerized Placement Test (CPT), SAT, ACT or other approved placement instrument as set forth in Board of Trustees' Rule 6Hx23-4.45 and Procedure P6Hx23-4.45.
- d. Requirements for high school students who are younger than the normal age are as follows:
  - (1) The student and parent(s) must meet with the campus provost or associate provost, and program director or designees to discuss rules and requirements of academic and student life to determine the applicant's level of adaptability to an adult academic setting.
- e. Credit Bank students who wish to enroll at the College in degree-seeking status following high school graduation will be required to meet the admission requirements in section I. above.

### 3. Dual Enrollment Students

- a. Students attending a public or private high school within the Pinellas County School District or a Home Education Program meeting the requirements of 1002.41, F.S., who wish to take courses to earn both college and high school credit may do so if the following requirements are satisfied:

# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-6</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

- (1) The student has completed the 9th grade while attending a private high school or home education program within the Pinellas County school district.
- (2) The student has completed the 10<sup>th</sup> grade while attending a public high school within the Pinellas County school district.
- (3) The student has submitted a completed St. Petersburg College Application for Admission Form excluding the application fee.
- (4) The student has achieved an acceptable score for college-level courses on the Computerized Placement Test (CPT), SAT, ACT or other approved placement instrument as set forth in Board of Trustees' Rule 6Hx23-4.45 and Procedure P6Hx23-4.45.
- (5) The student has attained at least a 3.0 cumulative unweighted grade point average on a 4.0 scale or when registering for a particular course, the student has demonstrated prior academic achievement in the field of the course by attaining at least a 3.0 cumulative unweighted grade point average on a 4.0 scale within that field.
- (6) The Home Education Dual Enrollment student may take up to 18 credit hours in each fall and spring terms and nine credit hours in the summer term. Upon entering as a Dual Enrollment student, home education students will have three calendar years to participate **or** until the conclusion of the term in which the student turns 19. After the three years are concluded or the student turns 19 (or whichever comes first), the student may not matriculate as a dual enrollment student unless otherwise provided by law.

# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-7</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

- b. No application, matriculation, or laboratory fees will be assessed students admitted to this program.

V. Students Admitted by Waiver

The College's general policy is not to admit students without a standard high school diploma, CPT eligible certificate of completion, completed home education program pursuant to the requirements of F.S. 1002.41, or GED; however, students who may be admitted by waiver include:

A. Students with High School Certificates of Completion

Although a Certificate of Completion does not qualify a prospective student for admission, a Certificate of Completion student who believes he/she should be considered for admission to the College or to a program of the College should appeal to the associate provost of his/her campus or site. The associate provost or designee will meet with the appropriate faculty, program directors, or others and the student to determine if the student has made a clear case for admission. Information to be considered may include such items as scores on one or more of the approved placement instruments, evidence of the student's life experiences, career/work experience, service occupation, other training, performance in selected academic courses, evidence of an appropriate reading level or appropriate competency indicating the ability to function in college-level classes, and/or recommendations from prior teachers and/or other professionals.

B. Students with Special Diplomas

- 1. A student who receives a special diploma and believes he or she should be considered for waiver and/or substitutions for requirements for admission to the College, or to a program of the College, for a course or courses required in a program, or for graduation from the College should appeal to the associate provost at his/her campus or site. The associate provost and provost will meet with appropriate faculty, program directors, or



# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-8</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

others and the student to determine that the student has made a clear case for a substitution and to identify the most appropriate substitution to offer the student. Current documentation of the disability, including test scores, when appropriate, will be required. Other information to be considered, especially for substitution of admission requirements, may include items such as: scores on one or more of the approved placement instruments, evidence of the student's experiences in mainstream classes, performance in selected academic courses, evidence of an appropriate reading level or appropriate competency indicating the ability to function in college-level classes, recommendations from prior teachers and other professionals.

2. If the student and the associate provost agree on the substitution offered, the agreement will be communicated to the campus coordinator of Admissions/Registration, other individuals involved, the associate vice president of Academic and Student Affairs (who will maintain a record of substitutions granted) and the student, in writing, within 5 working days. If no agreement is reached, the issue will be referred to the associate vice president of Academic and Student Affairs who will make the determination of appropriate action. The decision of the associate vice president may be appealed to the President, in writing, within 10 working days of receipt of the decision. The President's decision shall be final.
  3. Credits or degrees awarded by other regionally or nationally accredited postsecondary institutions as a result of substitute requirements established under the provisions of State Board of Education Rule 6A-10.041 may be accepted by St. Petersburg College, so long as all other requirements are met.
- C. Students Who Have Previously Demonstrated Competency in College Credit Post-secondary Coursework.

When High School transcripts reflecting the date of graduation are unavailable because of reasons beyond the applicant's control, a waiver may be granted by the Associate Provost's

# RULE

SUBJECT	ADMISSION REQUIREMENTS	PAGE
		4.02-9
LEGAL AUTHORITY	6Hx23-4.02	9/15/09 Revision #09-9

Office which will serve as adequate documentation for meeting this requirement in accordance with the instructions below.

The following requirements must be met for the waiver to be granted:

1. earned 12 college-level credits from St. Petersburg College or through the transfer of academic credit from another qualified post-secondary institution.
2. demonstrate the ability to benefit by achieving minimum passing scores on the arithmetic, reading comprehension and sentence skills portions of the computerized placement test.
3. minimum cumulative GPA of 2.0.

## VI. Transfer Students

### A. St. Petersburg College Policy on Transfer of Academic Credit

St. Petersburg College will seek to make the transfer of credit as easy as possible for students while continuing to honor its commitment to academic quality and integrity. As such, St. Petersburg College regularly seeks guidance from its accrediting agency as well as other higher education councils (American Association of Collegiate Registrars and Admissions Officers, American Council on Education, and Council for Higher Education Accreditation) on academic credit transfer policies.

Transfer credit may be accepted from degree granting institutions that are accredited at the collegiate level by an appropriate regional or national accrediting agency that is recognized by the U.S. Secretary of Education. Courses may also be accepted from institutions recognized and participating in the Florida Department of Education Statewide Course Numbering System. Transfer courses are subject to a course-by-course evaluation process to determine if the course is equivalent to courses offered at St. Petersburg College.

