

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
May 16, 2018
Closed Session at 5:00 p.m.; Open Meeting at 6:00 p.m.
District Office Board Room, 3401 CSM Drive, San Mateo, CA 94402

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
- *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
- *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401 CSM Drive, San Mateo, CA 94402.*
- *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
- *Regular Board meetings are recorded; recordings are kept for one month.*

Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.

5:00 p.m. Call to Order

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

1. Consideration of Recommendation for Expulsion of Student
2. Conference with Legal Counsel Regarding Three Cases of Existing Litigation:
 - a. San Mateo County Community College District v LocusPoint Networks, LLC, et al, Case No. 17CIV01534
 - b. LocusPoint Networks, LLC, et al v San Mateo County Community College District, Case No. 17CIV01550
 - c. LocusPoint Networks, LLC, et al. v San Mateo County Community College District, Case No. 17CIV04899
3. Conference with Legal Counsel Regarding One Case of Potential Litigation Pursuant to Subdivision (c) of Section 54956.9
4. Employee Discipline, Dismissal, Release

PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY

RECESS TO CLOSED SESSION

RECONVENE TO OPEN SESSION

6:00 p.m. Call to Order/ Roll Call

Pledge of Allegiance

MINUTES

18-5-1 [Approval of the Minutes of the Meeting of April 11, 2018](#)

18-5-2 [Approval of the Minutes of the Meeting of April 25, 2018](#)

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

18-5-1A [Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel](#)

18-5-2A [Approval of Revision to Miscellaneous Pay Rates Salary Schedule](#)

Approval of Consent Agenda

All items on the consent agenda may, by unanimous vote of the Board members present, be approved by one motion after allowing for Board member questions about a particular item. Prior to a motion for approval of the consent agenda, any Board member, interested student or citizen or member of the staff may request that an item be removed to be discussed in the order listed, after approval of remaining items on the consent agenda.

18-5-1CA [Approval of Community, Continuing and Corporate Education Classes and Programs, Fall/Winter 2018 – Cañada College, College of San Mateo and Skyline College](#)

18-5-2CA [Approval of Curricular Additions and Modifications – Cañada College, College of San Mateo and Skyline College](#)

18-5-3CA [Adoption of the 2019-20 Academic Calendar](#)

18-5-4CA [Acceptance of California Energy Commission Grant for Advance Plug Load Controls Program – Districtwide](#)

18-5-5CA [Approval of Sole Source Services Agreement between San Mateo County Community College District and Strategic Energy Innovations](#)

18-5-6CA [Approval of 2018-2021 District Equal Employment Opportunity Plan](#)

18-5-7CA [Certification of District Equal Employment Opportunity Fund Allocation Application](#)

Other Recommendations

18-5-100B [Approval of Service Award for 2017-18 Student Trustee](#)

18-5-101B [Approval of Non-Subsidized Tuition Fees for Child Development Centers at College of San Mateo and Skyline College](#)

18-5-102B [Approval of Contract Award for Cañada College Building 9 Envelope Repair Project](#)

18-5-103B [Approval to Reject All Bids and Rebid Cañada Vista Envelope Repairs Project](#)

18-5-104B [Approval of Contract Award for Districtwide Classroom Hardware Phase 4 – Lockdown Button Installation Project](#)

18-5-105B [Approval of Public Safety Study Recommendations for Implementation and Allocation of Funds to Enhance Public Safety Operations](#)

INFORMATION REPORTS

- 18-5-1C Discussion of Use of District Parking Lot for Homeless Students and Employees
- 18-5-2C Discussion with AFT Regarding Interests in Future Negotiations
- 18-5-3C Discussion of 50 Percent Law
- 18-5-4C Information on College and Career Access Pathways Partnership Agreement between San Mateo County Community College District and Jefferson Union High School District
- 18-5-5C Information on College and Career Access Pathways Partnership Agreement between San Mateo County Community College District and San Mateo Union High School District
- 18-5-6C Discussion of Board of Trustees Self-Evaluation

COMMUNICATIONS

STATEMENTS FROM BOARD MEMBERS

RECONVENE TO CLOSED SESSION (if necessary)

RECONVENE TO OPEN SESSION (if necessary)

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

(if necessary)

ADJOURNMENT

**Minutes of the Study Session of the Board of Trustees
San Mateo County Community College District
April 11, 2018, San Mateo, CA**

The meeting was called to order at 5:00 p.m.

Board Members Present: President Richard Holober, Vice President Maurice Goodman, Trustee Dave Mandelkern, Trustee Thomas Mohr, Trustee Karen Schwarz

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Holober said that during closed session, the Board will (1) hold a conference with legal counsel regarding three cases of existing litigation and one case of potential litigation as listed on the printed agenda, and (2) hold a conference with labor negotiators as listed on the printed agenda.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None

RECESS TO CLOSED SESSION

The Board recessed to closed session at 5:01 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to open session at 6:13 p.m.

Board Members Present: President Richard Holober, Vice President Maurice Goodman, Trustee Dave Mandelkern, Trustee Thomas Mohr, Trustee Karen Schwarz, Student Trustee Alfredo Olguin Jr.

Others Present: Chancellor Ron Galatolo, Chief Financial Officer Bernata Slater, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College President Jamillah Moore, District Academic Senate President Leigh Anne Shaw

PLEDGE OF ALLEGIANCE

DISCUSSION OF THE ORDER OF THE AGENDA

None

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

None

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (18-4-1A)

It was moved by Trustee Schwarz and seconded by Trustee Mandelkern to approve the items in the report. The motion carried, all members present voting Aye.

STUDY SESSION

DISCUSSION OF GUIDED PATHWAYS (18-4-1C)

Aaron McVean, Interim Vice President of Planning, Research and Institutional Effectiveness, said that Guided Pathways is part of a broader national movement focused on increasing student success, primarily on-time completion. He said the Guided Pathways framework has now come to California but is not new to the District. Skyline College implemented Guided Pathways a little more than two years ago. The Board approved a contract with the Career Ladders Project and part of that contract was to expand Guided Pathways across the three Colleges. The District recognized early on that Guided Pathways is a mechanism to increase on-time completion. Therefore, the District has been ahead of most colleges and districts in the state in the development and implementation of Guided Pathways.

Vice President McVean said the concept behind Guided Pathways is to give students a clear set of classes that, if taken in the correct sequence provided, will lead to completion in a timely manner. The Guided Pathways framework is more

intentional than the traditional Associate Degree for Transfer framework in that it specifies every course to take, including general education courses, to achieve the 60 units required for the Associate Degree. Vice President McVean said it is not only a sequence of courses that make up the Guided Pathways framework. He said it should be considered part of a comprehensive college redesign through which the District is intentionally integrating efforts regarding how students choose their majors, how to integrate academic and student support services, and how to integrate curriculum innovation, pedagogy and effective teaching practices. He said Guided Pathways is an inclusive framework that is influencing almost all of the work being done on the campuses.

Trustee Schwarz asked if the Guided Pathways framework is applicable only for Associate Degrees for Transfer. Vice President McVean said it addresses completion with all markers that are important to students, from certificates to Associate Degrees for Transfer and other associate degrees that students need to transfer.

Trustee Mandelkern asked if the new agreement between the California Community Colleges and the University of California regarding a guaranteed transfer path will be addressed in the context of Guided Pathways. Vice President McVean said the agreement is very new and is not included in this presentation. However, he said it will be part of the transfer information provided to students.

Cañada College

Phillip King, Interim Vice President of Student Services at Cañada College, said the College is predominantly in the Pre-Adoption phase of Guided Pathways and their process will be based in inquiry and exploration. The College began an inquiry process in the spring of 2017. The process started with a team of seven and grew to a 24-member oversight committee with good cross-representation of classified staff and faculty. The oversight committee will split into three teams which will focus on:

1. Curricular Exploration and Meta-Major Inquiry
2. Business Process Analysis and Academic-Student Services Integration Inquiry
3. Student-Integrated and Community Voices Inquiry

Marisol Quevedo, Program Supervisor for the Promise Program at Cañada College, discussed the Student and Community Voices Inquiry. She said the Inquiry will focus on equity and will seek information from six focus groups targeting students who have had different experiences:

- Focus Group 1 – students participating in programs such as EOPS, Puente, CalWorks, STEM and SparkPoint
- Focus Group 2 – students who have left the College
- Focus Group 3 – Equity gaps student groups
- Focus Group 4 – Academic and Student Services integration
- Focus Group 5 – Community-based constituents
- Focus Group 6 – High school partners, Upward Bound, Middle College

Ms. Quevedo said the College's focus group work will build upon the work of College of San Mateo and Skyline College which have gone through a similar inquiry of student voices.

Vice President King said a major component of the College's work during this year will be the design of an Experience Room that will convey continuous information expressed as narratives, survey results and videos. The Experience Room will be available during all open hours of the campus.

College of San Mateo

Kim Lopez, Vice President of Student Services at College of San Mateo, introduced the team from the College: Lizette Bricker, Dean of Enrollment Services; Anniqua Rana, Interim Dean of Academic Support and Learning Technologies; Heidi Diamond, Dean of Business and Technology; Bryce Martens, Computer Science instructor, who is also conducting K-14 outreach for the Strong Workforce Program; and Ashley Phillips, Interim Director of Workforce Development.

Vice President Lopez said three main areas have been identified that fall under the Guided Pathways redesign:

1. The self-assessment that was completed and submitted to the State Chancellor's Office, identifying priority areas for 2018-19.
2. Redesign of the Dual Enrollment program.
3. The Year One Promise Program.

Dean Rana said the College of San Mateo Guided Pathways team has begun inquiry to help redesign the college experience. She said that during the fall semester, the team focused on learning from their partners at Skyline College

and also attended local conferences. For 2018-19, the team will scale up efforts in cross-sectional Inquiry in collaboration with the Career Ladders Program. The Inquiry will include voices of students, faculty and staff and will identify shared metrics for evidence-informed decision making. Meetings with students are helping to create the vision at the College. Faculty and staff members attended training focused on leadership for institutional change. The Guided Pathways Team and the Guided Pathways Steering Committee meet regularly. The Steering Committee will meet three times over the summer to plan for next year.

Dean Bricker said that starting in fall 2017, the College met with high school principals, vice principals, counselors and staff. The high schools reported that they are pleased with the College's outreach efforts and support services; however, Dual Enrollment is a challenging area and needs more intentional agreements. Data on concurrently enrolled students and first-year students at the College were analyzed and compared to the high school partner student population. Disparities in the data has led to a redesign of Dual Enrollment pathways under AB 288 to strengthen the transition from high school to college for all students, with a focus on underrepresented student groups. The following principles will guide the redesign of high school to college agreements:

1. Adopt an Equity Framework by focusing on high school students who may not already be college bound or who are underrepresented in higher education.
2. Develop seamless pathways from high school to college for career technical education or preparation for transfer.
3. Establish a College Dual Enrollment team for each feeder high school.

Dean Diamond said that as part of the Strong Workforce Program Initiative, College of San Mateo has been fortunate to lead a Regional Joint Venture (RJV) for K-14 Pathways in the Bay Area. The objectives of the RJV team are to broaden and enhance career exploration and planning, as well as work-based learning opportunities for students, and to develop industry-informed career pathways that prepare students for jobs needed in the regional market. The College also leads a CTE Transitions initiative that supports secondary and postsecondary transition, student success and student transition to the workplace. CTE Transition Coordinator Bryce Martens is partnering with the high schools and attending advisory board meetings, and is actively engaged in K-14 conversations about establishing these pathways. Dean Bricker said another opportunity is to have partnerships that include career courses taught by high school counselors in order to provide early exposure to careers.

Vice President McVean said Guided Pathways is a comprehensive redesign occurring on each of the campuses. He said there is very clear intention about how to strengthen pathways in order to get more students to completion on time. There is intentional integration of efforts including Strong Workforce and Dual Enrollment. Vice President McVean said Guided Pathways is fundamentally guided by an equity perspective.

Trustee Schwarz asked how high school students are guided to declare a major and how open the schools are to students' desire to change their majors. Dean Bricker said there are various models. She cited Santa Barbara City College, which focuses on career versus major. They use the *Get Focused...Stay Focused!*® program, which is designed to provide every student with the necessary information and experiences to develop college and career readiness skills. Students develop a ten-year plan in ninth grade and receive classroom-based lessons throughout the remainder of high school to ensure they stay focused on their goals. Vice President Lopez said high schools report that students who have gone through the ten-year planning process have better attendance and graduation rates and fewer disciplinary and truancy issues.

Trustee Mandelkern said he is glad to hear that different models have been examined. He asked if there could be value in beginning the Guided Pathways process in middle school. Dean Bricker said some models do begin in middle school and this is worth examining.

Trustee Mandelkern asked if the three Colleges share information on their Guided Pathways programs with each other, e.g. Dual Enrollment at College of San Mateo. Vice President Lopez said there has been a collaborate effort on Dual Enrollment among the Colleges, and Cañada College and Skyline College have drafted AB 288 agreements. Vice President McVean said the Colleges have worked as a team through the Vice Presidents Council to draft one master agreement with all high school districts. On a broader level, Vice President McVean said the District has submitted a grant application for expansion of the Promise Scholars Program that finalizes the concept of structured collaboration among the three Colleges. Trustee Mandelkern said feedback from the community indicates that it is important that programs be fundamentally equivalent across the Colleges.

Trustee Mohr said it appears that work is being done to have some college courses taught at the high school campuses; he said this is an important accomplishment. Dean Bricker said College staff have been contacted by high school partners about classes being taught on the high school campuses. She said she understands that high schools will now get points added to their scorecards if they have Dual Enrollment or Concurrent Enrollment partnerships in their schools.

Trustee Mohr quoted the following sentence from the College of San Mateo report: “Subsequently, data of concurrently enrolled students and first-year students at CSM have been analyzed and compared to the high school partner student population.” He said it could be powerful to build pathways with the understanding of who the students are, along with knowledge of their level of preparation and what their goals appear to be.

Trustee Mohr noted the substantial increase in the percentage of students’ initial enrollment in transfer level Math from 2012 to 2016, as shown in the report, along with the targeted increase of one percent in 2017-18 and five percent in 2019-20. He said pathways will take time to get into place but he believes the numbers will change rather quickly due to working with the high schools. He said this is related to equity because the students most affected are from underrepresented populations.

Regarding the principle to “Develop seamless pathways from HS to CSM for career technical education. . .” as stated in College of San Mateo’s report, Trustee Mohr asked if this means that some courses associated with a technical certificate could be taught on the high school campuses, with more advanced courses being taught at the Colleges. Chancellor Galatolo said he discussed this concept during a meeting with the Superintendent of the San Mateo Union High School District. For example, high school students who express an interest in a nursing career could take college-level courses (biology, chemistry, math) at the high school to complete prerequisites and be on an accelerated path to a bachelor’s degree in nursing rather than an associate degree. Dean Bricker said it is important that a Dual Enrollment team work with each feeder high school. President Claire said it is important to be intentional when designing pathways at the high schools to ensure that courses will not need to be repeated.

Vice President Goodman asked if the District can ensure equity across the County when working with the high schools. Dean Bricker said there is currently a lack of structure and the high school student populations that come to the Colleges, as well as underrepresented high school populations, are not being served. She said the District wants an equity focus and intentionality as the Colleges approach pathways. Trustee Mandelkern said outreach is important to make sure that Dual Enrollment opportunities are equally presented to all students in the County. President Stanback Stroud said there will be equitable, but not necessarily identical, opportunities because of the different programs offered at the Colleges and the different populations that are served. Trustee Mandelkern said his concern is that outreach be presented equally to all student populations in order to address the gap, rather than outreach about specific programs.

Vice President Goodman said that some high school students who utilize Dual Enrollment programs see community college as a resource while others view it as a last resort. He asked if there is a marketing component to the redesigned pathways programs to help the community see the Colleges as a resource. Dean Bricker said there is a large Dual Enrollment movement in the community that is already providing information. Dean Rana said a marketing strategy is being built and the Community Relations and Marketing Director is included in all discussions. Vice President Garcia said the Colleges are doing work collaboratively, with cross-functional teams of faculty, staff, students and the community. She said the image of community colleges is changing but is a work in progress.

Vice President Goodman asked if AB 288 would afford high school students the opportunity to take remedial courses at a college and get credit for them at their high schools. Dean Bricker said that this currently depends on each high school district’s policy. Vice President McVean said part of the intentionality is to have a formalized agreement in place which would make clear that credit will be given for such courses.

Skyline College

Vice President Garcia said the Skyline College community is clear that the District Strategic Plan focuses on success, equity and social justice. She said the College is clear that its mission is to empower and transform a community of global learners and that the College wants seventy-five percent of its students to get in, get through and graduate on time. She said this work did not start simply because funds were provided by the state. In 2013, Skyline College finalized a multi-year project to develop a comprehensive diversity framework. Recognizing that student success metrics were not satisfactory, the College looked at its own processes and practices that unintentionally set up barriers rather than asking what was wrong with students. Vice President Garcia said that on average, community college students attempt to

complete 120 units and successfully complete 100 units; however, only 60 units are needed to earn an associate degree, resulting in students staying at the college longer than needed. This was the impetus for Guided Pathways.

Vice President Garcia said the Guided Pathways work at Skyline College includes three significant components: the Promise Scholars Program, Meta Majors, and engagement in transformative teaching and learning. She said the focus for this presentation will be Meta Majors.

Jessica Hurless, Associate Professor of Language Arts, said Trustee Mohr recently attended an Academic Senate meeting and said the Board would like to know more about what faculty are doing. She said that in response, she, Professor Mustafa Popal and Professor Carla Grandy wanted to provide information on how faculty are leading the institution through the Meta Majors process. Professor Hurless said faculty are cognizant that the District and Board's vision regarding student access, success and equity, along with their decisions on the Career Ladders project, Multiple Measures, Dual Enrollment and Guided Pathways, allow faculty to be at this meeting to share the story of Meta Majors.

Professor Popal said that at a Flex Day meeting in January 2017, faculty, staff and administrators reviewed all degrees and certificates in hopes of creating Meta Majors. Questions and confusion arose and a redesigned Design Team, composed of five faculty and two administrators, was formed to scaffold campus-wide activities. While the process of creating Meta Majors was slowed down, the process on Guided Pathways was started.

Professor Popal said Guided Pathways is not simply an intentional sequencing of courses, but includes how student services are intentionally provided. He said departments and counselors developed course sequencing and through this process, recognized the inequity in how majors had been structured. A three-year program was developed as a starting point. The first semester was kept open; during that semester, students could take prerequisites and would not be penalized for changing majors.

Professor Hurless said that after doing the course mapping, the College conducted a shared course analysis which looked at core required courses in all degrees and certificates across the campus and showed where there are shared courses that degrees and certificates need. With a grouping of degrees and certificates that share like courses, students can move between them without losing units. Four groupings were identified and were taken to students to solicit their feedback and inform decision making. In the shared course analysis, it was found that career technical education tended to not fall within the four areas because of the specificity of the courses.

Professor Popal said the Comprehensive College Redesign uses design principles which are utilized to interrogate and evaluate proposals. Professor Hurless said design principles were used to name the four Meta Majors. Input was solicited from Middle College students in order to get a high school perspective, along with input from the Associated Students and Student Ambassadors who solicited feedback from prospective students and their parents. Feedback was also solicited at a breakfast for high school counselors and from faculty, staff and administrators. After two sets of names emerged, they were Beta tested before the final naming decision was made. Professor Popal said the results were shared with the design team, shared governance bodies, and the Logistics and Communication team which would determine how to implement Meta Majors and conduct outreach. He said Meta Majors will be in place beginning in fall 2018.

Vice President Taylor-Mendoza said the Colleges are making a systems change, acknowledging inequities and dismantling a system that has been in place for years. She said that as a District, faculty, staff and administrators are addressing the obligation gap on the part of the institution. She said she feels fortunate to be in a district that collectively shares responsibility, is moving forward, and exhibits authentic care.

Trustee Mohr said the presentation made the concept of Meta Majors more coherent and clarified the connection with transformative teaching, pathways, etc. and how it is all connected with equity.

Student Trustee Olguin asked if there will be four Meta Majors at each campus. President Stanback Stroud said Cañada College and College of San Mateo do not yet know what they will find when they go through their process and might not have the same number of Meta Majors. President Claire said the College must first ask exactly what courses their students are taking and what degrees they are pursuing at the institution.

Student Trustee Olguin asked if the times at which classes are being offered will be examined. Professor Popal said scheduling and enrollment management will be part of the Guided Pathways process. Professor Hurless said the support services needed for the different Meta Majors will also be considered.

Student Trustee Olguin asked how the culture at the College might change with the introduction of Meta Majors. Vice President Garcia said she believes students will have a greater sense of control over their own education. Professor Popal said student interaction with all Skyline College employees is key, showing concern for the whole student.

Trustee Mandelkern said that if Meta Majors, or any other concept implemented at one College, is shown to positively impact student success, it is important that the other Colleges adopt and implement the concept as it makes sense on their campuses. President Claire and President Stanback Stroud both said the three Colleges work together, sharing the expertise they have built on their campuses.

Vice President Goodman asked if the District expects accountability from the high schools in terms of informing their students about what the community colleges are and what they can do. President Stanback Stroud said an upcoming meeting is scheduled with the Jefferson Union High School District superintendent and school principals to discuss strategies on how to increase the number of students who see Skyline College as a viable option and who see that the College can offer the first two years of education for students who want to attend a four-year institution. She said it is important to make sure that the high schools clearly understand the value of the community college experience. President Claire said that during conversations with two high school district superintendents, he has pointed out that forty-five to fifty percent of their students come to one of the District's Colleges. He said he respectfully asked what they are doing to help these students get the support and services they need. He said he believes that sharing this data has helped. Student Trustee Olguin said it would be helpful to have community college students return to their local high schools to talk about the robust programs and resources offered at the colleges.

Student Trustee Olguin said the discourse with high schools is important. He said he is grateful for the work that is being done at all three campuses and said it will be work that spans generations.

Trustee Schwarz said one of the most courageous statements she heard, specifically mentioned by Skyline College, was that the College looked at its own practices and procedures rather than questioning what might be wrong with its students. She said that what the Colleges are doing to try to help students is remarkable. She said she hopes the positive changes can be publicized. Trustee Schwarz thanked all involved for their commitment and hard work.

Trustee Mandelkern said he believes the public in San Mateo County understands what the Colleges do and that they are responsive to the needs of the community. He thanked the presenters for their excellent presentation and said he appreciated the use of the word "intentionality."

President Holoher asked if it is correct that one purpose of Meta Majors is to have a common curriculum within larger areas so that students will not have to repeat courses. President Stanback Stroud said this is an impact of Meta Majors. President Holoher noted that Meta Majors will be implemented this fall at Skyline College and asked if there is agreement on the core courses. Professor Popal said agreement was reached on the core courses. He said they are now working on the second phase, which is how to incorporate general education into the major.

Trustee Mohr said the work being done is brilliant. He said it relates to the District's values of equity and the ability of great teaching to cause students to fall in love with learning. He said there is a closer level of communication among the three Colleges than he has ever seen, with a gathering of great professionals with a unifying spirit of mission.

Vice President McVean said the intention of the presentation was to communicate to the Board the comprehensive nature of the redesign and transformation at the Colleges, and how it aligns with the District's focus on equity and social justice. He said he is full of admiration for the people deeply engaged in that work every day.

STATEMENTS FROM BOARD MEMBERS

Vice President Goodman told the College Presidents that their faculty and staff made them look good tonight with their presentations. Vice President Goodman said that at the last meeting, the Board mentioned several items that they would like to have included on the April 25th Board meeting agenda. He asked if that meeting will be a study session or strictly a business meeting. Chancellor Galatolo said it will be a business meeting but might be in a study session format.

Trustee Mohr said he attended the Sustainable San Mateo County awards dinner at which Energy and Sustainability Manager Joe Fullerton was honored. He said Mr. Fullerton is an excellent employee and has done tremendous work on energy conservation for the District. Trustee Mohr said he attended a Skyline College Academic Senate meeting and was impressed with the sense of mission, listening and learning from each other that was evident in the room. Trustee Mohr

said he also attended a Public Safety forum at Skyline College, at which a staff member talked about not having cell phone reception on some areas of the campus. He said this reminded him of the importance of having an advisory committee of faculty, staff and students to advise the Public Safety teams about issues and concerns. Trustee Mohr asked that the equity teams from each College be invited to a future Board meeting to continue the discussion on race, class and privilege.

Student Trustee Olguin said that in response to the “Punish a Muslim Day” that was addressed by Public Safety via email, he and a fellow student chalked “United Against Islamophobia” on the Skyline College campus. He said they were told by Public Safety that this was graffiti. Student Trustee Olguin said he does not believe he and the other student violated any policy and said there must be better communication. He said work on social justice should be respected at all levels. Vice President Goodman asked Student Trustee Olguin to send photos of the chalking to the Board.

Student Trustee Olguin said he talked with an immigrant student who has no income and wants to work and reach his goal, but is losing faith every day. Student Trustee Olguin said one step to help such students would be to open parking lots so that they can safely sleep in their cars. Trustee Mandelkern said he would like to consider short-term solutions to help homeless individuals immediately while continuing to work on more comprehensive solutions. He said one short-term solution would be to provide the ability for students to park their vehicles in safe places on campus and to have access to bathroom and shower facilities. It was agreed that this item will be placed on the agenda for a future meeting.

Trustee Mandelkern said he appreciates faculty members attending this meeting. He said they and their colleagues are always more than welcome to attend Board meetings. Trustee Mandelkern thanked President Stanback Stroud for arranging a meeting with the San Bruno Community Foundation to discuss a County-wide College Promise Program. Trustee Mandelkern said he and several other Board members will attend the upcoming Progress Seminar.

Trustee Schwarz shared an article about the availability of paid summer internships for college students for the San Mateo County Libraries’ “Inspiring Summers Program.” Staff will forward this information to the Colleges.

President Holoher said SB 1348 by Senator Pan passed the Education Committee last week and he was able to be at the meeting and say that the Board adopted a resolution in support of the bill. He said there was opposition from for-profit colleges that believe they already provide their students with data and transparency.

President Holoher said the Board will conduct its annual self-evaluation at an upcoming meeting. He said that at the Board Retreat held on April 7, the Board discussed developing a questionnaire to get feedback from people who attend Board meetings. Board members agreed to submit a list of questions they believe should be included in the questionnaire. The Board will then review the items and develop a survey. President Holoher said the Board also discussed soliciting voluntary feedback from members of the public who speak at Board meetings to gauge their satisfaction with the experience. The Board will submit suggestions for questions, e.g. were the speakers treated politely, etc.

President Holoher reviewed topics for the next meeting, including the Foundation Agreement, thoughts on publicizing the election in November, resolutions on bond and parcel tax measures for local school districts, and a resolution on Full and Fair Funding of California’s Public Schools which has been circulated by the San Mateo County School Boards Association. He said Dr. Jerome Hunter, who acted as Facilitator at the retreat, has drafted a summary with other to-do items for the Board.

ADJOURNMENT

The meeting was adjourned by consensus at 9:00 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the May 16, 2018 meeting.

Maurice Goodman, Vice President-Clerk

**Minutes of the Regular Meeting of the Board of Trustees
San Mateo County Community College District
April 25, 2018, San Mateo, CA**

The meeting was called to order at 5:00 p.m.

Board Members Present: President Richard Holober, Vice President Maurice Goodman, Trustee Dave Mandelkern, Trustee Thomas Mohr, Trustee Karen Schwarz

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Holober said that during closed session, the Board will (1) hold a conference with legal counsel regarding three cases of existing litigation and one case of potential litigation as listed on the printed agenda, (2) hold a conference with labor negotiators as listed on the printed agenda, and (3) ratify January and February 2018 confidential District warrants.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None

RECESS TO CLOSED SESSION

The Board recessed to Closed Session at 5:02 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 6:00 p.m.

Board Members Present: President Richard Holober, Vice President Maurice Goodman, Trustee Dave Mandelkern, Trustee Thomas Mohr, Trustee Karen Schwarz, Student Trustee Alfredo Olguin Jr.

Others Present: Chancellor Ron Galatolo, Executive Vice Chancellor Kathy Blackwood, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College President Jamillah Moore, District Academic Senate President Leigh Anne Shaw

PLEDGE OF ALLEGIENCE

President Holober announced that President Moore has requested that this meeting be adjourned in memory of Maxwell Vincent, a Cañada College student who tragically died in an automobile accident. The Board agreed to do so.

REPORT OF ACTION TAKEN DURING CLOSED SESSION

President Holober said that during closed session, the Board voted unanimously to ratify the confidential District warrants.

DISCUSSION OF THE ORDER OF THE AGENDA

President Holober said there is a request to have Item 18-4-5C, Discussion with Collective Bargaining Units to Explore the Possibility of Engaging in Pre-Sunshining Discussions, be the first item discussed under Information Reports. The Board agreed to this request.

MINUTES

It was moved by Trustee Schwarz and seconded by Trustee Mohr to approve the minutes of the meeting of March 28, 2018. The motion carried, all members voting Aye.

It was moved by Trustee Mandelkern and seconded by Trustee Mohr to approve the minutes of the Board Retreat of April 7, 2018. The motion carried, all members voting Aye.

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

Chancellor Galatolo called on Aaron McVean, Interim Vice President of Planning, Research and Institutional Effectiveness, to make an announcement. Vice President McVean said the District submitted a grant application for a Higher Education Innovation Award for expansion of the College Promise Program across the District. He said he

received notification from the State Chancellor's Office that the District was successful in its application and will receive an award. The exact amount of the award will be announced soon and will be in the millions of dollars. Chancellor Galatolo congratulated Vice President McVean and the College Presidents, who worked collaboratively on the application. Executive Vice Chancellor Blackwood said this funding will help the District budget.

College of San Mateo President Claire announced that Project Change has been selected as a Kent Award winner.

Cañada College President Moore said the Cañada College Radiologic Technology Program earned a California Community Colleges' Strong Workforce Gold Star award.

District Academic Senate President Shaw said she is excited because at this meeting, many wonderful faculty members are being recommended to join the full-time ranks.

President Shaw said four faculty members attended the Institute for Equity in Faculty Hiring at Community Colleges sponsored by the Center for Urban Education. She said it was a powerful and transformative experience which has already resulted in discussion and action on increasing diversity. President Shaw said the Academic Senate for California Community Colleges held their State Plenary on April 12-14, at which Chancellor Galatolo, Executive Vice Chancellor Blackwood and President Stanback Stroud led a breakout session on the new state budget model. She said Senate members were strongly encouraged to reach out to legislators regarding problems with the budget model. She said Senate members would be interested in talking with the on this item.

President Shaw said the Academic Senate approved bylaws that will change their election cycle from two years to three years, with one year being served as president-elect, one as president and one as past president. The Senate also reviewed comments made by President Shaw on September 13, 2017 to assess the status of healing and transformation of the campus cultures. President Shaw said there is a standing agenda item for Academic Senate meetings titled Equity Matters.

Luis Méndez, President of the Associated Students of Cañada College (ASCC), along with Vice President Raghad AbdAlJawad, presented the student report. They discussed ASCC initiatives, including:

- Transportation Initiative – the Student Senate provided 4,500 discounted rides in spring 2018.
- Meal Subsidies Program – the Student Senate, in partnership with SparkPoint and the Bookstore, provided more than 350 discounted meals to students in spring 2018.
- Game Room Initiative – with its investment in new “de-stress” equipment, there was a seven percent increase in student usage.
- Canvas - the ASCC worked with the Learning Center on issues with Canvas and created a Canvas survey.

Mr. Méndez and Ms. AbdAlJawad highlighted spring 2018 events which included Black History Month, with speaker Dr. Daina Berry; Sexual Harassment Awareness, with campus-wide training provided by District Director of Policy, Training and Compliance Mwanaisha Sims; an Awareness Summit on Housing, Food and Transportation, with one Senate member participating on each panel; and Earth Day, in partnership with Peninsula Clean Energy and District Sustainability.

Mr. Méndez and Ms. AbdAlJawad said student leaders attended the American Student Association of Community Colleges conference, at which they learned about advocacy and met with Congresswomen Anna Eshoo and Jackie Speier and a representative from Senator Diane Feinstein's office.

Mr. Méndez said he will be graduating at the end of this semester and will be transferring. Ms. AbdAlJawad will be the new District Student Trustee. The new student body president for Cañada College will be Johnny Yang who is currently a Senator. Mr. Méndez said this has been an amazing year full of ups and downs. He said he learned about decision-making and how to deal with adversity. He said he appreciates the guidance and support of Misha Kealoha, Student Life and Leadership Manager.

Ms. AbdAlJawad invited the Board to attend the Leadership Awards ceremony on May 4 from 2:00 to 3:30 p.m.

Chancellor Galatolo wished Mr. Méndez well and thanked him for his work at Cañada College. He said he looks forward to working with Ms. AbdAlJawad.

Student Trustee Olguin congratulated Mr. Méndez and Ms. AbdAlJawad. He thanked Ms. Kealoha for the hard work she does and noted that the ASCC functions well.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

Isin al-Otat said she graduated from Cañada College last year. She said she has a complaint against President Moore, Ms. Kealoha and the Commencement Committee for revoking her invitation to give the salutatory speech at the 2017 commencement for what she believes was a political reason. She said this is still hurtful to her and she has spoken to the Daily Journal about it. President Holober said the complaint will be referred through the appropriate channels. Trustee Mandelkern asked that the Board receive a report after the investigation.

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (18-4-2A)

It was moved by Trustee Mohr and seconded by Trustee Mandelkern to approve the items in board report 18-4-2A. The motion carried, all members voting Aye.

RE-EMPLOYMENT OF CONTRACT AND REGULAR FACULTY FOR THE 2018-19 ACADEMIC YEAR (18-4-3A)

It was moved by Vice President Goodman and seconded by Student Trustee Olguin to approve the re-employment of faculty as detailed in the report. The motion carried, all members voting Aye. Trustee Mohr congratulated the faculty members who are advancing to tenure. He said it is a great honor to be recognized by one's peers. Student Trustee Olguin said it is wonderful that the faculty members are being advanced. President Holober said he is pleased to see the large number of faculty members being promoted this year.

APPROVAL OF CONSENT AGENDA

President Holober said the consent agenda consists of board reports 18-4-1CA through 18-4-4CA as listed on the printed agenda. It was moved by Vice President Goodman and seconded by Trustee Schwarz to approve the items on the consent agenda. The motion carried, all members voting Aye.

Other Recommendations

APPROVAL OF THE THIRD AMENDED MASTER AGREEMENT BETWEEN THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT AND SAN MATEO COUNTY COMMUNITY COLLEGES FOUNDATION (18-4-100B)

It was moved by Trustee Mohr and seconded by Trustee Mandelkern to approve the Agreement as detailed in the report. Sapna Singh, Chair of the Foundation Board of Directors, confirmed the Foundation's commitment to work with the District to fulfill the promises being made to students.

Tykia Warden, Interim Executive Director of the Foundation, introduced Anthony Djed, Business Manager, and Prusela Phillips, Alumni Relations Manager.

Ms. Warden provided a three-year perspective on Foundation financials. She noted that FY 2018 is not yet ended and the financials show the results as of the third quarter. She said that this fiscal year, the Foundation is on track to distribute more funds for scholarship and program support than in FY 2016 and 2017, while spending less money on operations expenses than in previous years. The District's return on investment has also become more efficient; for every dollar spent on Foundation salaries and benefits in 2018, the District reaps \$3.00. Donations for FY 2018 are currently at \$2.5 million and are projected to exceed the previous year's donations. Investment income is highly volatile and depends on the skill of the investment manager and overall market conditions. There was a substantial gap in investment income between FY 2016 and FY 2017, with an unrealized loss of approximately \$930,000 due to investment strategies. The Foundation is in the process of soliciting investment managers in order to secure a better return. The Endowment Fund is currently close to \$21 million and \$1.4 million has been raised in the past eleven months.

Ms. Warden said the Foundation Board of Directors adopted a Strategic Plan with three major goals:

1. Raise at least \$25 million by 2023.

2. Increase awareness within the community.
3. Manage resources to improve the Foundation's ability to achieve long-term strategic goals.

Ms. Warden said the Foundation has established new initiatives to raise funds for scholarships and programs; these include: increasing the annual campaign to twice a year; cultivating alumni, faculty and staff toward becoming major gift and planned giving donors; creating a Corporate Council-Advisory Board of County companies; initiating family and corporation grant applications; and strengthening the planned giving strategy. In addition, the Foundation will sponsor County events and will provide emergency funding for students and programs.

Ms. Warden said the strategic direction of the Foundation includes new initiatives for cultivation and stewardship of current donors and outreach to new donors. The initiatives include increasing donor recognition; a new website; the Foundation's annual report; and the Foundation's internal newsletter.

Ms. Warden said the Foundation team has reached out to the community to increase awareness about its mission and purpose. The team is involved with service organizations such as Upward Scholars, Rotary and Chambers of Commerce. Ms. Warden was recently appointed to serve on the Sequoia Hospital Board.

Ms. Warden thanked the Foundation Board of Directors for their commitment, including Board of Trustees members Karen Schwarz and Tom Mohr.

Trustee Mohr said that at the Board of Trustees meeting of March 8, 2017, the Board requested that the Foundation address the following four elements: (1) enhancement of the Foundation Board of Directors, (2) more community engagement, (3) a strategic plan with definite goals, and (4) accountability. He said all of these elements have been addressed since that time.

Trustee Mandelkern thanked Trustee Mohr and Trustee Schwarz for their service on the Foundation Board and said their presence makes him confident in the proposed revised Master Agreement.

Trustee Mandelkern asked what the composition is of the Foundation's Executive Committee. Ms. Warden said the Executive Committee consists of the Foundation Chair, Vice Chair, Treasurer and Secretary, along with the two District Board of Trustees members.

Trustee Mandelkern asked if the goal to raise \$25 million by 2023 is cumulative or an annual goal. Ms. Warden said it is a cumulative goal. She said the Foundation is now averaging \$3 million per year and wants to increase the amount raised to \$5 million per year.

