

**AGENDA**  
**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT**  
**REGULAR MEETING OF THE BOARD OF TRUSTEES**

**July 24, 2019**

**Closed Session at 4:00 p.m.; Open Meeting at 6:00 p.m.**  
**District Office Board Room, 3401 CSM Drive, San Mateo, CA 94402**  
**Other Location: Element Detroit at the Metropolitan, 33 John R. St.**  
**Detroit, Michigan 48226**

**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 and potential or existing litigation. 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 tape recorded; tapes 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.*

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**4:00 p.m.      Call to Order**

**CLOSED SESSION ITEMS FOR DISCUSSION**

1. Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2): Two cases
2. Employee Discipline, Dismissal, Release
3. Conference with Labor Negotiator  
Agency Negotiator: Mitchell Bailey  
Employee Organizations: AFT, CSEA and AFSCME

**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**

**ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION**

**DISCUSSION OF THE ORDER OF THE AGENDA**

## **PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS**

- 19-7-2C      [Contemporary Conversation Regarding Race, Class, Gender, Privilege and Equity: Reaffirming Commitment to Undocumented Students](#)

## **STATEMENTS FROM EXECUTIVES**

## **STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

## **NEW BUSINESS**

- 19-7-2A      [Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel](#)
- 19-7-3A      [Approval of the Allocation of Total Compensation and New Salary Schedules for Non-Represented Employees](#)

### **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.*

- 19-7-1CA      [Approval of Budgetary Transfers for the Period Ending May 31, 2019 and Adoption of Resolution No. 19-10 Authorizing Budget Revisions and Transfers for 2018-19](#)
- 19-7-2CA      [Acceptance of Grant for Online CTE Pathways at Cañada College](#)
- 19-7-3CA      [Declaration of Surplus Property](#)
- 19-7-4CA      [Disposition of District Records](#)

### **Other Recommendations**

- 19-7-1B      [Approval of College Institutional Self Evaluation Reports \(ISERs\) to the Accrediting Commission for Community and Junior Colleges \(ACCJC\)](#)
- 19-7-100B      [Adoption of Resolution No. 19-11 Regarding Amendment to the Schools Excess Liability Fund JPA Agreement](#)
- 19-7-101B      [Adoption of Resolution No. 19-12 Regarding Board Absence](#)
- 19-7-102B      [Approval of Construction Consultants](#)
- 19-7-103B      [Approval of the Sole Source Purchase of Portfolium](#)

## **INFORMATION REPORTS**

- 19-7-3C      [Update on Student Housing](#)
- 19-7-4C      [Update on Public Safety Study Implementation](#)
- 19-7-5C      [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**

**BOARD REPORT NO. 19-7-2C**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

**CONTEMPORARY CONVERSATION REGARDING RACE, CLASS,  
GENDER, PRIVILEGE AND EQUITY: REAFFIRMING COMMITMENT TO  
UNDOCUMENTED STUDENTS**

Over the course of the last two and a half years, the Board and the District have had focused conversations relating to race, class, gender, privilege and equity. The foundations of these conversations are manifested in the District's Strategic Plan and facilitated across the campuses in classrooms, programs, curriculum, policies, trainings and general awareness and actions.

The Board will continue this conversation with a discussion of contemporary issues relating to race, class, gender, privilege and equity. In particular, the Board will discuss reaffirming its commitment to serving and supporting the undocumented students who attend our colleges.





# President's Report to the Board of Trustees

Dr. Jannett Jackson



*Dr. Jannett Jackson Steps into Role of Interim President of Skyline College*

## SKYLINE COLLEGE BOARD REPORT

### JULY 24, 2019

#### Dr. Jannett Jackson Steps into Role of Interim President of Skyline College



Dr. Jannett Jackson will serve as the interim president of Skyline College, effective July 1, 2019. Dr. Jackson will further the important work the College is currently undertaking by allowing the major student success initiatives underway to reach their full potential and flourish for many years to come.

Dr. Jackson brings the perfect combination of interpersonal skills, professionalism, empathy, cultural awareness, academic leadership and a high level of integrity to this key position. For over five years, Dr. Jackson served as Chancellor of the Chabot-Las Positas Community College District where she was responsible for an annual \$280 million operating budget as well as securing passage of a \$950 million General Obligation Bond. Dr. Jackson also served for three years as the President of Alameda College, providing leadership on accreditation, implementing a comprehensive institutional planning and review process, and secured several federal grants in support of workforce development. Earlier in her career, Dr. Jackson served as a vice president for instruction, dean

and faculty member within the California Community College system. Her vast educational leadership experience will be invaluable to Skyline College during this interim role.