# RULE

SUBJECT	ADMISSION REQUIREMENTS	PAGE
		4.02-10
LEGAL AUTHORITY	6Hx23-4.02	9/15/09 Revision #09-9

- B. Transfer students are subject to the same admissions requirements as listed in section I. above.
  
- C. A student who has previously applied to, been accepted, and registered at a regionally or nationally accredited postsecondary institution(s) is classified as "transfer" even if the student withdrew before earning any credits.
  
- D. For courses that are initially deemed nontransferable to St. Petersburg College, the transfer student has the option of seeking an alternative method for obtaining credit. The following supporting documentation must be submitted by the student for each course requested for reconsideration: (1) a copy of each course syllabus must include course title, course length, course description, text used and (2) verification of faculty credentials including college transcripts, professional licensure and/or certifications, and work experience in the field. The course syllabus must be the syllabus from the specific course section and semester that appears on the transcript. The faculty credentials must reflect the credential at the time that the professor taught the course specified on the transcript. The student should submit this supporting documentation to: College Registrar, St. Petersburg College, P.O. Box 33089, St. Petersburg, FL 33733.
  
- E. Florida Statutes requires that after a Florida university or community college has published its general education core, the integrity of that curriculum shall be recognized by the College and other public universities and community colleges. Once a student has been certified by such an institution on the official transcript as having completed satisfactorily its prescribed general education core curriculum, regardless of whether the associate degree is conferred, the College shall require no further such general education courses. Further, any transfer student who has provided documentation of completion of an Associate in Arts, Bachelor's degree or higher from a regionally accredited postsecondary institution shall be presumed to have met all general education requirements for the associate degree at the College. In addition, any transfer student who has graduated from a regionally accredited institution with an Associate in Applied

# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-11</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

Science degree or higher shall be exempt from the admission requirement of a standard high school diploma.

- F. All transfer work is evaluated by the person(s) designated to perform the task on a collegewide basis by the College registrar.
- G. All courses listed on the transcript(s) are evaluated, including those with incomplete or failing grades, except as noted in paragraph I. below. Courses from which the student withdrew without penalty are not evaluated. When the course is equivalent to a course in the College catalog, it is transferred in with the College prefix and course number. However, the course title and credit hours will be those of the transfer institution. Quarter hours will be converted to semester hours on the basis that 3 quarter hours equal 2 semester hours. Fractional hours resulting from the conversion will be carried to two decimal places and rounded to nearest hundredths.
- H. For purposes of meeting general education and program requirements, 2.5 credits will satisfy a 3 credit course requirement and .67 will satisfy a 1 credit course.
- I. Upper division courses are not evaluated for lower division programs. If a student later matriculates into an upper division program, all upper division work will be evaluated at that time.

## VII. Transient Students

- A. Transient students from another college

A transient student is one who preserves uninterrupted residency status with the home college while attending St. Petersburg College. Students who wish to attend St. Petersburg College on a transient basis may substitute a Transient Form approved by the home college in lieu of an official transcript. The Transient Form or official transcript must be forwarded along with the Application for Admission and fee, to the Admissions/Registration Office on the campus he/she expects to attend.

- B. Transient students from St. Petersburg College

# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-12</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

Permission to attend another institution on a transient basis will be granted only to students who have at least a 2.0 "C" average or better at St. Petersburg College. Eligibility for transient status and acceptability of courses is determined by the campus coordinator of Admissions/Registration. The student is urged to bring to the campus coordinator of Admissions/Registration course descriptions of each course to determine their transferability and equivalency. Transient permission is not usually given any student for consecutive sessions.

A student who requests transient permission and meets the requirement of a 2.0 "C" average is furnished with a Transient Form. Courses listed on the Transient Form will be accepted as equated on the form. If courses other than those listed are taken, they will be accepted under the conditions listed in this Rule for Transfer Students. Courses earned in transient status are accepted with the grades earned and are treated as transfer work.

## VIII. Non-Degree Seeking Students

A student who does not desire to enroll as a degree-seeking student but would like to earn credit for certification or other purposes may enroll as a non-degree student.

- A. Non-degree students must complete an Application for Admission and pay the application fee.
- B. Non-degree students are not required to furnish transcripts.
- C. A student who is under 18 years of age and has not graduated from high school may enroll as a non-degree student with special permission from the associate provost.
- D. Courses completed by non-degree students will be entered on their transcripts as credit courses.
- E. Coursework completed in non-degree status may not be applied towards a degree from St. Petersburg College unless the student changes to degree-seeking status. A non-degree

# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-13</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

student who desires to change to degree-seeking status may do so by fulfilling all regular admissions requirements. A change to degree-seeking status must be completed prior to the session in which the student plans to graduate.

- F. If a student earns credits solely in non-degree status at St. Petersburg College and desires to transfer such credits towards a degree from another institution, it is his/her responsibility to determine the acceptability of the courses towards his/her degree.
- G. Non-degree students fall into two categories:

- 1. Those who initially enroll as non-degree students, and

Students who initially enroll as non-degree students do not intend to follow a degree program at the College. They do desire to earn credit in the courses for which they register and to have transcripts issued showing such credit. They include teachers taking a limited number of courses for recency of credit or extension of certificate; individuals possessing advanced degrees who take specified job-related courses and require evidence of credit earned for reimbursement by their employers; individuals who require evidence of course completion for licensing purposes (e.g., ambulance drivers); and individuals who may desire to take courses for credit but cannot meet regular admission requirements or who expect to meet GED requirements at some date in the session.

- 2. Those whose status has been changed from degree-seeking to non-degree-seeking through failure to meet admission requirements.

Students applying as degree-seeking students under published criteria who have not furnished all required transcripts are classified as non-degree until their file is complete. This protects the student's investment, permitting the earning of credit for the course(s) registered. Upon the College's receipt of the required

# RULE

SUBJECT	ADMISSION REQUIREMENTS	PAGE
		4.02-14
LEGAL AUTHORITY	6Hx23-4.02	9/15/09 Revision #09-9

transcript(s) or other material, the student's status is changed from non-degree status to degree-seeking status.

Admission with non-degree status is not considered a waiver of the requirement for high school graduation for later admission to degree programs.

While all credits earned in non-degree status are recorded, a student may not be awarded a degree while classified as a non-degree student. A non-degree student desiring to graduate must change to a degree-seeking status before registering for the session in which graduation would be earned.

- H. Students are not eligible to receive financial assistance while enrolled as a non-degree seeking student.