Trustee Mandelkern said many colleges and universities use the concept of raising funds for specific endowed professors or programs and he asked if this strategy has been considered. Ms. Warden said she relies on the leadership of the Chancellor and College Presidents when setting fundraising initiatives. Trustee Mandelkern suggested that they consider this strategy.

Trustee Mandelkern complimented Ms. Warden on the ongoing series of posts on social media. He said the stories of distinguished alumni have been particularly well done. He also complimented Ms. Warden on her work as Interim Executive Director of the Foundation. He said the increase in the Foundation's involvement in events and its increased communications have been outstanding. Trustee Mandelkern asked about the status of the search for a permanent Executive Director. Ms. Singh said the hiring process is in place but the Board of Directors wanted to have the Master Agreement in place before moving forward. She said that after approval of the Master Agreement, she hopes to complete the hiring process within two months.

Trustee Schwarz said she believes the Foundation has moved forward in a positive manner due to a process of research, listening and leadership. She said she believes the Foundation is using the District's support wisely. She said there is a long-term goal that the Foundation be self-sufficient and she appreciates that the Foundation will work in that direction. Trustee Schwarz said the next step will be to hire a permanent Executive Director.

Trustee Mohr thanked Ms. Warden for presenting a fiscal analysis. He said this has never been done before and it informs the District about what is being done with its investment. Trustee Mohr said Ms. Warden has brought vitality

and leadership to the Foundation. He said the process of crafting the Master Agreement has been solid and incorporates the Foundation's Strategic Plan.

President Holober thanked everyone involved in the process and particularly acknowledged the leadership of Trustee Schwarz and Trustee Mohr. He said the revised Master Agreement is the result of taking stock of where the Foundation has been and where it is going. President Holober said the goals outlined by Ms. Warden are very ambitious and would be a tremendous achievement.

President Holober noted that the revised Master Agreement does not include renewal and termination dates but references a review date before the end of five years. He said he believes the Board should consider this to be a renewal/change date and should start looking at potential changes before the end of the five-year period.

After this discussion, the motion to approve the Third Amended Master Agreement carried, all members voting Aye.

APPROVAL OF SOLE SOURCE SERVICES AGREEMENT BETWEEN SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT AND STRATEGIC ENERGY INNOVATIONS (18-4-101B)

It was moved by Vice President Goodman and seconded by Trustee Mohr to approve the Agreement as detailed in the report. The motion carried, all members voting Aye.

AUTHORIZATION TO AUGMENT THE DESIGN-BUILD CONTRACT FOR CAÑADA COLLEGE BUILDING 23N NEW SCIENCE AND TECHNOLOGY PROJECT (18-4-102B)

It was moved by Trustee Schwarz and seconded by Trustee Mandelkern to authorize the augmentation as detailed in the report. Trustee Schwarz said the amount of the augmentation is large but she recognizes that it is a sign of the times in the construction industry.

Trustee Mandelkern said he understands why costs have increased. However, he said that there are limited sources of funds and he asked if some projects will be taken off the table or if there might be alternative or additional sources of funding. José Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, said he is confident that all projects now underway can be completed. He said other projects will not be undertaken until costs can be determined and sufficient funding is available. Chancellor Galatolo said the District has submitted some projects to the State but they would require matching funds from the District. He said the Governor is not releasing the funds now. If and when they are released, it is hoped that the District can develop contingency plans, such as a COP, in order to proceed with the projects.

President Holober said that in addition to approving the augmentation due to escalating costs, the request includes an expanded scope of the project. He asked if the scope of a project could be anticipated earlier and included at the time the project is brought to the Board for approval. Chancellor Galatolo said the expanded scope includes smaller projects that were included in the Master Plan. He said they can be done at a lower cost when connected with the larger project because they are close in proximity and the contractors are already mobilized and on site.

After this discussion, the motion carried, all members voting Aye.

AUTHORIZATION TO AUGMENT THE DESIGN-BUILD CONTRACT FOR SKYLINE COLLEGE BUILDING 12N ENVIRONMENTAL SCIENCE PROJECT (18-4-103B)

It was moved by Vice President Goodman and seconded by Trustee Mandelkern to authorize the augmentation as detailed in the report. The motion carried, all members voting Aye. Vice Chancellor Nuñez introduced Erin Allred of XL Design-Build LLC.

APPROVAL OF CONTRACT AWARD FOR SKYLINE COLLEGE BUILDING 14 LOMA CHICA / CHILD DEVELOPMENT CENTER RENOVATIONS PROJECT (18-4-104B)

It was moved by Vice President Goodman and seconded by Trustee Schwarz to approve the contract award as detailed in the report. The motion carried, all members voting Aye.

APPROVAL OF CONTRACT AWARD FOR COLLEGE OF SAN MATEO BUILDINGS 2, 3, 4, 4A ROOF REPLACEMENT (18-4-105B)

It was moved by Trustee Schwarz and seconded by Trustee Mandelkern to approve the contract award as detailed in the report. The motion carried, all members voting Aye. Trustee Schwarz noted that the roofs were originally replaced in 1996. Vice Chancellor Nuñez said the roofs have performed well and this is scheduled maintenance.

ACCEPTANCE OF GRANT FROM THE COUNTY OF SAN MATEO AND ALLOCATION OF FUNDS FOR IMPROVING AND EXPANDING THE DISTRICT'S MODEL ZERO WASTE PROGRAM DISTRICTWIDE (18-4-106B)

It was moved by Trustee Mohr and seconded by Trustee Schwarz to accept the grant and allocate funds as detailed in the report. In response to a question from Trustee Schwarz, Vice Chancellor Nuñez said the matching funding will come from energy efficiency funds. After this discussion, the motion carried, all members voting Aye.

ADOPTION OF RESOLUTION NO. 18-12 REGARDING BOARD ABSENCE (18-4-107B)

It was moved by Trustee Schwarz and seconded by Trustee Mandelkern to adopt Resolution No. 18-12. The motion carried, with Vice President Goodman abstaining and all other members voting Aye.

INFORMATION REPORTS

DISCUSSION WITH COLLECTIVE BARGAINING UNITS TO EXPLORE THE POSSIBILITY OF ENGAGING IN PRE-SUNSHINING DISCUSSIONS (18-4-5C)

President Holoher said this item was raised by the Board recently. He said the Board believes it is good to communicate and that prior to entering into formal negotiations, it might be valuable and productive to discuss the broader goals of both sides regarding items such as the success of the District, success of students, and running a high performing institution that honors and rewards its hard-working employees. He said that years ago, joint bargaining training by a third party was held and this could be something to consider. President Holoher said the contracts will not expire for more than a year. He said that if discussions are started early, there will be more time to ensure that negotiations can be concluded before the contracts expire, which the Board believes is good practice.

Bargaining unit representatives who were present introduced themselves:

John Cuevas, AFSCME President
 Annette Perot, CSEA Chapter President
 Chris Weidman, Chief Negotiator for CSEA
 David Wood, CSEA Labor Relations Representative
 Dan Kaplan, Executive Secretary, AFT Local 1493

Mr. Kaplan said Monica Malamud, who is the AFT president and a member of the negotiating team, teaches on Wednesday nights and is not able to be present. He said Joaquin Rivera, who has been AFT's chief negotiator for many years, had a prior commitment. Mr. Kaplan said AFT welcomes the opportunity to have a dialogue with the Board. He said this is a new way to keep the lines of communication open. He said the Board will have the opportunity to hear about AFT's interests and priorities before the beginning of the bargaining process and this will be more transparent for all involved. He said he believes this can improve fairness because the Board usually hears only from District negotiators in closed session. Mr. Kaplan said that years ago, the District and AFT went through interest-based bargaining; he said he does not believe this process works well when negotiating financial terms.

Mr. Cuevas said he will take this information back to AFSCME members and collaborate to see what they can do. President Holoher said he recognizes that each bargaining unit will have to confer with their membership in order to be able to state their goals and issues.

Mr. Wood commended the Board for its decision to be transparent. He said there is not a lot of time to talk to CSEA members or look into CSEA policies to determine whether they can share interests through this process. He said he is open to exploring interest-based bargaining but it is a complicated process and ground rules are often not followed correctly. He said some items are better dealt with through traditional bargaining and he believes it might be possible to move back and forth between the two methods. Regarding holding discussions at the May meeting, Mr. Wood said he will report back after having examined CSEA policies and determining the interests of CSEA members.

Trustee Mohr suggested that to get the conversation started, the bargaining units could convey to the Board their priorities regarding conditions that impact their work and what they would like to see the District invest in that would ameliorate working conditions.

Trustee Schwarz said it is important to find out if the bargaining units would prefer to hold the discussions with all three units present at one meeting or if they would prefer to do so at separate meetings. Mr. Kaplan said he would prefer to have separate meetings for each unit. Chancellor Galatolo suggested that the discussion with AFT be scheduled for the May 16 meeting because faculty leave for the summer. Mr. Kaplan said a survey of faculty is always conducted prior to creating negotiating proposals and this takes time; however, since the discussion with the Board will be preliminary, he said a formal survey might not be necessary before the meeting.

Trustee Schwarz asked if AFSCME and CSEA are agreeable to individual meetings. Mr. Cuevas said he does not foresee any problems but would like to discuss it with the business agent. Mr. Wood said separate meetings are acceptable but asked that the CSEA meeting not be scheduled for the June 27 meeting.

President Holober said he spent most of his career in the labor movement and knows that the three bargaining units are very progressive. He said the District thinks of itself as being progressive as well and has equity, social justice and economic justice as part of its mission. He said these values have been the mission of the bargaining units for a very long time. President Holober said he believes the District and the bargaining units are close to being in accord on goals and values. He said the question is how to make it work when it comes to issues at the classroom and individual levels.

Trustee Mohr said the District and the bargaining units need to understand each other's interests and goals and this cannot happen without communicating with one another. He said intentions are always good but understanding each other's intentions is even better.

Trustee Mandelkern said bargaining unit representatives represent organizations that are valued partners with the District and the District could not accomplish the great things it does without their help. He said he looks forward to the conversations and hopes Mr. Wood will be able to see his way clear for CSEA to participate.

President Holober said staff will wait for each bargaining unit to go through their internal processes and follow up to schedule meetings when key participants are available.

PUBLIC SAFETY STUDY UPDATE: DISTRICT COMMUNITY FEEDBACK, ADDITIONAL DATA AND IMPLEMENTATION ALTERNATIVES (18-4-2C)

President Holober thanked José Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, and his team for addressing questions raised by Board members at previous meetings.

Vice Chancellor Nuñez acknowledged Ed Barberini, San Bruno Chief of Police; Susan Manheimer, San Mateo Chief of Police; and Carlos Bolanos, San Mateo County Sheriff. He said they have been helpful in developing the implementation alternatives that will be discussed during this presentation. Vice Chancellor Nuñez also acknowledged Bill Woods, Director of Public Safety; Mitchell Bailey, Chief of Staff; Aaron McVean, Interim Vice President of Planning, Research and Institutional Effectiveness; Kathy Blackwood, Executive Vice Chancellor; and Arlene Calibo, Facilities/Public Safety Business Manager.

Vice Chancellor Nuñez said there was extensive stakeholder outreach on the Public Safety Study, with more than 400 faculty, staff and students participating in briefings and public forums. Stakeholder feedback indicated agreement with the preliminary staff recommendation to reject moving to a sworn and armed police force; a desire to have Public Safety officers be more engaged in the campus community; and a desire to personally be more aware of public safety practices and protocols. There were reports that there are locations at some areas of the campuses where alarms and audible notifications cannot be heard. There were also questions regarding the response times from local law enforcement partners.

Vice Chancellor Nuñez discussed crime statistics for the District, Bay Area community college districts, and Bay Area public universities and concluded that the District has very safe campuses. He compared the safety models of schools that have suffered active shooter incidents. He said that whether the model includes armed or unarmed officers, the extraordinary can happen and lives can be lost. He provided updated information on select Bay 10 college-level safety models, showing five colleges that have hybrid models and three that have unarmed models.

Mr. Woods outlined four Public Safety alternatives to having sworn and armed officers and provided the approximate cost to the District associated with each model:

1. Contracted Policing (\$2 million-\$2.5 million) – would operate as a full-service police department. The District received proposals for this model from the three local law enforcement agencies.
2. School Resource Officer (SRO) (\$600,000-\$800,000) – an officer would be devoted to a campus and would be part of the community. The District would be intimately involved in selecting the officer. This model is utilized at all San Mateo County high schools.
3. Non-sworn officers who are permitted to carry firearms (\$800,000-\$900,000) – the District Public Safety Department would continue to be non-sworn but officers would be permitted to carry either concealed or open firearms. Officers would be required to go through rigorous training, along with polygraph and psychological exams.
4. Contracted armed security (\$1 million) – these are security guards with low training.

Vice Chancellor Nuñez said authorization to have armed officers on the campuses already exists. He said federal law permits honorably retired police officers to carry concealed weapons on their person in any state in the nation (with certain conditions). He said there are various sworn and retired officers who visit or work on our campuses every day (police academy and criminal justice faculty, etc.). He said current Board Policy 8.13 permits the hiring of outside policing and security services. Further, the policy prohibits firearms or other weapons “except for activities conducted under the direction of district officials or as authorized by an official law enforcement agency.”

Isin al-Otat said she was a student at Skyline College when a shooting occurred. She said she was told that there were no police officers available in the City of San Bruno because everyone was responding to the situation at the College. She said law enforcement should be reminded that no home base should be unguarded.

Sara Benchohra, a student at Skyline College, said having an armed police force would be frightening to a number of students. She said Skyline College is a safe campus and she does not believe there is a need for a great body of officers to handle one event. She said she believes the Public Safety officers should be trained on how to handle situations without using firearms.

Doug Hirzel, a faculty member in the District, said he represents an alternative view that supports all of the Margolis Healy recommendations, including the establishment of a sworn and armed police force on campus. He said the report noted that fewer than ten of the approximately 400 people polled by the District disagreed with the District recommendation rejecting the concept of creating a police department. He said the District made the assumption that the 390 individuals who were silent agreed with this position, but in reality the reason for their silence is unknown. He said Margolis Healy’s poll of the District found that only 50 percent of those polled opposed the creation of a sworn and armed force, which is not overwhelming. Professor Hirzel said that when the District invites people to open forums after they have already said they agreed on a conclusion that supports students, particularly minority students, it is very difficult for anyone to speak out in opposition without the risk of being accused of racial insensitivity. He said the District is not always a welcoming place for opposing viewpoints, especially if they are controversial. He asked the Board to consider the evidence of other districts across the state and the wisdom of those districts’ Boards of Trustees in establishing sworn and armed officers. He said that basing decisions on public opinion polls is not good policy.

Ms. Benchohra said this topic should not be approached with bias and agreed that silence should not be taken as agreement. She encouraged the District to hold public forums that promote respectful dialogue. She said she is willing to listen to Professor Hirzel’s opinions and offered to meet with him.

Vice President Goodman said his bias is to not have sworn and armed officers on the campuses. He said this issue arose when he was a student leader at Skyline College more than twenty years ago and students let their voices be heard in opposition. He said that during his time at Skyline College, an incident occurred in which a Public Safety officer called African Americans monkeys. Because students spoke up, that officer was terminated. He said he cannot imagine what harm could have been done to students if that officer had a gun or Taser in his hands.

Vice President Goodman said that before addressing Public Safety models, the District must first talk about what is happening in the country. He said Black men are three times more likely and Hispanic men twice as likely as white men to die from police use of force. He said the fear of incidents on campus is real but these incidents happen only every so often. He said Black and Brown students live with prejudice and fear every day, both on campuses and in their communities, as evidenced by the recent incident at a Starbucks.

Vice President Goodman said the data presented shows that the Bay Area campuses with hybrid models are in cities where people can use BART to get quickly on and off in order to do harm. He said it is important to look at data to see what makes sense for this District, considering what its identity is and what it will continue to be.

Vice President Goodman said his bachelor's degree is in criminal justice and he works with the San Francisco Police Department, which utilizes SROs, every day. He said it is easy to find negative incidents involving SROs, such as a young Black girl being body slammed to the ground because she was being unruly in class. He said he is open to discussing the presence SROs on the campuses, but the conversation should include desensitization of young people who are becoming officers, implicit bias training, mental stability and background checks, training in de-escalation, and the District's role in selecting the SROs. Vice Chancellor Nuñez said all of the points raised by Vice President Goodman were included in the conversations with Chief Barberini, Chief Manheimer and Sheriff Bolanos. He said the District was assured that it would have a say in the selection of SROs.

Trustee Mohr said it is important to keep the matters addressed by Vice President Goodman in mind as the discussion takes place because these elements are affecting campuses across the country. He said one matter that educators always have in mind is that something extraordinary and terrible can happen even on campuses that are safe places. He said he believes it is the responsibility of the Board to address the extraordinary in a carefully reasoned way.

Trustee Mohr said that twenty years ago, he and Chief Manheimer had long and serious discussions about how to make schools safer. A decision was made to have a police officer on each campus. The officers were very carefully selected and were interviewed by student leaders. The officers became highly regarded and respected members of the faculty, were on campus every day, and participated in all special activities. An advisory committee of students interacted with the officers in a regular, systematic way. Trustee Mohr said that because of this experience, he tends to see the Board's responsibility in this way, but is open to other ideas. He said he is not in favor of having a great number of firearms on campus, but has a nagging concern regarding how to protect the people for whom the District is responsible should an extraordinary event occur.

Trustee Mandelkern said the Board welcomes public input and wants to hear all voices on all sides of the issue. He said he believes everyone shares the goal of making the campuses as safe as possible for everyone at all times. He said that not all extraordinary events involve active shooters, but may include earthquakes, fires, flooding, bomb threats, etc. He said the Board must use its best judgment to allocate resources to ensure the safest possible environment at all times. He said the best investments are not always complex, but can address issues such as making sure that all doors in all buildings can be locked from the inside.

Trustee Mandelkern said the Public Safety Department is making progress on implementing several of the recommendations made by Margolis Healy. He said it is important that Public Safety officers be integrated into the community, receive de-escalation training, and be active members of the threat assessment teams.

Trustee Mandelkern said that based on the data provided in the report and on his own research, he does not see a correlation between having sworn and armed forces on campus and preventing or minimizing active shooter incidents. He said he does see that active shooters tend to kill themselves when police enter the building; it is not clear whether the police were already present at the site of the event or came from outside. Trustee Mandelkern said he believes there are better ways to create safer campuses than to have sworn and armed officers.

Trustee Mandelkern said he was disappointed that the Margolis Healy study indicated that the District is one of the only districts in the state to not have sworn and armed officers on campus. He said this has been shown to be inaccurate and leads him to call into question Margolis Healy's overall conclusion.

Trustee Mandelkern said he is open to learning more about the first two alternatives (contracted policing and SROs), recognizing that they would require careful selection of officers and special training for the officers. He said he is not comfortable with the third and fourth alternatives (non-sworn officers who are permitted to carry firearms and contracted armed security). He said he is concerned that these individuals might view firearms as the first choice of response rather than the last choice. He said he believes that having fewer guns on campus is a better idea than having more guns on campus. He said he also would not be in favor of utilizing armed retired officers due to concerns regarding training, monitoring and control. Trustee Mandelkern said that Philip Zimbardo, a psychologist who taught at Stanford University and was famous for his "Prison Experiment" showing that good people are capable of doing evil things, found that the opposite is true as well and that heroism training is possible. Trustee Mandelkern said he believes

the District should look into this concept because heroism training could help people to intervene in a positive way, similar to the young man who disarmed the shooter at the Waffle House in Nashville.

Student Trustee Olguin said that last week, a student at Skyline College had a seizure and Public Safety personnel did not know how to respond. Given that case, he questioned whether they would know how to respond in a situation with an active shooter on campus. He said the SRO at Stoneman Douglas High School did not know how to react to the shooter on that campus and he cited other incidents that he said show that officers do not know how to de-escalate situations. Student Trustee Olguin said he does not believe that arming officers is the solution; he said we live in a violent society and guns add more violence. He said the reality is that police officers and SROs have biases. He said a society cannot replicate a system of oppression and expect things to get better. He said he believes the District should help to work on solutions in the community and should work on the redesign of policing. Mr. Woods said that when the Skyline College student had a seizure, medics were called and Public Safety officers followed correct procedure to not touch or restrain the student. President Holober said it would be worthwhile to get a report on the incident.

Trustee Schwarz said she appreciates the discussions that have taken place over many months. She said that during these discussions, she has heard that students feel safe on campus and has also heard that some things can be improved, such as cell phone reception.

Trustee Schwarz said that if an active shooter came onto one of the campuses, there is no way to know if an officer would be in the right place at the right time. She said it is sad to hear repeatedly that there were warning signs regarding a shooter but no one did anything. She said she knows that the District Public Safety officers stress that “if you see something, say something.” She said it is important that Public Safety officers be part of the community so that staff and students feel comfortable going to them if they see warning signs.

Trustee Schwarz said she is not in favor of having sworn and armed officers on campus but is open to discussing having SROs who could be part of the community on each campus.

Trustee Mohr said the fundamental question is whether the District will have anyone on the campuses who is armed. He said he believes in human interaction and is not in favor of contracted policing, non-sworn officers who are permitted to carry firearms, or contracted armed security. He said the Board is confronted with the issue of how to take the final step to make the environment safe in case there is a need to respond immediately.

Vice President Goodman thanked Professor Hirzel and the students who spoke up. He said that different experiences and different lives that people live every day must be acknowledged in order to understand each other’s points of view. He said people must interact with each other as human beings before being able to come to common ground. He said the District needs to be proactive rather than reactive and should train not only Public Safety officers, but also faculty and staff, on de-escalation. He said the District should make sure that it is 100 percent compliant on door locks before moving forward on anything else. He said it is also important to have coherent plans and blueprints that are shared with the three local law enforcement agencies.

President Holober thanked the presenters for their report and thanked members of the public who spoke. He said he attended rounds of public presentations that were poorly attended by students. He said the campuses are not necessarily reflecting on this particular subject and it is difficult to get a high level of participation. He said this has been a repeated experience on a number of topics. He said the interest in the Public Safety study was greater when it was first being addressed. President Holober said the input gathered from public forums and surveys is helpful in informing the Board’s decision; however, he said he needs to think about the issue independently using the data provided.

President Holober said he is disappointed that there appears to be no data from other community college districts regarding the success or lack of success of having armed officers on their campuses, along with the affect the presence of various models has had on the atmosphere of the campuses.

President Holober said that Vice President Goodman articulated vital issues that must be in the center of whatever decisions are made, recognizing that the presence of police can produce very different reactions in different communities. He said he is also informed by the remarks of Trustee Mohr regarding his experience with SROs in the high schools, with much thought going into the selection and control of the SROs. He suggested the possibility of testing an SRO at one campus, within the District’s control and guidelines, to assess the experience after a period time,

perhaps one year. He said an important role of the SRO would be to be an integral part of the team so that people would feel comfortable coming to the SRO to report warning signs they might observe.

Trustee Mandelkern said he believes President Holober's suggestion has merit. He said he also shares Trustee Schwarz's concern about whether an officer would be in the right place at the right time. He said there seems to be openness on the part of the Board to discuss SROs. He suggested that staff come back with more information and perhaps invite a police chief to come to speak to the Board about SROs. Trustee Mohr said he would also like to solicit the opinions of the Colleges' leadership teams. He said they have the most intimate knowledge of how people relate and react to each other on their campuses.

Trustee Mohr said that door locks and issues with cell phones are serious matters. He suggested forming an advisory body of students to interact with Public Safety officers on a regular basis. Student Trustee Olguin said students would appreciate the opportunity to talk with Vice Chancellor Nuñez and Mr. Woods and would be in favor of an advisory body.

Vice President Goodman cautioned against moving forward with a recommendation before following through with questions such as door locks, sharing plans and blueprints, etc. Vice Chancellor Nuñez said the locks are 83 percent complete and the project is continuing to move forward. He said there has been campus crisis training and de-escalation training has been high on the list. He said blueprints have been shared with all local law enforcement agencies and fire departments.

The Board agreed to postpone making a decision on any of the Public Safety alternative models presented. They agreed to invite Chief Barberini, Chief Manheimer and Sheriff Bolanos to a future meeting to provide more information on SROs and to solicit feedback on SROs from campus administration. It was also agreed that Vice Chancellor Nuñez will bring a comprehensive list Public Safety enhancements and improvements made in response to recommendations by Margolis Healy and by participants at public forums.

UPDATE ON TRANSITION TO BY-TRUSTEE AREA ELECTION METHOD (18-4-3C)

President Holober said this item was requested by the Board and he invited discussion by the Board. Trustee Schwarz said she believes the request was to discuss how to publicize the new election method in Area 2 (North County), where there is currently no trustee, and encourage people who reside in that area to run for the Board. Vice President Goodman confirmed this and said the issue is holding the Board accountable for living up to the spirit of what they voted for when changing to the new election method. He said this means making sure that the Board and the District inform the public in Area 2 about the election and proactively do everything possible to make sure the new trustee is able to have a seamless transition to the Board. He said the publicity could include meetings in the North County with the Board and Chancellor making themselves available. He said it is important to work hand-in-hand with the community so that they understand that this allows them to have representation and to have a voice. Vice President Goodman said this process should not come directly from the Board; he said the Board should rely on Chancellor Galatolo and Chief of Staff Bailey, with the Board as support.

Mr. Bailey said he is working with the County Division of Elections to finalize the transition to by-trustee area elections. He said that after the election method change has been processed, activities to publicize the election can begin without the risk of providing false information.

President Holober said that when the Board adopted the by-trustee area election method, they intentionally did so without regard to incumbency. He said that as a result, there are two districts where the need to inform the public is identical; therefore, he believes that whatever the Board decides to do should be directed to informing the residents of those two districts. President Holober said the latest information he has is that the County is yet to finalize information that would allow people to positively identify whether they live in a particular district. He said his understanding is that this will occur after the primary election. Mr. Bailey said the District is required to provide information to the County by July 4 but staff's intention is to submit it as soon as possible. He said he is working with the demographer hired by the Board to finalize the last part of the parcelization of the trustee area maps, which will clearly specify which individual addresses go into each district. President Holober said he believes it would be a disservice not to have that data available.

President Holober said he is not in favor of holding forums with the Chancellor. He said he believes that Board elections should be de-politicized. He said he believes the duty of the District is to notify the public that there is an

election; provide filing opening and closing dates; and provide information on the website where people can see if they qualify, can access information on how to file and how to get more information. He said he believes this should be done through conventional means, e.g. newspapers/journals.

Trustee Schwarz asked if there is certainty that the process with the County will be finalized in time for the November election to be held using the new election method. Mr. Bailey said it is certain. Trustee Schwarz said she believes it is very important to publicize the election because the public does not necessarily understand the change in the election method. She said the purpose of changing to by-trustee area elections was to open the process up to people who normally did not have the opportunity or means to run in a Countywide election. She said she believes it is important to do everything possible to publicize the election in both open districts.

Vice President Goodman said he believes it would be a tremendous disservice if the District did not do more than would be done in a traditional election because this is not a traditional election. He said that when there is an attempt to increase diversity on the Board and increase representation, it is not sufficient to just check the box and then assume that if people had wanted to run for the Board they would have done so. He said a forum may not need to have the Chancellor present, but someone should be present – perhaps the College Presidents or someone from the school being served by the district – to say you are welcome and we want you here.

Vice President Goodman said that as elected officials, Board members hear a lot from other elected officials. He said that when a person hears something that is reprehensible, whether it might be rumor or innuendo, it is hurtful. He said that to have an elected official and member of the community speak on the health of Vice President Goodman's colleague offends him because of the context in which the person brought it up. Vice President Goodman said that when the Board talks about disservice, they need to be 100 percent sure that they are being transparent about what they are doing and why they are doing it. He said that if someone finds a reason to ask for an endorsement months and months ahead of time and brings up someone's health, he finds it tasteless. He said again that this could be rumor or innuendo, but the fact that someone mentioned it to him is hurtful. Vice President Goodman said he also does not like the idea of saying "let's wait as long as we can before we tell anybody." He said he understands that it is not etched in stone that a certain address belongs to a certain district; however, staff has a good idea of what the addresses for each district might be. He said he believes the District and Board can speak to that issue. He encouraged the Board to stick to the spirit of what they voted on as a body – to increase representation on the Board regardless of incumbency.

Trustee Mandelkern said he is also concerned that the process is being dragged out to the point where people will not officially know what district they reside in until shortly before the filing period. However, he said the vast majority can identify their district and he supports the concept of beginning to educate people now and provide additional information later. Trustee Schwarz agreed with beginning the process of publicizing the election as soon as possible. She said it would be easy to note where additional information can be accessed as it becomes available. Trustee Schwarz said she would be willing to go out into the community to help publicize information about the election.

Trustee Mohr said the Board changed the election method in order to be in compliance with the spirit of the law, which is to provide greater opportunities for all members of the electorate to participate. He said the Board did not consider incumbency because they believed that not doing so would provide more opportunities to the entire community. He said that people who might consider running are sometimes the most inexperienced about how to get elected to office. He suggested that the District ask the *Daily Journal* to publish an article to explain to the public what the new districts are, who the incumbents are, etc.

Trustee Mandelkern agreed that asking the *Daily Journal* to write an article about the new districts is a good idea; however, he does not agree with including information about incumbents because the stated goal of the majority of Board members was that incumbency should not be a consideration. He pointed out that the decision of the majority of the Board on the selection of the trustee areas was divisive and that two other options that had higher concentrations of traditionally non-represented members on the Board were passed over.

Student Trustee Olguin said many people in the County do not understand what the Board is and what Board members do. He said he believes it is the duty of the District and Board to educate the community.

President Holoher said there is agreement on the part of the Board to put a notice in local newspapers to include:

- there will be an election in November for the Board of Trustees
- there are two new districts that will be open in November

- a general idea of what the new district boundaries are with information on how access information on the official boundaries in June or July
- opening and closing dates of the filing periods
- information on what the qualifications are with a link to County website for more information

Chancellor Galatolo said that if the *Daily Journal* chooses not to print an article, the District could run a paid advertisement that would first be brought to the Board for review. Trustee Mandelkern said this might be the best option because it would give the District more control. President Holober said that if the District runs an advertisement, he believes it should be reviewed by outside legal counsel first.

Vice President Goodman said that in addition to advertising in the newspaper, he believes the District should utilize the skills of the professionals who work every day with intentionality around hiring a diverse staff. He said he believes it should be left up to the administration and staff to devise a plan on how to go out to the community. President Holober said he strongly disagrees with this concept. He said he believes this topic should not be addressed by administration or staff. He said there are certain lines in the sand that exist and he believes that getting administration involved in the outreach and recruitment of candidates crosses the line. He added that as individuals, anyone can go out to the community. Vice President Goodman said it is important to reach out to these communities and he asked President Holober for his recommendation on how to do so. President Holober said this might be posed to the County Chief Elections Officer to see if they have a process on how to conduct public forums. Vice President Goodman said he feels strongly about forums. He said there is nothing to stop individual Board members from holding forums and he suggested that he will rely on staff to help hold a forum in the North County. Trustee Mandelkern said staff has expertise on how to conduct outreach to various communities and he believes it is appropriate to ask their advice. However, he said he believes it is the role of the Board as elected officials to actually go out into the community. He said he is not comfortable with having administration or staff involved in the process of recruitment of candidates. He said he believes it is inappropriate for the administrative body to be basically recruiting their bosses.

Trustee Schwarz said she believes it is the District's right to provide information and said information about the election should be put on the District website. She said that providing information to the public is not the same as recruitment. Vice President Goodman agreed, saying that he believes it is appropriate for administration and staff to set up forums and be present to answer questions; he said this would not be recruiting candidates. He said that if this presents a problem, it means that the Board does not trust the administration and staff, and this is a deeper problem. President Holober said he does not believe this is an issue regarding not trusting administration and staff, but is rather a legal question. He suggested that outside election law counsel be engaged to clarify what is allowed in terms of administration's involvement. He said he believes it is off limits for the administration to do anything except provide information. Vice President Goodman said it goes without saying that involvement by administration and staff would be for the purpose of providing information rather than advocacy. He said he will work offline with administration and staff who want to help him set up a forum in the North County and would welcome help from any Board members who want to join him. Trustee Mohr and Trustee Schwarz said they would be interested in participating. Student Trustee Olguin offered to post flyers throughout the North County once they are approved.

Trustee Mohr said he talks to members of the community constantly about running for the Board. He said he has encouraged people to look at Board meeting agendas and to attend Board meetings to see if have interest in running for the Board.

President Holober said there is agreement to develop an advertisement or series of advertisements that will be reviewed by outside election law counsel and vetted by the Board. Chancellor Galatolo said staff will work on creating a document that can be put on the District website and used by everyone. President Holober offered to provide the names of law firms that specialize in election law to review the document.

DISCUSSION OF PUBLIC WORKS LABOR OPTIONS IN REGARD TO SKYLINE FACULTY AND STAFF HOUSING DEVELOPMENT (18-4-4C)

Vice Chancellor Nuñez said the District has had a Project Labor Agreement (PLA) in place for 16 years for capital projects. He said that Amendment 4 of the PLA encourages hiring of Trades Introduction Program (TIP) graduates.

Chris Strugar-Fritsch, Director of Capital Projects, said there are two labor options in regard to the Skyline faculty and staff housing development – the PLA, which is a pre-hire collective bargaining agreement between the District and the Building Trades Council, or prevailing wage. He said that as a public entity, the District is required by law to pay

prevailing wages on its projects. Prevailing wages are determined by the Department of Industrial Relations and are based on union collective bargaining agreements in each local area. This is meant to ensure that union contractors have the same opportunity as open or merit shop contractors. Mr. Strugar-Fritsch said that even with this level playing field, the bids by union contractors and merit shop contractors may vary; some of the reasons are:

- current market supply and demand
- different bids received by subcontractors
- the number of hours a contractor estimates a project will take

Mr. Strugar-Fritsch said that with a PLA, there is a no-strike clause, which is beneficial for academic buildings so that they can be completed on time. He said that union contractors offer very good apprenticeship and training programs, have impeccable safety records, and provide a highly skilled workforce. He said that merit shop contractors also offer apprenticeship programs.

Mr. Strugar Fritsch said there can be wage theft with merit shop contractors because there is no guarantee that they actually pay the prevailing wage to the employees. He said union contracts guard more fully against wage theft.

Mr. Strugar Fritsch said staff seeks direction from the Board on how they want to see the Skyline faculty and staff housing development completed. He said each option has advantages.

Vice President Goodman asked if it is known which option would provide more savings to the District in this situation. Mr. Strugar-Fritsch said it will depend on the bids that are received. He said factors will be the margins charged by the contractor and contractor workloads. He said union contractors and merit shop contractors both argue that they can complete projects at a lower cost. He said the UC Berkeley Labor Center conducted a study last year which concluded that there is no significant cost differential between PLA and prevailing wage projects. Vice President Goodman said it is important to him to ensure that local dollars stay with the local workforce.

Trustee Mandelkern said the specific question the Board wanted answered was whether there was a cost differential between the PLA and prevailing wage options. He said there appears to be no cost differential. He said other factors then come into play. He said he believes the District should use the community's money to benefit the community and because of this, he has always been a proponent of the PLA. Trustee Mandelkern said it seems that workmanship issues on District projects have occurred with projects that used prevailing wage rather than the PLA. He said he believes that using the PLA option in this situation is the right thing to do.

Trustee Mohr asked if it is possible for most of the project to be under the PLA but to have some subcontractors who are not under the PLA. Mr. Strugar-Fritsch said the PLA requires that all employees working on a project become members of a union within eight days of beginning work on the project.

Trustee Mohr asked if there is a risk that contractors might submit bids that are more to their advantage than they need to be if the Board makes clear that they prefer that the project be done under a PLA. Mr. Strugar-Fritsch said the bidders are still competing and want to win the project; therefore, he does not believe they would inflate their prices.

Trustee Mohr asked if there would be a cost differential between the two options if contractors have to bring in workers from the outside due to a shortage of workers. Mr. Strugar-Fritsch said this can affect both equally. Trustee Mohr asked if bringing workers from the outside impacts the quality of work. Mr. Strugar-Fritsch said it can have an effect if workers are commuting for long periods or are working a great deal of overtime.

President Holober said that under the methodology for determining the prevailing wage rate in California, the union rate is in effect the prevailing wage rate. He said that California law also requires that for public works projects, one out of five workers must be in a certified apprenticeship program. He said that in Sacramento and elsewhere, there are unilateral non-union apprenticeship programs that are fighting to be certified. He said most certified apprenticeship programs are joint labor-management programs and this is true in the Bay Area. President Holober said he has heard stories about non-union workers who were sleeping in their cars because they were coming from very remote areas and were not being paid a living wage or receiving benefits.

President Holober said he believes the PLA option is the right thing to do for the project. He said the PLA guarantees labor peace. He said that if the project was done using prevailing wage and some of the contractors were non-union, there would likely be informational picket lines at the workplace. He said the only way to avoid that becoming a

problem is to have a two-gate system, with non-union employees entering through a different gate as a way for the company to limit the impact of informational picketing. President Holober said he would hate to see the District have construction sites with two gates for the purpose of limiting the impact of informational picketing.

Trustee Schwarz said her concern has been to keep costs low for employees who live in the housing development and she was hoping to see a cost analysis. She said that because of circumstances occurring in the construction industry, including non-union contractors importing workers which could result in safety issues, she believes it would be beneficial to construct the project under the PLA.

Trustee Mohr said he much prefers using the PLA but believes it is in the best interest of the District to see what the costs are for both the PLA and prevailing wage options. Vice Chancellor Nuñez said the procurement process could be structured in a way that would provide this information. Yanelly Pulido, Contracts Manager, said the process could be either to have two separate forms or to have a bid form with a line item for “Alternate” which could designate either the PLA or prevailing wage. She said a construction attorney would be asked if this type of form is permissible. Trustee Mohr said he thought there would be an easier way to compare costs. He said that because the process would be complicated, he is in favor of moving forward with the PLA.

President Holober said staff was seeking from the Board and there is Board consensus that the project should be constructed under the PLA.