Though she has a distinguished academic career, Dr. Jackson's military service as a Colonel in the United States Army National Guard is also noteworthy. In 1990, she was a company commander in the Persian Gulf War and was a brigade commander in Iraq in 2005, and was Joint Forces Command Director in charge of strategic plans, policies and interagency interoperability from 2006 through 2008. Dr. Jackson was awarded the Bronze Star in 2006. After 35 years of service, Colonel Jackson retired from the military in 2010.

As a leader on the battlefield, in the classroom and throughout the community, Dr. Jackson has served on countless committees, panels, boards and commissions. She has also been honored with numerous awards, including the Regina Stanback Stroud Leadership Award presented by the Western Region Council on Black American Affairs in 2016.

*Photo by Ricardo Coronado*

#### Equity Institute Launches Two Academies for Educators and Institutional Leaders



On April 17-19, 2019, the Equity Institute (EI) hosted its inaugural equity academy, *The Anatomy of a Transformative Course: Critical Competencies for Student Success* at the San Mateo Marriott. Equity academies are intensive multi-day professional development experiences introducing participants to baseline concepts, interrogating data, and mapping implementation strategies for participants to focused



## SKYLINE COLLEGE BOARD REPORT

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on creating strategic institutional responses to issues around race, gender, and equity. In the inaugural academy, 17 California community colleges sent teams of 10 people representing faculty, instructional support staff, academic deans, and vice presidents of instruction to learn new ideas, strategies, and resources that advance student success.

Day one of the academy opened with keynote speaker, Dr. Regina Stanback Stroud, President Emerita of Skyline College, consultant, and an influential voice in education with a 30+ year career in the California community colleges. Her message called for faculty to be courageous, committed, and work collaboratively to show up differently for our students. She emphasized the agency and influence faculty and institutional leaders yield to impact students' lives stating, "You are the people who get to shape the education of the students that are in your classrooms...use your power, don't waste it. If you're in a position to allocate resources, allocate resources. If you're in a position to remove barriers, remove barriers..." Following the keynote, EI Executive Director, Lasana O. Hotep welcomed participants to the academy introducing them to the T3 Framework, a practical framework developed by the EI that encourages educators to measure the foundational aspects of their course by critiquing the lens under which the tools were developed. His welcome provided context around the purpose of the academy and the journey participants will embark on.

Throughout the academy, teams worked collaboratively in sessions facilitated by instructional faculty, staff, and administrators at Skyline College. In the sessions, teams engaged in experiential learning activities and discussions around how to approach their course syllabi, design lesson plans, and develop pedagogical and grading practices through a lens of equity. Team members also received a guidebook developed by the Equity Institute that provided reference materials to the content taught in the sessions, activities participants work on when they return to their institutions and resources.

Day two of the academy featured a lunchtime conversation with Kenyatta Weathersby, Professor of Statistics and Jessica Hurless, Professor of Communication Studies at Skyline College. In their conversation, Weathersby shared how he used the Flint Water Crisis as a model and framework for students to learn statistical concepts and develop their own experiences and projects. This approach came from a desire to have the course content connect to students' lives. He said, "I was always thinking about what can I do to make students excited? What can I do to get them to put the pencil in their hand?" The academy culminated with keynote speaker, Dr. Pedro Noguera, an award-winning educator, author, and activist. He opened his message sharing, "I had no idea how deep you were going in this work...as you've heard, I've taught at Berkeley, at Harvard, at NYU, and now UCLA, none of those universities has ever done what you're doing. Not one. Not one." Dr. Noguera talked about how effective faculty and transformative instructors teach students in a manner that revives their curiosity about the world, helps build agency, and instills self-confidence. He said, "You've been focused on equity so the last couple of days and so it's really important to make it clear what this is about. It's about giving our students what they need to be successful recognizing the academic needs and social needs are interconnected. Following the closing keynote, academy participant, Nikki Dequin who serves as Academic President at Gavilan College shared, "This work is ultimately going to lead to student success...it's helping our bettering ourselves and what we're doing to better our students. That's the value in itself. As a result of this, our students are going to be more successful."

On June 12-14, 2019, the EI hosted the academy, *Counseling in the Era of Equity: Critical Competencies for Student Success*. The experience created a space for counselors to engage in a process that shifts their approach from "fixing" students to empowering students, exposed them to innovative and practical pedagogical counseling practices, develop a transformative College Success course outline, and learn how this work can be applied within a Guided Pathways framework. For this

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academy, 18 California community colleges sent teams of counselors, counseling deans, and vice presidents of student services to gain information, ideas and develop strategies to move their Counseling departments and colleges towards an equity-minded approach.