## IX. International Students

- A. An International student is defined as one who has entered the United States under any type of visa other than an immigration visa and for whom an I-20 must be issued by the College. The student is admitted to the U.S. with a student visa and remains a citizen and home country resident. There are two classifications of International students:

1. Foreign (F-1) students - those who enter the College with the intention of receiving a degree.
2. Students who are admitted to enroll full-time in the English for Academic Purposes Program only (usually in F-1 visa status).

- B. International student applicants who are applying for the Foreign Student (F-1) Visa must complete the International Student Packet which includes the application for admission, supplemental data sheet, the financial ability form with bank statement (a translated foreign bank statement is acceptable), and pay the application fee. For more information, contact International Student Services or visit the college website; [www.spcollege.edu/central/international](http://www.spcollege.edu/central/international). The student must

# RULE

SUBJECT	ADMISSION REQUIREMENTS	PAGE
		4.02-15
LEGAL AUTHORITY	6Hx23-4.02	9/15/09 Revision #09-9

prove sufficient funds for one full year which includes: matriculation and tuition fees, books, and supplies, personal expenses, off campus room and board and medical insurance for a full academic year. Proof of medical insurance must be received after arrival in the U.S. and before initial registration into classes.

- C. Non-native speakers of English who seek admission into degree programs shall be tested for language proficiency prior to the completion of initial registration. Language proficiency shall be assessed using the College Board ACCUPLACER-ESL and a writing sample or the ACT COMPASS-ESL and a writing sample. Students whose scores indicate placement into EAP classes shall be assigned to those classes in accordance with statewide cut score ranges. Placement in the appropriate EAP courses is mandatory. Students who provide sufficient college-level transfer coursework and/or CPT/SAT/ACT scores may be exempt from placement testing.
  
- D. International students must provide proof of high school graduation, as evidenced by evaluated transcripts from an approved source directly to International Student Services. A request for evaluation of non-U.S. transcripts must be submitted to one of the approved National Association of Credential Evaluation Services (NACES) agency.
  
- E. International student applicants seeking transfer from another U.S. regionally or nationally accredited postsecondary institution must complete all SPC application documents and provide official transcripts from all prior institutions directly to International Student Services. The prospective student must submit to the school they are transferring from an SPC Clearance form and request the school to transfer the I-20 through the SEVIS system. An I-20 will be issued by International Student Services only after the official transcripts have been received.
  
- F. International student applicants who have attended international institutions and wish to attend the College on F-1 visas must submit transcripts and course-by-course evaluations from all colleges or universities attended directly to International Student Services, or Central Records.



# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-16</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

Requests for evaluation of transcripts must be submitted to one of the approved services as indicated in section D.

- G. Students with international degrees certified by an approved credential evaluation agency of having met requirements for an Associate in Arts degree or higher from a regionally accredited U.S. institution shall be exempt from further general education requirements. The exception is that students with degrees from a non-English speaking country will be required to complete SPC's General Education Communication requirements.
  
- H. Final acceptance of International student applicants who wish to attend the College on an F-1 student visa or approved student status will not be made until all of the following items have been received:
  - 1. Completed application for admissions
  - 2. Payment of application fee
  - 3. Payment of International student fee
  - 4. Required transcripts
  - 5. Financial Ability form with bank statements or bank letter. (For U.S. sponsors a completed and notarized I-134, Affidavit of Support and the required documentation.)
  - 6. Supplemental data sheet
  
- X. Resident Aliens, Refugees, Asylees and Citizens who are Non-Native Speakers of English

Non-native speakers of English who seek admission into degree programs shall be tested for language proficiency prior to the completion of initial registration. Language proficiency shall be assessed using the College Board ACCUPLACER-ESL and a writing sample or the ACT COMPASS-ESL and a writing sample. Students whose scores indicate placement into EAP classes shall be assigned to those classes in accordance with statewide cut score ranges. Placement in the appropriate EAP courses is mandatory. Students who provide sufficient college-level transfer coursework and/or CPT/SAT/ACT scores may be exempt from placement testing.

# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-17</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

XI. The President is authorized to permit substitute admission requirements for eligible students who have disabilities as defined by State Board of Education Rule 6A-10.041, F.A.C.

A. This Rule is established in compliance with State Board of Education Rule 6A-10.041, to provide disabled students reasonable substitutions for requirements for admission to the College, admission to a program of the College, for course substitutions, and for graduation from the College. To make a determination of appropriate substitutions, the disabled student will be required to provide documentation that:

1. The student has a disability which is evaluated as interfering in a basic life activity. Examples of such disabilities include but are not limited to: vision impairment, hearing impairment, mental or emotional impairment, physical impairments such as cerebral palsy or multiple sclerosis, dyslexia, or other specific learning disabilities as defined below; and
2. The disability can be reasonably expected to prevent the student from meeting requirements for admission to the College or a program of the College, for satisfactory completion of a course or courses, or for graduation. The student must identify the specific requirement(s) for which a substitution is sought and furnish documentation from an appropriate source that will support the need of a substitution or accommodation.
3. A student who believes he or she should be considered for substitutions for requirements for admission to the College, or to a program of the College, for a course or courses required in a program, or for graduation from the College should appeal to the associate provost at his/her campus or site. The associate provost and provost will meet with appropriate faculty, program directors, or others and the student to determine that the student has made a clear case for a substitution and to identify the most appropriate substitution to offer the student. Current documentation of the disability, including test scores, when appropriate, will be required. Other information to be considered, especially for substitution

# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-18</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

of admission requirements, may include items such as: scores on one or more of the approved placement instruments, evidence of the student's experiences in mainstream classes, performance in selected academic courses, evidence of an appropriate reading level or appropriate competency indicating the ability to function in college-level classes, recommendations from prior teachers and other professionals.

4. If the student and the associate provost agree on the substitution offered, the agreement will be communicated to the campus coordinator of Admissions/Registration, other individuals involved, and the associate vice president of Academic and Student Affairs (who will maintain a record of substitutions granted) and the student, in writing within 5 working days. This written communication will include notification of the nature of the course substitution and/or waiver and limitations of acceptability and procedures for requesting assistance in transferring to a public community college or state university. If no agreement is reached, the issue will be referred to the associate vice president of Academic and Student Affairs who will make the determination of appropriate action. The decision of the associate vice president may be appealed to the senior vice president of Academic and Student Affairs, in writing, within 10 working days of receipt of the decision. The senior vice president's decision shall be final.