COMMUNICATIONS

None

STATEMENTS FROM BOARD MEMBERS

Trustee Mohr said he appreciates that Judge John Bates told the federal government that they have 90 days to explain why DACA was removed and if they do not give valid answers, he will order that students be able to enroll anew. Trustee Mohr congratulated Dr. Jeremiah Sims on his new book, “Revolutionary STEM Education: Critical-Reality Pedagogy and Social Justice in STEM for Black Males.” He said he looks forward to reading Dr. Sims’ book. He suggested that the equity teams from the three Colleges be invited to a Board meeting to engage in a continued discussion on race, class and privilege.

Student Trustee Olguin said it is an honor to serve on the Board. He said he believes that the Associated Students and Student Trustee need more support. He said the role of the Student Trustee is important and it is difficult for one student to represent the three campuses.

Trustee Mandelkern thanked Student Trustee Olguin for his participation on the Board during the last year and said it has been a pleasure to work with him. Trustee Mandelkern congratulated the leadership team for the Innovation Award for expansion of the College Promise Program. He also congratulated those involved in Project Change and the Cañada College Radiologic Technology Program for their awards. Trustee Mandelkern said he is continuing to work on a Countywide Promise Program. He thanked President Stanback Stroud for her help in setting up meetings with the San Bruno Community Foundation and the Oakland Promise Program. He said he also discussed the program with leaders at the Progress Seminar and with former Assemblymember Ted Lempert, who is President of Children Now and a member of the San Mateo County Board of Education. He said the goal of the Countywide Promise Program is to ensure that every student who graduates from a San Mateo County high school is prepared economically, emotionally, socially and academically to undertake the challenge of college should they choose to do so. Trustee Mandelkern said the Progress Seminar afforded an opportunity to become informed on a number of issues and meet with County leaders.

Trustee Mandelkern said he is proposing a pilot program to remediate housing insecurity. He said anecdotal evidence and student registration data indicate that there are 110 to 120 District students who consider themselves homeless. He said the number of staff who consider themselves homeless is unknown but there is anecdotal evidence from other institutions in the area of faculty and staff who live in their cars and it could be extrapolated that similar situations exist within the County and the District.

Trustee Mandelkern said his idea for a pilot program to address this issue would consist of identifying a suitable parking lot at one of the three campuses where students and staff could park and sleep in their vehicles overnight. Limited portable bathroom facilities would be provided at the selected site for overnight use, and parkers would make use of showers, cafeterias, and support services offered on the campus during the day. Trustee Mandelkern

said this would provide a safer and more humane alternative to the current practice of parking on public roads, commercial areas, or residential neighborhoods throughout the County.

Trustee Mandelkern said other communities and school districts provide similar parking options to their members with housing insecurity issues. Examples include Palo Alto allowing overnight parking/sleeping in vehicles at the former Cubberly High School site and the Ravenswood School District providing support for homeless families, including washers and dryers at each District school site. Trustee Mandelkern said he would recommend using the City of Santa Barbara Safe Parking program, which also serves students at Santa Barbara City College, as a model.

Trustee Mandelkern said the program would require finding a suitable location which has a minimal amount of facilities, including a 20amp 120VAC circuit and a standard garden hose water tap for a restroom trailer; shower facilities; a cafeteria that provides cooked food options for participants; and a SparkPoint program. He said the District would develop "Rules of Engagement" based on the Santa Barbara model. He said an initial set of proposed rules might include the following: the program would be limited to District students and employees and would be limited to vehicles only; vehicles would be required to have a valid student or staff parking permit; vehicles would have to be moved at least once every 72 hours; and vehicles would be required to have valid registration and current insurance.

Trustee Mandelkern cited an example from Nor*Cal Waste Services as an ADA compliant restroom that could be provided. The cost for this is \$4,500 per month and includes weekly waste tank service and maintenance. It is available on a month-to-month rental basis with no minimum term.

Trustee Mandelkern said additional services to be provided or considered include the Public Safety Department adding the site to their overnight patrol routine and notifying the local police agency so that it can be added to their patrol.

Trustee Mandelkern suggested that the pilot program be run for six to seven months, from June/July 2018 through December 2018, to see if it is a service that is needed and used by students and employees. He said the estimated cost of the pilot program is \$30,000 to \$50,000. He said that if the pilot program is of interest to the Board, he would ask that staff bring a proposal for action at the May 16 meeting on how to implement the program.

Vice President Goodman said he is agreeable to bringing the issue back to the Board but this was not one of the items that the Board agreed to include on upcoming agendas. He said it is up to the Board President to determine a time when it would best fit on an agenda.

Trustee Schwarz said she would be willing to talk more about housing in the future. Chancellor Galatolo said staff is working on a comprehensive white paper on housing and Trustee Schwarz said the discussion might work in conjunction with the discussion of the white paper. Trustee Mandelkern said he would prefer to do something sooner because of the pressing need. President Holober agreed that this item can be discussed as a temporary measure separate from discussion of the white paper.

Trustee Schwarz said she has heard Trustee Mandelkern mention his work on a Countywide Promise Program several times. She said she is not familiar with the program and asked that he send information about it, such as how it got started and who appointed him to the committee. Trustee Schwarz said the Second Harvest Newsletter highlighted a new food distribution program at Mission College in Santa Clara. Representatives of the District's three Colleges confirmed that the Colleges also have partnerships with Second Harvest.

Vice President Goodman thanked Mr. Kaplan for being present at the meeting. He said that in addition to attending the Progress Seminar, he attended the Enacting Educational Equity Train the Trainer Series (E³TTS) meeting at College of San Mateo led by Dr. Jeremiah Sims. At that meeting, it was mentioned that professor-to-professor or staff-to-staff, individuals know who might be LGBT or Q; however, there are students who do not have that familiarity with professors with whom they might have something in common. He said there was a discussion about what could be done to provide a sense of support for these teachers so that they in turn can support students. Vice President Goodman also suggested that there be a field on the registration form for a student's "preferred name" which would be the name with which they identify.

President Holober said several items for future exploration were identified at the recent Board Retreat. He said one of the items is the 50 Percent Law and he said the Board agreed to discuss this item at a future study session. He said the most recent audit highlighted the fact that the District is not in compliance with the law and there has been some controversy surrounding this. He said there are two issues: the pros and cons of the law and compliance with the law. He said he thinks of the budget adoption as the time that the Board speaks to compliance issues; therefore, he would like to have this discussion soon since the tentative budget will come before the Board in June. Chancellor Galatolo said there will not be a study session in May and suggested that this item be placed on the agenda for discussion at the regular meeting on May 16. President Holober agreed with this suggestion.

ADJOURNMENT

The meeting was adjourned by consensus at 10:58 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the May 16, 2018 meeting.

Maurice Goodman
Vice President-Clerk



President's Report to the Board of Trustees

Dr. Regina Stanback Stroud



This year's President's Breakfast set a new record raising over \$240,000 to support students through the Promise Scholars Program.

SKYLINE COLLEGE BOARD REPORT

MAY 16, 2018

PRESIDENT'S BREAKFAST RAISES RECORD AMOUNT



Skyline College hosted the 18th Annual President's Breakfast on Thursday, March 22 at a beautiful new location, the Lake Merced Golf Course. A crowd of 250 donors gathered from across northern San Mateo County, including representatives from national, state and local government; the San Mateo Community College Board of Trustees; our sister colleges and fellow educators; and the local business community.

This year's Breakfast was the most successful EVER, raising over \$240,000 to support students through the Promise Scholars Program. In addition to providing student scholarships, these funds continue to support the innovative projects and initiatives of the President's Innovation Fund – a mini-grant process that allows faculty and staff to launch creative and effective approaches to achieving Skyline College's mission, vision and values. These projects continue to shape the landscape of Skyline College.

After a live student performance of the song "This Is Me" from the musical *The Greatest Showman* by the Skyline College Vocal Jazz Ensemble, attendees watched a short film highlighting the great work done by several of the President's Innovation Fund recipients – work that is a direct result of fundraising from the breakfast.

This year's guest speaker, Promise Scholar Elizabeth

Hernandez Carreto, spoke about her struggles as a young person living with undocumented parents and how that affected her educational journey. The moving address underscored why the Promise Scholars Program is such a critical initiative to ensure that every student can attend college.

Elizabeth said it best in her own words while speaking to President's Breakfast attendees:

"Even though you can't hear all of them today, I know that every single Promise Scholar has their own unique voice with their own beautiful story. And each of those voices should get the chance to grow and develop and find their purpose because they are all worthy of a college education."

Article by Connor Fitzpatrick

ACADEMIC SENATE RECOGNIZES DANIELLE POWELL WITH AWARD



Danielle Powell received the 2017-2018 Stanback Stroud Diversity Award from the Academic Senate for California Community Colleges at the 2018 Spring Plenary Session held on Friday, April 13.

Powell has demonstrated excellence in supporting students who are historically underserved in her

SKYLINE COLLEGE BOARD REPORT

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teaching and programming. She consistently makes the classroom and the college a place of connection, understanding, and support.

The Stanback Stroud Diversity Award is an Academic Senate award and is sponsored by the Foundation for California Community Colleges. It honors faculty who have made special contributions addressing issues involving diversity and perform in an exceptional manner to advance intercultural harmony, equity, and campus diversity by making exceptional contributions to the college beyond their usual obligations.

“She saw students that indicated a certain need, and she wanted to reconceptualize how the students would be served.” Skyline College President Dr. Regina Stanback Stroud said.

Powell is the founding director of the Women’s Mentoring and Leadership Academy at Skyline College. WMLA is a mentoring program for women who feel as though they are on the margins of academic life and brings them to the heart of an academic experience, drawing them into relationships with key advocates on campus, and connecting them to support offices that can provide them with tools and resources to increase their security and well-being and reinforce the idea that they are deserving of help, respect, and success.

Powell also coordinates the African- American Success Through Excellence and Persistence Learning Community, where she has raised rates of success in communication courses, and leads study abroad facilitating experiences for students that are transforming and life changing.

Article by Kevin Perez

MARKETING PROJECTS WIN BIG AT PUBLIC RELATIONS CONFERENCE



Skyline College has won four statewide marketing awards, including one first place award, at the Community College Public Relations Organization (CCPRO) Conference. The conference is the annual meeting for marketers and communicators at California’s 114 community

colleges and is an opportunity to learn new skills and network with colleagues across the state.

The awards are:

- First Place: Annual Report
- Second Place: Banner/Outdoor Media
- Second Place: Radio PSA or Ad
- Third Place: Note/Card/Invitation

“These awards demonstrate the talent and hard work of our marketing team,” said Cherie Colin, Director of Community Relations & Marketing. “We are immensely proud of this recognition and will continue to create stellar work that clearly, concisely and effectively communicates with our campus and the community.”

The annual report blended graphic design and engaging content seamlessly to tell the story of a year in the life of Skyline College. It has been used as a marketing piece for the outside community and represents a public-facing record of the college’s most impactful and inspiring accomplishments.

Each of the winning marketing pieces connected with the intended audience using vibrant, simple visuals, and clear, engaging text.

Article by Connor Fitzpatrick

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THE SKYLINE VIEW EARNS GENERAL EXCELLENCE AWARDS AT STATE CONFERENCE



For the second year in a row, The Skyline View has taken first place for online general excellence in the two-year college division of the 2017 California Journalism Awards hosted by the California News Publishers Association. Judges said the site was full of “great visuals” and “well-written content on many topics.”

This came on the heels of several awards won at the 2018 Journalism Association of Community Colleges State Convention held March 22-25 in Burbank, CA. Skyline College brought its largest contingent ever to the convention: 20 students spanning all sectors of the journalism program. The publication was honored with online general excellence for theskylineview.com and its magazine, Viewpoint—which has only published three issues so far—also received a general excellence.

Individual staff members—past and present—also took home awards. In the mail-in categories, former staff reporter Katrina Benedicto won two awards: honorable mention for opinion story and fourth place for critical review. Former opinion editor and creative director Mintzhet Tan won honorable mentions for editorial cartoon and front page layout. In the on-the-spot categories, current reporter Gabriel Garrett received an honorable mention for creative portrait (as well as being

the model for the first place creative portrait!); Maitri Desai, the publication’s current opinion editor, won third place for news judgment/layout; reporter Diego Perez and editor in chief Lauren Gozon shared an honorable mention for team feature; and copy editors Raymond Rapada and Olivia Bowman received an honorable mention and fourth place respectively in copy editing.

Finally, the convention topped off with editor in chief Lauren Gozon and editor at large Laurel Lujan both bringing home JACC scholarships. (Lujan also is the first recipient of the Carolyn Livengood Journalism Scholarship, as well as having recently been chosen to participate as part of a pilot reporting team called the California Community College Journalism Collaboration Project.)

Article and Photo by Nancy Kaplan-Biegel

SKYLINE COLLEGE INTERNATIONAL STUDENT AT TESLA



Ahmed Abushawareeb is an international student from Palestine, and an alumnus of Skyline College. He earned his AS degree in Automotive Technology in the fall 2017 semester.

Ahmed has always loved working on cars and machines. He was even told by some of his professors that he has the gift of “speaking” to cars. After graduating from Skyline College, Ahmed applied for jobs at BMW and TESLA. To his surprise, he received offers from both!

He stated that it was a hard decision to make, but he decided to join TESLA. Ahmed has always been committed to preserving the earth’s resources. With TESLA being an alternate fuel company that is committed to developing sustainable energy sources, Ahmed knew that was the best option for him.

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Ahmed has big dreams for his future. He plans to gain experience for a year at TESLA and then further his education in either Mechanical or Electrical Engineering at San Jose State University. He still hopes to continue with TESLA through an internship while he studies and then be a full time engineer with the company once he receives his Bachelor’s Degree.

“I am a determined person so when I get something in my head, I keep doing my best until I get it.” Ahmed said. We look forward to seeing where his passion and determination takes him in the future.

Article by Naledi Mthembu | Photo by Zaw Min Khant

SKYLINE COLLEGE STUDENT RECEIVES PRESTIGIOUS SCHOLARSHIPS FOR GLOBAL INTERNSHIP IN HONG KONG, SUMMER 2018



The San Mateo County Community College District (SMCCCD) Study Abroad Program hosted at Skyline College congratulates its first ever Fund for Education Abroad (FEA) Scholarship recipient, Ms. Claudia Acuña. Claudia has been awarded \$2,500 from FEA to intern for

two months this summer in Hong Kong as a participant in the new SMCCCD Global Internships Program.

The FEA Scholarship is very competitive. Only 98 recipients from an applicant pool of 2,300 students around the country were selected – an award rate of only 4%. FEA works to increase access to international education opportunities for students consistently underrepresented in study abroad, and scholars come

from a variety of ethnic, racial, and socioeconomic backgrounds. Claudia met the selective criteria for a clear study abroad plan, demographic underrepresentation in study abroad, and financial need.

Claudia also received the Institute for International Education’s Generation Study Abroad Travel Grant of \$2,000. Only 50 students around the country were awarded this grant from an applicant pool of 1,500 applications – an award rate of only 3%.

Claudia will be participating in an architecture internship while in Hong Kong. Her goals while abroad are “to learn more about the work that architects do in the renovation and conservation of historical buildings, to immerse [herself] in the culture of Hong Kong, to learn...and bring some of [her] experience to [her] community at home, [and] to encourage others to study abroad and expand their perspectives.”

We have no doubt that she will accomplish all of these goals and more. Please join us in congratulating Claudia Acuña on her stellar achievements!

To learn more about the FEA scholarship and the 2018-2019 scholars, visit <http://fundforeducationabroad.org/meet-scholars/>. SMCCCD Study Abroad is the district-wide study abroad program housed at the Global Learning Programs and Services Division at Skyline College. For more information about the program, and scholarship opportunities please visit the SMCCCD Study Abroad website or contact Zaid Ghori at ghoriz@smccd.edu.

Article and photo by Stephanie Wells

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PHI THETA KAPPA INDUCTS SKYLINE COLLEGE STUDENTS



With over 200 friends and family in attendance, 141 students from Skyline College, 86 from CSM, and 98 from Cañada College were inducted into the Phi Theta Kappa Honor Society for the 2017-18 academic year. Members must have a minimum GPA of 3.5 and 12 degree-applicable units. On April 13, Beta Theta Omicron, the Skyline College chapter, hosted the induction ceremony for new members of Phi Theta Kappa from the three SMCCCD colleges. It is a tradition to alternate the induction ceremonies between the three chapters. Skyline College President Regina Stanback Stroud gave the keynote address and commended members on their academic achievement.

Dr. Stanback Stroud encouraged each chapter to tackle important societal issues for their 2018 Honors in Action project on Transformation: Acknowledging, Assessing, and Achieving Change. Professor Paul Spakowsky read the names of new members as each came forward to receive the symbolic candle and flower. Beta Theta Omicron awarded honorary membership to Dr. Stanback Stroud, Stephen Fredricks, Kylin Johnson, and Nadia Tariq for their continued support of Chapter activities. Some of the new Skyline College Phi Theta Kappa members are shown in the photo.

Article by Dr. Christine Case | Photos by Xiaowen Cai and Dr. Christine Case

GLPS COMMUNITY TRAVEL PROGRAMS TO IRELAND AND SICILY REACH FULL ENROLLMENT!



The Global Learning Programs and Services Division hosted a meet and greet reception for members of the community who have enrolled in the Sicily and Ireland Community Travel Programs on April 18, 2018. The reception was an opportunity for participants to meet each other and the Skyline College representatives accompanying them during the trips. The Sicily tour is scheduled from June 6 – 16, 2018 and the Ireland tour from June 14 – 25, 2018. The tours are operated by the American Institute for Foreign Study (AIFS).

Lavinia Zanassi, Counselor for Career Services at Skyline College and Stephanie Wells, Program Services Coordinator for Study Abroad at Skyline College are the representatives traveling with the community participants to Sicily and Ireland, respectively. They presented on both trips and their respective experiences in Sicily and Ireland.

The GLPS Community Travel Program is one of the San Mateo County Community College District (SMCCCD) Study Abroad programs. The Community Travel Program is designed as a scholarship fundraiser for students at Cañada College, College of San Mateo, and Skyline College who wish to participate in SMCCCD's study abroad programs and need financial assistance to achieve their academic travel goals. Participants in

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the two forthcoming trips come from various cities in San Mateo County including Burlingame, Menlo Park, Pacifica, Palomar Park, Redwood City, San Bruno, San Mateo and South San Francisco.

SMCCCD Study Abroad is the district-wide study abroad program housed at the Global Learning Programs and Services Division at Skyline College. For more information about the program, and Community Travel Program opportunities please visit the SMCCCD Study Abroad website or contact Zaid Ghori at ghoriz@smccd.edu.

Article by Zaid Ghori | Photo by Stephanie Wells

GLOBAL TRADE AND LOGISTICS PROGRAM VISIT THE PORT OF OAKLAND



The Center for International Trade Development (CITD) Director, Lorna Jones, Skyline College Global Learning Programs and Services (GLPS) faculty, Alpha Lewis, and students in his Global Trade and Logistics course, visited the Port of Oakland on April 16, 2018. The group met with representatives of SSA Terminal and were given a full tour of the port by Susan Ransom the Client Relations Manager.

This direct exposure to operations at the Port of Oakland reinforced classroom learning and gave the students a thorough understanding of the processes involved in moving goods into and out of the Bay Area through the

Port of Oakland. The students also had an opportunity to see stevedoring (waterfront manual laborer who are involved in loading and unloading ships, trucks, trains, etc.) in action, as well as various machinery and equipment, including refrigeration units, containers, and ships. The students asked many questions and were excited to learn about the numerous operations and roles involved in managing the port.

This trip reinforced the Skyline College goal of connecting students directly with industry and supporting students with twenty-first century workforce skills needed to secure employment in the Global Trade and Logistics industry.

For more information about the Global Trade and Logistics and Customs Brokerage Programs, please visit www.skylinecollege.edu/citd. Summer classes start in June.

Article by Lorna Jones | Photo by Alpha Lewis

ORGANIZER. POLITICAL COMMENTATOR. SOUTH BRONX NATIVE. ROSA CLEMENTE TALKS ABOUT EDUCATION, HISTORY, AND SOCIAL MOVEMENTS.



“If you’re in college, and you’re limited to seven or eight people who you think are the reason that we, as black and brown people can still walk around and exist, then you’ve done a disservice to your education. You’ve done a disservice to your ancestors.” -Rosa Clemente

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Skyline College hosted the Call to Consciousness College Lecture Series on April 12. This program was co-sponsored by the Center for Student Life and Leadership Development, the Associated Students of Skyline College (ASSC), and the Division of Student Equity and Support Programs (SESP).

The program opened with welcoming remarks from Dean Lasana Hotep and Vice President of Student Services, Dr. Angelica Garcia. This was followed by a performance from Detroit-based poet and entrepreneur, Jessica Care Moore. ASSC President, Leandro Torres Mantilla then introduced the guest speaker to the podium.

Rosa Clemente talked about the irony of growing up in the South Bronx and Westchester in New York, her college experience at the State University of New York (SUNY), graduate school, and becoming a politically and socially conscious organizer. In sharing her story, Rosa also addressed a number of topics including: the politics of race and ethnicity in Black and Latinx communities, U.S. Immigration Policy, Hip Hop Activism, and the importance of learning about the hidden histories of social justice movements in the United States.

“I loved her humility, honesty, dedication and the passion she has for her movement.” Skyline Student Leandro stated.

During the second half of the lecture, Rosa talked about the challenges she faced and lessons learned from running as the Vice Presidential Candidate for the Green Party in the 2008 Election, the Black Lives Matter Movement, and the violence that broke out in Ferguson after the murder of Michael Brown. Rosa Clemente received a standing ovation from the audience engaged them dialogue during the Question and Answer Segment.

“As someone who identifies as Latina, the conversation focused on the divisions within our own communities, in relation to skin color, are very relevant.” Faculty member, Rocio Aguilar-Pedroza stated. “Often times

we are pushed to silence discrimination within our own communities, but to truly stand with others as accomplices, not allies, as Rosa stressed we need to be open to having these difficult conversations and challenging each other.”

Article by Katrina Pantig | Photo by Kevin Perez

STUDENTS PRESENT RESEARCH PROJECTS AT ANNUAL SYMPOSIUM



Over 25 students presented their research projects to the campus community at the annual Skyline College Science Research Symposium that took place on April 27. Participants included students from the Biology Department, Biotechnology Department, Math Department, Physics Department, Energize Colleges internship program, and Engineering and Robotics Club. A list of students and their projects is below.

The symposium offered students the opportunity to gain valuable experience communicating their original research and recommendations both orally and through designing coherent, eye-catching posters. “A very real part of our students’ education is getting up in front of a crowd and explaining a scientific concept,” says Biotechnology professor and event organizer Nick Kapp. “The Skyline College Research Symposium gives our students the opportunity to do this for the first time in a safe environment. Many of them will go on to bigger venues at regional and national conferences. I would like to think that by giving our students this opportunity, Skyline College is making a contribution to the knowledge of all mankind.”

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In addition, the event served as an occasion for building community among members of different campus departments. Kapp believes it was important for students who presented their research to also be a part of the audience and ask relevant questions. Students got to learn from and support other students, celebrating their hard work with a cake and ice cream social at the symposium's end.

Article and Photo by Mary Thomasmeyer

CERAMICS STUDENTS AND FACULTY SHOWCASE ARTWORK AT THE 2018 CALIFORNIA CLAY CONFERENCE



Skyline College ceramics students participated for the tenth consecutive year in the annual California Conference for the Advancement of Ceramic Art in Davis, CA from April 26 to April 29. The three-day conference draws ceramics students from all over the region to put on a display of their colleges' artwork, and to attend over thirty exhibitions by other colleges and universities from California.

The Skyline College show was set up in a large warehouse gallery with 15 other schools. Our immediate show neighbors were Chico State University and San Jose State University. The installation took a full day on Thursday, which included preparing pedestals and wall displays, hanging lights, and arranging the artwork.

The Skyline College Student Ceramics Exhibition

included functional ceramic pieces as well as ceramic sculptures, from all levels of Skyline ceramics classes. The exhibition contained a wide array of themes and styles, reflecting the diverse artistic expression of our students. Participating students welcomed conference guests to our show, sharing their inspirations, ideas and techniques. The large variety of school exhibitions presented a wonderful opportunity for students to connect with potential transfer schools, their instructors, and current students.

In addition to curating the student exhibition, Professor of Art Tiffany Schmierer showed her own ceramic sculptures. She and Adjunct Ceramics Professor Jennifer Brazelton were featured in the main conference exhibition, titled 30 Sculptors, at The John Natsoulas Gallery. Schmierer was also invited as this year's juror of the California Clay Competition, a statewide professional exhibition at the Artery Gallery.

Article and Photos by Tiffany Schmierer

AUTOMOTIVE TEACHER RECEIVES CALIFORNIA AUTOMOTIVE TEACHERS PRESIDENT'S AWARD



Thomas Broxholm was awarded the 2018 CAT President's Award for "Outstanding Contributions to Automotive Education in California" at the annual California Automotive Teachers (CAT) spring conference at Hartnell College in Salinas, CA on April 28.

Broxholm has been the webmaster for CAT for over 15

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years and has attended every conference for the past 20 years.

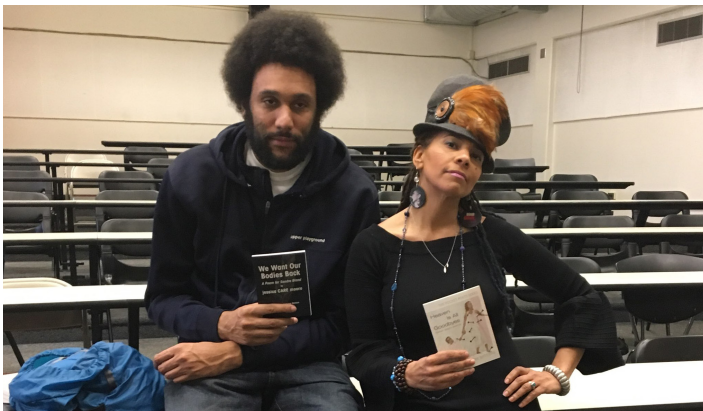
The conference is designed to support California Automotive Teachers through training, networking and exhibitors. This organization works to support all Automotive CTE throughout the State and at the legislative level in Sacramento. CAT holds a Northern California conferences and a Southern California conference every year.

Ruben Parra, Automotive Engine Performance instructor here at Skyline College is the current CAT President after fulfilling a 2 year commitment as Vice President. Ruben has made a 10 year commitment to CAT.

The president's award is a closely guarded secret and Tom Broxholm was very surprised during the announcement. Broxholm stated that he appreciates the recognition and believes with all his heart what the organization stands for and everything it does for Automotive Education.

Article by Thomas G. Broxholm

“POWER=POWER” POETRY EVENT ALLOWS STUDENTS TO SHOWCASE TALENTS



April's National Poetry Month was a time to allow students to showcase their poetic talents while learning from award-winning and critically acclaimed published poets. On April 10, Skyline College was graced with two dynamic and acclaimed power houses in poetry –

Jessica Care Moore and Tongo Eisen-Martin. With their transparent lyricism, they brought to light the need for social consciousness and made tangible the joys and sorrows of the people in United States.

Facilitated by Nathan Jones in collaboration with the division of Academic Support & Learning Technologies (ASLT) and Student Equity and Support Programs, “Poetry=Power” invited 50 plus students to experience the poetry readings of Eisen-Martin and Moore.

Eisen-Martin performed three poems, one being “Faceless” from his recent collection “Heaven Is All Goodbyes”, published through San Francisco's City Lights Bookstore and is currently Shortlisted for the 2018 Griffin International Poetry Prize.

Standing in one place, slightly swaying forward and backward with transformative affect, his cadence was a mixture of inner conversation to melodic Jazz scatting, invoking the literary spiritual incantations of Gil Scott-Heron, Allen Ginsberg and Audre Lorde. He helped us feel the repetitive soulless nature of the Prison Industrial Complex and its impact on black and brown communities.

After Eisen-Martin's applause subsided, Moore took her place center stage endowing the students with her brand of mother-warrior unapologetic social conscious Motown-down home bluesy poetry. The students were engaged from verse to verse, especially her “You Want Poems,” published in Moore's fourth book “Sunlight Through Bullet Holes” and featured in the Smithsonian National Museum of African American History.

We wanted more (no pun intended), so much more that students wanted to hear another poem. Pressed for time, Jones had to push for a quick Q&A and book signing. The students quickly lined up to purchase Eisen-Martin and Moore's books, CDs, and other merchandise.

Though this was an awesome and much lauded event, there are two more poetry events in May. On Thursday,

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May 3rd in Skyline College Library at 3:00 p.m., there will be a book release and reading from Skyline College’s English faculty member Kathleen McClung. And on Tuesday, Math 8th, Talisman Literary Magazine will have a release party and reading for Issue 48! The event starts at 6:00 p.m. in Building 6, room 6-204. Do not miss out!

Article by Sherri Wyatt | Photo by Jessica Care Moore

BETA THETA OMICRON RECEIVES AWARDS AT THE PHI THETA KAPPA INTERNATIONAL CONVENTION



Skyline College’s Beta Theta Omicron Chapter of the Phi Theta Kappa Honor Society was named in the top 100 Chapters at the 2018 Phi Theta Kappa Convention in Kansas City on April 21. Over 4,000 community college students participated in the three-day conference that was filled with scholarship and leadership forums.

Skyline College’s chapter also received the 2018 Honors in Action Awards for their 2017 project. The chapter has consistently earned national recognition since its chartering in 1999. The chapter has earned Distinguished Chapter 13 times and has earned the Nevada/California Regional Distinguished Chapter award five times.

The awards were the result of competitive essays documenting the chapter’s multiple projects this year, including a year-long project addressing microbiomes and service projects that taught computer literacy to local senior citizens and a project that brought science labs to middle schools.

Additionally, the 2017-2018 chapter officers, received the Distinguished Chapter Officer Team Award. Officers are shown in the photos receiving their awards on stage at the Kansas City Convention Center.

“This recognizes our students’ outstanding service to our college and the community and recognizes chapter members who work so hard during the academic year on the four PTK hallmarks of PTK: fellowship, leadership, scholarship, and service,” said Christine Case, Phi Theta Kappa Advisor. “Phi Theta Kappa offers so many opportunities for our students to extend their education and experiences far beyond the classroom as they prepare for their futures.”

Phi Theta Kappa Honor Society is the largest honor society in American higher education with more than 1,300 chapters at two-year and community college campuses in all 50 of the United States and Canada, Germany, the Republic of Palau, the Republic of the Marshall Islands, the Federated States of Micronesia, and the British Virgin Islands. There are 94 chapters in California.

Article by Christine Chase

STUDENTS EXPLORE THE LEGAL FIELD DURING 3RD ANNUAL LEGAL CAREERS NIGHT



Skyline College’s Paralegal Department, in partnership with the Career Advancement Academy, hosted its third annual Legal Careers Night on April 26. The event featured two panels: “Pathways to Law School” and “Getting Started as a Paralegal” and welcomed nearly 75 attendees.

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Legal Careers Night serves to inform paralegal students, those interested in the legal studies educational pathway, and students in the exploratory stage of their major, about key areas of the academic and career development process within the legal field: selecting a major and preparing for transfer and positioning yourself as a competitive applicant in the legal field.

Throughout the evening, attendees had the opportunity to have their resumes reviewed by the Career Center and network with employers, fellow students, faculty, legal professionals, and legal Human Resources representatives. Robert Half Legal Staffing discussed job placement opportunities within law firms throughout the Bay Area and supplied students with local and national labor market data for various legal positions. After each panel, students were eager to speak with panelists individually to gather additional insight, advice, and tips for future success.

The diverse panels included practicing lawyers, paralegals, legal recruiters, hiring managers, legal educators, and featured several notable Skyline College alumni, including San Mateo Community College District representative Trustee Maurice Goodman, a member of the Skyline College President's Council Damian Guzman, and Skyline College Paralegal Program instructor Maria Segarra. Each panelist graciously gave of their time, generously shared their personal stories with the audience, and ensured that our students experienced an engaging night. Panel moderators Lavinia Zanassi and Jesse Raskin expertly facilitated these remarkable panels and fielded thoughtful questions from students during the Q&A portion.

Legal Careers Night was made possible by Skyline College's support for innovative work and by the hard work and dedication of the Legal Careers Night planning team: Jesse Raskin, Maria Segarra, Jeremy Evangelista, Nikki McLaughlin (a CAA Legal Careers alumni and Skyline College graduate), and Alina Varona. A special thanks to the facilities team who did a great job setting

up and tearing down the event, Roger Marcelo in Multimedia Services for ensuring excellent sound and lighting support, and MCPR for their marketing support.

For the past six years, The Career Advancement Academy has connected students to opportunities in higher education and higher wage careers by integrating accelerated and contextualized English and math, career technical education, and integrated student support. To date, the Career Advancement Academies have served well over 1,500 students with academic programs in Allied Health, Automotive Technology, Biotechnology, Early Childhood Education, and Legal Careers, along with additional bridge and dual enrollment programs at Baden High School, Peninsula High School, 3rd Street Youth Health Center, and incumbent worker training partnerships with community based organizations, including Goodwill Industries.

As the Career Advancement Academy comes to an end this spring 2018 semester, we look forward to seeing the great work of supporting students' academic and economic success continue to flourish across the College.

Article by Nikki McLaughlin & Alina Varona | Photo by Kevin Perez

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UPCOMING EVENTS

INTERNATIONAL STUDENT PROGRAM END-OF-YEAR

CELEBRATION

May 16, 2018
3:00-4:00 p.m.
Multicultural Center, Building 4

ASTEP/UMOJA PROGRAM CELEBRATION

May 17, 2018
5:00-7:00 p.m.
Fireside Dining Room, Building 6

SKYLINE COLLEGE GUITAR ENSEMBLES CONCERT

May 17, 2018
7:00 p.m.
Skyline College Theater, Building 1

PACE LEARNING COMMUNITY CELEBRATION

May 17, 2018
6:00 – 8:00 p.m.
Multicultural Center, Building 4

WOMEN’S MENTORING & LEADERSHIP ACADEMY

FILM FESTIVAL

May 18, 2018
3:00 – 5:00 p.m.
Multicultural Center, Building 4

TRANSFER ACHIEVEMENT DINNER

May 18, 2018
5:00 – 7:00 p.m.
Fireside Dining Room, Building 6

AUTOMOTIVE ANNUAL AWARDS BANQUET

May 19, 2018
6:00 p.m.
Fireside Dining Room, Building 6

SOUNDSCAPE

SKYLINE COLLEGE VOCAL JAZZ ENSEMBLE CONCERT

May 19, 2018
7:30 p.m.
Skyline College Theater, Building 1

FILIPINO STUDENT UNION/KABABAYAN

END OF-YEAR CELEBRATION

May 25, 2018
4:00 – 7:00 p.m.
Multicultural Center, Building 4

48TH ANNUAL COMMENCEMENT CEREMONY

May 25, 2018
5:00 p.m.
Skyline College, Building 3

EMERGENCY PREPAREDNESS CONFERENCE

W/RUSSELL PATTERSON

May 30, 2018
9:00 a.m. – 4:00 p.m.
Building 6, Rooms 6-202 – 6-206

MIDDLE COLLEGE GRADUATION

May 30, 2018
6:30 p.m.
Skyline College Theater, Building 1



President’s Report to the SMCCCD Board of Trustees

President Michael Claire ~ May 11, 2018

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College of San Mateo Wins 11 State “Stars” Awards for Excellence in Career Education

College of San Mateo career education programs have again earned numerous awards from the California Community College’s Strong Workforce Stars recognition program. CSM’s career education programs won one Gold Star, two Silver Stars, and eight Bronze Stars for success in helping students reach new heights in earning power and social mobility.

Strong Workforce Stars is an annual recognition for career education programs, also known as career technical education, which debuted in 2017 within the California Community Colleges system. It highlights programs whose graduates show significant gains in factors important for advancing social mobility — a substantial increase in earnings, attainment of a living wage and a job closely matched with the field of study. CSM earned five Strong Workforce Stars awards in 2017 — more than any other California community college.

“I am proud of the faculty who have worked for so many years to build such strong career programs at CSM,” said College President Mike Claire. “It is fitting that these programs are receiving so much recognition at the state level.”

This year, Bronze Stars, Silver Stars, and Gold Stars categories were introduced, with each winning program receiving recognition in at least one of these categories:

- An increase in earnings by 50% or more, based on a match to the state wage file, for students who were last enrolled in 2015-16
- Attainment of the regional living wage by 70% or more, based on a match to the state wage file, for students who were last enrolled in 2015-16
- 90% or more are employed in a job similar to their field of study, according to the CTE Outcomes Survey, for students who were last enrolled in 2014-15

CSM's 2018 Strong Workforce Star programs represent a broad range of business, technology, healthcare, and public service fields:

★ **BRONZE STARS** ★

(attained threshold outcomes on one metric)

- Business Management: 85% of students attained the regional living wage
- Cosmetology and Barbering: 79% increase in earnings
- Construction Inspection: 88% of students attained the regional living wage
- Dental Assistant: 157% increase in earnings
- Office Technology-Office Computer Applications: 82% increase in earnings
- Computer Software Development: 83% of students attained the regional living wage
- Administration of Justice: 153% increase in earnings
- Fire Technology: 90% increase in earnings

★ **SILVER STARS** ★

(attained threshold outcomes on two metrics)

- Computer Aided Drafting: 71% of students attained the regional living wage and 100% of students are employed in a job similar to their field of study
- Electronics & Electric Technology: 76% of students attained the regional living wage and 100% of students are employed in a job similar to their field of study

★ **GOLD STARS** ★

(attained threshold outcomes on all three metrics)

- Registered Nursing: 110% increase in earnings, 83% of students attained the regional living wage and 100% of students are employed in a job similar to their field of study ■

CSM Graduation Speaker Set: CSM Alumna Boryana Straubel

Boryana Straubel Graduated from CSM in 2008 with an associate's degree in liberal studies with President's Honors and transferred to University of California, Berkeley, graduating with a BA in economics in 2010. She says, "My time at CSM was transformational and life-changing."