Day one opened with keynote speaker, Dr. Darrick Smith, a Consultant and Professor of Education at the University of San Francisco. His message called for a shift in consciousness for community colleges to re-think what it means to advise and counsel students. He said, “We must make our instruction and our assistance more directly relevant to the issues that they face highlighting the complexity of their realities on a daily basis and empowering and teaching them to confront both their daily realities and the institution at the same time.” He explained that the duty of a counselor is not merely about matriculation but developing a critical lens and counseling practices that empower students to understand, learn, and move through the institution while also developing skills that equip them with skills to navigate their own challenges and experiences.

The four areas of counseling addressed in the sessions were the identity of a counselor, counseling pedagogies, how to develop a transformative student success course and 1-on-1 appointments, and how these efforts can be executed collectively as a college through the Guided Pathways framework. Teams referred to their counseling guidebook while engaging in the sessions and worked with their groups to identify how they want to bring the ideas back to their counseling departments, guided pathways committees and college leadership. Day two of the academy also offered a lunchtime conversation with Michelle Batista, Director of Student Support and Nate Nevado, Counseling Faculty at Skyline College. In this conversation, Nate Nevado spoke about his counseling approach using Hip Hop Pedagogy and the elements of hip hop as a pedagogical tool to better connect with students. The academy closed with keynote speaker, Dr. Michael Benitez, nationally acclaimed scholar-practitioner and Dean of Diversity and Inclusion and Chief Diversity at the University of Puget Sound. Academy participant, Jutzino, a Counselor at Chabot College shared, “We were inspired to come here by

our previous group that came to your first academy. The knowledge, skills and tools they came back with already have been transformative at our college...I was really appreciative to be here. It’s been a super meaningful and humbling experience for me.”

*Article by Katrina Pantig*

### Skyline College Promise Update



Dr. Carla Grandy, the new Director of Guided Pathways and Comprehensive Redesign at Skyline College, recently provided the campus with an update on the Promise:

As part of the Skyline College Promise, the campus embarked three years ago on the Comprehensive College Redesign, our attempt, as a community, to acknowledge our brutal truths and take-action to realize our promise of getting students in, getting students through, and supporting them to graduate on time.

#### What We’ve Accomplished

In these past three years, we have made great strides. As a campus, we have: created meta-majors and redesigned our outreach and counseling structures; increased the number of students supported through the Promise Scholars Program, sequenced courses in each of our degrees and certificates, and engaged in research and conversations to identify other opportunities for improving student success while making education more meaningful and cohesive at Skyline College.

#### What’s Coming Up

Based on that research and the work of multiple inquiry teams, the upcoming year will be focused

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on creating Student Success Teams, contextualizing general education, and introducing ePortfolio across the curriculum.

**Student Success Teams** – Student Success Teams are teams of counseling and instructional faculty in addition to other career, financial, and peer supports for students. These teams will be introduced to students when they first step foot on campus for Preview Day and will be with them throughout their time here to give them guidance and support. These teams will also work to develop opportunities for students to connect with their meta-major through different events and programs during Meta-Major Week and throughout the academic year.

**Contextualized General Education** – Contextualized General Education provides an opportunity for students to see the connections between their courses and career and make meaning out of the range of courses that they are required to take. Beginning in Fall, teams will work to contextualize GE to two themes – Sustainability and Cultural and Ethnic Diversity – while at the same time, the campus as a whole will work to identify additional themes that are already present in our courses and that are of particular interest to students.

**ePortfolio** – ePortfolios are student-generated collections of class work, extra-curricular activities, and life experiences as well as related reflections focused on growth across classes and disciplines. The ePortfolio serves as evidence of a student’s work that they can take with them when they transfer or apply for jobs. ePortfolio’s reliance on self-reflection helps recognize their growth and take ownership over their learning process. Beginning in Fall, teams of faculty, staff, and students will begin developing ePortfolios and assignments to connect learning across disciplines.

To make this a success and truly redesign Skyline College, it will take everyone! If you are interested in learning more or getting involved in any of these efforts, please contact me at grandyc@smccd.edu.

*Article by Dr. Carla Grandy | Photo by Ricardo Coronado*

### Skyline College Makes Big Impact at Wild 94.9’s Wazzmatazz Concert



The Skyline College Marketing and Outreach teams were out in force at Shoreline Amphitheater for the Wazzmatazz Concert put on by radio station Wild 94.9 on June 2. As the education sponsors for the event, Skyline College had a major presence on-site which included a tent, tables and a photobooth where concert-goers could take pictures and grab some swag. A team of five student ambassadors and staff shared their energy and got attendees excited about their education as they entered the venue – at least 400 people stopped by the table over the course of the evening.