B. For purposes of this Rule, the following definitions apply:

1. Hearing impairment. A hearing loss of 30 decibels or greater, pure tone average of 500, 1000, or 2000 Hz, ANSI, unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, acoustic trauma hearing loss or deafness.
2. Visual impairment. Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye

# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-19</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

after the best possible correction, a peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision which may affect one's ability to function in an educational setting. Examples include, but are not limited to cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

3. **Specific Learning Disability.** A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.
- C. Approved course substitutions shall be entered in the student's permanent academic record and once a substitution is granted, the student shall not be required to meet any additional requirements in the respective discipline area for admission or graduation. Further, all College policies related to graduation, transfer of credits and articulation with other postsecondary institutions shall include provisions for acceptance of approved course substitutions.
- XII. For requirements for admission to Bachelors degree in Education Programs at St. Petersburg College, see BOT Rule 6Hx23-4.72.
- XIII. In addition to general St. Petersburg College admissions rules, students will be eligible for admission to the Baccalaureate Programs as follows:
- A. Completion of an A.S. degree in a related area from a regionally accredited postsecondary institution. See individual program offices for a current list of related A.S. degree areas and specific A.S. degree program accreditation requirements.

# RULE

SUBJECT	ADMISSION REQUIREMENTS	PAGE
		4.02-20
LEGAL AUTHORITY	6Hx23-4.02	9/15/09 Revision #09-9

Students with any of the following degrees or prior course work may be admitted with permission of the dean:

1. A.A.S., A.A., an unrelated A.S. degree, or 60 credits (but no degree). See individual program offices for a current list of additional requirements when the related A.S. degree has not been completed.
  2. The School of Paralegal Studies requires a grade of “C” or better in all required lower division paralegal courses for students who are admitted with permission of the dean.
  3. The College of Nursing may also accept diplomas in nursing from programs accredited by the National League for Nursing Accrediting Commission.
- B. Scoring at or above “college-level” on the St. Petersburg College’s Placement Test in the areas of reading, writing, and mathematics as prescribed in College Procedure P6Hx23-4.45 is required for all upper division programs and courses. College Rule 6Hx23-4.45 outlines those who are exempt from this requirement.
- C. A cumulative grade point average of 2.00 on a 4.00 scale in all postsecondary coursework is required in all programs except for the B.A.S. in Orthotics and Prosthetics, which requires a cumulative grade point average of 2.50 on a 4.00 scale.
- D. Completion of a minimum of 15 semester hours of transferable general education coursework.
- E. Completion of an application to the appropriate baccalaureate program.
- All selective admissions programs require prospective students, who are not initially accepted, to resubmit their application for subsequent enrollment periods.
- F. Completion of all state mandated common prerequisites with a grade of “C” or better are required for admission to all degree

# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-21</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

programs. See the individual program offices or FACTS.org for specific information.

G. Students wishing to pursue more than one (1) bachelor's degree at SPC must meet the following admissions criteria:

1. Meet the stated admissions requirements for the second degree;
2. Be enrolled in one baccalaureate program at a time;
3. Be awarded the first SPC baccalaureate degree prior to beginning coursework on the second degree (See BOT Rule 6Hx23-4.24 for additional information); and
4. Develop an individual academic plan (IAP) for completion of the second degree. This must be approved by the program's dean prior to admission.

H. Additional admissions rules for specific programs are as follows:

1. Non-degree seeking students must meet all above admissions criteria and may enroll in up-to twelve (12) credit hours of upper-division courses with permission of the dean. Unofficial transcripts will be accepted in place of the official transcripts.
2. Upper division certificate seeking students must meet all above admissions criteria.
3. Post-baccalaureate certificates require proof of a baccalaureate degree from a regionally accredited university.
4. The College of Nursing requires:
  - a. The presentation of a valid unrestricted, unencumbered RN license from the state where applicant is practicing, to be kept current throughout the duration of the required course of study.

# RULE

SUBJECT	ADMISSION REQUIREMENTS	PAGE
		4.02-22
LEGAL AUTHORITY	6Hx23-4.02	9/15/09 Revision #09-9

b. Computer/Information Literacy Competency (no minimum credit hours required). Computer/Information literacy competency may be demonstrated by completing one of the following:

(1) Successfully completing a College approved Basic Computer/Information Skills Competency Test

or

(2) Successfully completing at least one of the following options:

(a) CTS 1101 or CGS 1060 Basic Computer and Information Literacy

or

(b) CGS 1100 Microcomputer Applications (as revised in 2002)

or

(c) EME 2040 Introduction to Educational Technology (as revised in 2002), preferred for Education majors

or

(d) LIS 1102 and CGS 1510 and OST 1741.

5. The B.A.S. in Dental Hygiene Program requires:

The presentation of a valid and current Dental Hygiene license from the state where applicant is practicing.

6. The B.A.S. in Orthotics and Prosthetics Program requires:

a. Completion of a minimum sixteen (16) hours of observation, volunteer service, or work experience in orthotics and prosthetics.

# RULE

SUBJECT	ADMISSION REQUIREMENTS	PAGE
		4.02-23
LEGAL AUTHORITY	6Hx23-4.02	9/15/09 Revision #09-9

- (1) A minimum of eight (8) hours in orthotics and eight (8) hours in prosthetics is required.
  - (2) Hours must be verified by a signed statement from a certified/licensed orthotist or prosthetist.
- b. Submission of a letter of recommendation from a certified/licensed orthotist or prosthetist.
- c. Prior to acceptance and enrollment, applicants must pass a background check and a drug screening.
- (1) The student will pay the background check and drug screening fees directly to the vendor.
    - (a) Upon request, fee waivers may be approved by the Health Education Center's associate provost or provost to documented economically disadvantaged applicants (AFDC, Pell, Workforce).
  - (2) The drug screening(s) must satisfactorily demonstrate that he/she is free from the use of any illegal drug, unprescribed controlled substance described or named in the law, hereinafter referred to as "drug-free".
    - (a) Students who do not successfully pass the drug screening on the first attempt will be allowed to retake the drug screening one (1) additional time, at their own expense.
    - (b) A student who fails the drug screening a second time will be permitted to reapply for admission to the Orthotics and Prosthetics Program one (1) year from the date of the most recent application.