Straubel was part of Phi Theta Kappa, a platform that enabled her to lead various social change projects. She was also a member of the Honors Society, taking various honors classes that led to leadership initiatives, research projects, and internships. At Cal, she also founded the German Club.

Some of Straubel's awards include the 2009 Cal Alumni Association Leadership Award,

the 2008 UC Berkeley Future Leaders Award, the 2008 American Association of University Women Award, the 2008 Rotary Club of San Mateo Award, the 2007 Cordes Language Studies Award, the 2007 CSM Credit Union Award, the 2007 The Morris Family Award and the 2006 SMCCD Anniversary Award.

Professionally, she is currently building out the Straubel Foundation, which she founded with her husband in 2015. Academically, she is working on two graduate degrees at Stanford University: An MS in management science & engineering (expected 2019) and MS in management MSx GSB (expected 2020).



She draws inspiration from three major sources: Her past, her family, and the mentors she has had in college and at work. She is motivated by the idea of paying forward the support that she has received in the past. ■

Year One Merges with Promise

College of San Mateo has developed the Year One Promise—a program that removes the financial stress while providing important tools for having a successful first year of college. The Year One Promise combines a full scholarship, up to \$750 for books, and a dedicated counselor who will work with each student to make an education plan. So far, over 800 students have completed a Year One Promise application.

“What we hope to achieve with our Year One Promise initiative is to think differently about how we connect all first-time, full-time students to our campus community,” says Lizette Bricker, dean of enrollment services & Support Programs at CSM. “The Year One Promise combines financial support and student support so that students have all the tools they need to succeed.”

The Year One Promise includes full tuition for the first year of college (fall, spring and summer semesters), up to \$750 towards the costs of textbooks, and mandatory counseling support, workshops, and other services designed to get students off to a good start.

Each Year One Promise student will be evaluated by a CSM counselor based on high school coursework, grades, placement exams and other factors. Some students will be placed in a learning community—a group of students who take classes and study

together, forming a tight-knit group that has shown to help student success. Some students will take College One, a course that specifically develops students' study skills. Other students may place out of these requirements.

In addition, each participating student will be required to work with a counselor to complete a Student Education Plan (SEP), which will plot out which courses a student will take each term in order to make good progress and graduate on time. Check-in meetings with counselors will help to ensure students stay on track.

Students will also be able to choose to attend Pathway to College or Math Jam in the summer at CSM. These one-week classes specifically prepare students for the transition to college or for college-level math and/or science classes. These summer courses also give Year One Promise students an advantage in the fall by giving students some familiarity with campus, student life and a built-in network of support.

"CSM was already the best deal in town," said CSM President Mike Claire. "Now we are basically making the first year of college free along with a lot of extra help. It doesn't get any better than that!"

Learn about the CSM Year One Promise at collegeofsanmateo.edu/promise. ■

CSM Welcomes Hundreds of High School Students and Families for Connect to College Night

Several hundred high school students, parents, siblings and friends from local schools packed the Bay View Dining Room at CSM on April 19, for the popular annual Connect to College event. Part information session and part college fair, the event is a great



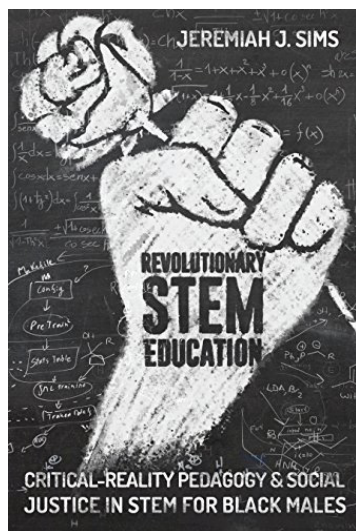
way for families considering CSM to learn about financial aid, the Year One Promise program, the myriad student organizations and activities available, and the best tips for how to succeed in college.



CSM counselors and admissions staff helped students apply to CSM, fill out financial aid forms, and spoke with families about how to plan for college. More than 40 CSM clubs and academic departments tabled in the resource fair. A panel of recent CSM grads shared wisdom with the high school students on their experiences transferring to Stanford, UC Berkeley, San Jose State and San Francisco State. Families heard presentations on transferring from CSM, financial aid, and the Year One Promise program. And there were drawings through the night for scholarships worth up to \$500. ■

Equity Director's Book Published, With Another In the Works

CSM Equity Director Jeremiah Sims' new book is now out and available through Peter Lang Publishers. *Revolutionary STEM Education: Critical-Reality Pedagogy and Social Justice in STEM for Black Males* calls for a revolutionary paradigm shift in the STEM education of and for black boys.



Sims' lived experiences as an inner-city, low-income black male are interspersed throughout *Revolutionary STEM Education*. However, the heartbeat of this book is undoubtedly the stories of the positive transformation that the MAN UP scholars experienced while becoming more competent in STEM, developing positive STEM identities, and learning to use their STEM knowledge for social justice.

In addition to this book, a group of SMCCD educators are working on another with Peter Lang Publishers, entitled: *Minding the Obligation Gap in Community Colleges: Theory & Practice in Enacting Educational Equity*. Sims is co-authoring this book along with Jennifer Taylor

Mendoza, Lasana Hotep, and Jeramy Wallace. Peter Lang Publishers is also in the process of creating a community college specific book series and asked Sims to be the editor. This means SMCCD will soon be leading the state and conceivably the country in community college specific literature. ■

Campus Ambassador Holds CalCPA Event

Five years ago, CalCPA implemented the Campus Ambassador Program for students attending four-year schools in an effort to support their studies and secure a stronger transition into the accounting profession. This year, CalCPA expanded the program with an experiment. It selected two community colleges to adopt the Campus Ambassador Program. College of San Mateo was one of those chosen, and Suzanne McGhee became CSM's first CalCPA Campus Ambassador.



As the CSM Campus Ambassador, Suzanne attended the statewide event “CalCPA Day at the Capitol” in Sacramento and subsequently planned and hosted a CalCPA event for students at CSM. The “CalCPA Day at the Capitol” was spent meeting members of the assembly and senators. She met with Senator Patricia Bates and Assembly member Marc Berman while participating in a lively discussion regarding current tax laws and issues sensitive to the accounting profession. These meetings were facilitated by CalCPA members who have worked several years as CPAs.

Suzanne’s CalCPA event, “So You Want to be a CPA When You Grow Up!” was a smashing success. With the aid of the Business Club, 150 students attended the event on April 23, which generated an increased CalCPA membership of 31 students. Suzanne led a panel discussion asking various questions to three CPA’s about the nature of the accounting industry and what to expect in the profession. David Grisham, CPA (forensic accountant), Michelle Okabe, CPA (recruitment), and Jonathan Anderson, CPA (tax accountant) were panelists. Suzanne also had representatives from both Roger CPA Review and Golden Gate University in attendance. The students thoroughly enjoyed the event.

Suzanne says, “I am extremely grateful for the support from the College of San Mateo administration, facilities, faculty and staff who so hard to make my CalCPA event so impactful and successful. I also appreciate the mentorship and support from

accounting professor Bruce Maule. The astounding results of this event proved how much CSM needs to continue the CalCPA Campus Ambassador program.”

Suzanne is eager to continue serving as the CalCPA Campus Ambassador for CSM. The position allows her to connect with professionals and students in a way she couldn't have before, allowing the College of San Mateo the recognition and reputation that it absolutely deserves. *(Submitted by Elizabeth “Suzanne” McGhee)* ■

Earth Day Job Fair a Big Hit

CSM's 4th Annual Earth Day Job Fair was a rollicking success. The college hosted the event on April 18th made up of 20+ exhibitors, including green jobs and internships, sustainable food and tech, environmental justice and student clubs. The event was widely attended by students and CSM faculty and classified staff, and featured a huge, collaborative 'bee' mural that will be displayed prominently on the campus when finished.



Overall, 165 students completed and turned in pledge cards.

Exit surveys revealed great results: 119 unique responses from participants, and names and email addresses for 109 students that want to be contacted by Strong Workforce about jobs and internships.



Preliminary survey results show:

- 22.7% of participants said they think they got an interview from the event.
- 70.6% of participants said the event was effective and they learned a lot.
- 95% said they want the event next year, and the other 5% said they were unsure (no one said “no”).
- 53.8% said they signed up with an exhibitor to get more info about jobs.

(Submitted by Paul Hankamp) ■

UPCOMING EVENTS

CSM Softball vs. Sacramento City

CCCAA Super Regional Playoffs - Game 2

Saturday, May 12 • 12 pm

CSM Softball Field

Come out and cheer on the Bulldogs!

Pianos Plus

Piano and Harmony Student Concert

Monday, May 14 • 7 - 9 pm

CSM Music Building 02, Room 110, Choral Room

Join in an eclectic evening of music making from CSM's talented music majors and pianists. Enjoy classical and popular selections, along with original student compositions and arrangements. A great opportunity to learn what our music majors do!

Honors Project Student Showcase

Students from the Honors Project present their research projects

Thursday, May 17 • 2pm - 4:30pm

Friday, May 18 • 1pm - 3:30pm

CSM North Hall Building 18, Room 206, Center for Academic Excellence

Please join us for intellectual stimulation, lively discussion and refreshments as students from the Honors Project present their research inquiries and findings. All members of the CSM community are welcome.

Jazz Under the Stars

Free Stargazing on CSM's Rooftop

Saturday, May 19 • 8:30 pm - 10:30 pm

CSM Science Building 36, Rooftop Observatory

Come see craters on the first quarter moon, Venus, Jupiter's moons, star clusters, and more through our telescopes while listening to KCSM Jazz 91 FM! Dress warmly and come by anytime between 8:30 & 10:30 pm. Parking is free.

Voices of CSM

CSM Voice Spring Concert

Wednesday, May 23 • 7:30pm - 10pm

CSM Music Building 02, Room 110, Choral Room

Come Sing-Along with your Disney favorites! Hear the amazing voices of College of San Mateo in their final concert of the semester. From Classical to Karaoke!

Stepping Up: A Transfer Tribute

Celebration for students who are transferring in Fall 2018

Thursday, May 24 • 4pm - 6:30pm

CSM College Center Building 10, Bayview Dining Room

Festive celebration of transferring CSM students, with food, music, speakers and entertainment! All members of the CSM community are welcome.

2018 Commencement Ceremony

Friday, May 25 • 5:30pm - 8pm

CSM Gymnasium Building 8

College of San Mateo proudly presents the 96th Commencement ceremony for Summer and Fall 2017 and Spring 2018 graduates. This year's speaker will be CSM Alumna and Executive Director of the Straubel Foundation Boryana Straubel.



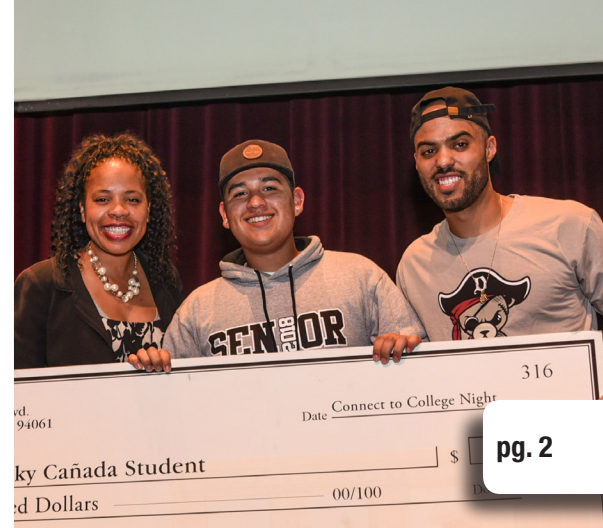
Cañada College

Report to the SMCCCD Board of Trustees

May 16, 2018

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- Student Success Story: Renée Bautista **pg. 3**
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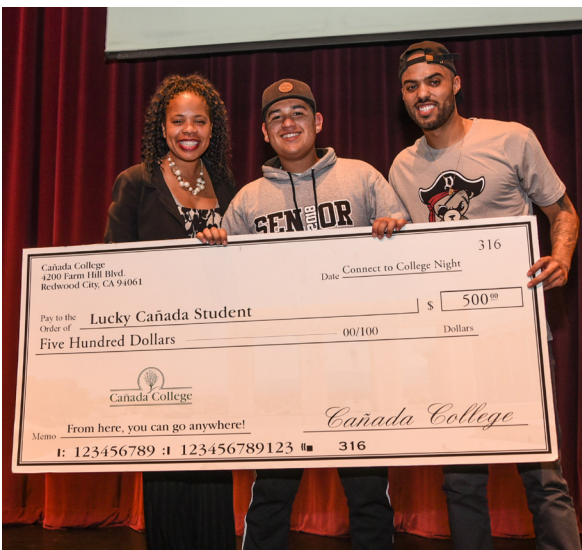
Connect to College Night Draws 250+ Prospective Students



Cañada hosted its fourth annual Connect to College Night on Thursday, April 26. At the event, more than 250 members of the community, including prospective students and their families, had the opportunity to meet Cañada students, faculty and staff to learn about programs and services available to them. More than 25 programs and divisions were represented through information tables at the College Resource Fair in The Grove.



Following the College Resource Fair, the group moved into the Main Theatre where Dr. Moore delivered opening remarks and Fashion Designer and Celebrity Speaker Devin Lars shared his story on how he stayed motivated in college. Prospective students explored workshops that highlighted: Career Education, Financial Aid, Transfer as well as ESO Adelente and the Promise Scholars programs. In addition, two lucky students each won \$500 scholarships to attend Cañada College!



Student Success Story: Renée Bautista



Renée Bautista grew up in the Bay Area and studied at UC Berkeley, earning bachelor's degrees in French and English. She moved through varied careers after graduation, including managing operations of a law firm and writing patents for a robotics company. However, Renée felt that a creative element was missing from her professional life. After taking introductory Interior Design classes at night, she decided to pursue an Associate's Degree at Cañada College. Renée is currently a full-time student in Cañada College's Interior Design program. She will graduate in Fall 2018, and has secured a full time position as an Interior Designer at a San Francisco architecture firm.

What initially made you decide to take Interior Design classes at Cañada College?

I have always been interested in Interior Design, but never considered it a real career possibility until I found out about the program from a friend who was in Cañada College's Interior Design program.

What do you enjoy the most about the Interior Design Program at Cañada College?

Sharon Kasser's Business class is one of the most informative and practical classes I have ever taken. I love that the program is focused on getting students real jobs after graduation and connecting students with professionals currently working in the industry. I also loved Denny Holland's Color class and Problem Solving in Space Planning.

Collaboration and networking is an important component of the Interior Design program, did you experience this yourself?

Absolutely. In addition to working with peers in class, the Interior Design Club provides many opportunities for students to interact with professionals through tours with local showrooms and suppliers and events hosted by professional membership groups.

What advice would you give to students interested in the Interior Design Program at Cañada College?

Take the plunge. You won't regret it!

Where would you like to see your career in Interior Design go now that you are graduating from the program?

I hope to work in commercial design on public spaces such as: libraries, medical facilities, museums and transportation hubs.

STEM Center Team Presents at National Conference



Members of the STEM Center and Learning Center teams recently attended the National Alliance of Hispanic Serving Institution Educators conference in Chicago. This conference brought together administrators, faculty and project staff from 2-year and 4-year institutions from around the country that serve a large number of Hispanic students to discuss best practices in the field for promoting Hispanic student academic success.

Dr. Carol Rhodes, Dr. Milena Angelova and Georganne Morin represented the Cañada College STEM Center by presenting a workshop entitled, “A Multi-layered, Data-Driven Evaluation Process for Creating Continuous Program Development Capacity.” In this workshop, the presenters walked the audience through a four-step evaluation process and used the STEM Center’s EPIC tutoring program as a case study for

how the STEM Center evaluates programs in order to improve them. The 40 people who attended the workshop were highly engaged in the presentation which sparked a lot of great discussion.

College Hosts its Third Reading Circle

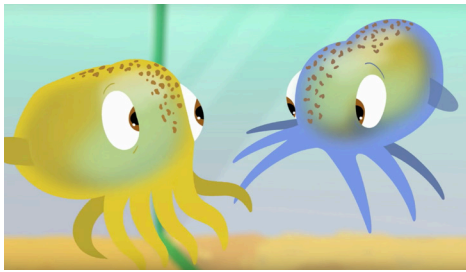


Cañada College hosted its third Reading Circle on April 14. This event was made possible in collaboration with Cañada Marketing & Outreach Department, Redwood City Public Library, Cañada College Library, Cañada College Education & Human Development Department and Upward Bound.

In celebration of Spring, children and families from the community engaged in storytelling and seed planting activities. Gia Luisa and Tania Renteria Alvarez student volunteers, co-read stories with Librarian Armando Ramirez. Student volunteers Patricia Oliver, Victor Frank, Leslie Zaragoza, Thawanrat “Mary” Cheevakasemkoon also helped children with the seed planting activities. Thank you to everyone who volunteered to make this event a success.



Digital Art & Animation Department Complete Inserts for Digital Studio



Several Digital Art & Animation (DA&A) students, along with two faculty members, recently completed animated inserts for a PBS Digital Studios segment in their “I Contain Multitudes” series.

Students Ivy Wooldridge, Elizabeth Birdwell, DA&A alumnus Eliza Gilliam, and faculty members John Hays and Domenic Allen created several animated vignettes describing how the light-projecting organ the bobtail squid uses for protection develops in the animal. Professor Hays also directed the segments.

The animation produced was intercut with live action video of the show’s host and the guest experts, and illustrated how a certain bacteria enters the squid’s organ in adolescence and changes the organ so it can now emit light, which provides protection from predators.

The eight-minute segment will be featured, along with other student work from this academic year, in the Digital Art & Animation Department’s fifth-annual Student Show, screening in the Main Theater Friday, May 18 at 7 p.m. Admission is free.

Education & Human Development Department Hosts “Dare to Discover” Event



The Education & Human Development Department hosted their Spring event “Dare to Discover” on Saturday, April 21. The event was open to students, college faculty and staff and the community. It proved to be quite a success during which participants interactively engaged with presenters on important topics concerning Online-Internet Safety and Positive Behavior Support for Children. Presenters were Officer Jeremy Martinez from the San Jose Police Department and Cañada College’s own Professor Sarita Santos.

Cañada Athletics to Host Fifth Induction Ceremony & Banquet on June 2

The Cañada College [Hall of Fame Committee](#) is set to host the [Fifth Induction Ceremony & Banquet](#) paying tribute to past and present distinguished individuals who deserve recognition for their outstanding accomplishments in athletics and support of the Cañada College Athletic Department. This year marks the Hall of Fame Committee’s fifth event along with the celebration of [Cañada College’s 50th Anniversary!](#)

On behalf of the Hall of Fame Committee, they would like to extend a special invitation as this year they will be honoring Tom Mohr as the 2018 Lifetime Achievement Award Winner!

The Induction Ceremony & Banquet will take place on Saturday, June 2, 2018 at 5 p.m. at the San Mateo Elks Lodge. Please feel free to reach out to Hall of Fame Committee Chair Mike Garcia with any questions at (650) 306-3212 or garciamike@smccd.edu

End of Year Events

May 11 – Cañada Scholarship Awards Ceremony in the Main Theatre and Reception in The Grove from 4-6:30 p.m.

May 18 – Employee Appreciation Luncheon in The Grove from 12-2:30 p.m.

May 18 – Multimedia Student Show in the Main Theatre from 7-9 p.m.

May 24 – Middle College Graduation in the Main Theatre from 3-4 p.m.

May 25 – Cañada Commencement Rehearsal in the Upper Lawn from 2-3 p.m.

May 25 – Interior Design Recognition in Building 6, Rooms 101/102 from 4-5 p.m.

May 26 – Education & Human Development Breakfast in Building 22, Rooms 116/118 from 8-9 a.m.

May 26 – Cañada College Commencement in the Upper Lawn at 10 a.m.

June 2 – TriO/Upward Bound Recognition in Building 6, Rooms 101/102 from 12-2 p.m.

June 2 – Fifth Annual Athletics Hall of Fame Induction/ Banquet at the San Mateo Elks Lodge from 5-8 p.m.

Cañada in Your Community

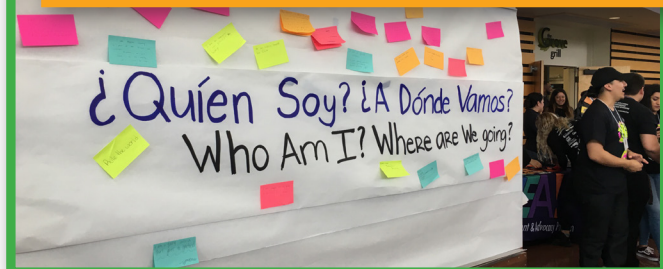


In April, Cañadians attended several community events, including the MLK Commemoration Festival in East Palo Alto, STEAM Festival in Redwood City and the San Mateo County Academic Open House. Cañada College also held a strong presence in this year's Kermes Dia Del Niño in the North Fair Oaks community and promoted the College to more than 300 community members and hosted a coloring activity for the children. At all events, members from the College had the opportunity to give brief presentations and connected with community members at resource fairs.



Cañada College was also the host location for the 7th Annual OYE Latinx Youth Conference, which brought 350 people to campus on April 28. Participants youth and adults came together to support, stand together with the youth in our community and embrace the theme of “Who Am I?, Where Are We Going?” Cañada College students and staff facilitated workshops such as “A Day in the Life of a College Student,” “Believe in Yourself and Embrace your Future,” “Making College a Reality for Undocumented Students” and “Define yourself and your Potential.”

PHOTOCOLLAGE: Cañada in Your Community



BOARD REPORT 18-5-1A

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel,
358-6883

APPROVAL OF PERSONNEL ITEMS

New employment; changes in assignment, compensation, and placement; leaves of absence; changes in staff allocation and classification of academic and classified personnel; retirements, phase-in retirements, and resignations; equivalence of minimum qualifications for academic positions; and short-term temporary classified positions.

A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT

(NP = New position, * = New Employee)

Cañada College

Tammy Robinson Vice President of Instruction Office of the Vice President
of Instruction

Reassignment from the position of Dean of Global Learning Programs & Services at Grade AD of the Management Salary Schedule (20) into this administrative assignment at Grade AB of the same salary schedule, effective June 4, 2018.

Skyline College

Gretchen Keys* Director of Respiratory Care Science/Math/Technology
& Allied Health

New academic supervisory employment effective May 21, 2018, replacing Ijaz Ahmed who resigned.

Gabriela Nocito* Director of the Learning Commons Academic Support &
Learning Technologies

New academic supervisory employment effective June 6, 2018, replacing Pearl Ly who resigned.

B. PUBLIC EMPLOYMENT**1. New Hires (NP = New Position, * = New Employee)****Cañada College**

Ana Avendano* Assistant Project Director Student Services

New part-time (80%), 12-month classified employment, effective April 30, 2018. This is a new position that was Board approved on November 30, 2016.

College of San Mateo

Gilbert Perez Jr.* Counselor Counseling

New temporary academic employment, effective for the Fall 2018 semester.

Elisha Polomski* Astronomy Instructor Math/Science

New Contract I status academic employment, effective August 15, 2018, replacing Charlotte Deline who retired.

Skyline College

Ame Maloney* Program Services Coordinator Academic Support &
(Funded by the CCCO Zero Textbook Grant) (NP) Learning Technologies

New temporary full-time, 12-month temporary, grant-funded classified employment, effective April 10, 2018. This is a new position that was Board approved December 13, 2017.

2. Re-Employment

None

C. REASSIGNMENT THROUGH THE HIRING PROCESS**District Office**

Laura Ciravolo Program Manager II Facilities

Reassigned from a full-time, 12-month Project Engineer position (Grade GG of the Building and Grounds Salary Schedule (70)) into this full-time, 12-month position at Grade 191E of the Academic- Classified Exempt Supervisory Salary Schedule (35), effective May 1, 2018.

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT**Cañada College**

Sun (Sunny) Kyung Choi Program Services Coordinator Student Services
ESO/TRIO

Transferred from a full-time, 12-month Program Services Coordinator position in the A2B program at Cañada College into this full-time, 12-month position at the same college, effective May 1, 2018.

Skyline College

Jeremy Evangelista

Program Services Coordinator
Outreach & In-reach

Enrollment Services

Transferred from a full-time, 12-month Program Services Coordinator position at Skyline College into this full-time, 12-month position at the same college, effective April 23, 2018.

E. CHANGES IN STAFF ALLOCATION

Cañada College

1. Recommend creation of a new classification titled, “College Recruiter (Funded by the Promise Scholars Program)” at Grade 175S of the Classified Professional/Supervisory Salary Schedule (40), effective July 1, 2018. In addition, recommend a change in staff allocation to add one full-time, 12-month College Recruiter (Funded by the Promise Scholars Program) position in Student Services, effective July 1, 2018. This is a temporary position funded with one-time monies (Innovation Fund), effective July 1, 2018 through June 30, 2019.
2. Recommend creation of a new classification titled, “Program Services Coordinator (Funded by the Promise Scholars Program)” at Grade 27 of the Classified Salary Schedule (60), effective July 1, 2018. In addition, recommend a change in staff allocation to add one full-time, 12-month Program Supervisor (Funded by the Promise Scholars Program) position in Student Services, effective July 1, 2018. This is a temporary position funded with one-time monies (Innovation Fund), effective July 1, 2018 through June 30, 2019.
3. Recommend a creation of a new classification titled, “Program Supervisor (Funded by the Promise Scholars Program)” at Grade 180S of the Classified Professional/Supervisory Salary Schedule (40), effective July 1, 2018. In addition, recommend a change in staff allocation to add one full-time, 12-month Program Supervisor (Funded by the Promise Scholars Program) position in Student Services, effective July 1, 2018. This is a temporary position funded with one-time monies (Innovation Fund), effective July 1, 2018 through June 30, 2019.

District Office

1. Recommend creation of a new classification titled, “Donor Relations Manager” at Grade 191S of the Classified Professional/Supervisory Salary Schedule (40), effective May 17, 2018. In addition, recommend a change in staff allocation to add one full-time, 12-month Donor Relations Manager in Foundation, effective May 17, 2018. This position will be funded according to the terms of the new Memorandum of Understanding.
2. Recommend a change in title from Alumni Relations Manager to Alumni Relations and Development Manager in Foundation, effective June 1, 2018.

Skyline College

1. Recommend approval of a temporary increase in staff allocation for four 10-month positions at the Skyline College Child Development Center for summer session 2018, effective June 11, 2018. This temporary increase will cover the six-week summer session, including two additional weeks to accommodate special projects:

<u>Allocation</u>	<u>Incumbent</u>	<u>Assignment</u>
Child Development Center Aide III	Michelle Amaral	32 days
Child Development Center Aide III	Nataliya Gamburg	32 days
Child Development Center Aide III	Alexa Moore	32 days
Child Development Center Aide III	Adrienne Villegas	32 days

2. Recommend creation of a new classification titled, “Program Services Coordinator (Funded by the Strong Workforce Program)” at Grade 27 of the Classified Salary Schedule (60), effective May 17, 2018. In addition, recommend a change in staff allocation to add one full-time, 12-month Program Services Coordinator (Funded by the Strong Workforce Program) position in the Career and Workforce Programs Department, effective May 17, 2018. This position is part of Skyline College’s comprehensive job placement program with an emphasis on society and education. This position is a temporary, externally funded position, effective May 17, 2018 through the expiration of the funding.
3. Recommend creation of a new classification titled, “Program Services Coordinator (Funded by the Strong Workforce Program)” at Grade 27 of the Classified Salary Schedule (60), effective May 17, 2018. In addition, recommend a change in staff allocation to add one full-time, 12-month Program Services Coordinator (Funded by the Strong Workforce Program) position in the Career and Workforce Programs Department, effective May 17, 2018. This position is part of Skyline College’s comprehensive job placement program with an emphasis on business entrepreneurship and management. This position is a temporary, externally funded position, effective May 17, 2018 through the expiration of the funding.
4. Recommend creation of a new classification titled, “Program Services Coordinator (Funded by the Strong Workforce Program)” at Grade 27 of the Classified Salary Schedule (60), effective May 17, 2018. In addition, recommend a change in staff allocation to add one full-time, 12-month Program Services Coordinator (Funded by the Strong Workforce Program) position in the Career and Workforce Programs Department, effective May 17, 2018. This position is part of Skyline College’s comprehensive job placement program with an emphasis on arts, language and communication. This position is a temporary, externally funded position, effective May 17, 2018 through the expiration of the funding.

F. PHASE-IN RETIREMENT

Skyline College

Guillermo Ortiz

Professor

Business, Education &
Professional Programs

Recommend approval of participating in the Phase-In Retirement Program, effective August 15, 2018. Confirmation of employee eligibility and final approval of the employee’s proposed workload reduction is managed by the State Teachers Retirement System.

James Bowsher

Professor

Language Arts

Recommend approval of participating in the Phase-In Retirement Program, effective August 15, 2018. Confirmation of employee eligibility and final approval of the employee’s proposed workload reduction is managed by the State Teachers Retirement System.

G. LEAVE OF ABSENCE

None

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION**1. Retirement****College of San Mateo**

Ruth Turner Professor Counseling

Retiring as Professor Emerita, effective May 25, 2018 with 28 years of service. Eligible for District retiree benefits.

Skyline College

Lygia Isaacs Office Assistant II Global Learning & Program Services

Retiring effective June 30, 2018 with 12 years of service. Not eligible for District retiree benefits.

2. Resignation**College of San Mateo**

Anne Kong Office Assistant II Child Development Center

Resigned effective April 30, 2018.

Sara Wojsko Director of the Wellness Center Student Services

Resigned effective May 16, 2018.

District Office

Kyoki (Prusela) Phillips Alumni Relations Manager Foundation

Resigning effective May 31, 2018.

Derrick Banks Project Director Enterprise Operations & Auxiliary Services

Resigning effective June 30, 2018.

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS**Cañada College**

Janet Stringer Chemistry Science & Technology

In accordance with Education Code 87359, the Academic Senate, Vice President of Instruction, and the President have approved the Equivalence Committee's validation of equivalent academic qualification to teach in the Chemistry discipline.

College of San Mateo**Hansen Sekona**

Physical Education

Kinesiology, Athletics & Dance

In accordance with Education Code 87359, the Academic Senate, Vice President of Instruction, and the President have approved the Equivalence Committee's validation of equivalent academic qualification to teach in the Physical Education discipline.

J. PROFESSIONAL EXPERT/CONTRACT POSITIONS

None

K. SHORT-TERM, NON-CONTINUING POSITIONS

The following is a list of requested classified short-term, non-continuing services that require Board approval prior to the employment of temporary individuals to perform these services, pursuant to Assembly Bill 500 and its revisions to Education Code 88003:

<i>Location</i>	<i>Division / Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
Cañada College	TRIO Program/Upward Bound	3	6/11/2018	8/10/2018	Instructional Aide II: Instructional Aide II will provide mentoring and instructional support services, including tutoring, to the TRIO Upward Bound summer program participants (low-income, first-generation, and at-risk high school students). Duties include facilitation workshops, record keeping, and reporting. Instructional Aide II will work closely with students and program staff to meet the objectives of the summer program.
Cañada College	Student Services/A2B Program	1	6/1/2018	9/30/2018	Retention Specialist: <i>Previously requested position</i> This person will provide assistance with on campus outreach, and new student intake, assist with case management, assist with evaluating and monitoring student academic performance for early alert, and academic success workshop participation, schedule new and continuing student meetings/new student orientations and appointment follow-up.

Cañada College	Student Services/A2B	1	6/1/2018	9/30/2018	Program Services Coordinator <i>Previously requested position</i> This person will provide support to the Director in order to establish and maintain partnership with universities that are part of the cooperative grant through the University Center.
Cañada College	Student Services/A2B	1	6/1/2018	9/30/2018	Instructional Aide II <i>Previously requested position</i> This person provides academic tutoring and instructional support for A2B students.
Cañada College	Counseling	1	7/1/2018	12/31/2018	Retention Specialist: <i>Previously requested position</i> Performs a variety of preparatory work and planning, and develop strategies to support and enhance students in specific programs, including developing strategies to enhance student completion and success: assist in planning a support structure for new student matriculation, probation/ dismissal, and students with undeclared majors. Organize and implement workshops and sessions, program activities, and other support services to enhance student retention and success.
Cañada College	Humanities & Social Sciences/Drama and Civic Center	6	7/1/2018	12/31/2018	Theatre Production Technician: <i>Previously requested position</i> Requesting 6 Theatre Production Technician to assist with construction and implementation of theatrical sets, lighting and sound and other aspects of the Theatre Art Department, internal college usage of and usage by public clients. It is plausible that we could be using 5 techs on the same day working two different events and using two different accounting number.

Cañada College	Student Services/ Veteran Center	1	7/1/2018	12/31/2018	Program Services Coordinator: <i>Previously requested position</i> This position will work in our Veteran Center helping veterans navigate the college being there to help answer questions, ordering food for the Eat and Greet every Tuesday, keeping the center staff and functioning.
Cañada College	Student Services	1	7/2/2018	12/31/2018	Staff Assistant: <i>Previously requested position</i> Provide support for Dream Center at Cañada College. Duties will include managing student intake, maintain center resources, and coordinating informational and awareness events.
Cañada College	Academic Support & Learning Technologies/Athletics	17	7/15/2018	6/30/2018	Assistant Coaches: <i>Previously requested position</i> Coaches in the following areas: Women's Soccer (3), Women's Volleyball (2), Women's Tennis (1), Women's Golf (1), Men's Soccer (3), Men's Soccer (3), Men's Basketball (2), Men's Baseball (5).
District Office	Facilities Planning & Operations	1	7/1/2018	12/31/2018	Project Coordinator II (Measure H): <i>Previously requested position</i> There is currently a variety of short term projects that need the assistance of a temporary Project Coordinator to handle. Only a .40 FTE is needed.
District Office	Facilities Planning & Operations	6	7/1/2018	12/31/2018	Custodians, Groundskeeper & Engineers: <i>Previously requested position</i> Temporary positions as needed to provide intermittent services to supplement current staff for a variety of projects and temporary services during the fiscal year: 2 custodians, 2 groundskeepers, and 2 engineers.

District Office	Department of Public Safety	2	7/1/2018	12/31/2018	Public Safety Officers: <i>Previously requested position</i> Temporary positions for up to 2 public safety officers as needed to provide intermittent services to supplement current insufficient full time permanent staff for public safety/security services during the fiscal year.
District Office	Enterprise Operations/Auxiliary Services	8	6/13/2018	7/27/2018	Office Assistant I: Provide administrative support for Bay Area Pathways Academy program.
District Office	Enterprise Operations/Auxiliary Services	1	6/13/2018	7/27/2018	Project Director: Oversee Bay Area Pathways Academy Program.
Skyline College	TRIO Programs/Student Equity Support Program	3	7/1/2018	12/31/2018	Instructional Aide II: <i>Previously requested position</i> Provide individualized and small group tutorial services to students in specific subject areas (i.e., Math, English ESOL, Chemistry, Biology, Accounting, and Social Science). Number of IA not to exceed 3.
Skyline College	TRIO Programs/Promise Scholars Summer Institute	6	6/1/2018	8/15/2018	Instructional Aide II: <i>Previously requested position</i> Provide individualized and small group tutorial services to students in specific subject areas (i.e., Math, English ESOL). Number of IA not to exceed 6.
Skyline College	Planning, Research and Innovation Effectiveness	1	5/31/2018	12/31/2018	Research Analyst: <i>Previously requested position</i> Research required for Accreditation, updating the Education Master Plan and survey analysis.

<p>Skyline College</p>	<p>Business Education & Professional Programs/Career Workforce</p>	<p>2</p>	<p>7/1/2018</p>	<p>12/31/2018</p>	<p>Office Assistant II-Carl Perkins: Two-part-time Office Assistant II or one full-time Office Assistant II to support the Center for Career and Workforce Programs Department and related grant funded projects and programs. Functions include general office support, visitors and student intake and support, support for student recruitment, orientations, events, data entry, creation of marketing materials and other duties as assigned.</p>
<p>Skyline College</p>	<p>Business Education & Professional Programs/Career Workforce</p>	<p>2</p>	<p>7/1/2018</p>	<p>12/31/2018</p>	<p>Office Assistant II-Strong Workforce: Two-part-time Office Assistant II or one full-time Office Assistant II to support the Center for Career and Workforce Programs Department and related grant funded projects and programs. Functions include general office support, visitors and student intake and support, support for student recruitment, orientations, events, data entry, creation of marketing materials and other duties as assigned.</p>

BOARD REPORT NO. 18-5-2A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice-Chancellor, Human Resources and Legal Counsel,
358-6883

APPROVAL OF REVISION TO MISCELLANEOUS PAY RATES SALARY SCHEDULE

The Miscellaneous Pay Rates Salary Schedule was originally established by the Board of Trustees in 1989 (Board Report No. 89-7-3A) for selected services not covered by other District salary schedules. The classifications are designed to supplement current staff services on a short-term, non-continuing basis, and constitute temporary, at-will employment for special District services and projects. A new position of Counseling Intern is requested for College of San Mateo.

RECOMMENDATION

It is recommended that the Miscellaneous Pay Rates Salary Schedule be revised effective June 1, 2018 to include one rate of \$20.00 per hour for the Counseling Intern position as indicated on the attached pay schedule.



MISCELLANEOUS PAY RATES SALARY SCHEDULE
(Effective June 1, 2018)

CLASSIFICATION	HOURLY PAY RATES
<p>KCSM Projects Leader Under direction of General Manager or other management staff, directs and coordinates contracts, technical requirements, compliance with Federal Communications Commission regulations, studio scheduling and other strategic planning and logistics for special station projects and productions.</p>	\$60.00 Flat Rate
<p>KCSM Production Operator Operates cameras; adjusts camera angles and apertures; makes minor repairs to equipment and supplies; serves as studio mixer; operates teleprompters.</p>	\$35.00 – \$40.00 - \$45.00
<p>KCSM Floor Director Works with producer and other directors to set up, monitor and adjust camera angles, cues, lighting and sound performance quality; supervises scripts, placement and performance of on-air talent.</p>	\$30.00 – \$35.00 –\$40.00
<p>KCSM Video Shader Operates cameras to monitor color and level of consistency throughout various programs.</p>	\$30.00 – \$35.00 – \$40.00
<p>KCSM Video Mixer Sets up production video consoles pursuant to producer/director requests. Serves as interface between producer/directors and crews.</p>	\$35.00 – \$40.00 – \$45.00
<p>Shuttle Drivers Drive District-issued 10 passenger van for various events, programs, meetings, and tours.</p>	\$16.50



MISCELLANEOUS PAY RATES SALARY SCHEDULE (continued)
(Effective June 1, 2018)

CLASSIFICATION	HOURLY PAY RATES
<p>College Physician Plans, implements and leads professional College health care services in conjunction with public health nursing staff; provides medical advice and treatment in the College Health Center; writes prescriptions as needed; confers with medical plan providers and emergency medical personnel regarding follow-up care; sets up and maintains confidential documentation of treatment and services provided; completes required medical provider and emergency forms; makes presentations to students, organizations and other groups as assigned.</p>	\$110.00 - \$125.00
<p>Counseling Intern Provides individual, couple and group personal counseling to students; provides consultation with faculty and staff; attends outreach activities (in class presentation, workshops, tabling, etc.); collaborates with on-campus programs; provides referrals to off-campus resources; attends weekly group supervision/training and individual supervision; maintains clinical records.</p>	\$20 Flat Rate
<p>Assistant Coach Provide support for coaching in a specific sport; supervise practices, assist at games.</p>	Up to \$20,000 per season.
<p>EMT I Proctor Assists instructors in the various classes and schedules assignments to part-time instructors, which can result in work assignments varying from one to several class sessions per semester.</p>	\$25.00 Flat Rate
<p>Health Educator Assist in organizing and delivering health education programs and services to students. Provide proactive health information on an as-needed basis.</p>	\$27.00 Flat Rate
<p>Accompanist Play piano to assist in voice classes and for choral groups.</p>	\$50.00 – \$75.00
<p>Fashion Design Program Assistant Makes minor repairs to sewing machines, provides department tours, designs program websites, creates brochures and flyers to advertise classes and events, speaks at career days, plans for events, and manages supplies and equipment for the Fashion Design program.</p>	\$16.19 – \$16.98 – \$17.80



MISCELLANEOUS PAY RATES SALARY SCHEDULE
(Effective June 1, 2018)

EMPLOYMENT REGULATIONS

Individuals who are employed in classifications listed on the Miscellaneous Pay Rates Salary Schedule are not a part of the classified service, are at-will employees, subject to unemployment insurance regulations, and are employed pursuant to California Education Code Section 88003.

The “Miscellaneous Pay Rates” classifications are designed to supplement current staff services on a short-term, non-continuing basis, and constitute temporary, at-will employment for special District services and projects.

SALARY STEP PLACEMENT

The initial placement of individuals at one of three steps within a pay range, as well as their subsequent movement to a higher step within the range dependent upon relevant training and previous applicable work experience, and is at the discretion of hiring manager.

Individuals who are employed in any of the listed classifications are paid via timesheet, and are subject to payment at time and a half of the hourly rate for hours in excess of the regular District work day or work week.

EQUAL EMPLOYMENT OPPORTUNITY

The San Mateo County Community College District is an Equal Opportunity Employer that seeks to employ individuals who present the rich diversity of cultures, language groups and abilities in its surrounding communities.

(Rev. 5/9/2018)

BOARD REPORT NO. 18-5-1CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Tom Bauer, Vice Chancellor, Auxiliary Services and Enterprise Operations,
358-6782
Jonathan Bissell, Executive Director of Community, Continuing and Corporate
Education, 574-6179

**APPROVAL OF COMMUNITY, CONTINUING AND CORPORATE EDUCATION CLASSES
AND PROGRAMS, FALL/WINTER 2018
CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE**

Listed below are the planned, self-supporting Community, Continuing and Corporate Education (CCCE) program offerings at Cañada College, College of San Mateo and Skyline College for Fall/Winter 2018. The community services programs range widely and address a broad range of educational and enrichment needs. We continue to offer programs in career and business, creative arts, health and wellness, food, languages, personal enrichment and home and garden, and we are continually reaching out to our constituent base for new ideas for programs of interest to them. Information about the proposed new programs listed here have been shared with the college academic senates as well as with the college Presidents and their cabinets. All of the programs and courses offered by CCCE are not-for-credit. Classes offered through CCCE are identified and delivered based on community interest, instructor expertise and schedules, and available college facilities. The schedule includes classes offered on campus and off-site, our Emeritus Institute, Silicon Valley Intensive English Program (SVIEP) and online offerings.

New Programs

Cañada College

- English in the Movies (SVIEP Elective): *3-5 session short evening course focused on learning idioms and culture in context of famous movies*
- Critical Thinking Skills (SVIEP Elective): *3-5 session short evening course focused on developing critical thinking skills for academic success*
- Business English (SVIEP Elective): *3-5 session short evening course focused on learning business English vocabulary and conversational skills*
- English Conversation (SVIEP Elective): *3-5 session short evening course focused on improving fluency in everyday conversations*
- Accent Modification (SVIEP Elective): *3-5 session short evening course focused exclusively on pronunciation skills*

College of San Mateo

- American Sign Language 1A: *Short evening intro course focused on using simple and basic ASL when communicating with Deaf people. 24 hour course over 12 weeks*
- American Sign Language 1B: *Short evening intermediate course for students with previous basic class or knowledge. 24 hour course over 12 weeks*
- Celebrate Your Creative Self with Mixed Media Creative Drawing!: *Five 2-hour classes*
- Chinese Brush Painting Intermediate: *Five 3-hour sessions for previous/repeat students*
- Coaching Skills for Workplace Wellness: *One day intensive for business leaders with ICF approved hours.*
- Digital Marketing Science: *20-week hybrid online/live course on digital advertising tool certification, real world projects. Offered in collaboration with CSM's DGME and Business divisions. * Program information appends this report.*
- DSLR Camera in A Day-Fund for Landscape Photography: *One session, 2-hour short course pre-requisite for photography boot camp*
- How to Make Money as a Meeting Planner: *One session, 4-hour class*
- How to Make Money in the Seminar Business: *One session, 4-hour class*
- Intro to Drone Flying: *Two session short course (total 5 hours) on Saturdays. Taught by CSM faculty Alex Wong*
- Intro to Spirits & Cocktails: *One session, 3-hour class*
- Landscape & Night Photography Bootcamp: *4 session weekend bootcamp with 15 hours lecture plus and 2- 6 hour photo shoot on location in Bay Area*
- Lightroom in a Day Prerequisite Course: *One session, 2-hour short course pre-requisite for photography boot camp*
- Networking 101: *Two session, 2-hour classes*
- Release Tension, Stress, Anxiety: *Eight session evening course, 1-hour per session*
- Wellness Coach Training: *20-week ICF certification training offered online 2 evenings per week with ICF approved hours and mentor coaching.*
- Writing Resumes-Acing the Interview: *Two session, 3-hour weekend classes*

Skyline College

None

Off Campus

- Pen Turning (Woodcraft, San Carlos): *Two session, 2 hour evening classes. Introductory woodworking class with intro to lathes, chisels, etc.*

Short courses offered with Mid Penn Media Center, Palo Alto, with referral to CSM DGME for deeper dive:

- Make Your Own TV Show! Studio Production (Mid Penn Media Center, Palo Alto): *Five session short course, 4-hour classes*
- Story Telling (Mid Penn Media Center, Palo Alto): *One session short course, 4-hour class*
- Studio Music Mixing (Mid Penn Media Center, Palo Alto): *Three-day weekend (Fri-Sun) short course, total 17 hours*
- Video Editing with Adobe Premiere Pro (Mid Penn Media Center, Palo Alto): *Two session weekend short course, 4-hour classes*
- Video Editing with iMovie (Mid Penn Media Center, Palo Alto): *Two session evening short course, 3-hour classes*
- Zoom-In Field Production (Mid Penn Media Center, Palo Alto): *Two session short course, 3-hour classes*

Emeritus

None

Continuing Programs

Cañada College

Financial Strategies for Successful Retirement
Notary Public Workshop & Exam
SVIEP – American Culture (2 sessions- Fall A and Fall B)
SVIEP – Reading & Listening/Speaking (2 sessions- Fall A and Fall B)
SVIEP – Writing & Grammar (2 sessions- Fall A and Fall B)
TOEFL Prep Class
Understanding your Medicare Options

College of San Mateo

Adobe Lightroom CC for Photographers
Adobe Photoshop CC for Photographers
Adult Jazz Dance
Advanced Excel
Advanced MS Word
Advanced PowerPoint
All About Reverse Mortgages
An Enchanted Evening with Leonardo Da Vinci
Animation Voiceovers
Bay Area Pathways Academy (BAPA)
Become a Professional Organizer
Beginning Guitar I
Beginning Guitar II
Chinese I
Chinese II
Computer Basics
Conduct a Successful Job Search
Creativity and Relaxation with Pencils and Pastels
Cuban Salsa (2 sessions)
DMV Auto Wholesale
DSLR Camera & Digital Photography Fundamentals
Easy Pencil Sketching (2 sessions)
Fencing (2 sessions)
Financial Strategies for Successful Retirement
French Beginner I
French Beginner II
Fretboard Fundamentals (2 sessions)
Graceful Hawaiian Hula I (2 sessions)
Graceful Hawaiian Hula II (2 sessions)
Holistic Health/Life Coaching
Home Based Business
Homebuying 101
Homeselling 101
How Do I Choose the Right Medicare Supplement Plan?
How to be Self-Published for Free
Ink & Watercolor Painting with Chinese Brush for Beginners

Intelligent Investing for Successful Aging
Intermediate Excel
Intermediate MS Word
Intro MS Word
Intro to Wine
Introduction to Excel
Introduction to Woodworking /Safety (2 sessions)
I-Phone Creative Photography
Italian I
Italian II
Jazz from the Hill I
Jazz from the Hill II
Kid Lit Bootcamp
Learn to Draw - Basic Drawing (2 sessions)
Learn to Play Guitar in a Day
Magic Flutes, Flute Orchestra Advanced
Magic Flutes, Flute Orchestra Intermediate
Motorcycle Safety Training (ongoing)
Nonprofit Leadership Certificate Boot Camp (2 sessions)
Notary Loan Signing and Certification
Notary Public Workshop and Exam Oil Painting
Peninsula Parks & Trails
Peninsula Photography Field Trips
Personal Fitness Trainer
Professional Cook Certificate Program
San Mateo History Hikes
Sell Your Stuff on Facebook, Ebay, Amazon etc.
ServSafe Food Manager Certification Test Preparation & Exam For Mgrs. (3)
Sidelines for Seniors
Smart MoneyReal Estate Financing
Spanish - Intermediate
Spanish for Beginners
Tai Chi Beg (2 sessions)
Tai Chi Intermediate (2 sessions)
Thanksgiving Centerpiece
Watercolor Pencil Class (2 sessions)

Skyline College

Understanding your Medicare Options

Off Campus

Boxercise 101 (2 sessions) (Peninsula Boxing & Fitness, Redwood City)
Ladies Night Boxercise - It's a Hit! (2 sessions) (Peninsula Boxing & Fitness, Redwood City)
Basic Cake Decorating (Kathy's Kreative Kakes, San Mateo)
Basic Fondant Cake Decorating (Kathy's Kreative Kakes, San Mateo)
Intermediate Fondant Cake Decorating (Kathy's Kreative Kakes, San Mateo)
Halloween Mansion (Kathy's Kreative Kakes, San Mateo)
Street Smart Self-Defense (United Studios of Self Defense, Burlingame)

Emeritus

An Enchanting Evening with Leonardo da Vinci
Jazz from the Hill (2 sessions)

ONLINE Classes

Our previously approved online offerings are provided by two nationally recognized providers. They are:

UGotClass (previously approved)

UGotClass online certificates and courses are provided by the Learning Resources Network (LERN), the largest continuing education association in the world, serving more than 1,000 colleges, universities and schools. A nonprofit education organization, LERN works with educational institutions to serve the needs of communities all over the country. LERN's online UGotClass courses are taught by leading practitioners and teachers, with audio presentations from the teacher and interaction with other participants and the teacher. UGotClass offers not-for-credit certificates, CEUs, and more. Courses focus on "Skills for the 21st Century" ©.

Ed2Go (previously approved)

We continue to partner with our nationally recognized partner Ed2Go to offer their robust online educational programs, which are offered in partnership with thousands of colleges throughout the country and are available to students around the world who seek to better their understanding of a specific subject. A part of Cengage Learning, Ed2Go is the largest provider of online training and education solutions serving the adult education, career, and corporate training markets. Ed2Go partners with over 2,100 colleges, universities, community based organizations and other training providers and provides a constantly expanding catalog of high-quality online courses and career training programs.

New ONLINE Classes from UGotClass

Applying Lean Sigma Practices to HR Functions
Business Coaching Certificate
Certificate in Learning Styles
Certificate in Mastering Excel
Certificate in Office Operations
Certificate in Online Teaching
Certificate in Presentation Media
Certificate in Project Management
Certificate in Sales
Certificate in Teaching Adults
Certificate in Workplace Communication
Communicating with Internationals
Foundations of Supply Chain Management
Introduction to Fiction Writing
Law for Non-Lawyers
Leading and Managing Virtual Teams Certificate
Legal Office Administration
Managing Social Change Certificate
Mastering Video Marketing
Online Learning & Teaching for K-12 Teachers
Presentation Skills Certificate
Product Prototyping on a Budget Certificate
Productivity & Time Management Certificate
Strategic Project Management Skills for Human Resource Professionals
Stress Management

Substitute Teacher Preparation
The Basics of Bookkeeping
The Big Change: 1900-1920
WordPress Certificate Only Available as a Certificate
Workplace Conflict Solutions Certificate

Continuing ONLINE Classes from UGotClass (Instructor Led Classes)

3D Printed Science and Math: Visualizations and Experiments
Certificate in Accounting and Finance for Non-Financial Managers
Certificate in Basic Game Design
Certificate in Business Writing
Certificate in Customer Service
Certificate in Data Analysis
Certificate in Designing Webinars
Certificate in Google Tools
Certificate in Leadership Development (For Gen Y)
Certificate in Leadership for the 21st Century
Certificate in Non-Profit Administration
Certificate in Web Design
Customer Service Leadership
Digital Marketing Certificate
Entrepreneurial Finance Certificate
Entrepreneurship Certificate
For Parents of Boys
Gender in the Classroom
Generational Learning Styles
Graphic Design Software Essentials Certificate
Identity Theft
Inbound Marketing Certificate
Instagram for Business
Introduction to 3D Printing
Introduction to Coding
Lean Six Sigma
LEED v4 Green Associate Exam Prep & Study Group
Management Certificate
Managing Social Media Platforms Certificate
Mastering Computer Skills for the Workplace
Mobile Marketing Certificate
Onboarding New Employees
Podcasting
Retire Rich: Smart Retirement Steps for 20 and 30-somethings
Self Publishing eBooks
Six Sigma Green Belt Certificate
Social Media and Online Tools for K-12 Teachers
Social Media for Business Certificate
Spanish for Medical Professionals
Students with ASD (Autism Spectrum Disorder)
Students with ASD (Autism Spectrum Disorder)
Supervisory & Leadership Certificate
The Flipped Classroom

Using Cell Phones in the Classroom
Your Workplace, Your Employees & The Law

Continuing ONLINE Classes from Ed2Go (Instructor Led Classes)

Adobe Value Suite
Advanced Microsoft Excel
Advanced PC Security
Advanced Web Pages
An Introduction to Teaching ESL/EFL
Basic Computer Skills Suite
Beginner's Guide to Getting Published
Beginning Conversational French
Beginning Writer's Workshop
Blogging and Podcasting for Beginners
Business and Marketing Writing
Business Finance for Non-Finance Personnel
Certificate in Food, Nutrition, and Health
Certificate in Gerontology
Conversational Japanese
Creating a Classroom Website
Creating a Successful Business Plan
Creating Mobile Apps with HTML5
Creating the Inclusive Classroom: Strategies for Success
Creating WordPress Websites Series
Creative Writing Value Suite
Designing Effective Websites
Differentiated Instruction in the Classroom
Differentiating K-12 Assessments
Digital Marketing Suite
Discover Digital Photography
Discover Sign Language
Drawing for the Absolute Beginner
Easy English
Educator's Fundamentals Series
Empowering Students With Disabilities
Enhancing Language Development in Childhood
Entrepreneurship Suite
Fundamentals of Supervision and Management
Fundamentals of Technical Writing
Genealogy Basics
GMAT Preparation
Grammar for ESL
Grammar Refresher
Grant Writing Suite
GRE Prep Series
Guided Reading: Strategies for the Differentiated Classroom
Handling Medical Emergencies
Helping Elderly Parents
HIPAA Compliance
Homeschool With Success
How to Get Started in Game Development

How to Make Money From Your Writing
HTML and CSS Series
Instant Italian
Integrating Technology in the Classroom
Intermediate Microsoft Access
Intermediate Microsoft Excel
Intermediate Microsoft Word
Intermediate Networking
Intermediate Oracle
Intermediate Photoshop
Intermediate QuickBooks
Interpersonal Communication
Introduction to Adobe Acrobat X
Introduction to Google Analytics
Introduction to InDesign
Introduction to Interior Design
Introduction to Lightroom 5
Introduction to Lightroom CC
Introduction to Microsoft Access
Introduction to Microsoft Excel
Introduction to Microsoft Outlook
Introduction to Microsoft PowerPoint
Introduction to Microsoft Project
Introduction to Microsoft Publisher
Introduction to Microsoft Word
Introduction to Photoshop
Introduction to QuickBooks
Introduction to Screenwriting
Introduction to Windows 10
Introduction to Windows 8
Keys to Effective Communication
Keys to Successful Money Management
Learn to Buy and Sell on eBay
Legal Nurse Consulting
Listen to Your Heart, and Success Will Follow
Lose Weight and Keep It Off
LSAT Preparation
Luscious, Low-Fat, Lightning-Quick Meals
Mac, iPhone, and iPad Programming
Mastering Your Digital SLR Camera
Medical Spanish Series
Medical Terminology II: A Focus on Human Disease
Medical Terminology Series
Medical Terminology: A Word Association Approach
Music Made Easy
Mystery Writing
New Manager Suite
Personal Finance
Photographing Nature With Your Digital Camera
Photographing People With Your Digital Camera
Photography Suite

Photoshop CC for the Digital Photographer
Photoshop Elements for the Digital Photographer
Practical Ideas for the Adult ESL/EFL Classroom
Prepare for the GED® Math Test
Prepare for the GED® Test
Presentation Skills Suite
Professional Sales Skills
Real Estate Investing
Real Estate Law
Resume Writing Workshop
Romance Writing
Sales Training Suite
SAT/ACT Prep Series
Secrets of Better Photography
Secrets of the Caterer
Small Business Marketing on a Shoestring
Spanish for Law Enforcement
Spanish for Medical Professionals
Spanish in the Classroom
Speed Spanish
Speed Spanish Series
Start a Pet Sitting Business
Start and Operate Your Own Home-Based Business
Start Your Own Arts and Crafts Business
Start Your Own Edible Garden
Start Your Own Gift Basket Business
Start Your Own Online Business
Start Your Own Small Business
Starting a Consulting Practice
Starting a Nonprofit
Stocks, Bonds, and Investing: Oh, My!
Supervision and Management Series
Survival Kit for New Teachers
Teaching Adult Learners
The Analysis and Valuation of Stocks
The Craft of Magazine Writing
The Creative Classroom
Travel Photography for the Digital Photographer
Travel Writing
Twelve Steps to a Successful Job Search
Understanding Adolescents
Understanding the Cloud
Using Social Media in Business
Using the Internet in the Classroom
What's New in Microsoft Office 13
Where Does All My Money Go?
Write and Publish Your Nonfiction Book
Write Effective Web Content
Write Fiction Like a Pro
Write Your Life Story

Continuing ONLINE Classes from Ed2Go (Career Training Classes)

Administrative Professional with Microsoft Office
Adobe Certified Associate
Advanced Personal Fitness Trainer
Android App Developer
Biofuel Production Operations
Building Analyst Quick Start
Certified Bookkeeper
Medical Terminology
Medical Transcription + Medical Terminology
Microsoft Excel Certification Training
Microsoft Office Master Certification Training
Microsoft Office Specialist
Microsoft Outlook Certification Training
Microsoft PowerPoint Certification Training
Microsoft Project
Microsoft SharePoint Certification Training
Microsoft Web Developer
Microsoft Word Certification Training
Mobile and Desktop Web Developer
Mobile Web Developer 2
Multimedia Arts Certificate 3
Optical Manager
Optician Certification Training
Paralegal
Payroll Practice and Management
Performing Comprehensive Building Assessments
Personal Fitness Trainer
Personal Training and Group Exercise Training for Older Adults
Preston Bailey's Fundamentals of Floral Design
Preston Bailey's Intermediate Floral Design
Preston Bailey's Signature Wedding Event Design
Retail Customer Service Skills Training
Senior Professional In Human Resources
Solar Power Professional
Specialist + Medical Terminology
Start Your Own Business
Technical Writing
Video Game Design and Development
Web Applications Develop
Web Design Professional
Webmaster
Wind Energy Professional

RECOMMENDATION

It is recommended that the Board of Trustees approve the programs and classes in Community, Continuing and Corporate Education to be offered for Fall/Winter 2018 at Cañada College, College of San Mateo and Skyline College as well as off-campus locations.

Appendix A

OVERVIEW OF DIGITAL MARKETING SCIENCE PROGRAM

CCCE Mission and Goals

Community Education was established in the California Community College system for the specific purpose of offering additional educational opportunities to members of the local community other than for-credit instruction. Building a robust and effective Community Services Education program created the opportunity for colleges to address the needs of all members of a community in credit, non-credit and not for credit instruction. Community Education, as it has been known in our district, has existed for many years serving the educational needs of the San Mateo County community as well as learners around the world. The program has evolved over the years and in 2015, the program known as Community Education was rebranded Community, Continuing and Corporate Education (CCCE).

CCCE seeks to educate and enhance the lives of San Mateo County residents, families, businesses, nonprofits, government agencies, and internationals through self-supporting innovative educational programs and partnerships, renowned signature programs, and global impact initiatives. CCCE's Strategic Goals are based on the District Strategic Plan adopted by the District Board of Trustees on September 30, 2015, with particular emphasis on Strategic Goal #4. CCCE's 2015-2020 Strategic Goals are as follows: 1) Increase Community, Continuing and Corporate Education (CCCE) training and services to San Mateo County residents, families and businesses through increased lifelong learning and professional certifications for adults, expanded academic and fitness programming for youth, and customized workforce training for public and private-sector organizations. 2) Increase revenue-generating contract training for public and private-sector organizations. 3) Develop internationally-recognized, revenue-generating Intensive English Programs for students, educators, administrators and executives. 4) Contribute to the economic development of San Mateo County through collaborative partnerships with industry and workforce/economic development agencies. 5) Increase credit-based enrollments through new credit/not-for-credit hybrid programming. 6) Create or expand revenue-generating programs in collaboration with the San Mateo Athletic Club.

Digital Marketing Science Program with Professional Certifications, Apprentorship, Scholarships

In collaboration with College of San Mateo and GreenFig, a San Mateo-based micro education company that partners with higher education to provide students with skills to be job ready in today's dynamic digital economy, CCCE seeks to offer an innovative Digital Marketing Science Program that incorporates professional industry certifications taught by industry experts and Apprentorship opportunities providing real-word industry experience.

The fall program will be offered to College of San Mateo students who have completed select business, management and digital media courses identified by the college and **scholarship support in the amount of \$40,000 will be provided through corporate sponsorship secured by GreenFig**. At a cost of \$2,500 per student, this will cover a cohort of 16 students for the fall program. Sponsorship for these students will cover \$2,451 (or 98%) of the \$2,500 tuition, with a nominal balance of \$49 per sponsored student. Members of the public will be able to register for the program at the regular rate of \$2,500.

This educational offering aligns with [District Strategic Goals](#) 1, 2, 3, 4, through increased student access and success, expanded relationships with community-based organizations to increase higher education attainment in San Mateo County, increased program delivery options to support student learning and

success, and development of innovative sources of revenue beyond that which is available from community and state allocations. The offering additionally aligns with [College of San Mateo Strategic Goals](#) 1, 2, and 3 through provision of improved student success, academic excellence through job-market-viable curriculum, and responsive high-quality programming in alignment with industry demands in collaboration with community based organizations.

The remainder of this report is comprised of the following sections: GreenFig Overview, Industry Experts – Overview, Apprentorship®: A modern mentored Apprentorship – How it Works, Benefits to the College of San Mateo and CCCE, Target Audience for the Digital Marketing Science Program, Statistics that Reinforce the Opportunity, Pricing Approach, and Summary.

GreenFig Overview

GreenFig is a San Mateo-based micro education company that partners with higher education to provide students with skills to be job ready in today’s dynamic digital economy. GreenFig's focus is not on software development or coding, but on Business Science; essentially, where the world of marketing and sales meets technology (almost 6X the current job demand of STEM related roles).

Given the need for companies to leverage business software applications and the new strategies and processes that accompany them to thrive, GreenFig's hypothesis is that there is a need for students to have hands-on education, applied learning and technical training, tied to real world projects. Due to the velocity of technological change, GreenFig’s program is continuously modified by highly regarded industry experts to ensure relevance to the market.

GreenFig currently offers a Digital Marketing Science program with Professional Certification from Google Analytics as well as Facebook Ad Certification. Students participate in a semester long, highly intensive course on a campus with live, interactive online and in-person team-based learning (strategy, tactics and tech). They receive real-time hands on training and instruction from industry experts (through broadcast capabilities) along with an Apprentorship where they work in conjunction with a local company to get real world job experience.

Industry Experts - Overview

GreenFig partners with industry experts to instruct the class around their area of expertise. These are leaders with deep experience in marketing, technology as well as hiring and developing high-performing teams. They often come with titles such as Chief Marketing Officer, Head of Strategic Marketing and Vice President of integrated Marketing, to name a few. They engage with the students and are excited to interact and dialog around the content they are presenting. Moreover, if students reach out on LinkedIn, they are always willing to connect and share their network, which is incredibly powerful to students looking to kick-start their career.

Apprentorship® : A modern mentored Apprentorship – How it Works

GreenFig selects a local corporate partner to engage in the Apprentorship part of the program. They provide the company with pre-established “project” options they can choose from which all leverage the learnings and technology certifications from the course. To kick-start the process, GreenFig breaks each class cohort into student groups of five. These establish the working Apprentorship teams. Introductions are made to the project and students begin individual as well as team-based work. Typically, students spend approximately 8 hours per week on the project, over the course of the 4-week Apprentorship (32 hours total

– including 12 hours on individual work, 10 hours on team-based work, and 10 hours with the company and/or project mentors).

Each week the team has an opportunity to engage with the company, present their work and receive feedback. They also have an opportunity to connect with a mentor in the event they need more specialized assistance, or need help thinking through a concept or deliverable. At the end of the 4-week period, teams present back to their corporate partner. If possible, this is done in-person, but often this is done via webcast. Companies then rate the projects and provide feedback. Students also receive feedback from their peers. And of course, the work they complete as part of the project can be used in their interview process to show how they mastered the material and became digital marketing scientists.

Benefits to the College of San Mateo and CCCE

GreenFig is capacity building, enabling College of San Mateo to strengthen current programs (in DGME, CIS, and Marketing) to complete the puzzle for students, and add on critical professional certifications as well as real-life work experience. The program as it is currently envisioned will help College of San Mateo build ties into industry, create important employer connections, further help the College deliver against the full range of community needs, and enable students to increase their marketability in the job market.

The Digital Marketing Science program will serve as a stand-alone CCCE offering as well as a companion to select college business, management and digital media courses, enabling students with proof of completion of these courses to participate in the program at a greatly reduced cost. This partnership between CCCE and CSM will provide students/graduates with industry-expert led coursework and real-world experience, and will serve to support both credit and not-for-credit enrollment.

Target Audience for the Digital Marketing Science Program

The GreenFig curriculum suits a diverse set of customer profile needs. GreenFig has identified a set of characteristics that fit the mold of the ideal candidate for this program, as well as some personas they recommend colleges target as they are looking to build out enrollment.

The ideal GreenFig Digital Marketing student has:

- Identified a clear career objective or outcome they expect to achieve
- A desire to build or expand network in digital marketing field
- Technologically savvy (smartphone, laptop, use of software, etc.)
- A clear understanding of time commitment (both in class and out of class time)
- Drive and motivation to learn and apply new skills

GreenFig personas are as follows:

Accelerator: Completing a 2-year of 4-year program, and as a soon to be or recent graduate, looking for applicable skills and work experience to land their first professional marketing role:

- 0 - 1 years of relevant internship experience
- Understands the fundamentals of business/marketing, but has no real applicable marketing automation software and/or related work experience
- Looking for that first marketing role to kick-start their career and wants to build confidence in marketing KPIs, strategies, tactics and technologies

Up-skiler: Working professional in the marketing field who is looking to add new skills and experience to advance in their career:

- 1 – 3 years of relevant work experience
- Has hit a ceiling due to lack of experience with high demand skill sets and/or
- Haven’t found their calling within the domain of marketing and want to explore options
- Bachelor’s degree

Re-entry: Previous marketing experience, took time off for a significant life event. They are looking to acquire relevant skills and confidence to rejoin the workforce:

- 3 - 7 years of relevant work experience
- Understands marketing, but has been out of the business world long enough that they’re no longer familiar with the tools or technology
- Looking to gain knowledge, confidence and connections as they re-enter the business workforce
- Bachelor’s degree

Lane Changer: Working professional who has interest in digital marketing but no significant professional marketing experience:

- 2 – 7 years of business/corporate work experience
- Went into an adjacent field early on in their career and would like to make a change into Digital Marketing
- Looking to build a foundation and better understand the technologies and capabilities needed to acquire a digital marketing role
- Bachelor’s degree

Statistics that Reinforce the Opportunity

The job market for Digital Media is very strong. The USDOL (EDD) projects an increase of 20.67% in new job openings per year in San Francisco and San Mateo Counties (2014-2024). Additionally, as seen in the chart below, there is strong overall growth in the category of marketing with significant growth in specific categories that align to the Digital Marketing Science curriculum (Marketing Specialists, Marketing Managers, even Sales Engineers).

STFIPS	AreaName	OccupationCode	OccupationName	BaseYear	Base	ProjYear	Proj	Change	PercentChange	AvgAnnualOpenings
6	California	11-2011	Advertising and Promotions Managers	2014	4,100	2024	4,700	600	14.6	200
6	California	41-3011	Advertising Sales Agents	2014	19,900	2024	21,800	1,900	9.5	780
6	California	13-1111	Management Analysts	2014	119,000	2024	146,900	27,900	23.4	4,440
6	California	13-1161	Market Research Analysts and Marketing Specialists	2014	81,100	2024	107,300	26,200	32.3	3,580
6	California	11-2021	Marketing Managers	2014	33,300	2024	40,600	7,300	21.9	1,510
6	California	11-2031	Public Relations and Fundraising Managers	2014	6,900	2024	8,000	1,100	15.9	350
6	California	27-3031	Public Relations Specialists	2014	24,400	2024	28,000	3,600	14.8	650
6	California	41-9031	Sales Engineers	2014	12,900	2024	15,500	2,600	20.2	590
6	California	11-2022	Sales Managers	2014	67,700	2024	76,400	8,700	12.9	2,470
					369,300		449,200	79,900	22%	14,570

Despite these projected increases, without the in-class subject matter experts and internships within industry provided by the Digital Marketing Science program, students would not be as competitive for this growing job market. This program, therefore, provides enhanced industry exposure, experience and marketability for students and they seek to grow their careers in the field of Digital Media and Marketing.

Pricing Approach

With the understanding that many of CSM's students may be first-generation students, or lower income, the fall program will include **scholarship support of \$40,000. This support will be provided by corporate sponsorship secured by GreenFig for eligible College of San Mateo students** who have completed select business, management and digital media courses identified by the college. At a cost of \$2,500 per student, this will cover a cohort of 16 students for the fall program. Sponsorship for these students will cover \$2,451 (or 98%) of the \$2,500 tuition, with a nominal balance of \$49 per sponsored student. Members of the public will be able to register for the program at the regular rate of \$2,500.

Summary

Upon approval by the Board of Trustees to offer this career-enhancing program, CCCE will work closely with GreenFig and College of San Mateo to finalize programmatic collaborations and to make the Digital Marketing Science program available to those seeking career opportunities in Digital Media – an industry with projected new job openings of 20.67% per year in San Francisco and San Mateo Counties (2014-2024).

BOARD REPORT NO. 18-5-2CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kimberlee Messina, Interim Vice Chancellor, Educational Services and Planning,
358-6887

**APPROVAL OF CURRICULAR ADDITIONS, DELETIONS AND MODIFICATIONS
CAÑADA COLLEGE, COLLEGE OF SAN MATEO, AND SKYLINE COLLEGE**

The addition of four courses to, and the deletion of ninety-three courses from, the College catalogs are proposed by Cañada College, College of San Mateo, and Skyline College at this time. Additionally, ten courses are proposed to be offered in the distance education mode. The addition of seven degrees and certificates is also proposed.

In addition to the courses deleted, thirteen courses were assigned inactive status, which removes them from the catalog and schedule. Since they have not been deleted, they can be more easily reinstated at a later time. If reinstatement is unlikely, these courses will be deleted in the coming years.

Furthermore, twenty-four courses and nineteen programs were modified.

Each of the proposed courses and programs has been reviewed by the appropriate Division Dean and approved by the College Curriculum or Instruction Committee, acting on behalf of the local Academic Senate. In addition, the Academic Senate Presidents provide oversight with respect to the necessary role of the local Senates in the review and approval process. The rigor of the approval process assures that each new course has substance and integrity in relation to its discipline and that it fills a clear student need not being served by existing course offerings.

RECOMMENDATION

It is recommended that the Board approve the attached curricular changes for the Cañada College, College of San Mateo, and Skyline College catalogs.

San Mateo County Community College District

May 16, 2018

This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

PREPARED BY: Janet Stringer, Division Dean and Articulation Officer
Cañada College

APPROVED BY: Candice Nance, Curriculum Committee Co-Chair
Cañada College

Katherine Schertle, Curriculum Committee Co-Chair
Cañada College

Hyla Lacefield, Academic Senate President
Cañada College

Jamillah Moore, President
Cañada College

PROPOSED CURRICULAR ADDITIONS – CAÑADA COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

ART

119 THE GOLDEN AGE OF PAINTING IN NORTHERN EUROPE (3.0) (day or evening)

Justification: Art 102 focuses on Renaissance and Baroque art of Italy and Spain; this new course is required to explore in depth the art of these periods in Northern Europe. It is a selective requirement for the AA Degree in Art as well as the Art Certificate of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100.

Description: A cultural and historical survey of the art of Burgundy, Flanders and Holland during the Golden Age of the Renaissance and Baroque eras. This exploration of the unique geographical, political, economic, religious and social environment of northern Europe in the age of discovery forms the backdrop for systems of patronage and the art market which nourished some of the greatest artists in history, including Rembrandt, Vermeer, Rubens and Breughel.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

MATHEMATICS

820 JUST-IN-TIME SUPPORT FOR INTERMEDIATE ALGEBRA (3.0) (day or evening)

Justification: This course is the primary component of the MATH curriculum redesign at all three colleges in the district. The general purpose of this course is to accelerate students through the developmental math sequence. This will be done by removing most of the elementary algebra (MATH 110) courses from the schedule, and replacing them with extra MATH 120 course that is linked to this new course. The course is created for compliance with AB705.

Corequisite: Concurrent enrollment in MATH 120.

Prerequisite: None.

Recommended Preparation: None.

Description: A review of the core prerequisite skills, competencies, and concepts for intermediate algebra. Intended for students who are concurrently enrolled in MATH 120, Intermediate Algebra, at Cañada College. Review topics include: computational skills developed in pre-algebra, the vocabulary of algebra, translation from English to algebra, and evaluation of literal expressions and functions. Topics covered in more depth include: solving and graphing linear equations and inequalities in one and two variables, solving and graphing systems of equations in two variables, factoring, algebraic operations on polynomial and rational expressions, solving quadratics using factoring, and rational equations. Recommended for students with little or no recent knowledge of algebra. A graphing calculator is required for this course.

Classification: Not degree applicable; not transferable.

PROPOSED CURRICULAR DELETIONS – CAÑADA COLLEGE

ART

115 ART, MUSIC AND IDEAS

Justification: Art 115 is being deleted due to equivalency issues; course will be recreated with a different number.

MUSIC

115 ART, MUSIC AND IDEAS

Justification: Music 115 is being deleted due to equivalency issues; course will be recreated with a different number.

PROPOSED CURRICULAR MODIFICATIONS – CAÑADA COLLEGE

KINESIOLOGY, ATHLETICS AND DANCE - FITNESS

152	Basketball Conditioning
154	Volleyball Conditioning
210	Varsity Weight Conditioning
235	Boot Camp

MUSIC

401 Voice I

PROPOSED PROGRAM MODIFICATIONS – CAÑADA COLLEGE

ART

Art History – AA Degree Program

Art History – Associate in Arts Degree for Transfer

Art – Certificate of Achievement

INTERDISCIPLINARY STUDIES

Option 1, Cañada College Pattern: Arts and Humanities – AA Degree Program

Option 2, Transfer Pattern: Arts and Humanities Human Services – AA Degree Program

MUSIC

Music – AA Degree Program

San Mateo County Community College District

May 16, 2018

This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

PREPARED BY: Sandra Stefani Comerford, Vice President, Instruction
College of San Mateo

APPROVED BY: Teresa Morris, Chair, Curriculum Committee
College of San Mateo

Jeremy Wallace, President, Academic Senate
College of San Mateo

Michael Claire, President
College of San Mateo

PROPOSED CURRICULAR ADDITIONS – COLLEGE OF SAN MATEO

COURSE DESCRIPTIONS AND JUSTIFICATIONS

COMMUNICATION STUDIES

115 SURVEY OF HUMAN COMMUNICATION (3) (day or evening)

Justification: Survey of Human Communication provides the basic foundational knowledge and skills necessary for student success in the discipline of Communication Studies. Survey of Human Communication fits into the curriculum offered by the Communication Studies department, their Associate Degree, Certificate, and College general education requirements, and is transferable to the UC, CSU, systems.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100 or ENGL 105.