# RULE

SUBJECT	ADMISSION REQUIREMENTS	PAGE
		4.02-24
LEGAL AUTHORITY	6Hx23-4.02	9/15/09 Revision #09-9

- (3) Students must remain drug-free throughout their tenure in the Orthotics and Prosthetics Program at the College.
  - (a) If the Orthotics and Prosthetics Program believes a student is no longer drug-free, they can request the student retake the drug screening at the student's expense. Failure to take or successfully pass the drug screening shall be grounds for dismissal from the program.
  - (b) Students may be subject to drug screening pursuant to placement at a clinical site. Failure to do so shall be grounds for dismissal from the program.
- (4) A student who fails the background check will not be admitted into the program. See BOT Rule 6Hx23-4.53 Section G for additional information on the criteria.
- d. If the number of eligible students exceeds the positions available, other selection criteria will be used.
- e. Students transferring from another school's Orthotics and Prosthetics Program must be in good academic standing and must be able to satisfactorily demonstrate program competencies.
- f. Prior to the beginning of the first clinical experience (PRO 3801L- Orthotics and Prosthetics Clinical Rotation Practicum I), each student must:
  - (1) Show a valid Basic Life Support (BLS) for Healthcare Providers C.P.R. certificate
  - (2) Show evidence of immunity to or inoculation against the hepatitis virus. Said immunization series may be waived when medically contraindicated by a physician in writing and a

# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-25</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/15/09 Revision #09-9</b>

release is signed by the student. In addition, students must provide verification of immunizations required by program and clinical affiliates.

Specific Authority: 1001.64 (2) & (4), F.S.  
 Law Implemented: 1001.64(5), (6), (7) & (8), 1003.435, 1004.73, 1007.22, 1007.235, 1007.24, 1007.25, 1007.263, 1007.264, 1009.23, 1009.25(3), 1009.26, F.S.; SBE Rules 6A-10.024, 6A-10.030, 6A-10.041, 6A-19.001, 6A-19.002, F.A.C.; Title VI of Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973, as amended; Americans With Disabilities Act of 1991; Age Discrimination Act of 1975; SB 20, 2002 Legislature.

History: Formerly - 6Hx23-4.02, 6Hx23-4.03, 6Hx23-4.04, 6Hx23-4.05, 6Hx23-4.06, 6Hx23-4.07, 6Hx23-4.08, 6Hx23-4.09, 6Hx23-4.10, 6Hx23-4.11, 6Hx23-4.12, 6Hx23-4-5.10 & 6Hx23-4-5.11. Adopted - 10/16/75. Readopted - 10/25/77. Amended - 4/21/77, 11/30/81, 5/26/82, 11/23/82 (effective 1/1/83), 6/28/83, Emergency Amendment 8/18/83, 9/15/83, 2/16/84, 1/17/85, 3/21/85 (effective 8/19/85 for Session I, 1985-86), 11/21/85, 7/24/86, 10/16/86 (effective 1/7/87 for Session II, 1986-87), 1/22/87 (effective 1/22/87 for Session III, 1986-87), 6/18/87 (effective 6/18/87 for Session I, 1987-88), 12/10/87 (effective 12/10/87 for Session II, 1987-88), 10/20/88, 4/27/89, 11/21/89, 7/17/90, 2/19/91. Filed - 2/19/91. Effective - 2/19/91, 6/13/91. Filed- 6/13/91. Effective- Session III, 1990-91, 11/19/91. Filed - 11/19/91. Effective - 11/19/91; 12/17/91. Filed - 12/17/91. Effective - Session I, 1992-93; 6/15/93. Filed - 6/15/93. Effective - 6/15/93; 8/30/94. Filed - 8/30/94. Effective - Session I, 1994-95; 1/21/97. Filed - 1/21/97. Effective - 1/21/97; 10/22/97; 4/20/98. Filed - 4/20/98. Effective - 4/20/98; 7/27/98. Filed - 7/27/98. Effective - Session I, 1998-99. Effective - Session I, 1998-99; 5/18/99. Filed - 5/18/99. Effective - 5/18/99; 11/16/99. Filed - 11/16/99. Effective - 11/16/99; 4/18/00. Filed - 4/18/00. Effective - Session I, 2000-01. 7/21/00. Filed - 7/21/00. Effective - Session I, 2000-01; 2/27/01. Filed - 2/27/01. Effective - Session I, 2001-02; 9/11/01. Filed - 9/11/01. Effective - 9/11/01; 6/21/02. Filed - 6/21/02. Effective - 6/21/02; 11/12/02. Filed - 11/12/02. Effective - 11/12/02; 5/20/03. Filed - 5/20/03. Effective - 5/20/03; 7/24/03. Filed - 7/24/03. Effective - Immediately for students applying for admission to the Bachelor of Applied Science in Dental

# RULE

SUBJECT	ADMISSION REQUIREMENTS	PAGE
		4.02-26
LEGAL AUTHORITY	6Hx23-4.02	9/15/09 Revision #09-9

Hygiene Program for Session II, 2003-04; 11/6/04. Filed – 11/16/04. Effective – 11/16/04; 7/19/05. Filed – 7/19/05. Effective – 7/19/05; 1/17/06. Filed – 1/17/06. Effective – 1/17/06; 3/21/06. Filed – 3/21/06. Effective – 3/21/06; 6/20/06. Filed – 6/20/06. Effective – 6/20/06; 9/18/06. Filed – 9/18/06. Effective – 9/18/06; 3/20/07. Filed – 3/20/07. Effective – Session I, 2007-08; 7/17/07. Filed – 7/17/07. Effective – 7/17/07; 11/20/07. Filed – 11/20/07. Effective – 11/20/07; 11/18/08. Filed – 11/18/08. Effective – Session I, 2009-10; 12/16/08. Filed – 12/16/08. Effective – 12/16/08; 4/21/09. Filed – 4/21/09. Effective – 4/21/09; 9/15/09. Filed – 9/15/09. Effective – 9/15/09.