Description: An introductory course to the field of Communication Studies. Fundamental theories and competencies in public speaking, interpersonal/intercultural communication, and small group communication will be covered. Oral presentations will be required.

Classification: AA/AS Degree; CSU transferable.

PROPOSED CURRICULAR INACTIVATION – COLLEGE OF SAN MATEO

CHEMISTRY

100 Survey of Chemistry

PROPOSED CURRICULAR MODIFICATIONS – COLLEGE OF SAN MATEO

BUSINESS

- 125 International Business
- 150 Entrepreneurship – Small Business Management
- 171 The Entrepreneurial Mindset
- 180 Marketing

COUNSELING

- 111 College Planning
- 114 Transfer Essentials I
- 115 Transfer Essentials II

MATHEMATICS

- 242 Applied Calculus

NURSING

- 232 Medical/Surgical Nursing

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – COLLEGE OF SAN MATEO

BUSINESS

- 125 International Business
- 150 Entrepreneurship – Small Business Management
- 171 The Entrepreneurial Mindset
- 180 Marketing

COUNSELING

- 111 College Planning
- 114 Transfer Essentials I
- 115 Transfer Essentials II

PROPOSED PROGRAM ADDITIONS – COLLEGE OF SAN MATEO

College of San Mateo proposes to offer an Associate Degree, Associate Degree for Transfer, and/or Certificate of Achievement (18 units or more, state approved), and/or Certificate of Specialization (fewer than 18 units, not state approved) in the following programs:

ACCOUNTING

- Individual Tax Professional – Certificate of Specialization (15.5 units)**

PHILOSOPHY

Law, Public Policy, and Society - Associate in Arts Degree for Transfer (30-31 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for transfer)

PSYCHOLOGY

Psychology – Associate in Arts Degree (18-20 units in the major area + General Education and other requirements for the Associate Degree)

Child and Adolescent Development – Associate in Arts Degree for Transfer (21 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for transfer)

Psychology: Pre-Counseling – Certificate of Achievement (18-19 units)

Psychology: Pre-Counseling – Certificate of Specialization (6 units)

PROPOSED PROGRAM MODIFICATIONS – COLLEGE OF SAN MATEO**COMMUNICATION STUDIES**

Communication Studies – Certificate of Specialization

DIGITAL MEDIA

Film, Television, and Electronic Media – Associate in Science Degree for Transfer

ETHNIC STUDIES

Ethnic Studies – Associate in Arts Degree

MUSIC

Electronic Music – Associate in Arts Degree

Electronic Music – Certificate of Achievement

Music – Associate in Arts Degree

SOCIAL SCIENCE

Addiction Studies – Associate in Arts Degree

Addiction Studies – Certificate of Achievement

San Mateo County Community College District

May 16, 2018

This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

PREPARED BY: Jennifer Taylor-Mendoza, Vice President, Instruction
Skyline College

APPROVED BY: Jessica Hurless, Curriculum Committee Co-Chair
Skyline College

Adam Windham, Curriculum Committee Co-Chair
Skyline College

Kathryn Browne, Academic Senate President
Skyline College

Regina Stanback Stroud, President
Skyline College

PROPOSED CURRICULAR ADDITIONS – SKYLINE COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

MATHEMATICS

243 BUSINESS CALCULUS II WITH TRIGONOMETRY (4.0) (day or evening)

Justification: This course will allow students to take Applied Calculus II with all necessary Trigonometry skills included therein, as opposed to taking Applied Calculus II and Trigonometry separately.

Prerequisite: MATH 241 or equivalent.

Recommended Preparation: Eligibility for ENGL 100 or ENGL 105, or equivalent.

Description: The second half of a two-semester calculus sequence designed for business and applied science majors. Topics include the integral, techniques of integration, an introduction to trigonometry, multivariable calculus, and differential equations. Equivalent to MATH 242 with added trigonometry concepts.

Classification: AA/AS Degree; CSU transferable.

PROPOSED CURRICULAR DELETIONS – SKYLINE COLLEGE

ART

201 FORM AND COMPOSITION

Justification: This course has been replaced by a 3D design course and is no longer taught.

COSMETOLOGY

665SR ESTHETICIAN: IT'S YOUR BUSINESS (NUTS & BOLTS)
665SS ADVANCED SKIN ANALYSIS AND FACIAL PEELS
665ST BUSINESS ETIQUETTE

Justification: The specific selected topics referenced above are no longer offered.

COSM 700 COSMETOLOGY CONCEPTS AND PRACTICE I
COSM 710 COSMETOLOGY CONCEPTS AND PRACTICE II: FACIALS
COSM 720 COSMETOLOGY CONCEPTS AND PRACTICE III: CHEMICALS
COSM 730 COSMETOLOGY CONCEPTS AND PRACTICE IV: NAILS
COSM 735 COSMETOLOGY ADVANCED CONCEPTS
COSM 740 COSMETOLOGY CONCEPTS AND PRACTICE V
COSM 745 COSMETOLOGY CONCEPTS AND PRACTICE VI
COSM 750 COSMETOLOGY BRUSH UP
COSM 754 MANICURING
COSM 782 ADVANCED COSMETOLOGY CONCEPTS
COSM 784 SALON PRACTICE
COSM751 COSMETOLOGY BRUSH UP II

Justification: The courses referenced above have been replaced by new courses in the redesigned Cosmetology program.

COSM 880SB COSMETOLOGY CONCEPTS AND PRACTICE III

Justification: This experimental course has been replaced by a permanent course offering.

DANCE

105 DANCE AND WELLNESS
110 MODERN DANCE
130 JAZZ DANCE
140 BALLET
152 CUBAN ROOTS OF SALSA
171 CHINESE DANCE WORKOUT
330 CREATIVE DANCE
350 CARDIO DANCE
395 DANCE WORKSHOP
400 DANCE PRODUCTION
410 DANCE FOR MUSICAL THEATER PRODUCTION

Justification: These courses either are no longer offered or have been recreated in leveled curriculum.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

851 HIGH-BEGINNING LISTENING AND SPEAKING
861 HIGH-BEGINNING READING AND WRITING

Justification: These two level one courses overlap with curriculum and skills that are addressed through instruction offered at the adult schools. As part of our partnership with the adult schools, we have been intentional about not duplicating instruction.

FILM

370 FILM PRODUCTION

Justification: This course has not been offered in many years and has been in inactive status. The course is not part of any current degrees, and there are no plans to offer it again in the future,

HISTORY

461 GREAT CITIES OF THE WORLD

Justification: This course has not been offered in a decade, and there are no plans to offer it again in the future.

HUMANITIES

115 INTRODUCTION TO THE ARTS – LIVE!

116 CHILDREN'S ARTS APPRECIATION

117 ARTS, SENSES AND IMAGINATION

Justification: These courses have not been offered in many years and have been in inactive status. They are not part of any current degrees, and there are no plans to offer them again in the future,

ITALIAN

111 ELEMENTARY ITALIAN I

112 ELEMENTARY ITALIAN II

121 ADVANCED ELEMENTARY ITALIAN I

122 ADVANCED ELEMENTARY ITALIAN II

Justification: The World Languages department has not offered these courses in many years, and there are no plans to offer them again in the future.

JAPANESE

111 ELEMENTARY JAPANESE I

112 ELEMENTARY JAPANESE II

Justification: The World Languages department has not offered these courses in many years, and there are no plans to offer them again in the future.

KINESIOLOGY – FITNESS

199.3 INTERACTIVE CARDIOVASCULAR FITNESS III

199.4 INTERACTIVE CARDIOVASCULAR FITNESS IV

Justification: The third and fourth levels of Interactive Cardiovascular Fitness are not offered as they do not attract a sufficient enrollment.

LITERATURE

100 INTRODUCTION TO LITERATURE

Justification: LIT. 100 largely duplicates the content of ENGL 110 and is not included in the English Associate Degree for Transfer. For these reasons, it will not be offered again in the future.

MUSIC

144 CONCERT ENJOYMENT
350 THE ART OF ROCK, RHYTHM & BLUES I
351 THE ART OF ROCK, RHYTHM & BLUES II
383 GUITAR ENSEMBLE I
420 TRADITIONAL KULINTANG MUSIC
430 CONCERT BAND
440 SYMPHONY ORCHESTRA
450 JAZZ BAND
665 SPECIAL TOPICS IN MUSIC PERFORMANCE
665S0 JAZZ BAND: MUSIC OF DUKE ELLINGTON
665S1 JAZZ BAND: BOB FLORENCE MUSIC
665S7 GUITAR: CAGED SCALES
665S8 VOICE: BROADWAY DUETS & TRIOS
665S9 HANDEL'S MY HEART IS INDITING
665SA VOICE: MAMA MIA!
665SB CHOIR: MUSIC & IMAGES
665SC GUITAR: INTRO TO STANDARDS
665SD CONCERT BAND: CONTEMPORARY MUSIC
665SE JAZZ BAND: FRANK SINATRA MUSIC
665SF JAZZ/POP PIANO CONTINUATION
665SI PIANO: DANCE MUSIC
665SN VOICE: CREEPY CRAWLY MOVIE MUSIC
665SO GUITAR: BLUES IMPROVISATION
665SP JAZZ BAND: DAVE WOLPE MUSIC
665SQ CHOIR: FAURE' REQUIEM
665ST PIANO: MASTERS' CLASSIC THEMES
665SX CHOIR: SONGS OF PRAISE/THANKSGIVING
665SY CONCERT: SPRING AWAKENING
665SZ GUITAR ARTICULATION
667SR CONCERT BAND: VIVE LA FRANCE!
667SS JAZZ BAND: SALUTE TO THE 70'S
667ST VOICE: GREAT AMERICAN SONGBOOK
667SU CONCERT CHOIR: SUGAR PLUM VISIONS
667SV THE STUDY OF BEL CANTO SINGING
667SW CONCERT BAND: A NEW BIRTH OF FREEDOM
667SX JAZZ BAND: THE MUSIC OF QUINCY JONES
667SY CONCERT CHOIR: GONE-A-MAYING
667SZ BLUES GUITAR BACKUP TECHNIQUES
680SA FROM JAZZ TO HIP HOP

680SB VIOLIN/VIOLA I
 680SC VIOLIN/VIOLA II
 680SG VOICE FOR THE MUSICAL THEATER PRODUCTION
 680SH STUDIO LESSONS I (APPLIED MUSIC I)
 680SI VOCAL JAZZ ENSEMBLE

Justification: These courses either are no longer offered or have been recreated in leveled curriculum.

SOCIAL SCIENCE

150 GENDER, SOCIETY AND CULTURE

Justification: This course has been replaced in the curriculum by SOCI 160 – *Sociology of Sex and Gender* and will no longer be offered.

275 STRUGGLE FOR CIVIL RIGHTS IN CALIFORNIA

Justification: This course was never offered, and there are no plans to offer it in the future.

SOCIOLOGY

432 CHINESE CULTURE

Justification: This course does not fit the Associate Degree for Transfer in Sociology or the program's student learning outcomes and will not be offered in the future.

PROPOSED CURRICULAR INACTIVATIONS – SKYLINE COLLEGE

ENGLISH

828 Basic Composition and Reading

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

805 English for Health Care I
 806 English for Health Care II
 807 English for Health Care III

MUSIC

240 Music of the Americas
 286 Business of Independent Music
 287.1 Urban Music Ensemble I
 287.2 Urban Music Ensemble II
 287.3 Urban Music Ensemble III
 287.4 Urban Music Ensemble IV
 470 Concert Choir
 667S1 Chamber Music

PROPOSED CURRICULAR MODIFICATIONS – SKYLINE COLLEGE**CHEMISTRY**

- 234 Organic Chemistry I
- 235 Organic Chemistry II

COMMUNICATION STUDIES

- 110 Public Speaking
- 140 Small Group Communication

EARLY CHILDHOOD EDUCATION

- 191 Children's Literature

HEALTH SCIENCE

- 100 General Health Science
- 130 Human Sexuality
- 135 Introduction to Public Health
- 180 Gateway to Health Careers

LITERATURE

- 191 Children's Literature

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – SKYLINE COLLEGE**CHEMISTRY**

- 234 Organic Chemistry I
- 235 Organic Chemistry II

COMMUNICATION STUDIES

- 140 Small Group Communication

PROPOSED PROGRAM ADDITIONS– SKYLINE COLLEGE

Skyline College proposes to offer an Associate Degree for Transfer in the following program:

SOCIAL JUSTICE STUDIES

Social Justice Studies for Transfer – Associate in Arts Degree for Transfer – 18-19 units in the major area + Certified completion of the California State University General Education Breadth (CSU GE Breadth) pattern OR the Intersegmental General Education Transfer Curriculum (IGETC/CSU) pattern, and other requirements for the Associate Degree for Transfer.

PROPOSED PROGRAM MODIFICATIONS – SKYLINE COLLEGE

BUSINESS

Business Management – Associate in Science Degree

Business Management – Certificate of Achievement

Office Assistant – Certificate of Achievement

DANCE

Dance – Associate in Arts Degree

EARLY CHILDHOOD EDUCATION/EDUCATION

Program Title change to **Education/Child Development**

BOARD REPORT NO. 18-5-3CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel
358-6883

ADOPTION OF DISTRICT ACADEMIC CALENDAR FOR 2019-2020

The District Academic Calendar addresses days of work for San Mateo County Community College District employees represented by AFT, CSEA, and AFSCME. The proposed calendar has been negotiated with AFT and provided to CSEA and AFSCME.

The proposed calendar (attached) is designed to begin the 2019-2020 academic year in mid-August with a completion of the Fall 2019 semester prior to the winter holidays. The following highlights the features of the calendar, which is attached in full to this report.

Fall 2019: Classes begin August 14, 2019
Eighty-seven (87) instructional days including five (5) days of final examinations
Three (3) professional growth flex days
Semester ends December 16, 2019

Spring 2020: Classes begin January 13, 2020
Eighty-eight (88) instructional days including five (5) days of final examinations
Three (3) professional growth flex days
Semester ends May 22, 2020

Summer 2020: All Summer Sessions are tentatively set to begin on June 15, 2020

Commencement: Cañada College – May 23, 2020
College of San Mateo – May 22, 2020
Skyline College – May 22, 2020

RECOMMENDATION

It is recommended that the Board adopt the 2019-2020 District Academic Calendar as detailed in this report.



SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT

CAÑADA COLLEGE, Redwood City / COLLEGE OF SAN MATEO, San Mateo / SKYLINE COLLEGE, San Bruno

Academic Calendar 2019–2020

FALL SEMESTER 2019 (87 Instructional Days including 5 Final Days, plus 3 Flex Days)

August	12, 13	..... Flex Days (No Classes)
August	14	..... Day and Evening Classes Begin
August	27	.... Last Day to Drop Semester Length Classes With Eligibility for Partial Refund
August	27	..... Last Day to Add Semester Length Classes
August 31 – September 1		..... Declared Recess
September	2	..... Labor Day (Holiday)
September	2	..... Last Day to Drop Semester Length Classes Without Appearing on Record
September	3	..... Census Day
October	4	..... Last Day to Apply for Degree – Certificate
October	9	..... Flex Day (No Classes)
November	9, 10	..... Declared Recess
November	11	..... Veterans’ Day (Holiday)
November	13	..... Last Day to Withdraw from Semester Length Classes
November	28	..... Thanksgiving Day (Holiday)
November 29 – December 1		..... Declared Recess
December	10 - 16	..... Final Examinations (Day and Evening Classes)
December	16	..... Day and Evening Classes End
December 24 – January 1		..... Winter Recess (Total of Seven District Work Days)

SPRING SEMESTER 2020 (88 Instructional Days including 5 Final Days, plus 3 Flex Days)

January	10	..... Flex Day (No Classes)
January	13	..... Day and Evening Classes Begin
January	18, 19	..... Declared Recess
January	20	..... Martin Luther King Jr. Day (Holiday)
January	27	.... Last Day to Drop Semester Length Classes With Eligibility for Partial Refund
January	27	..... Last Day to Add Semester Length Classes
February	2	..... Last Day to Drop Semester Length Classes Without Appearing on Record
February	3	..... Census Day
February	14	..... Lincoln’s Birthday Observed (Holiday)
February	15, 16	..... Declared Recess
February	17	..... Presidents’ Day (Holiday)
March	5	..... Flex Day (No Classes)
March	6	..... Last Day to Apply for Degree – Certificate
March	27	..... Flex Day (No Classes)
March 29 – April 4		..... Spring Recess
March	31	..... Cesar Chavez Day (Holiday)
April	23	..... Last Day to Withdraw From Semester Length Classes
May	16 - 22	..... Final Examinations (Day and Evening Classes)
May	22	..... Day and Evening Classes End
May	23, 24	..... Declared Recess
May	25	..... Memorial Day (Holiday)

TENTATIVE SUMMER SESSION 2020

June 15 – July 25	..... Six Week Session
June 15 – August 1	..... Seven Week Session
June 15 – August 8	..... Eight Week Session
July 3	..... Independence Day Observed (Holiday)

SMCCCD 2019-2020 ACADEMIC CALENDAR

FALL 2019						
July 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
August 2019						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
September 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
October 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
November 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
December 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
January 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SPRING 2020						
February 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
March 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
April 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
May 2020						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
SUMMER 2020						
June 2020						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
July 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
August 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

HOLIDAY	FLEX DAY	FINAL EXAMS DAY/EVENING
CLASSES BEGIN	DECLARED RECESS	

BOARD REPORT NO. 18-5-4CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Josè D. Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, 358-6836
Joe Fullerton, Energy and Sustainability Manager, 358-6848

**ACCEPTANCE OF CALIFORNIA ENERGY COMMISSION GRANT FOR
ADVANCED PLUG LOAD CONTROLS PROGRAM – DISTRICTWIDE**

San Mateo County Community College District (SMCCCD) staff proposes to accept a partnership with Newcomb Anderson and McCormick (NAM) to implement advanced plug load controls management program in SMCCCD buildings. Plug loads represent 30% of electrical end use in California institutional environments and is growing. With significant heating, ventilation, & air conditioning (HVAC) and lighting efficiency gains, plug loads remain the next major untapped opportunity for energy reduction and efficiency. This is an opportunity to be part of State-funded emerging technology research and workforce training that will inform the State’s next wave of innovative energy efficiency programs and policy in addition to continuing to increase energy efficiency savings.

On January 17, 2017, District staff submitted a letter of commitment in partnership with NAM in applying for a one time California Energy Commission (CEC) grant to implement advanced plug load controls and management systems in SMCCCD buildings. The grant would monitor and manage energy consumption of workstations, computers, copiers, refrigerators, printers, lab equipment, monitors, etc.

On May 5, 2017, the CEC issued a notice of proposed award to NAM of \$5 million to perform the following objectives:

For every 1,000 units installed, SMCCCD will receive the following benefits:

1. Est. \$100,000 in plug load control equipment for free. Installation is free and provided by the California Conservation Corps with oversight from NAM and paid for by the CEC Electric Program Investment Charge (EPIC) grant funding.
2. Est. \$17,000 per year in electricity annual cost savings. Over the course of the equipment expected useful life (8 years), the total utility savings would be ~\$138,000.
3. Up to \$3,000 in discretionary funds for use by the District.

All costs are paid for by the CEC EPIC grant funding. SMCCCD will only incur costs for District staff project management and oversight.

RECOMMENDATION

It is recommended that the Board accept the grant funds from the California Energy Commission grant in partnership with Newcomb Anderson and McCormick to implement advanced plug load controls and increase energy efficiency savings for the District.

BOARD REPORT NO. 18-5-5CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jennifer Mendoza-Taylor, Vice President of Instruction, Skyline College, 738-4321

APPROVAL OF SOLE SOURCE SERVICES AGREEMENT BETWEEN SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT AND STRATEGIC ENERGY INNOVATIONS

On January 24, 2018, the Board of Trustees accepted funds from the Economic and Workforce Development Division of the California Community Colleges Chancellor's Office in the amount of \$1,091,554 for the Proposition 39 Clean Energy Workforce grant (Board Report No. 18-1-4CA). The District serves as the fiscal agent and Skyline College serves as the host and lead administrator. The grant's period of performance is January 18, 2018 through January 31, 2019. The focus of this grant is to contribute to the State's job growth and economic vitality through regional training programs that result in measurable and successful transition of CTE community college students to careers in the Energy, Construction, and Utilities sectors.

Strategic Energy Innovations (SEI) is a woman-owned and operated non-profit organization that took part in the Proposition 39 grant proposal development and serves as an integral part of the grant's scope of work. SEI is named as a project partner in this grant and attached is the sole source Services Agreement between San Mateo County Community College District and Strategic Energy Innovation (SEI). This sole-source Agreement, beginning on May 1, 2018 and terminating on January 31, 2019 is in the amount of \$158,150.

Skyline College has a long-standing and synergistic partnership with SEI. The College partnered and participated with SEI for the past five years in the organization's Climate Corps, which is a bridge-to-career fellowship program. Skyline College provided previous and current Fellows a supportive cohort learning environment consisting of relevant courses in climate protection and cooperative vocational education for college credit and one to three specific energy savings projects Fellows worked on during their term of service. In addition, the College also partnered with SEI in past grant-funded projects (i.e. U.S. Department of Labor community-based job training grant from 2009-2012) because of the organization's extensive subject matter expertise in energy efficiency, high school and employer engagement, workshop facilitation, and development of curricula for clean energy education.

As lead administrator, the College is confident SEI will provide the necessary leadership and resources to recruit, hire, train, manage, and serve as employer of record for 8 Climate Corps Fellows who will be stationed at 8 Bay Region community colleges to support clean energy programs, curriculum enhancement and documentation, and participate trainings, in industry/community partnerships and hands-on learning activities.

RECOMMENDATION

It is recommended that the Board of Trustees approve the sole source Services Agreement between San Mateo County Community College District and Strategic Energy Innovations in the amount of \$158,150.

BOARD REPORT NO. 18-5-6CA

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel,
358-6883

APPROVAL OF DISTRICT EQUAL EMPLOYMENT OPPORTUNITY PLAN

Section 53003(a) of California Code of Regulations, Title 5, requires each community college district to develop and adopt an Equal Employment Opportunity (EEO) Plan, which focuses on equal employment opportunity in recruitment and hiring policies and practices. The District's current plan was adopted by the Board effective July 1, 2015. Pursuant to Title 5, Section 53003(b) the District must review its plan at least every three years and, if necessary, revise and submit to the State Chancellor's Office. The District's plan has been updated after reviewing best practices from other schools across the state, and adding specific interests and references identified through working with the EEO Advisory Committee which is made of faculty, classified staff and management staff. The most significant changes include updating the Plan to reflect the current data collection practices and the steps taken to more closely align the District's hiring practices with the goals of the District's Strategic Plan. This plan will be reviewed regularly by the EEO Advisory Committee and updated plans will be brought to the Board for its consideration.

RECOMMENDATION

It is recommended that the Board of Trustees approve the District's Equal Employment Opportunity Plan dated July 1, 2018 – June 30, 2021.



EQUAL EMPLOYMENT OPPORTUNITY PLAN

July 1, 20185 – June 30, 2021~~18~~

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SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN

1. INTRODUCTION

The San Mateo County Community College District Equal Employment Opportunity Plan (the “Plan”) ~~is proud to present the 2018-2021 Plan, which~~ was adopted by the governing board on ~~April 29, 2015~~ May 16, 2018. The Plan reflects the District’s commitment to equal employment opportunity. It is the District’s belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all will foster equity, diversity and promote excellence. Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. To properly serve a growing diverse population, the District will endeavor to hire and retain equity-minded faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

The Plan’s immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.) ~~and the steps the District shall take in the event of underrepresentation of monitored groups~~. The Plan contains an analysis of the demographic makeup of the District’s workforce population and an analysis of whether underrepresentation of ~~monitored~~ certain groups exists. The Plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all, and procedures for dissemination of the Plan. ~~To properly serve a growing diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.~~

The Plan will be reviewed by the District at least once every three years and be revised as necessary and submitted to the State Chancellor’s Office. The State Chancellor’s Office retains the authority to review plans on a case-by-case basis.



Ron Galatolo, Chancellor

May 16, 2018

Date

2. DEFINITIONS¹

- a. **Adverse Impact:** a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- b. **Diversity:** means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socioeconomic backgrounds.
- c. **Equal Employment Opportunity:** means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
 - (1) identifying and eliminating barriers to employment that are not job related; and
 - (2) creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
- d. **Equal Employment Opportunity Plan:** a written document in which a District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- e. **Equal Employment Opportunity Programs:** all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.
- f. **Ethnic Group Identification:** means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- g. **In-house or Promotional Only Hiring:** means that only existing District employees are allowed to apply for a position.

¹ Title 5 section 53001. All subsequent references are also to Title 5 unless otherwise specified.

- h. **Monitored Group:** means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).
- i. **Person with a Disability:** any person who (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- j. **Reasonable Accommodation:** means the efforts made on the part of the District in compliance with Government Code section 12926.
- k. **Screening or Selection Procedures:** any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include review of application forms, the full range of assessment techniques, including but not limited to traditional skills demonstration tests, physical, educational, and work experience requirements, and interviews.
- l. **Significantly Underrepresented Group:** means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

3. POLICY STATEMENT²

The San Mateo County Community College District is committed to the principles of equal employment opportunity and diversity and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, gender, gender identity, gender expression, physical disability, mental disability, ancestry, sexual orientation, citizenship status, transgender status, parental status, marital status, military and veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District will strive to achieve a workforce that is welcoming to individuals in legally protected categories ~~men, women, persons with disabilities and individuals from all ethnic and other groups~~ to ensure that the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas.

The District believes that in order to effectively address and comply with federal and state mandates and the District's goals on equal employment opportunity and diversity, the Board of Trustees, administration, faculty and classified staff must recognize that equal employment opportunity and diversity are shared responsibilities.

~~An~~ This Equal Employment Opportunity Plan ~~will be~~ is maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

² Section 53002.

4. DELEGATION OF RESPONSIBILITY, AUTHORITY AND COMPLIANCE³

It is the goal of the District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

Governing Board

The Board of Trustees is ultimately responsible for proper implementation of the District's Plan at all levels of District and college operations, and for ensuring equal employment opportunity as described in the Plan. The Board of Trustees is responsible for adopting a plan that is in compliance Title 5 of the California Code of Regulations.

Chancellor

The Board of Trustees delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chancellor shall advise the Board of Trustees regarding statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Chancellor shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

Equal Employment Opportunity Officer

The District has designated the Vice Chancellor, ~~—Human Resources & Employee Relations~~ as its equal employment opportunity officer who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of title 5, sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

~~College~~ Equal Employment Opportunity Advisory Committees

~~Each college~~The District has an Equal Employment Opportunity Advisory Committee to act as an advisory body to the equal employment opportunity officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committees shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate. A

³ Section 53020.

member from each college advisory committee shall serve as a member of the District wide committee.

Agents of the District

Any organization or individual, whether or not an employee of the District, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan.

Good Faith Effort

The District shall make a continuous good faith effort to comply with all the requirements of this Plan. [A good faith effort is one that is honest and taken with sincere intent.](#)

5. ADVISORY COMMITTEE⁴

The District has established a District-wide Equal Employment Opportunity Advisory Committee (the “Advisory Committee”) to assist the District in implementing its Plan. The Advisory Committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The Advisory Committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the Advisory Committee on equal employment compliance and the Plan itself. The Advisory Committee shall receive training in all of the following:

- the requirements of Title 5 and of state and federal nondiscrimination laws;
- identification and elimination of bias in hiring;
- the educational benefits of workforce diversity; and
- the role of the advisory committee in carrying out the District’s EEO plan.

The committee shall include ~~a diverse membership~~ [representatives from each of the District’s colleges and employee constituencies](#), whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District ~~has been~~ unable to ~~meet this requirement~~ [maintain a diverse membership](#), it will document that efforts were made to recruit advisory committee members who are members of [from historically underrepresented groups](#) ~~monitored groups~~.

The Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the Advisory Committee shall make recommendations to the Board of Trustees, the Chancellor, and the equal employment opportunity officer.

~~Each college has its own Equal Employment Opportunity Advisory Committee which shall be composed in a manner similar to the District-wide Equal Employment Opportunity Advisory~~

⁴ Section 53005.

~~committee and carry out similar functions regarding hiring and equal employment opportunity issues at that college.~~

6. COMPLAINTS⁵

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026).

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

A complainant may not appeal the District's determination pursuant to section 53026 to the State Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the State Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or District level using the process provided by section 53026. (See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at: <http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx> (Complaint Form) <http://extranet.cccco.edu/Divisions/Legal/Resources.aspx> (Guidelines for Minimum Conditions Complaints)).

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The complaint shall be filed with the equal employment opportunity officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the chief executive officer. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

⁵ Section 53026.

In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed according to the requirements of section 59300 et seq.

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice Chancellor – Human Resources & Employee Relations is responsible for receiving such complaints and for coordinating their investigation. Campus complaint officers may be assigned investigation responsibilities. The District’s discrimination and sexual harassment complaint procedures are summarized in Administrative Procedure 2.19.2.

7. NOTIFICATION TO DISTRICT EMPLOYEES⁶

The commitment of the Board of Trustees and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan.

The Plan and subsequent revisions will be distributed to the District’s Board of Trustees, the Chancellor, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committees. The Plan will be available on the District’s website, and when appropriate, may be distributed by e-mail. Each year, the District office will provide all employees with a copy of the board’s Equal Employment Opportunity Policy Statement and written notice summarizing the provisions of the District’s Equal Employment Opportunity Plan. The policy statement will be printed in the college catalogs and class schedules. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

1. The importance of the employee’s participation and responsibility in ensuring the Plan’s implementation.
2. Where complete copies of the Plan are available, including in every campus library, on the college and District internet site and the Office of Human Resources.

8. TRAINING FOR SCREENING/SELECTION COMMITTEES⁷

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall – prior to their participation – receive training that includes, but is not limited to:

- the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.)and of state and federal nondiscrimination laws;
- the educational benefits of workforce diversity;
- the elimination of bias in hiring decisions; and

⁶ Section 53003(c)(3).

⁷ Section 53003(c)(4).

- best practices in serving on a selection or screening committee.

Persons serving in the above capacities will be required to receive [in person](#) training within the ~~12-24~~ months prior to service. This training is mandatory: individuals who have not received this training will not be allowed to serve on screening/selection committees. The Office of Human Resources is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

9. ANNUAL WRITTEN NOTICE TO COMMUNITY-BASED AND PROFESSIONAL ORGANIZATIONS⁸

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan. The notice will also include the internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources.

10. ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOL⁹

The District shall annually collect employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the implementation of this Plan and to provide data needed for the reports required by this Plan. For purposes of the data collection and reports required to be made, each applicant or employee shall be afforded the opportunity to identify his or her gender, ethnic group identification and, if applicable, his or her disability. A person may designate multiple ethnic groups with which he or she identifies, but shall be counted in only one ethnic group for reporting purposes. Chinese, Japanese, Filipinos, Koreans, Vietnamese, Asian Indians, Hawaiians, Guamanians, Samoans, Laotians, and Cambodians are to be counted and reported as part of the Asian/Pacific Islander group as well as in separate subcategories.

[The data collection instrument will clearly notify applicants/employees that this information is kept confidential; is not utilized in making any individual employment decisions or viewed by those making such decisions; and is separated from the applications that are forwarded to the screening/interview committee and hiring managers.](#)

The District shall gather information and conduct a periodic, longitudinal analysis of its employees and applications, broken down by numbers of persons ~~from monitored group status~~ in each of the following seven job categories:

⁸ Section 53003(c)(5).

⁹ Section 53003(c)(6); Section 53004.

- (1) executive/administrative/managerial;
- (2) faculty and other instructional staff;
- (3) professional nonfaculty;
- (4) secretarial/clerical;
- (5) technical and paraprofessional;
- (6) skilled crafts; and
- (7) service and maintenance.

~~Monitored groups are men, women, American Indians/Alaskan Natives (Native Americans), Asians, Blacks/African Americans, Hispanics/Latinos, Pacific Islanders, Whites/Caucasians, and persons with disabilities.~~

The District shall annually report to the State Chancellor, in a manner prescribed by the State Chancellor, this data for the results of its annual survey of employees at each college in the district. [The data as of April 1, 2016, 2017 and 2018 is attached to this report as Exhibit A.](#)

This information is gathered to determine whether additional measures are required pursuant to section 53006 and to implement and evaluate the effectiveness of those measures. However, in determining whether additional measures are necessary to ensure that ~~monitored-particular~~ groups have not been excluded on an impermissible basis, analysis of the separate subgroups is not necessary. The District will review this information at least once every three years.

11. ANALYSIS OF DEGREE OF UNDERREPRESENTATION AND SIGNIFICANT UNDERREPRESENTATION¹⁰

This component cannot be completed until such time as the State Chancellor's Office provides workforce availability data. At the time that such data is provided, the District will revise this component of the Plan.

12. METHODS TO ADDRESS UNDERREPRESENTATION¹¹

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6.

¹⁰ Section 53003(c)(7).

¹¹ Section 53003(c)(8).

This Plan component cannot be completed until such time as the State Chancellor's Office provides workforce availability data referenced in Title 5 section 53003(c)(7). At the time that such data is provided, the District will revise this component of the Plan.

The District will continue, with the assistance of the Equal Employment Opportunity Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures consistent with the following:

Recruitment

Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. College Equal Employment Opportunity Advisory Committees are encouraged to utilize and notify the district of additional recruitment options that may enable the district to obtain a diverse pool of applicants. All recruitment announcements will state that the district is an "Equal Employment Opportunity Employer."

Job Announcements

The [District actively seeks equity-minded individuals who will support the District's strategic goals of student success, equity and social justice.](#) The District's job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. For faculty and administrative positions, requirements will also include knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination, [and a commitment to participating in District designed/organized professional development on bias \(unconscious and explicit\) and educational equity.](#) All faculty and administrative positions will state as a preferred or desired qualification [knowledge of multiculturalism/familiarity with educational equity](#) and [prior](#) training in cultural proficiency. Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an "Equal Employment Opportunity Employer."

For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

Review of Initial and Qualified Applicant Pools¹²

The application for employment shall provide for self-identification of the applicant's gender, ethnic group identification and, if applicable, his or her disability. This information shall be kept confidential and shall be used only in research, monitoring, evaluating the effectiveness of the District's equal employment opportunity program, or any other purpose specifically authorized in Title 5, or by any applicable statute or regulation.

After the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the equal employment opportunity officer or designee. All initial applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. The group of candidates who meet the job specifications shall constitute the "qualified applicant pool."

The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the equal employment opportunity officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors which are not job related, appropriate action will be taken. This applicant pool data shall be reviewed in conducting the analysis described in Title 5 section 53006(a).

Screening/Selection Committee Procedures¹³

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria.

All screening or and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

- (1) provided to the State Chancellor upon request;
- (2) designed to ensure that for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. "Meaningful consideration" means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;
- (3) based solely on job-related criteria; and
- (4) designed to avoid an adverse impact, as defined above, and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group.

The District may not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age,

¹² Section 53023.

¹³ Section 53024.

gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the Plan in a rigid manner which has the purpose or effect of so discriminating.

The District shall review all of its job specifications to ensure that seniority or length of service may be taken into consideration only to the extent it is job related, is not the sole criterion, and is included in the job announcement consistent with the requirements of this Plan.

Selection testing for employees shall follow procedures as outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures."

Whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications.

The Board of Trustees or its designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and to order further review by the screening committee or to reopen the position where necessary to further achievement of the objectives of this Plan or to ensure equal employment opportunity. However, a consistent pattern of not hiring qualified candidates from ~~a monitored~~ underrepresented groups who are recommended by screening committees may give rise to an inference that the selections are not consistent with the objectives of equal employment opportunity.

13. ADDITIONAL MEASURES TO SUPPORT DIVERSITY AND ENSURE EQUAL EMPLOYMENT OPPORTUNITY¹⁴

The District shall review the information gathered pursuant to Title 5 section 53003(c)(6) (Component 10) to determine if significant underrepresentation of a ~~particular monitored~~ group may be the result of non job-related factors in the employment process. For the purposes of this subdivision, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

- (1) longitudinal analysis of data regarding job applicants, gathered pursuant to section 53003(c)(6), to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;
- (2) analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and
- (3) analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.

¹⁴ Section 53006.

Where the review described above identifies that significant underrepresentation of a [monitored particular](#) group may be the result of non-job related factors in the employment process, districts shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

- (1) review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;
- (2) consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;
- (3) determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and
- (4) review each locally established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
 - (A) any requirements of federal law; and
 - (B) qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or
- (5) discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (1)(4) of this subdivision; and
- (6) continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4) and be expected to have a less exclusionary effect; and
- (7) consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

For purposes of this section, "a reasonable period of time" means three years, or such longer period as the State Chancellor may approve, upon the request of the Equal Employment Opportunity Advisory Committee and the District Chancellor, where the District has not filled enough positions to appreciably affect its work force in the job category in question.

The District will continue, with the assistance of the Equal Employment Opportunity Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures.

14. DEVELOPING AND MAINTAINING AN INSTITUTIONAL COMMITMENT TO DIVERSITY¹⁵

The District recognizes that establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort and that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

Having a District that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well planned out, well-funded, and supported by the leadership of the District can be of great value.

The District ~~will~~ sponsors cultural events and speakers on issues dealing with diversity, and explores how to infuse diversity into the classroom and curriculum. The District ~~will~~ promotes the concept of cultural proficiency and ~~it will~~ has developed an evaluation form that integrates diversity into the evaluation of employees. The District ~~will~~ also promotes learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations.

This District shall ~~continue to locally~~ develop, and implement on a continuing basis, indicators of its institutional commitment to diversity such as:

- a. conducting surveys of campus climate on a regular basis, and implements concrete measures that utilize the information drawn from the surveys.
- b. conducting exit interviews with employees who voluntary leave the district, maintains a data base of exit interviews, analyzes the data for patterns impacting particular ~~monitored-underrepresented~~ groups, and implements concrete measures that utilize this information.
- c. providing training on elimination of bias in hiring and employment.
- d. providing cultural awareness training to members of the campus community.
- e. maintaining a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
- f. auditing and/or maintenance of job descriptions and/or job announcements
- g. providing training for the board of trustees receives on the elimination of bias in hiring and employment at least once every election cycle.
- h. timely and thoroughly investigating all harassment and discrimination complaints, and takes appropriate corrective action in all instances where a violation is found.

¹⁵ Section 53003(c)(9); Section 53024.1.

- i. timely complying with the requirements of Government Code section 12950.1 (AB1825), and includes all forms of harassment and discrimination in the training.
- j. having District publications and the website convey its diversity and commitment to equal employment opportunity.
- k. having a mission statement that conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.
- l. requiring applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.
- m. encouraging staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.
- n. maintaining updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.
- o. addressing issues of inclusion/exclusion in a transparent and collaborative fashion.
- p. attempting to gather information from applicants who decline job offers to find out why, records this information, and utilizes it.
- q. conducting longitudinal analysis of various employment events by [monitored underrepresented](#) group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.
- r. Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
- s. Conduct diversity dialogues, forums, and cross-cultural workshops.
- t. Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.
- u. Establish an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website will also list contact persons for further information on all of these topics.
- v. Promote various cultural celebrations on campus.
- w. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
- x. Have a formal diversity program on campus that is visible, valued and adequately funded.
- y. Develop leadership opportunities with current staff focusing on diversity.
- z. Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.
- aa. Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

15. ACCOUNTABILITY AND CORRECTIVE ACTION¹⁶

The District shall annually certify to the State Chancellor that it has timely complied with all of the following:

- (1) recorded, reviewed and reported the data required regarding qualified applicant pools;
- (2) reviewed and updated, as needed, the Strategies Component of the Plan;
- (3) investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of Title 5.

16. PERSONS WITH DISABILITIES: ACCOMMODATIONS

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The Office of Human Resources is responsible for handling requests from applicants and employees seeking reasonable accommodations.

17. GRADUATE ASSUMPTION PROGRAM OF LOANS FOR EDUCATION

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

¹⁶ Section 53024.2.

EXHIBIT A

EXHIBIT A

SMCCCD Summary

EEO-6 Category	Undeclared		% Change from 2017	Female		% Change from 2017	Male		% Change from 2017	Total		% Change from 2017
	#	%		#	%		#	%		#	%	
Executive/Administrative/Managerial	0	0.00%	0.00%	30	57.69%	11.11%	22	42.31%	15.79%	52	100.00%	13.04%
Full-time Faculty & Other Instructional Staff	0	0.00%	0.00%	201	57.43%	4.15%	149	42.57%	1.36%	350	100.00%	2.94%
Part-time Faculty & Other Instructional Staff	0	0.00%	0.00%	298	54.18%	-4.79%	252	45.82%	-8.70%	550	100.00%	-6.62%
Professional Non-Faculty	0	0.00%	0.00%	58	61.05%	26.09%	37	38.95%	15.63%	95	100.00%	21.79%
Secretarial/Clerical	1	0.41%	0.00%	195	79.92%	6.56%	48	19.67%	20.00%	244	100.00%	8.93%
Technical/Paraprofessional	0	0.00%	0.00%	85	54.49%	6.25%	71	45.51%	10.94%	156	100.00%	8.33%
Skilled Crafts	0	0.00%	0.00%	2	11.11%	100.00%	16	88.89%	0.00%	18	100.00%	5.88%
Service/Maintanance	0	0.00%	0.00%	12	13.33%	50.00%	78	86.67%	-1.27%	90	100.00%	3.45%
Grand Total	1	0.06%	0.00%	881	56.66%	3.41%	673	43.28%	0.00%	1555	100.00%	1.93%

District Office

EEO-6 Category	Undeclared		% Change from 2017	Female		% Change from 2017	Male		% Change from 2017	Total		% Change from 2017
	#	%		#	%		#	%		#	%	
	Executive/Administrative/Managerial	0	0.00%	0.00%	6	40.00%	-14.29%	9	60.00%	12.50%	15	100.00%	0.00%
Full-time Faculty & Other Instructional Staff	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Part-time Faculty & Other Instructional Staff	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Professional Non-Faculty	0	0.00%	0.00%	23	51.11%	35.29%	22	48.89%	10.00%	45	100.00%	21.62%
Secretarial/Clerical	0	0.00%	0.00%	39	82.98%	0.00%	8	17.02%	14.29%	47	100.00%	2.17%
Technical/Paraprofessional	0	0.00%	0.00%	11	33.33%	10.00%	22	66.67%	0.00%	33	100.00%	3.13%
Skilled Crafts	0	0.00%	0.00%	1	5.88%	0.00%	16	94.12%	0.00%	17	100.00%	6.25%
Service/Maintanance	0	0.00%	0.00%	12	13.48%	50.00%	77	86.52%	-1.28%	89	100.00%	3.49%
District Office Total	0	0.00%	0.00%	92	37.40%	11.96%	154	62.60%	1.95%	246	100.00%	5.69%

Cañada College

EEO-6 Category	Undeclared		% Change from 2017	Female		% Change from 2017	Male		% Change from 2017	Total		% Change from 2017
	#	%		#	%		#	%		#	%	
	Executive/Administrative/Managerial	0	0.00%	0.00%	5	55.56%	-16.67%	4	44.44%	300.00%	9	100.00%	28.57%
Full-time Faculty & Other Instructional Staff	0	0.00%	0.00%	54	65.06%	3.85%	29	34.94%	3.57%	83	100.00%	3.75%
Part-time Faculty & Other Instructional Staff	0	0.00%	0.00%	87	65.91%	2.35%	45	34.09%	-8.16%	132	100.00%	-1.49%
Professional Non-Faculty	0	0.00%	0.00%	14	73.68%	16.67%	5	26.32%	25.00%	19	100.00%	18.75%
Secretarial/Clerical	0	0.00%	0.00%	41	75.93%	17.14%	13	24.07%	44.44%	54	100.00%	22.73%
Technical/Paraprofessional	0	0.00%	0.00%	14	56.00%	7.69%	11	44.00%	22.22%	25	100.00%	13.64%
Skilled Crafts	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Service/Maintanance	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Cañada College Total	0	0.00%	0.00%	215	66.77%	5.58%	107	33.23%	6.54%	322	100.00%	5.90%

College of San Mateo

EEO-6 Category	Undeclared		% Change from 2017	Female		% Change from 2017	Male		% Change from 2017	Total		% Change from 2017
	#	%		#	%		#	%		#	%	
	Executive/Administrative/Managerial	0	0.00%	0.00%	11	84.62%	57.14%	2	15.38%	-50.00%	13	100.00%	18.18%
Full-time Faculty & Other Instructional Staff	0	0.00%	0.00%	78	58.21%	6.85%	56	41.79%	0.00%	134	100.00%	3.88%
Part-time Faculty & Other Instructional Staff	0	0.00%	0.00%	94	48.45%	-5.05%	100	51.55%	-18.03%	194	100.00%	-12.22%
Professional Non-Faculty	0	0.00%	0.00%	10	58.82%	11.11%	7	41.18%	16.67%	17	100.00%	13.33%
Secretarial/Clerical	1	1.52%	0.00%	53	80.30%	3.92%	12	18.18%	33.33%	66	100.00%	8.20%
Technical/Paraprofessional	0	0.00%	0.00%	34	62.96%	-2.86%	20	37.04%	17.65%	54	100.00%	3.85%
Skilled Crafts	0	0.00%	0.00%	1	0.00%	0.00%	0	0.00%	0.00%	1	0.00%	0.00%
Service/Maintanance	0	0.00%	0.00%	0	0.00%	0.00%	1	0.00%	0.00%	1	0.00%	0.00%
College of San Mateo Total	1	0.21%	0.00%	281	58.54%	2.14%	198	41.25%	-8.59%	480	100.00%	-2.29%

Skyline College

EEO-6 Category	Undeclared		% Change from 2017	Female		% Change from 2017	Male		% Change from 2017	Total		% Change from 2017
	#	%		#	%		#	%		#	%	
	Executive/Administrative/Managerial	0	0.00%	0.00%	8	53.33%	14.29%	7	46.67%	16.67%	15	100.00%	15.38%
Full-time Faculty & Other Instructional Staff	0	0.00%	0.00%	69	51.88%	1.47%	64	48.12%	1.59%	133	100.00%	1.53%
Part-time Faculty & Other Instructional Staff	0	0.00%	0.00%	117	52.23%	-9.30%	107	47.77%	1.90%	224	100.00%	-4.27%
Professional Non-Faculty	0	0.00%	0.00%	11	78.57%	37.50%	3	21.43%	50.00%	14	100.00%	40.00%
Secretarial/Clerical	0	0.00%	0.00%	62	80.52%	6.90%	15	19.48%	0.00%	77	100.00%	5.48%
Technical/Paraprofessional	0	0.00%	0.00%	26	59.09%	18.18%	18	40.91%	12.50%	44	100.00%	15.79%
Skilled Crafts	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Service/Maintanance	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Skyline College Total	0	0.00%	0.00%	293	57.79%	0.34%	214	42.21%	3.27%	507	100.00%	1.58%

BOARD REPORT NO. 18-5-6CA

SMCCCD Summary

EEO-6 Category	American Indian or Alaska Native		% Change from 2017	Asian/Pacific Islander		% Change from 2017	Black or African American		% Change from 2017	Hispanic/Latino		% Change from 2017	White		% Change from 2017	Two or More Races		% Change from 2017	Other/Unknown		% Change from 2017
	#	%		#	%		#	%		#	%		#	%		#	%		#	%	
Executive/Administrative/Managerial	0	0.00%	0.00%	7	13.46%	75.00%	7	13.46%	40.00%	7	13.46%	0.00%	29	55.77%	7.41%	0	0.00%	0.00%	2	3.85%	-33.33%
Full-time Faculty & Other Instructional Staff	1	0.29%	0.00%	61	17.43%	10.91%	35	10.00%	12.90%	45	12.86%	0.00%	183	52.29%	-1.61%	2	0.57%	0.00%	23	6.57%	4.55%
Part-time Faculty & Other Instructional Staff	2	0.36%	100.00%	90	16.36%	-7.22%	36	6.55%	-5.26%	47	8.55%	2.17%	348	63.27%	-11.22%	4	0.73%	0.00%	23	4.18%	53.33%
Professional Non-Faculty	0	0.00%	0.00%	23	24.21%	9.52%	5	5.26%	66.67%	19	20.00%	18.75%	39	41.05%	25.81%	1	1.05%	0.00%	8	8.42%	33.33%
Secretarial/Clerical	0	0.00%	0.00%	80	32.79%	2.56%	11	4.51%	57.14%	79	32.38%	16.18%	57	23.36%	-1.72%	4	1.64%	300.00%	13	5.33%	8.33%
Technical/Paraprofessional	0	0.00%	-100.00%	35	22.44%	12.90%	9	5.77%	-10.00%	29	18.59%	3.57%	75	48.08%	7.14%	3	1.92%	0.00%	5	3.21%	25.00%
Skilled Crafts	0	0.00%	0.00%	4	22.22%	33.33%	1	5.56%	0.00%	4	22.22%	33.33%	6	33.33%	-25.00%	1	5.56%	0.00%	2	11.11%	0.00%
Service/Maintanance	0	0.00%	0.00%	16	17.78%	-15.79%	9	10.00%	12.50%	39	43.33%	8.33%	16	17.78%	14.29%	0	0.00%	0.00%	10	11.11%	0.00%
Grand Total	3	0.19%	0.00%	316	20.32%	2.53%	113	7.27%	8.85%	269	17.30%	7.43%	753	48.42%	-4.38%	15	0.96%	86.67%	86	5.53%	13.95%

BOARD REPORT NO. 18-5-6CA

District Office

EEO-6 Category	American Indian or Alaska Native		% Change from 2017	Asian/Pacific Islander		% Change from 2017	Black or African American		% Change from 2017	Hispanic/Latino		% Change from 2017	White		% Change from 2017	Two or More Races		% Change from 2017	Other/Unknown		% Change from 2017
	#	%		#	%		#	%		#	%		#	%		#	%		#	%	
Executive/Administrative/Managerial	0	0.00%	0.00%	2	13.33%	100.00%	2	22.22%	100.00%	1	6.67%	-100.00%	10	66.67%	-9.09%	0	0.00%	0.00%	0	0.00%	0.00%
Full-time Faculty & Other Instructional Staff	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Part-time Faculty & Other Instructional Staff	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Professional Non-Faculty	0	0.00%	0.00%	15	33.33%	7.14%	4	18.18%	100.00%	5	11.11%	20.00%	18	40.00%	28.57%	1	2.22%	0.00%	2	4.44%	0.00%
Secretarial/Clerical	0	0.00%	0.00%	19	40.43%	5.56%	1	12.50%	0.00%	10	21.28%	20.00%	14	29.79%	-17.65%	0	0.00%	0.00%	3	6.38%	0.00%
Technical/Paraprofessional	0	0.00%	0.00%	9	27.27%	0.00%	1	4.55%	0.00%	6	18.18%	16.67%	15	45.45%	0.00%	0	0.00%	0.00%	2	6.06%	0.00%
Skilled Crafts	0	0.00%	0.00%	4	23.53%	33.33%	1	6.25%	0.00%	4	23.53%	25.00%	5	29.41%	-28.57%	1	5.88%	0.00%	2	11.76%	0.00%
Service/Maintanance	0	0.00%	0.00%	16	17.98%	-15.79%	9	11.69%	12.50%	39	43.82%	7.69%	15	16.85%	15.38%	0	0.00%	0.00%	10	11.24%	0.00%
District Office Total	0	0.00%	0.00%	65	26.42%	1.54%	18	7.32%	27.78%	65	26.42%	10.77%	77	31.30%	0.00%	2	0.81%	0.00%	19	7.72%	0.00%

Cañada College

EEO-6 Category	American Indian or Alaska Native		% Change from 2017	Asian/Pacific Islander		% Change from 2017	Black or African American		% Change from 2017	Hispanic/Latino		% Change from 2017	White		% Change from 2017	Two or More Races		% Change from 2017	Other/Unknown		% Change from 2017
	#	%		#	%		#	%		#	%		#	%		#	%		#	%	
Executive/Administrative/Managerial	0	0.00%	0.00%	1	11.11%	0.00%	1	25.00%	-50.00%	2	22.22%	50.00%	5	55.56%	66.67%	0	0.00%	0.00%	0	0.00%	0.00%
Full-time Faculty & Other Instructional Staff	0	0.00%	0.00%	13	15.66%	400.00%	5	6.02%	-16.67%	14	16.87%	7.14%	44	53.01%	-2.22%	0	0.00%	0.00%	7	8.43%	0.00%
Part-time Faculty & Other Instructional Staff	0	0.00%	0.00%	23	17.42%	200.00%	12	9.09%	-7.69%	11	8.33%	27.27%	81	61.36%	-11.96%	0	0.00%	0.00%	5	3.79%	500.00%
Professional Non-Faculty	0	0.00%	0.00%	2	10.53%	100.00%	0	0.00%	0.00%	8	42.11%	12.50%	7	36.84%	16.67%	0	0.00%	0.00%	2	10.53%	0.00%
Secretarial/Clerical	0	0.00%	0.00%	7	12.96%	0.00%	5	71.43%	66.67%	30	55.56%	23.33%	8	14.81%	14.29%	1	12.50%	0.00%	3	5.56%	0.00%
Technical/Paraprofessional	0	0.00%	0.00%	2	8.00%	100.00%	2	18.18%	0.00%	7	28.00%	14.29%	12	48.00%	9.09%	0	0.00%	0.00%	2	8.00%	0.00%
Skilled Crafts	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Service/Maintanance	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Cañada College Total	0	0.00%	0.00%	48	14.91%	16.67%	25	7.76%	-4.00%	72	22.36%	19.44%	157	48.76%	-4.46%	1	0.31%	0.00%	19	5.90%	26.32%

BOARD REPORT NO. 18-5-6CA

College of San Mateo

EEO-6 Category	American Indian or Alaska Native		% Change from 2017	Asian/Pacific Islander		% Change from 2017	Black or African American		% Change from 2017	Hispanic/Latino		% Change from 2017	White		% Change from 2017	Two or More Races		% Change from 2017	Other/Unknown		% Change from 2017
	#	%		#	%		#	%		#	%		#	%		#	%		#	%	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
Executive/Administrative/Managerial	0	0.00%	0.00%	1	7.69%	100.00%	1	50.00%	0.00%	2	15.38%	0.00%	9	69.23%	28.57%	0	0.00%	0.00%	0	0.00%	-100.00%
Full-time Faculty & Other Instructional Staff	1	0.75%	0.00%	21	15.67%	10.53%	12	8.96%	33.33%	13	9.70%	-7.69%	81	60.45%	0.00%	0	0.00%	0.00%	6	4.48%	20.00%
Part-time Faculty & Other Instructional Staff	1	0.52%	0.00%	25	12.89%	-21.88%	7	3.61%	-12.50%	14	7.22%	7.14%	139	71.65%	-13.13%	0	0.00%	0.00%	8	4.12%	14.29%
Professional Non-Faculty	0	0.00%	0.00%	4	23.53%	0.00%	1	25.00%	0.00%	3	17.65%	0.00%	6	35.29%	0.00%	0	0.00%	0.00%	3	17.65%	200.00%
Secretarial/Clerical	0	0.00%	0.00%	23	34.85%	0.00%	2	8.70%	0.00%	16	24.24%	6.25%	20	30.30%	5.26%	3	25.00%	300.00%	2	3.03%	0.00%
Technical/Paraprofessional	0	0.00%	0.00%	11	20.37%	10.00%	1	5.00%	-66.67%	8	14.81%	0.00%	32	59.26%	3.23%	1	1.85%	0.00%	1	1.85%	0.00%
Skilled Crafts	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	1	100.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Service/Maintenance	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	1	100.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
College of San Mateo Total	2	0.42%	0.00%	85	17.71%	-3.53%	24	5.00%	0.00%	56	11.67%	1.79%	289	60.21%	-5.88%	4	0.83%	100.00%	20	4.17%	20.00%

Skyline College

EEO-6 Category	American Indian or Alaska Native		% Change from 2017	Asian/Pacific Islander		% Change from 2017	Black or African American		% Change from 2017	Hispanic/Latino		% Change from 2017	White		% Change from 2017	Two or More Races		% Change from 2017	Other/Unknown		% Change from 2017
	#	%		#	%		#	%		#	%		#	%		#	%		#	%	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
Executive/Administrative/Managerial	0	0.00%	0.00%	3	20.00%	50.00%	3	42.86%	200.00%	2	13.33%	0.00%	5	33.33%	-16.67%	0	0.00%	0.00%	2	13.33%	0.00%
Full-time Faculty & Other Instructional Staff	0	0.00%	0.00%	27	20.30%	0.00%	18	13.53%	12.50%	18	13.53%	0.00%	58	43.61%	-3.33%	2	3.45%	200.00%	10	7.52%	0.00%
Part-time Faculty & Other Instructional Staff	1	0.45%	100.00%	42	18.75%	-4.55%	17	7.59%	0.00%	22	9.82%	-12.00%	128	57.14%	-8.57%	4	3.13%	400.00%	10	4.46%	25.00%
Professional Non-Faculty	0	0.00%	0.00%	2	14.29%	0.00%	0	0.00%	0.00%	3	21.43%	50.00%	8	57.14%	60.00%	0	0.00%	0.00%	1	7.14%	0.00%
Secretarial/Clerical	0	0.00%	0.00%	31	40.26%	3.33%	3	9.68%	50.00%	23	29.87%	4.55%	15	19.48%	0.00%	0	0.00%	0.00%	5	6.49%	25.00%
Technical/Paraprofessional	0	0.00%	-100.00%	13	29.55%	18.18%	5	27.78%	25.00%	8	18.18%	-11.11%	16	36.36%	23.08%	2	4.55%	200.00%	0	0.00%	0.00%
Skilled Crafts	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Service/Maintenance	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Skyline College Total	1	0.20%	0.00%	118	23.27%	1.69%	46	9.07%	13.04%	76	14.99%	-2.63%	230	45.36%	-3.91%	8	1.58%	100.00%	28	5.52%	10.71%

**San Mateo County Community College District
Workforce Analysis
2017**

SMCCCD Summary

EEO-6 Category	Undeclared		Female		Male		Total		American Indian or		Asian/Pacific		Black or African		Hispanic/Latino		White		Two or More Races		Other/Unknown	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Executive/Administrative/Man	0	0.00%	27	58.70%	19	41.30%	46	100.00%	0	0.00%	4	8.70%	5	10.87%	7	15.22%	27	58.70%	0	0.00%	3	6.52%
Full-time Faculty & Other Instr	0	0.00%	193	56.76%	147	43.24%	340	100.00%	1	0.29%	55	16.18%	31	9.12%	45	13.24%	186	54.71%	0	0.00%	22	6.47%
Part-time Faculty & Other Instr	0	0.00%	313	53.14%	276	46.86%	589	100.00%	1	0.17%	97	16.47%	38	6.45%	46	7.81%	392	66.55%	0	0.00%	15	2.55%
Professional Non-Faculty	0	0.00%	46	58.97%	32	41.03%	78	100.00%	0	0.00%	21	26.92%	3	3.85%	16	20.51%	31	39.74%	1	1.28%	6	7.69%
Secretarial/Clerical	1	0.45%	183	81.70%	40	17.86%	224	100.00%	0	0.00%	78	34.82%	7	3.13%	68	30.36%	58	25.89%	1	0.45%	12	5.36%
Technical/Paraprofessional	0	0.00%	80	55.56%	64	44.44%	144	100.00%	1	0.69%	31	21.53%	10	6.94%	28	19.44%	70	48.61%	0	0.00%	4	2.78%
Skilled Crafts	0	0.00%	1	5.88%	16	94.12%	17	100.00%	0	0.00%	3	17.65%	1	5.88%	3	17.65%	8	47.06%	0	0.00%	2	11.76%
Service/Maintanance	0	0.00%	8	9.20%	79	90.80%	87	100.00%	0	0.00%	19	21.84%	8	9.20%	36	41.38%	14	16.09%	0	0.00%	10	11.49%
Grand Total	1	0.07%	851	55.80%	673	44.13%	1525	100.00%	3	0.20%	308	20.20%	103	6.75%	249	16.33%	786	51.54%	2	0.13%	74	4.85%

BOARD REPORT NO. 18-5-6CA

District Office

EEO-6 Category	Undeclared		Female		Male		Total		Indian or Alaska		Pacific Islander		African American		Hispanic/Latino		White		Two or More Races		Other/Unknown	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Executive/Administrative/Man	0	0.00%	7	46.67%	8	53.33%	15	100.00%	0	0.00%	1	6.67%	1	12.50%	2	13.33%	11	73.33%	0	0.00%	0	0.00%
Full-time Faculty & Other Instr	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Part-time Faculty & Other Instr	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Professional Non-Faculty	0	0.00%	17	45.95%	20	54.05%	37	100.00%	0	0.00%	14	37.84%	2	10.00%	4	10.81%	14	37.84%	1	2.70%	2	5.41%
Secretarial/Clerical	0	0.00%	39	84.78%	7	15.22%	46	100.00%	0	0.00%	18	39.13%	0	0.00%	8	17.39%	17	36.96%	0	0.00%	3	6.52%
Technical/Paraprofessional	0	0.00%	10	31.25%	22	68.75%	32	100.00%	0	0.00%	9	28.13%	1	4.55%	5	15.63%	15	46.88%	0	0.00%	2	6.25%
Skilled Crafts	0	0.00%	0	0.00%	16	100.00%	16	100.00%	0	0.00%	3	18.75%	1	6.25%	3	18.75%	7	43.75%	0	0.00%	2	12.50%
Service/Maintanance	0	0.00%	8	9.30%	78	90.70%	86	100.00%	0	0.00%	19	22.09%	8	10.26%	36	41.86%	13	15.12%	0	0.00%	10	11.63%
District Office Total	0	0.00%	81	34.91%	151	65.09%	232	100.00%	0	0.00%	64	27.59%	13	5.60%	58	25.00%	77	33.19%	1	0.43%	19	8.19%

Cañada College

EEO-6 Category	Undeclared		Female		Male		Total		American Indian or		Asian/Pacific		Black or African		Hispanic/Latino		White		Two or More Races		Other/Unknown	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Executive/Administrative/Man	0	0.00%	6	85.71%	1	14.29%	7	100.00%	0	0.00%	1	14.29%	2	200.00%	1	14.29%	3	42.86%	0	0.00%	0	0.00%
Full-time Faculty & Other Instr	0	0.00%	52	65.00%	28	35.00%	80	100.00%	0	0.00%	9	11.25%	6	7.50%	13	16.25%	45	56.25%	0	0.00%	7	8.75%
Part-time Faculty & Other Instr	0	0.00%	85	63.43%	49	36.57%	134	100.00%	0	0.00%	21	15.67%	13	9.70%	8	5.97%	92	68.66%	0	0.00%	0	0.00%
Professional Non-Faculty	0	0.00%	12	75.00%	4	25.00%	16	100.00%	0	0.00%	1	6.25%	0	0.00%	7	43.75%	6	37.50%	0	0.00%	2	12.50%
Secretarial/Clerical	0	0.00%	35	79.55%	9	20.45%	44	100.00%	0	0.00%	7	15.91%	3	42.86%	23	52.27%	7	15.91%	1	14.29%	3	6.82%
Technical/Paraprofessional	0	0.00%	13	59.09%	9	40.91%	22	100.00%	0	0.00%	1	4.55%	2	22.22%	6	27.27%	11	50.00%	0	0.00%	2	9.09%
Skilled Crafts	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Service/Maintanance	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Cañada College Total	0	0.00%	203	67.00%	100	33.00%	303	100.00%	0	0.00%	40	13.20%	26	8.58%	58	19.14%	164	54.13%	1	0.33%	14	4.62%

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College of San Mateo

EEO-6 Category	Undeclared		Female		Male		Total		American Indian or		Asian/Pacific		Black or African		Hispanic/Latino		White		Two or More Races		Other/Unknown	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Executive/Administrative/Man	0	0.00%	7	63.64%	4	36.36%	11	100.00%	0	0.00%	0	0.00%	1	25.00%	2	18.18%	7	63.64%	0	0.00%	1	9.09%
Full-time Faculty & Other Instr	0	0.00%	73	56.59%	56	43.41%	129	100.00%	1	0.78%	19	14.73%	9	6.98%	14	10.85%	81	62.79%	0	0.00%	5	3.88%
Part-time Faculty & Other Instr	0	0.00%	99	44.80%	122	55.20%	221	100.00%	1	0.45%	32	14.48%	8	3.62%	13	5.88%	160	72.40%	0	0.00%	7	3.17%
Professional Non-Faculty	0	0.00%	9	60.00%	6	40.00%	15	100.00%	0	0.00%	4	26.67%	1	25.00%	3	20.00%	6	40.00%	0	0.00%	1	6.67%
Secretarial/Clerical	1	1.64%	51	83.61%	9	14.75%	61	100.00%	0	0.00%	23	37.70%	2	8.70%	15	24.59%	19	31.15%	0	0.00%	2	3.28%
Technical/Paraprofessional	0	0.00%	35	67.31%	17	32.69%	52	100.00%	0	0.00%	10	19.23%	3	17.65%	8	15.38%	31	59.62%	0	0.00%	0	0.00%
Skilled Crafts	0	0.00%	1	0.00%	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%
Service/Maintanance	0	0.00%	0	0.00%	1	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%
College of San Mateo Total	1	0.20%	275	56.01%	215	43.79%	491	100.00%	2	0.41%	88	17.92%	24	4.89%	55	11.20%	306	62.32%	0	0.00%	16	3.26%

Skyline College

EEO-6 Category	Undeclared		Female		Male		Total		Indian or Alaska		Pacific Islander		African American		Hispanic/Latino		White		Two or More Races		Other/Unknown	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Executive/Administrative/Man	0	0.00%	7	53.85%	6	46.15%	13	100.00%	0	0.00%	2	15.38%	1	16.67%	2	15.38%	6	46.15%	0	0.00%	2	15.38%
Full-time Faculty & Other Instr	0	0.00%	68	51.91%	63	48.09%	131	100.00%	0	0.00%	27	20.61%	16	12.21%	18	13.74%	60	45.80%	0	0.00%	10	7.63%
Part-time Faculty & Other Instr	0	0.00%	129	55.13%	105	44.87%	234	100.00%	0	0.00%	44	18.80%	17	7.26%	25	10.68%	140	59.83%	0	0.00%	8	3.42%
Professional Non-Faculty	0	0.00%	8	80.00%	2	20.00%	10	100.00%	0	0.00%	2	20.00%	0	0.00%	2	20.00%	5	50.00%	0	0.00%	1	10.00%
Secretarial/Clerical	0	0.00%	58	79.45%	15	20.55%	73	100.00%	0	0.00%	30	41.10%	2	6.67%	22	30.14%	15	20.55%	0	0.00%	4	5.48%
Technical/Paraprofessional	0	0.00%	22	57.89%	16	42.11%	38	100.00%	1	2.63%	11	28.95%	4	25.00%	9	23.68%	13	34.21%	0	0.00%	0	0.00%
Skilled Crafts	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Service/Maintanance	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Skyline College Total	0	0.00%	292	58.52%	207	41.48%	499	100.00%	1	0.20%	116	23.25%	40	8.02%	78	15.63%	239	47.90%	0	0.00%	25	5.01%

**San Mateo County Community College District
Workforce Analysis
2016**

SMCCCD Summary

EEO-6 Category	Undeclared		Female		Male		Total		American Indian		Asian/Pacific		Black or African		Hispanic/Latino		White		Two or More		Other/Unknown	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Executive/Administrative/Managerial	0	0.00%	25	56.82%	19	43.18%	44	100.00%	0	0.00%	4	9.09%	4	9.09%	6	13.64%	28	63.64%	0	0.00%	2	4.55%
Full-time Faculty & Other Instructional Staff	0	0.00%	184	56.79%	140	43.21%	324	100.00%	1	0.31%	53	16.36%	27	8.33%	38	11.73%	181	55.86%	0	0.00%	24	7.41%
Part-time Faculty & Other Instructional Staff	0	0.00%	310	54.58%	258	45.42%	568	100.00%	2	0.35%	90	15.85%	31	5.46%	39	6.87%	380	66.90%	0	0.00%	26	4.58%
Professional Non-Faculty	0	0.00%	47	59.49%	32	40.51%	79	100.00%	0	0.00%	18	22.78%	5	6.33%	16	20.25%	34	43.04%	0	0.00%	6	7.59%
Secretarial/Clerical	1	0.48%	173	82.38%	36	17.14%	210	100.00%	0	0.00%	73	34.76%	11	5.24%	52	24.76%	62	29.52%	0	0.00%	12	5.71%
Technical/Paraprofessional	0	0.00%	73	54.48%	61	45.52%	134	100.00%	0	0.00%	27	20.15%	7	5.22%	23	17.16%	70	52.24%	0	0.00%	7	5.22%
Skilled Crafts	0	0.00%	1	7.69%	12	92.31%	13	100.00%	0	0.00%	2	15.38%	1	7.69%	3	23.08%	6	46.15%	0	0.00%	1	7.69%
Service/Maintanance	0	0.00%	9	11.11%	72	88.89%	81	100.00%	0	0.00%	18	22.22%	8	9.88%	27	33.33%	16	19.75%	0	0.00%	12	14.81%
Grand Total	1	0.07%	822	56.57%	630	43.36%	1453	100.00%	3	0.21%	285	19.61%	94	6.47%	204	14.04%	777	53.48%	0	0.00%	90	6.19%

BOARD REPORT NO. 18-5-6CA

District Office

EEO-6 Category	Undeclared		Female		Male		Total		n Indian or		Pacific Islander		African American		Hispanic/Latino		White		More Races		Other/Unknown	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Executive/Administrative/Managerial	0	0.00%	6	42.86%	8	57.14%	14	100.00%	0	0.00%	2	14.29%	2	25.00%	1	7.14%	9	64.29%	0	0.00%	0	0.00%
Full-time Faculty & Other Instructional Staff	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Part-time Faculty & Other Instructional Staff	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Professional Non-Faculty	0	0.00%	17	45.95%	20	54.05%	37	100.00%	0	0.00%	13	35.14%	2	10.00%	5	13.51%	14	37.84%	0	0.00%	3	8.11%
Secretarial/Clerical	0	0.00%	33	78.57%	9	21.43%	42	100.00%	0	0.00%	17	40.48%	0	0.00%	6	14.29%	16	38.10%	0	0.00%	3	7.14%
Technical/Paraprofessional	0	0.00%	7	25.93%	20	74.07%	27	100.00%	0	0.00%	4	14.81%	2	10.00%	5	18.52%	14	51.85%	0	0.00%	2	7.41%
Skilled Crafts	0	0.00%	0	0.00%	12	100.00%	12	100.00%	0	0.00%	2	16.67%	1	8.33%	3	25.00%	5	41.67%	0	0.00%	1	8.33%
Service/Maintanance	0	0.00%	9	11.25%	71	88.75%	80	100.00%	0	0.00%	18	22.50%	8	11.27%	27	33.75%	15	18.75%	0	0.00%	12	15.00%
District Office Total	0	0.00%	72	33.96%	140	66.04%	212	100.00%	0	0.00%	56	26.42%	15	7.08%	47	22.17%	73	34.43%	0	0.00%	21	9.91%

Cañada College

EEO-6 Category	Undeclared		Female		Male		Total		American Indian		Asian/Pacific		Black or African		Hispanic/Latino		White		Two or More		Other/Unknown	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Executive/Administrative/Managerial	0	0.00%	5	71.43%	2	28.57%	7	100.00%	0	0.00%	1	14.29%	1	50.00%	1	14.29%	4	57.14%	0	0.00%	0	0.00%
Full-time Faculty & Other Instructional Staff	0	0.00%	53	67.09%	26	32.91%	79	100.00%	0	0.00%	8	10.13%	6	7.59%	13	16.46%	43	54.43%	0	0.00%	9	11.39%
Part-time Faculty & Other Instructional Staff	0	0.00%	86	66.67%	43	33.33%	129	100.00%	1	0.78%	17	13.18%	8	6.20%	8	6.20%	90	69.77%	0	0.00%	5	3.88%
Professional Non-Faculty	0	0.00%	11	73.33%	4	26.67%	15	100.00%	0	0.00%	2	13.33%	0	0.00%	6	40.00%	6	40.00%	0	0.00%	1	6.67%
Secretarial/Clerical	0	0.00%	36	81.82%	8	18.18%	44	100.00%	0	0.00%	8	18.18%	4	50.00%	21	47.73%	8	18.18%	0	0.00%	3	6.82%
Technical/Paraprofessional	0	0.00%	10	50.00%	10	50.00%	20	100.00%	0	0.00%	1	5.00%	1	10.00%	4	20.00%	10	50.00%	0	0.00%	4	20.00%
Skilled Crafts	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Service/Maintanance	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Cañada College Total	0	0.00%	201	68.37%	93	31.63%	294	100.00%	1	0.34%	37	12.59%	20	6.80%	53	18.03%	161	54.76%	0	0.00%	22	7.48%

BOARD REPORT NO. 18-5-6CA

College of San Mateo

EEO-6 Category	Undeclared		Female		Male		Total		American Indian	Asian/Pacific	Black or African	Hispanic/Latino	White	Two or More	Other/Unknown							
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%						
Executive/Administrative/Managerial	0	0.00%	6	60.00%	4	40.00%	10	100.00%	0	0.00%	0	0.00%	2	20.00%	8	80.00%	0	0.00%	0	0.00%		
Full-time Faculty & Other Instructional Staff	0	0.00%	73	58.40%	52	41.60%	125	100.00%	1	0.80%	19	15.20%	8	6.40%	10	8.00%	81	64.80%	0	0.00%	6	4.80%
Part-time Faculty & Other Instructional Staff	0	0.00%	108	49.77%	109	50.23%	217	100.00%	1	0.46%	32	14.75%	6	2.76%	15	6.91%	155	71.43%	0	0.00%	8	3.69%
Professional Non-Faculty	0	0.00%	9	60.00%	6	40.00%	15	100.00%	0	0.00%	2	13.33%	1	50.00%	3	20.00%	8	53.33%	0	0.00%	1	6.67%
Secretarial/Clerical	1	1.64%	52	85.25%	8	13.11%	61	100.00%	0	0.00%	22	36.07%	2	9.09%	12	19.67%	22	36.07%	0	0.00%	3	4.92%
Technical/Paraprofessional	0	0.00%	31	63.27%	18	36.73%	49	100.00%	0	0.00%	9	18.37%	2	11.11%	7	14.29%	31	63.27%	0	0.00%	0	0.00%
Skilled Crafts	0	0.00%	1	0.00%	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Service/Maintenance	0	0.00%	0	0.00%	1	100.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
College of San Mateo Total	1	0.21%	280	58.46%	198	41.34%	479	100.00%	2	0.42%	84	17.54%	19	3.97%	49	10.23%	307	64.09%	0	0.00%	18	3.76%

Skyline College

EEO-6 Category	Undeclared		Female		Male		Total		American Indian or Pacific Islander	African American	Hispanic/Latino	White	More Races	Other/Unknown								
	#	%	#	%	#	%	#	%	#	%	#	%	#	%								
Executive/Administrative/Managerial	0	0.00%	8	61.54%	5	38.46%	13	100.00%	0	0.00%	1	7.69%	1	20.00%	2	15.38%	7	53.85%	0	0.00%	2	15.38%
Full-time Faculty & Other Instructional Staff	0	0.00%	58	48.33%	62	51.67%	120	100.00%	0	0.00%	26	21.67%	13	10.83%	15	12.50%	57	47.50%	0	0.00%	9	7.50%
Part-time Faculty & Other Instructional Staff	0	0.00%	116	52.25%	106	47.75%	222	100.00%	0	0.00%	41	18.47%	17	7.66%	16	7.21%	135	60.81%	0	0.00%	13	5.86%
Professional Non-Faculty	0	0.00%	10	83.33%	2	16.67%	12	100.00%	0	0.00%	1	8.33%	2	200.00%	2	16.67%	6	50.00%	0	0.00%	1	8.33%
Secretarial/Clerical	0	0.00%	52	82.54%	11	17.46%	63	100.00%	0	0.00%	26	41.27%	5	19.23%	13	20.63%	16	25.40%	0	0.00%	3	4.76%
Technical/Paraprofessional	0	0.00%	25	65.79%	13	34.21%	38	100.00%	0	0.00%	13	34.21%	2	15.38%	7	18.42%	15	39.47%	0	0.00%	1	2.63%
Skilled Crafts	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Service/Maintenance	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Skyline College Total	0	0.00%	269	57.48%	199	42.52%	468	100.00%	0	0.00%	108	23.08%	40	8.55%	55	11.75%	236	50.43%	0	0.00%	29	6.20%

BOARD REPORT NO. 18-5-7CA

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel,
358-6883

**CERTIFICATION OF DISTRICT EQUAL EMPLOYMENT OPPORTUNITY FUND
ALLOCATION APPLICATION**

Under the State Chancellor's authority to "represent the Board [of Governors] in monitoring the use of the Equal Employment Opportunity Fund for the purpose of promoting equal employment opportunities in hiring and promotion at community college districts," the State Chancellor's Office implemented a new funding allocation model beginning in 2015-16. The "Multiple Method" allocation model, described below, was developed by the State Chancellor Office's Equal Employment Opportunity and Diversity Advisory Task Force and CCCCO's Legal Division Office beginning in September 2015. In order for the District to receive funding for 2018-2019, the District Equal Employment Opportunity Advisory Committee, Chancellor and Board of Trustees must certify how many of the "multiple methods" the District has satisfied. Due to the District's strong performance, the District has received approximately \$110,000 in Equal Employment Opportunity Funds from the State Chancellor's office since 2015-16.