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE TO IDENTIFY STUDENTS WITH LEARNING AND OTHER DISABILITIES</b>	<b>PAGE</b>
		<b>P4.021-1</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-4.021</b>	<b>2/22/11 Revision #11-2</b>

P6Hx23-4.021    PROCEDURE TO IDENTIFY STUDENTS WITH LEARNING AND OTHER DISABILITIES

## DISABLED STUDENT SERVICES

### I. Documentation Procedures

#### A. Learning Disabilities

Students and prospective students requesting accommodations in their academic work at St. Petersburg College (SPC) must present appropriate documentation to the learning specialist of their home campus. There will be two tiers of service based on the types and quality of documentation provided:

Tier 1: Students regarded as having a history of a disability (IEP, SOP or 504 plan). Student may get 1 ½ testing time and reduced distraction testing area, and priority registration. Other institutions may require a more thorough evaluation.

Tier 2: More comprehensive documentation provided to the learning specialist. Current complete psychoeducational evaluation or current letter of diagnosis from an M.D. or PhD qualified to make the diagnosis.

#### B. Students With Disabilities Are Defined As Follows:

##### 1. Hearing Impairment

A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear.

Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, acoustic trauma hearing

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE TO IDENTIFY STUDENTS WITH LEARNING AND OTHER DISABILITIES</b>	<b>PAGE</b>
		<b>P4.021-2</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-4.021</b>	<b>2/22/11 Revision #11-2</b>

loss or deafness.

## 2. Visual Impairment

Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction; a peripheral field so constricted that it affects one's ability to function in an educational setting; or a progressive loss of vision which may affect one's ability to function in an educational setting.

Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

## 3. Specific Learning Disability

A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations.

Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

## 4. Orthopedic/Physical Impairment

A disorder of the musculoskeletal, connective tissue disorders, and neuromuscular system.

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE TO IDENTIFY STUDENTS WITH LEARNING AND OTHER DISABILITIES</b>	<b>PAGE</b>
		<b>P4.021-3</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-4.021</b>	<b>2/22/11 Revision #11-2</b>

Examples include, but are not limited to, cerebral palsy, absence of a body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect including, but not limited to, muscular dystrophy and congenital muscle disorders.

## 5. Speech/ Language Impairment

Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment.

Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

## 6. Emotional or Behavioral Disability

Any mental or psychological disorder including, but not limited to, organic brain syndrome, emotional or mental illness, or attention deficit disorders.

## 7. Autism Spectrum Disorder

Disorders characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE TO IDENTIFY STUDENTS WITH LEARNING AND OTHER DISABILITIES</b>	<b>PAGE</b>
		<b>P4.021-4</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-4.021</b>	<b>2/22/11 Revision #11-2</b>

## 8. Other

Any disability not identified in section B. 1-7, except those students who have been documented as having an intellectual disability deemed by a disability professional to make completion of the requirement impossible.

## II. Request for College Services

### A. Provision of Services

After a student's documentation is accepted, the home campus or site learning specialist will keep this documentation on file. It is the student's responsibility to request services supported in the documentation. A new request is necessary each semester based on the specific classes being taken at that time. A three-week notice is recommended to fill requests. For electronic media or assistive technology, requests may take up to four (4) weeks.

### B. Course Substitutions

Course substitutions are considered according to Board of Trustees Procedure P6Hx23-4.02 to students with documented disabilities.

Students seeking substitutions for requirements for admission to the College, or to a program of the College, or for graduation from the College should appeal to the associate provost at his or her campus or site.

### C. College Level Academic Skills (CLAS) Appeals

A waiver of CLAS requirements can be appealed through a CLAS Appeals Committee as prescribed by

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE TO IDENTIFY STUDENTS WITH LEARNING AND OTHER DISABILITIES</b>	<b>PAGE</b>
		<b>P4.021-5</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-4.021</b>	<b>2/22/11 Revision #11-2</b>

the Board of Trustees Rule 6Hx23-4.45 for students with documented disabilities.

Students seeking consideration for waiver of CLAS requirements should begin the request with the home campus learning specialist.

**D. Auxiliary Aids**

Assistive Technology for students with qualifying disabilities is available, such as note takers, readers, electronic media books, captioned videos, e-books, adaptive software, interpreters and captioners.

**E. Priority Registration**

Students with documented disabilities are provided with priority registration opportunities, as well as counseling and advisement by appointment in advance of registration timeframes.

History:                      Adopted 6/15/93. Effective - 6/15/93; 11/21/95. Filed - 11/21/95. Effective - Session I, 1995-96; 2/22/11. Filed – 2/22/11. Effective – 2/22/11.



# **APPENDIX 5**

## **Equity in Athletics Disclosure Act Report for 2010**

EADA 2010

U.S. DEPARTMENT OF EDUCATION OMB NO. 1845-0010 APPROVAL EXPIRES 04/30/2013  
OFFICE OF POSTSECONDARY EDUCATION

Equity in Athletics Disclosure Act (EADA) Survey

Institution: **St Petersburg College (137078) (1)** User ID: **E1370781**

[SURVEY NAVIGATION/STATUS](#)   [FORMS FOR PRINTING](#)   [TOOLS](#)   [HELP](#)   [LOGOUT](#)

**Lock Survey**  
Need help? [Click here for screen instructions](#)

- Your 2010 Equity in Athletics Survey was locked on Tuesday, October 19, 2010.
- These data are now read-only.
- Use the Print Data option on the SURVEY NAVIGATION/STATUS screen to print a copy of your submission.

[Return to SURVEY NAVIGATION/STATUS screen](#)

Print Form(s)

Get PDF File

Return

# Equity in Athletics 2010

Institution: St Petersburg College (137078)

User ID: E1370781

## Screening Questions

Please answer these questions carefully as your responses will determine which subsequent data entry screens are appropriate for your institution.

### 1. How will you report Operating (Game-day) Expenses?

By Team

Per Participant

### 2. Select the type of varsity sports teams at your institution.

Men's Teams

Women's Teams

Coed Teams

### 3. Do any of your teams have assistant coaches?

Yes

Men's Teams

Women's Teams

Coed Teams

No

If you save the data on this screen, then return to the screen to make changes, note the following:

- 1) If you select an additional type of team remember to include associated data for that type of team on subsequent screens;
- 2) If you delete a type of team but have already entered associated data on other screens, all associated data for that type of team will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Institution: St Petersburg College (137078)

User ID: E1370781

## Sports Selection - Men's and Women's Teams

Select the varsity sports teams at your institution.

Sport	Men's	Women's	Sport	Men's	Women's
Archery			Badminton		
Baseball			Basketball		
Beach Volleyball			Bowling		
Cross Country			Diving		
Equestrian			Fencing		
Field Hockey			Football		
Golf			Gymnastics		
Ice Hockey			Lacrosse		
Rifle			Rodeo		
Rowing			Sailing		
Skiing			Soccer		
Softball			Squash		
Swimming			Swimming and Diving (combined)		
Synchronized Swimming			Table Tennis		
Team Handball			Tennis		
Track and Field (Indoor)			Track and Field (Outdoor)		
Track and Field and Cross Country (combined)			Volleyball		
Water Polo			Weight Lifting		
Wrestling			Other Sports (Specify sports in the caveat box.)*		

CAVEAT

\* If you indicated in the caveat box that your other sports are Dancing and/or Cheerleading, please also specify in the caveat box that your institution has a letter from the Office of Civil Rights confirming that the OCR has determined that Dancing and/or Cheerleading are varsity sports at your institution.

If you save the data on this screen, then return to the screen to make changes, note the following:

- 1) If you select an additional team remember to include associated data for that sport on subsequent screens;
- 2) If you delete a sport but have already entered associated data on other screens, all associated data for that sport will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Institution: St Petersburg College (137078)

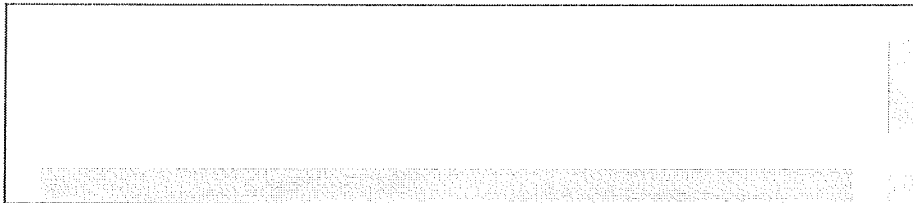
User ID: E1370781

# Athletics Participation - Men's and Women's Teams

Enter the number of participants as of the day of the first scheduled contest.

Varsity Teams	Men's Teams	Women's Teams
Baseball	26	
Basketball	12	14
Softball		16
Tennis		8
Volleyball		12
Total Participants Men's and Women's Teams	38	50
Unduplicated Count of Participants (This is a head count. If an individual participates on more than one team, count that individual only once on this line.)	28	50

**CAVEAT**



If you save the data on this screen, then return to the screen to make changes, please note you must re-save every screen because the survey system has to recalculate the totals.

Institution: St Petersburg College (137078)

User ID: E1370781

## Head Coaches - Men's Teams

For each men's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	0	1	1	0	0	0	0	0	1
Basketball	0	1	1	0	0	0	0	0	1
Coaching Position Totals	0	2	2	0	0	0	0	0	2

CAVEAT

Institution: St Petersburg College (137078)

User ID: E1370781

## Head Coaches - Women's Teams

For each women's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	0	0	0	0	0	1	1	0	1
Softball	0	0	0	0	0	1	1	0	1
Tennis	0	1	0	1	0	0	0	0	1
Volleyball	0	1	1	0	0	0	0	0	1
Coaching Position Totals	0	2	1	1	0	2	2	0	4

CAVEAT

Institution: St Petersburg College (137078)

User ID: E1370781

## Head Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays head coaches as compensation for coaching. Do not include benefits on this screen.

Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.

For help calculating the FTE total click on the "Need help? Click here for screen instructions" link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	20,419	16,187
Number of Head Coaches Used to Calculate the Average	2	4
Number of Volunteer Head Coaches (Do not include these coaches in your salary or FTE calculations.)	0	0
Average Annual Institutional Salary per Full-time equivalent (FTE)	40,838	64,748
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	1.00	1.00

**CAVEAT**

Please note that women's tennis is included in the women's equation. That brought down the women's average salary because women's head coach earns \$7500 as a stipend. If you were to take out \$7500 from equation the average salary for women's teams would be \$19,082.



Institution: St Petersburg College (137078)

User ID: E1370781

## Assistant Coaches - Men's Teams

For each men's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	0	2	0	2	0	0	0	0	2
Basketball	0	2	1	1	0	0	0	0	2
Coaching Position Totals	0	4	1	3	0	0	0	0	4

CAVEAT

Institution: St Petersburg College (137078)

User ID: E1370781

## Assistant Coaches - Women's Teams

For each women's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	1	<input type="text"/>	1	1
Softball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	2	<input type="text"/>	2	2
Tennis	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	<input type="text"/>	0
Volleyball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	<input type="text"/>	0
<b>Coaching Position Totals</b>	0	0	0	0	0	3	0	3	3

CAVEAT

Institution: St Petersburg College (137078)

User ID: E1370781

# Assistant Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays assistant coaches as compensation for coaching. Do not include benefits on this screen.

Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.

For help calculating the FTE total click on the "Need help? Click here for screen instructions" link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	3,750	3,750
Number of Assistant Coaches Used to Calculate the Average	4	3
Number of Volunteer Assistant Coaches. (Do not include these coaches in your salary or FTE calculations.)	0	0
Average Annual Institutional Salary per Full-time equivalent (FTE)	15,000	11,250
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	1.00	1.00

CAVEAT

Institution: St Petersburg College (137078)

User ID: E1370781

## Athletically Related Student Aid - Men's and Women's Teams

Athletically related student aid is any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the recipient to participate in a program of intercollegiate athletics at the institution. Other student aid, of which a student-athlete simply happens to be the recipient, is not athletically related student aid. If you do not have any aid to report, enter a 0.

	Men's Teams	Women's Teams	Total
Total	208,257	331,183	539,440
Ratio (percent)	39	61	100%

CAVEAT

Institution: St Petersburg College (137078)

User ID: E1370781

## Recruiting Expenses - Men's and Women's Teams

Recruiting expenses are all expenses an institution incurs attributable to recruiting activities. This includes, but is not limited to, expenses for lodging, meals, telephone use, and transportation (including vehicles used for recruiting purposes) for both recruits and personnel engaged in recruiting, and other expenses for official and unofficial visits, and all other expenses related to recruiting. If you do not have any recruiting expenses to report, enter a 0.