The "Multiple Methods" are organized as follows:

Pre-Hiring

1. District's EEO Advisory Committee and EEO Plan
2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

As explained in detail in the attached certification, the District has satisfied all of the "multiple methods" except one (Number 3 - Incentives). See Exhibit A (Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form). The EEO Advisory Committee and Chancellor have already signed

the application form, indicating their certification that the District has satisfied 8 of the 9 “multiple methods.”

RECOMMENDATION

It is recommended that the Board of Trustees certify the District’s application for Equal Employment Opportunity funding.

BOARD REPORT NO. 18-5-100B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: David Feune, Director of Human Resources, 358-6775

APPROVAL OF SERVICE AWARD FOR 2017-2018 STUDENT TRUSTEE

Currently, the Student Trustee earns a maximum of \$359.50 per month for serving as Trustee. Prior to January 2018, when the Board received a compensation increase, the Student Trustee earned a maximum of \$342.50 per month. The Student Trustee is eligible, at the Board's discretion, for a service award if s/he has fulfilled the duties of the position for a 12-month period, in an amount equal to the total already earned during his/her 12-month term.

Student Trustee Alfredo Olguin Jr. has served as Student Trustee for the past 12 months and has fulfilled all requirements of the office as specified in the Education Code and Board Policies.

RECOMMENDATION

It is recommended that the Board authorize payment of a service award to Student Trustee Alfredo Olguin Jr., in accordance with Board Policy 1.05, as described above.

BOARD REPORT NO. 18-5-101B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Kim Lopez, Vice President of Instruction, College of San Mateo, 574-6118
 Dr. Jennifer Taylor-Mendoza, Vice President of Instruction, Skyline College, 738-4321

**APPROVAL OF NON-SUBSIDIZED TUITION FEES FOR CHILD DEVELOPMENT CENTERS
 AT COLLEGE OF SAN MATEO AND SKYLINE COLLEGE**

The Child Development Centers at College of San Mateo and Skyline College are requesting Board approval for a tuition increase for non-subsidized, fee-for service families. Tuition fees have not been raised in three years. The proposed fees are competitive based on rates for child care services in San Mateo County. Tuition fees for children under 3 years old are higher due to the requirements for maintaining lower staff child ratios and smaller group sizes for younger children. The California Department of Education’s Early Education and Support Division sets the daily reimbursement rate for subsidized parents.

College of San Mateo and Skyline College seek the Board’s approval to increase daily fees for non-subsidized children, as indicated in the table below.

	<u>Spring 2018 Fees</u>	<u>Fees Effective 8-15-18</u>	<u>Change</u>
Full-time (3-5 years) More than 5 hours per day	\$55	\$60	\$5
Part-time (3-5 years) Less than 5 hours per day	\$50	\$55	\$5
Full-time (birth-36 months) More than 5 hours per day	\$67	\$72	\$5
Part-time (birth-36 months) Less than 5 hours per day	\$57	\$62	\$5

RECOMMENDATION

It is recommended that the Board of Trustees approve the increase in daily fees for non-subsidized children enrolled at College of San Mateo and Skyline College Child Development Centers as stated above, effective August 15, 2018.

BOARD REPORT NO. 18-5-102B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: José D. Nuñez, Vice Chancellor, Facilities Planning, Maintenance & Operations, 358-6836
Chris Strugar-Fritsch, Director of Capital Projects, 378-7342

**APPROVAL OF CONTRACT AWARD FOR CAÑADA COLLEGE
BUILDING 9 ENVELOPE REPAIR PROJECT**

Cañada College building 9 houses the Campus Library, Learning Center, Student Resource Center, Admissions & Records and other student support services. It is a three-story steel framed structure constructed in 2007 by S.J Amoroso Construction Company. The building is experiencing water leaks at various window and wall locations dating from the building’s initial occupancy. To mitigate further damage to the building, the District is working to repair the envelope and collateral damaged areas.

The Facilities Planning Department, with support from Allana Buick and Bers, Inc., established a project-specific prequalification and competitive bidding process for the Project. An advertisement for this construction opportunity (Bid #86772) was released through the PlanetBids online bidding system to all registered B licensed contractors. In addition, a formal Advertisement to Bid was published in a local newspaper for two consecutive weeks on March 26 and April 2, 2018. Seven general contractors attended the mandatory pre-bid conferences on April 3 and April 9, 2018.

Two applicants submitted the prequalification packet and both were prequalified to bid on this project.

On May 3, 2018, the District held a public bid opening and received one bid for this project as follows:

Contractor	Total Bid
W.E. Lyons Construction Co	\$8,440,391.00

After bid opening, the Facilities Planning Department conducted a due diligence investigation of the bid received to ascertain the bid is in conformance with the bidding requirements. Based on the due diligence review process, W.E. Lyons Construction Co’s bid was deemed responsive and responsible and is within the project engineer’s estimate.

This project will be funded by local funds and repaid pending litigation claim.

RECOMMENDATION

It is recommended that the Board of Trustees authorize the Executive Vice Chancellor to execute a contract with W.E. Lyons Construction Co. for the Cañada College Building 9 Exterior Envelope Repair Project, Bid #86772, in an amount not to exceed \$8,440,391.

BOARD REPORT NO. 18-5-103B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: José D. Nuñez, Vice Chancellor, Facilities Planning, Maintenance & Operations, 358-6836
Chris Strugar-Fritsch, Director of Capital Projects, 378-7342

**APPROVAL TO REJECT ALL BIDS AND REBID
CAÑADA VISTA ENVELOPE REPAIRS PROJECT**

Cañada Vista is a multi-family housing and community building complex consisting of two buildings with 60 apartments and a community building at Cañada College. The buildings were constructed in 2010 by Segue Construction. Since their construction, the buildings have experienced water intrusion through the windows, walls and decks. To mitigate further damage to the buildings, the District seeks to repair the envelope and collateral damaged areas.

The Facilities Planning Department, with support from Allana Buick and Bers Inc., established a project-specific prequalification and competitive bidding process for the Project Bid. An advertisement for this construction opportunity (Bid #86774R) was released through the PlanetBids online bidding system to all registered B licensed contractors. In addition, a formal Advertisement to Bid was published in a local newspaper for two consecutive weeks on March 13 and March 20, 2018. Eight general contractors attended the mandatory pre-bid conference on March 19, 2018.

Five applicants submitted the prequalification packet and all were prequalified to bid on this project.

On April 24, 2018, the District held a public bid opening and received one bid for the project as follows:

Contractor	Total Bid
Saarman Construction LTD	\$12,598,947

After bid opening, Facilities conducted a due diligence investigation of the bid to ascertain that it meets all the requirements of the project. Based on the due diligence review process, the bid was incomplete and deemed nonresponsive. Additionally, the bid received exceeds the project budget target for construction costs by 52%, therefore, the Facilities Planning Department is seeking approval to reject the bid and rebid the project in late June.

This project will be funded by local funds and repaid pending litigation claim.

RECOMMENDATION

It is recommended that the Board of Trustees reject the bid (#86774R) and authorize the Facilities Planning Department to re-bid the Cañada College Vista Housing Envelope Repair Project.

BOARD REPORT NO. 18-5-104B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: José D. Nuñez, Vice Chancellor, Facilities Planning, Maintenance & Operations, 358-6836
Chris Strugar-Fritsch, Director of Capital Projects, 378-7342

**APPROVAL OF CONTRACT AWARD FOR DISTRICTWIDE CLASSROOM SECURITY
HARDWARE PHASE 4 -LOCKDOWN BUTTON INSTALLATION PROJECT**

On January 24, 2017 (Board Report No. 18-1-104B), the Board of Trustees rejected all bids and authorized Facilities to rebid the Districtwide Classroom Security Hardware Phase 4 - Lockdown Button Installation Project (Bid #86762). The goal of the Districtwide Classroom Security Hardware project is to provide the capability to lock designated classrooms, labs and conferences rooms from within the room in the case of an emergency. The Phase 4 Lockdown Button project scope involves retrofitting electrified doors with lockdown buttons which when operated will cut power to the door and disable card-key access from the exterior.

The Facilities Planning Department, with the support of Swinerton Management & Consulting, re-advertised this construction opportunity (Bid #86779) through the PlanetBids online bidding system to all of the District’s pre-qualified C-7, C-10 and C-28 licensed contractors. In addition, a formal Advertisement to Bid was published in a local newspaper for two consecutive weeks on March 27, 2018 and April 3, 2018. A total of four prequalified contractors attended the optional pre-bid conference held on April 2, 2018.

On April 10, 2018, the District held a public bid opening and received two bids for this project as follows:

Contractor	Total Bid
Schneider Electric	\$ 324,945.25
Foster Brothers Security System, Inc.	\$ 357,189.51

After bid opening, Facilities conducted a due diligence investigation of the bid results to ascertain the lowest responsive, responsible bid meets all the requirements of the project. In addition to pricing, bidders were evaluated for their conformance with bidding requirements. Based on the due diligence review process, Foster Brothers was deemed the lowest responsive, responsible bidder, as Schneider Electric refused to sign the District’s agreement without modifications.

This project will be funded by Measure H general obligation bonds.

RECOMMENDATION

It is recommended that the Board of Trustees authorize the Executive Vice Chancellor to execute a contract with Foster Brothers for the Districtwide Classroom Security Hardware Phase 4 - Lockdown Button Installation Project, Bid #86779, in an amount not to exceed \$357,189.51.

BOARD REPORT NO. 18-5-105B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jose Nunez, Vice Chancellor, Facilities Planning, Maintenance & Operations,
Public Safety, 358-6836
Bill Woods, Chief/Director of Public Safety, 358-6840

PUBLIC SAFETY STUDY RECOMMENDATIONS FOR IMPLEMENTATION

Staff have formally briefed the Board of Trustees on three prior occasions (November 8, 2017, March 14, 2018 and April 25, 2018) about the results of the (Margolis Healy) Public Safety Study. During those discussions, staff provided preliminary recommendations, with which the Board concurred in principle, to maintain the current model of a non-sworn and unarmed Public Safety Department and for implementing the 71 operational recommendations offered by Margolis Healy in their report.

To assist the Board in further processing this report and its associated recommendations, staff also held stakeholder briefings to garner feedback about the recommended implementation approach, gathered additional data and information requested by the Board, and outlined possible alternatives for the Board's consideration, including a School Resource Officer model.

The District believes that regardless of the implementation of any alternate operating scenario, the Department of Public Safety (DPS) should take appropriate steps to become fully staffed (per positions that have already been approved but not yet filled), update needed technologies, engage and invest in training around community engagement practices, de-escalation, crime prevention, and unconscious bias. This approach maintains the status-quo operating model of the Department, but will increase the Department's expenses by \$1.5 million annually.

The District is poised to implement a community safety strategy based on: Planning, Preparing, Preventing and Partnering. Based upon feedback received by the Board, staff offers the following recommendations, which align with the preliminary recommendations offered in November 2017, for final consideration:

1. Publically reject the Margolis Healy recommendation to create a sworn police department and reject the recommendation to arm officers. Staff recommends that no changes be made at this time to the Department of Public Safety's status and it should remain as an unsworn, unarmed safety organization. With this, DPS would continue to adhere to a strict "Observe and Report" position and rely on local law enforcement agencies to timely respond to unlawful incidents on the District's campuses.
2. Clarify the mission and role of the Department of Public Safety. Staff believe that a new operating model is in order, with a more community-focused approach to safety that engages the campus communities in creating and maintaining safe environments.

3. Implement, where agreeable and financially and practically feasible, the remaining recommendations of the Margolis Healy study. The District agrees with nearly all of the recommendations outlined in the study and is interested in pursuing implementation strategies for those areas of agreement.
4. Explore alternatives to enhance local law enforcement services on or near the District's campuses. This would include determining if alternative safety service models would be appropriate, including SROs, etc.

Included for the Board's review is further explanation and support for each of the staff's recommendations.

Additionally, the Board asked to hear from local law enforcement partners regarding the School Resource Officer model and from the college presidents about their perspectives of the alternative operating models. The leaders – San Mateo County Sheriff, San Bruno Chief of Police and San Mateo Chief of Police – will be present at the meeting to discuss their SRO models with the Board.

RECOMMENDATION

Staff recommends the Board approve the four implementation recommendations referenced above regarding the Public Safety Study and allocate an additional \$1.5 million to enhance the current public safety operations of the District.

STAFF RECOMMENDATION 1:**Reject the Margolis Healy recommendation to create a Sworn and Armed Police Department for the District**

Margolis Healy recommended that the District transition to a sworn police department, where officers would have legal authority including detaining individuals to conduct investigations, applying for and executing search and arrest warrants, enforcing vehicle and traffic laws, and using force in situations that may require it. Margolis Healy outlined two options for implementing such a transition to a sworn department, including one option to arm officers immediately and one to arm them over time.

The District does NOT agree with the recommendation to transition to a sworn and armed police department. District administration recommends that the Board reject this recommendation.

There is a portfolio of reasons for this conclusion, including (in no particular order):

1. Our campuses are safe places to learn, work and visit. The data reinforce this fact with the continued reporting of little to no violent crimes on any of our campuses and only a minimal number of petty crimes each year. As Tables 1 below details, the District's criminal activity is not at a level that warrants a sworn and armed police force.

Table 1. SMCCCD Crime Statistics (2013 – 2016)

Crime Categories	2013	2014	2015	2016
Murder/Non-negligent Manslaughter	0	0	0	0
Negligent Manslaughter	0	0	0	0
Sex Offenses – Forcible	1	0	0	0
Rape	0	0	0	0
Fondling	0	0	0	1
Incest	0	0	0	0
Statutory Rape	0	0	0	0
Robbery	0	0	0	0
Aggravated Assault	2	0	3	1
Burglary	5	12	15	11
Motor Vehicle Theft	2	4	1	0
Arson	0	0	0	0
Domestic Violence	0	2	1	1
Dating Violence	0	0	0	0
Stalking	0	1	0	1

2. Our local law enforcement partners cautioned the District against moving to a sworn and armed department. This feedback came from respected law enforcement and community leaders who have been great partners with the District for decades, and the District took that feedback very seriously.
3. Establishing a new sworn and armed police department would be a massive undertaking; with new staff, equipment, vehicles, facilities, insurance, professional development, etc. this would require a significant initial financial investment, as well as ongoing costs of several millions of dollars each year.

4. Our campuses serve a diverse student body, employee base and community. Considering that there has been nationwide decline in trust and confidence of law enforcement in many underrepresented communities, creating a new sworn and armed police department on our campuses is likely to further isolate these groups of students and employees rather than engage them.
5. The goal of the District is to create a more community-based, -focuses, and -accessible public safety strategy to engage students and employees in the safety apparatus of the campuses. Creating a sworn and armed police department is not congruent with the approach the District wants to pursue in developing and fostering relationships with students, employees and the community.
6. Data have shown that there is no clear correlation between policing/safety models and the prevention of incidents on campuses. When reviewing college campus assailant situations over the past few years, there have been incidents on campuses with sworn and armed police, with School Resource Officers, with public safety officers and with no security presence.
7. Margolis Healy did not present alternative options in their report regarding armed officers. Staff outlined several alternatives for the Board's information at its meeting on April 25, including full contracted policing from local law enforcement partners, School Resource Officers (SROs), armed but unsworn public safety officers, and contracted security. The District should continue to work with local law enforcement to explore alternatives which were not covered by Margolis Healy.

STAFF RECOMMENDATION 2:

Clarify the Mission and Role of the Department of Public Safety

Margolis Healy's top priority recommendation (with the exception of creating a sworn and armed police department) was to clarify the role, mission and strategy of the Department of Public Safety (DPS). The consultant noted in their report that there is a wide variation within the SMCCCD community regarding the perceptions of the role of the DPS, as well as expectations for what officers should do or be capable of doing. It is Margolis Healy's belief that it is important to clarify these points and it is important to understand the various expectations of the DPS from segments of the campus community.

The District agrees with this priority area recommendation. Staff believe that a new operating model is in order, with a more community-focused approach to safety that engages the campus communities in creating and maintaining safe environments. With this approach, officers are literally shedding their "police" uniforms for more informal attire, making DPS officers more approachable in appearance and demeanor. Officers would be assigned to regular shifts on the same campus as to allow the campus communities to recognize and know their public safety staff.

STAFF RECOMMENDATION 3:**Implement the remaining (71) recommendations of the Margolis Healy Study as appropriate and feasible, and other best practices identified through this process**

In addition to the overarching recommendation (creating a sworn and armed police department) and clarifying the role, mission and strategy of the Department of Public Safety, the Margolis Healy study also outlined four additional priority areas that include 71 recommendations. The District agrees with the priority areas and nearly all of the individual recommendations. Staff have been working to evaluate, prioritize and implement those operational recommendations and are seeking Board approval to move forward with those areas where policy direction is required.

The four additional priority recommendations included:

1. Develop a Written Directive System

Margolis Healy concluded that the Department of Public Safety Department does not have an adequate set of written directives (policies, procedures, formal protocols, etc.) capable of providing appropriate guidance to supervisors and officers. The consultant believes that developing a comprehensive standard operating procedure (SOP) manual is fundamental to ensuring consistency of DPS actions across the Colleges.

The District agrees with this priority area recommendation and is working to standardize operations and codify policies and procedures in a formal manual. This work will begin in earnest after the role, mission and strategy of the department is solidified.

2. Develop a Strategy for Engaging with the Campus Community

During the study process, Margolis Healy received feedback that the campus communities have a desire for more personable engagement and positive interactions with DPS officers (i.e., be more visible, more recognizable, understand their role, etc.). The DPS strategy should be refined in recognition of the national landscape and carried out by officers who acknowledge and understand its need, and who are able to embrace a community approach to campus safety.

The District agrees with this priority area recommendation and will be incorporating its implementation into clarifying the role, mission and strategy of the Department.

The DPS will be engaging the campus community through trainings, workshops and forums on safety-related issues, including de-escalation and unconscious bias training for DPS officers, faculty, staff and students. Further, all members of the campus community would benefit from opportunities to be better informed about how to respond to emergency situations and better prepared to identify potential issues if they had more routine, focused and deliberate training and engagement. Lastly, the student voice is important to this process and in addition to the standing public safety committees, there will be a new student advisory committee on each campus to provide feedback and perspective to the respective campus public safety captains.

3. Develop a Comprehensive Physical Security Program

Margolis Healy commended the District for its investment in and deployment of security systems and technology, though they believe past solutions have been singular in nature and not comprehensive or employed enterprise-wide throughout the three colleges. Margolis Healy recommends that the District develop a comprehensive public safety program that weaves together the various technological and mechanical countermeasures to create redundancy and multiple layers of awareness and safety.

The District agrees with this priority area recommendation and has undertaken several key measures to strengthen the physical security of the campuses and other improvements are under review:

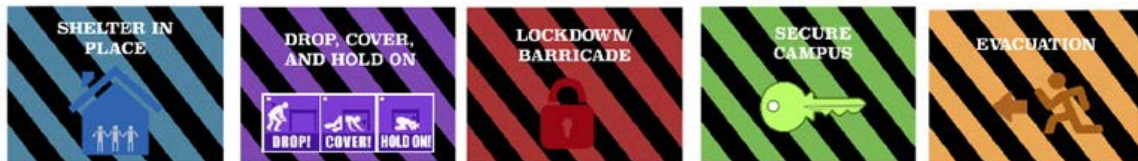
- A. The District invested in a new radio communication system which allows DPS officers to communicate directly with local law enforcement officers in the event of an emergency, bypassing dispatching systems and registering calls for assistance directly with those officers in the field. This will streamline communication and will also increase the time of response to calls for assistance.
- B. The District has also undertaken a district-wide program to install locks on all interior doors in all buildings, allowing for lock-downs during emergency situations. To date, nearly 80 percent of all doors have been fitted with locks and the Board will be presented with a proposal for the remaining doors at its meeting on May 16.
- C. The District is currently assessing the effectiveness of the Emergency Alert System (EAS loud speakers). Certain areas of campuses have been identified as dead zones where no EAS can be heard. A review of the system and its range is ongoing.

4. Enhance Emergency Management Planning

In their report, Margolis Healy noted that the District has worked to develop an all-hazards emergency operations plan consistent with contemporary standards in higher education. Margolis Healy believes that the District and the Colleges can do more to enhance training of and familiarization with the plan.

The District agrees with this priority area recommendation. DPS has substantial emergency plans in place and is in the process of hiring a full-time emergency preparedness manager. But, more outreach, engagement and dedicated attention is needed to train faculty and staff and to exercise plans for emergency management.

The District has adopted “The Big Five” emergency response protocol currently used by all K-12 districts in San Mateo County and the awareness by students, employees and campus visitors of these protocols will be a great asset in responding to emergency situations, including:



The District currently utilizes CARES (College Assessment, Response and Evaluation of Students) Teams and will be working to enhance these bodies to allow them to serve as Threat Assessment Teams. With additional training and the addition of a local law enforcement partner member to the team, these groups will be better prepared to identify student behavior issues earlier and with more context and information, which will allow for the implementation of needed student services and coordination with campus, local and law enforcement entities.

STAFF RECOMMENDATION 4:**Continue to work with local law enforcement partners to strengthen relationships, communication and coordination and explore alternatives to enhance safety for our campuses**

Margolis Healy did not present alternative options in their report regarding armed officers. Staff outlined several alternatives for the Board's information at its meeting on April 25, including full contracted policing from local law enforcement partners, School Resource Officers (SROs), armed but unsworn public safety officers, and contracted security. The District should continue to work with local law enforcement to explore alternatives which were not covered by Margolis Healy.

The Department of Public Safety continues to partner with and engage local law enforcement in San Bruno, San Mateo and the County Sherriff. In addition to the enhanced communication capacities outlined in Staff Recommendation 3, the Department is also exploring opportunities for joint training, campus awareness and physical layout, dedicated partner spaces, etc. to allow for a more collaborative and cooperative relationship.

FUNDING RECOMMENDATION:**\$1.5 million is requested to maintain appropriate services**

Regardless of any alternative safety enhancement models that may be considered and implemented, additional investment is required in the current Public Safety operations to maintain an adequate level of service through staff, technology, outreach and equipment.

Staff is requesting \$1.5 million to maintain an appropriate level of service; while the Department's observe and report profile would remain status-quo, the Department's service would be enhanced through additional staffing at later hours, more training and equipment to make operations more efficient.

These funds would cover:

- Additional staffing (previously approved by the Board but not yet filled), including four officers, one systems tech and one additional command staff
- Two new vehicles
- New software and IT equipment
- New radios and communications devices

BOARD REPORT NO. 18-5-1C

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

**DISCUSSION OF USE OF DISTRICT PARKING LOT FOR HOMELESS
STUDENTS AND EMPLOYEES**

The Board has asked for a discussion of the proposal offered by Trustee Mandelkern at the April 25, 2018 meeting regarding allowing homeless students and employees who currently reside in their automobiles to park those automobiles at designated District locations. Additionally, the proposal calls for restroom and shower facilities to be available for those individuals.

The proposal offered by Trustee Mandelkern is included for the Board's review and consideration.

Staff will be available to answer questions about potential impacts of the proposed plan.

Housing Insecurity Remediation Pilot Project Proposal

We know from anecdotal evidence and from student registration data that there are over 100 District students who currently consider themselves homeless. Some percentage of these students live in their cars or other vehicles. While we don't have similar data for District employees, there is anecdotal evidence from San Jose State University and San Jose Community Colleges of faculty and staff who live in their cars. One could extrapolate that similar situations exist within our District in San Mateo County.

In order to provide at least a partial solution to this housing insecurity situation, to determine the demand for such a solution, and to better understand the feasibility of the proposed solution, a trial project should be undertaken.

This trial project would consist of identifying a suitable parking lot at one of our three campuses (or the District Office) where students and staff could park and sleep in their vehicles overnight. Limited portable bathroom facilities would be provided at the selected site for overnight use, and parkers would make use of showers, cafeterias, and support services offered on our campuses during the day. This would provide a safer and more humane alternative to the current practice of parking on public roads, commercial areas, or residential neighborhoods throughout the County.

Other communities and school districts provide similar parking options to their members with housing insecurity issues. Examples include Palo Alto allowing overnight parking/sleeping in vehicles at the former Cubberly High School site; Ravenswood School District providing support for homeless families of students, including washers and dryers at each District school site; and the City of Santa Barbara Safe Parking program, which also serves students at Santa Barbara City College.

Proposed steps to quickly and effectively launch a pilot program starting June 1, 2018 would include the following:

1. Determine a suitable location for occupied vehicle parking overnight:
 - Parking lot at a college (or District office) that offers shower facilities to students during the day (probably rules out a Canada site for the time being);
 - Parking lot has access to one standard 20amp 120VAC circuit and one standard garden hose water tap for restroom trailer;
 - College has a cafeteria that provides cooked food options for participants during the day, ideally from breakfast through dinner, although breakfast and lunch only may be all that is available at this time;
 - College has a Sparkpoint program to offer additional assistance/services (locating housing options, financial assistance, food bank, etc.).

2. Develop "Rules of Engagement" based on Santa Barbara New Beginnings Safe Parking™ model. <https://sbnbcc.org/safe-parking/> (Program Manual with best practices, tips, overcoming challenges, etc. available for purchase from this site). An initial set of proposed rules and guidelines might include the following:

- Limited to SMCCCD students and employees only; must be registered for preceding or following semester to use during inter-session breaks;
- Limited to vehicles (including RVs) only; no tents, boxes, camping, etc.;
- Vehicles must have a valid SMCCCD student or staff parking permit;
- Vehicles must be moved at least once every 72 hours (may want to be more stringent and require them to be moved out daily and return at night, like Santa Barbara program requires);
- Vehicle must have valid registration and current insurance, and parker must have a valid driver's license, which must be presented at Sparkpoint Center to get overnight parking permission (also enrolls participant in Sparkpoint Center services at the same time to address broader needs);
- Rules to be posted on site. Self-governance by the community of parkers to be encouraged.

3. ADA compliant portable restroom to be provided:

- See example from Nor*Cal Waste Services (current provider at Costco Foster City) <http://norcalportableservices.com/product-14-2-two-station-luxury-restrooms-with-ADA.php> ;
- \$4500/month includes weekly waste tank servicing and maintenance. Month-to-month rental with no minimum term;
- \$950 delivery charge, \$950 pick up charge;
- Trailer doors to be locked during day? (makes sense if vehicles are not allowed to stay at site during day).

4. Additional services to be provided, or considered:

- Public Safety to add site to their overnight patrol routine;
- Local police (San Mateo, San Bruno, or Sheriff as appropriate, depending on site selected) to be notified so that they can add to regular patrol as well;
- Facilities & Maintenance to provide once/day cleaning of restroom trailer, possibly lock/unlock restroom trailer for evening access only.

5. Metrics and Measurement:

- Run pilot for 6-7 months (June/July 2018 through December 2018);
- Count number of registrants for parking permit;
- Count number of nightly parkers;
- Record comments/complaints;
- Report back to Board in December 2018; decide to continue or terminate.

Estimated cost of a 6-7 month pilot program to test the feasibility and determine what issues might arise would be \$30,000 - \$50,000. Primarily costs would be the rental of the portable toilet trailer and any additional custodial/facilities services.

Staff is directed to bring a proposal back to Board for discussion and decision as an Action Item at the May 16th Board meeting

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Safe Parking



Safe Parking™ Program

New Beginnings' Safe Parking Program provides case management and outreach to the homeless and safe overnight parking to individuals and families living in their vehicles. New Beginnings has operated the Safe Parking Program since 2004 in cooperation with numerous local churches, governmental and non-profit agencies and businesses. We provide confidential, daily-monitored parking places for those who are living in their vehicles because they do not have sufficient income to provide for their basic need of affordable housing.

In addition to operating 133 safe overnight parking spaces, the Safe Parking program connects the chronically homeless to shelters and services that will get them off the streets and into safer environments. Program staff distribute more than 450 pounds of food each month and offer a rapid re-housing component that provides case management to transition program participants into permanent housing and employment.

Through the program, New Beginnings offers job tutoring, resume preparation and facilitates outside agency connections as needed to help participants gain employment or obtain government benefits. On a case-by-case basis, New Beginnings will write grants on behalf of clients to help them obtain cash assistance to pay for medical and dental expenses, and other costly, but life-changing assistance.

Current proof of valid driver's license, vehicle registration and insurance is required.

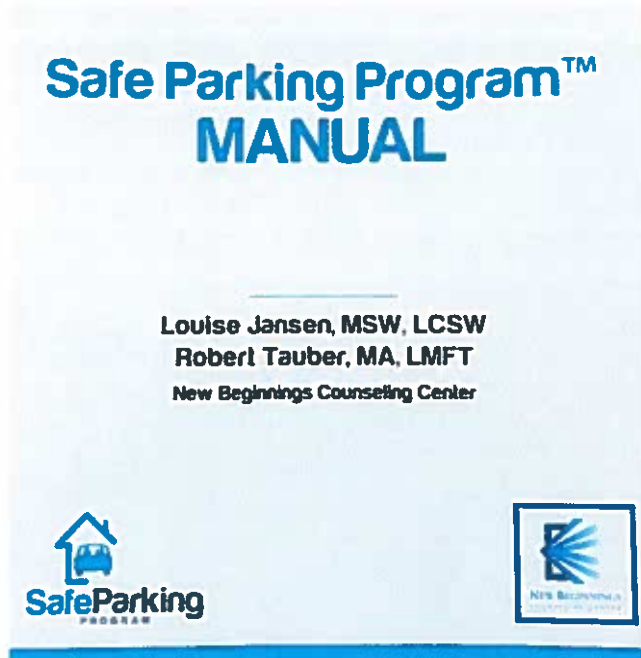
For more information about the Safe Parking Program, please contact:

Cassie Roach

Program Coordinator/Senior Case Manager

Tel. 805.845.8492

croach@sbnbcc.org



NOW AVAILABLE FOR PURCHASE

The Safe Parking Program Manual is a guide created for other communities seeking to begin their own program to assist the vehicular homeless. The manual outlines best practices, challenges and how to overcome them, tips and "pearls of wisdom", etc. Please see the Table of Contents below for more information.

Safe Parking Program Manual

\$149

Plus \$6.50 Shipping

Sales Tax Within California

Buy Now



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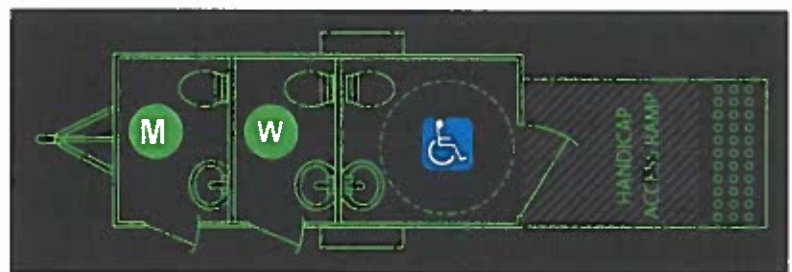
Standard Restrooms Luxury Restrooms Showers Trailers Sweeper Fence/Storage Containers Free Quote About Us

Zoom



2 Station Luxury Restrooms With ADA (Layout 2)

Our 2 Station Luxury Restroom trailer comes with two private standard restrooms and one ADA restroom with a ramp serving the back ADA restroom. Restrooms feature porcelain flushing toilet, a sink, and mirror.



Trailer Dimensions: 14'L x 6'W x 11'6"H

Men's:

- 1 private stall
- 1 sink



SPECIAL EVENTS

- Outdoor Events
- Weddings

Men's:

- 1 private stall
- 1 sink



Women's:

- 1 private stall
- 1 sink



ADA:

- 1 private stall
- 1 sink
- 1 ADA ramp

Requirements:

- 1 standard 20amp household plugs
- 1 standard garden hose connection

Waste Tank 300 gallons
 Approximately 600 uses
 Fresh Water 200 gallons

Download product sheet

Free quote



- Corporate Events
- Tailgate Parties
- Winery Events
- Upscale Parties
- Sporting Events
- Emergency Relief
- Construction Site
- Home Remodel
- Corporate Remodel

Related Products



2 Station Luxury Restrooms With ADA (Layout 1)



2 Station Luxury Restrooms With ADA (Layout 3)



Six Station Luxury Restroom Trailer



Storage Containers

BOARD REPORT NO. 18-5-2C

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

DISCUSSION WITH AFT REGARDING INTERESTS IN FUTURE NEGOTIATIONS

At its meeting on April 25, 2018, the Board of Trustees explored with representatives from the District's three collective bargaining units (AFSCME, AFT and CSEA) a process for discussing interests for future negotiations.

The representatives from the three unions expressed general interest in pursuing this opportunity and it was concluded that each union would be invited to separate meetings in the future to begin the discussions of interests with the Board.

The first such meeting will be with the AFT.

San Mateo County Community College District

May 16, 2018

BOARD REPORT NO. 18-5-3C

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

DISCUSSION OF FIFTY PERCENT LAW

The Board has asked that there be a discussion of the District's conformance with the state's Fifty Percent Law regarding instructional faculty expenses.

Staff will be available to answer any questions the Board has on this matter.

BOARD REPORT NO. 18-5-4C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Jennifer Taylor-Mendoza, Vice President of Instruction, Skyline College,
738-4436

**INFORMATION ON COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP
AGREEMENT BETWEEN SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT AND
JEFFERSON UNION HIGH SCHOOL DISTRICT**

California State Assembly Bill 288, College and Career Access Pathways (CCAP), allows for partnership agreements for the purpose of offering or expanding dual enrollment opportunities. Agreements emphasize serving students who may not already be college bound or who are historically underrepresented in higher education. The goal is to develop seamless pathways in support of career technical education, transfer readiness, improved high school graduation rates, and high school career and college readiness.

The CCAP agreement between the District and the Jefferson Union High School District is established pursuant to California Education Code 76004(b). The Education Code requires that the dual enrollment partnership agreement be presented as an information item at an open public meeting of the governing board, and be presented as an action item at a subsequent meeting.

The Jefferson Union High School District Board will also consider the agreement.

BOARD REPORT NO. 18-5-5C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Jennifer Taylor-Mendoza, Vice President of Instruction, Skyline College,
738-4436

**INFORMATION ON COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP
AGREEMENT BETWEEN SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT AND
SAN MATEO UNION HIGH SCHOOL DISTRICT**

California State Assembly Bill 288, College and Career Access Pathways (CCAP), allows for partnership agreements for the purpose of offering or expanding dual enrollment opportunities. Agreements emphasize serving students who may not already be college bound or who are historically underrepresented in higher education. The goal is to develop seamless pathways in support of career technical education, transfer readiness, improved high school graduation rates, and high school career and college readiness.

The CCAP agreement between the District and San Mateo Union High School District is established pursuant to California Education Code 76004(b). The Education Code requires that the dual enrollment partnership agreement be presented as an information item at an open public meeting of the governing board, and be presented as an action item at a subsequent meeting.

The San Mateo Union High School District Board of Trustees will also consider the agreement.

BOARD REPORT NO. 18-5-6C

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

DISCUSSION OF BOARD OF TRUSTEES SELF-EVALUATION

Board Policy 1.35 states, “Board members, including the Student Trustee, shall participate in an annual Board evaluation process which will be conducted each calendar year. The purpose of this evaluation of the Board as a whole is to identify those areas of Board functioning which are working well and those which need improvement and to improve communication and understanding among Board members.” Each member of the Board of Trustees has completed a self-evaluation dealing with the performance of the full Board. The areas covered in the self-evaluation are:

- Institutional Mission and Educational Policy
- Institutional Planning
- Instructional/Student Services Programs
- Facilities
- Financial Resources
- Board Operations
- Board-Chancellor Relations
- Faculty/Student/Classified Relationships
- Community Relations
- Governmental Relationships

The results have been compiled by staff and the Board will engage in a dialogue regarding the results of the self-evaluations.