	Men's Teams	Women's Teams	Total
Total	<input type="text"/>	<input type="text"/>	

CAVEAT

Total amount included in operating expenses.
--

Institution: St Petersburg College (137078)

User ID: E1370781

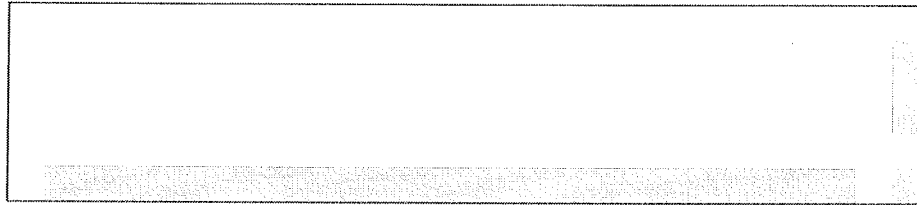
## Operating (Game-Day) Expenses - Men's and Women's Teams by Team

Operating expenses are all expenses an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests (commonly known as "game-day expenses"), for (A) Lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to team managers and trainers), and others; and (B) Officials.

For a sport with a men's team and a women's team that have a combined budget, click on the "Need help? Click here for screen instructions" link for special instructions.

Varsity Teams	Participants	Men's Teams		Women's Teams		Total Operating Expenses	
		Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant		By Team
Basketball	12	1,862	22,348	14	1,659	23,227	45,575
Baseball	26	1,861	48,375				48,375
Softball				16	2,913	46,605	46,605
Tennis				8	745	5,958	5,958
Volleyball				12	1,394	16,725	16,725
<b>Total Operating Expenses Men's and Women's Teams</b>	<b>38</b>		<b>70,723</b>	<b>50</b>		<b>92,515</b>	<b>163,238</b>

CAVEAT



**Note: This screen is for game-day expenses only.**

Institution: St Petersburg College (137078)

User ID: E1370781

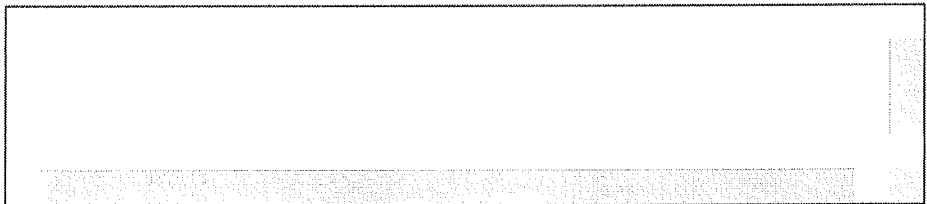
### Total Expenses - Men's and Women's Teams

Enter all expenses attributable to intercollegiate athletic activities. This includes appearance guarantees and options, athletically related student aid, contract services, equipment, fundraising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate athletic activities.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	180,006	153,861	333,867
Baseball	247,393		247,393
Softball		219,142	219,142
Tennis		78,010	78,010
Volleyball		160,938	160,938
Total Expenses of all Sports, Except Football and Basketball, Combined	247,393	458,090	705,483
Total Expenses Men's and Women's Teams	427,399	611,951	1,039,350
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			159,065
Grand Total Expenses			1,198,415

+ 1006

CAVEAT



Institution: St Petersburg College (137078)

User ID: E1370781

## Total Revenues - Men's and Women's Teams

Your total revenues must cover your total expenses.

Enter all revenues attributable to intercollegiate athletic activities. This includes revenues from appearance guarantees and options, an athletic conference, tournament or bowl games, concessions, contributions from alumni and others, institutional support, program advertising and sales, radio and television, royalties, signage and other sponsorships, sport camps, state or other government support, student activity fees, ticket and luxury box sales, and any other revenues attributable to intercollegiate athletic activities.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	180,006	153,861	333,867
Baseball	247,393		247,393
Softball		219,142	219,142
Tennis		78,010	78,010
Volleyball		160,938	160,938
Total Revenues of all Sports, Except Football and Basketball, Combined	247,393	458,090	705,483
Total Revenues Men's and Women's Teams	427,399	611,951	1,039,350
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			159,065
Grand Total for all Teams (includes by team and not allocated by gender/sport)			1,198,415

CAVEAT



Institution: St Petersburg College (137078)

User ID: E1370781

## Summary - Men's and Women's Teams

Your Grand Total Revenues must be equal to or greater than your Grand Total Expenses or you will not be able to lock your survey.

	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	40,838	64,748	105,586
2 Total of Assistant Coaches' Salaries	15,000	11,250	26,250
3 Total Salaries (Lines 1+2)	55,838	75,998	131,836
4 Athletically Related Student Aid	208,257	331,183	539,440
5 Recruiting Expenses			
6 Operating (Game-Day) Expenses	70,723	92,515	163,238
7 Summary of Subset Expenses (Lines 3+4+5+6)	334,818	499,696	834,514
8 Total Expenses for Teams	427,399	611,951	1,039,350
9 Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	92,581	112,255	204,836
10 Not Allocated Expenses			159,065
11 Grand Total Expenses (Lines 8+10)			1,198,415
12 Total Revenues for Teams	427,399	611,951	1,039,350
13 Not Allocated Revenues			159,065
14 Grand Total Revenues (Lines 12+13)			1,198,415
15 Total Revenues for Teams minus Total Expenses for Teams (Line 12 -Line 8)	0	0	0
16 Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			0

To return to a data entry screen, click on the link in the Navigation Menu.

To proceed to the Supplemental Information screen, click on the link in the Navigation Menu or click on the "Next" button on this screen.

Institution: St Petersburg College (137078)

User ID: E1370781

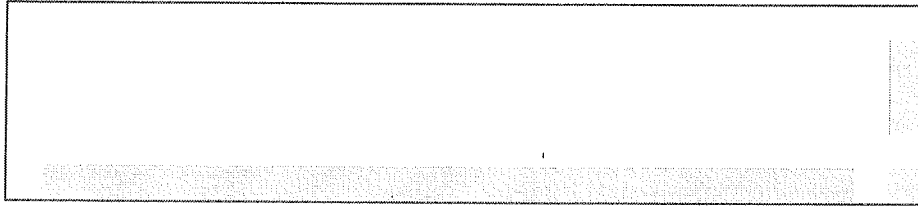
## Supplemental Information (optional)

This screen may be used to help the reader better understand the data you have provided, or to help a prospective student-athlete make an informed choice of an athletics program.

This information will be viewable on the EADA public website. Please do not include the names of individuals or write messages to the help desk.

To explain specific data entered on a previous screen, please use the caveat box on that screen.

---



[Print Form\(s\)](#)

[Get PDF File](#)

[Return](#)