As part of a major marketing partnership with iHeartRadio, a national media company that owns Wild 94.9, Skyline College secured major value-for-money on this campaign. The marketing around the concert event included over 40 on-air radio mentions of Skyline College, plus 2 co-branded social media posts and a mobile display campaign with co-branded, digital display ads online.

Additionally, Skyline College sponsored a Meet-and-Greet contest at the concert where students had to



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stop by our activation table to enter to win a chrome-books and a chance to meet an artist of their choice. This contest was promoted during the concert with a jumbo-tron video featuring Wild 94.9 radio personality Crystal Rosas.

Overall, Skyline College received a total of 695,550 impressions both in-person and online as a result of the partnership.

*Article by Connor Fitzpatrick | Photo by Zaw Min Khant*

### Skyline College Students, Faculty and Staff March in SF Pride Parade



Skyline College truly showed its pride as a large contingent marched with its sister colleges and the District in the 2019 San Francisco Pride Parade on Sunday, June 30.

Over 100 students, faculty and staff walked in the parade and demonstrated their pride in the SMCCCD values of gender and sexuality diversity. Marching behind a rainbow banner with a pride-modified District logo, the SMCCCD crowd was decked out in colorful attire and brought signs that supported LGBTQ+ communities and also advocated for important political causes.

Amidst an often corporation-dominated parade, Skyline, Cañada and CSM students and staff were a welcome reminder that education is one of the most important tools we have against oppression.

Ultimately, the day was a celebration of participating in a welcoming queer space and ensuring that queer voices are given the space and power to be heard.

The Skyline College contingent at the parade loved sharing this opportunity with our District community to celebrate the LGBTQ+ history, cultures and struggles, and our celebration of diversity!

*Article by Connor Fitzpatrick*

### Skyline College 50th Anniversary: August 2019 - May 2020



In 2019-2020, Skyline College will celebrate its 50th Anniversary. This event provides the college with a unique opportunity to share historic milestones and innovative firsts since its founding in 1969. The 50th Anniversary will celebrate the college's rich history and community impact, and inspire its future.

The official 50th Anniversary logo has been developed and the tagline for the year is A Legacy of Achievement. Help us to celebrate this incredible time in the history of the college by participating in the events throughout the year.

# SKYLINE COLLEGE BOARD REPORT

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# 50<sup>th</sup> SKYLINE COLLEGE ANNIVERSARY *Events*

FALL 2019

### **Opening Day**

Tuesday, August 13, 2019

9:00 a.m. – 11:00 a.m.

Opening Day Program - Skyline College Theater, Building 1

11:00 a.m. - Group Photo & Human 50, Bldg. 8 & Bldg. 4 field

12:00 p.m. - Birthday Lunch, Fireside Dining Room

### **Environmental Science Building Opening & 50th Anniversary Celebration**

Tuesday, September 24, 2019

2:00 p.m. – 4:00 p.m.

Environmental Science, Building 12

### **Retiree's Luncheon**

Wednesday, October 16, 2019

Environmental Science, Building 12

### **A Legacy of Achievement Gala: 50th Anniversary Celebration**

Friday, November 15, 2019

6:00 p.m.

The Farallon Room, Building 12



# President's Report to the SMCCCD Board of Trustees

President Michael Claire ~ July 24, 2019

## Inside...

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## CSM Conducts Emergency Preparedness Training Exercise



Photo by Julio Ruggiero.

The San Mateo County Community College District Office of Public Safety organized a three-day training exercise to prepare for campus emergencies at CSM. Held June 24–26, the training provided in-depth training for CSM employees in a range of emergency scenarios such as medical emergencies, acts of violence, earthquakes, fire and other situations.

SMCCCD Emergency Preparedness Manager Ben'Zara Minkin, an experienced firefighter, medic and instructor at CSM's Fire Academy, has organized the training program for all three campuses and the District Office. Approximately 40 CSM building captains participated in June, giving CSM valuable practice in potentially life-saving procedures.

SMCCCD campuses are organized with a system of building captains — employees who are responsible for providing local assistance in case of an emergency in any particular campus building. Building captains supplement Public Safety officers, who could be overwhelmed in a major emergency.

*“If you have the confidence and determination, you are already halfway there.”*

2019 CSM grad Nancy Madriz, who transferred to CSU Long Beach to study supply chain management and operations.



Building captains received intensive training in the use of emergency radios, first aid, fire suppression, moving injured parties on staircases, and other techniques. They also received an overview of the National Incident Command System, which is the protocol used by law enforcement, fire and rescue personnel to manage emergencies.

Further training will be organized during the year.



Photos by Julio Ruggiero and Rich Rojo.

## CSM Art Professor Profiled in Oakland Magazine

Susan Matthews, adjunct professor of art at CSM, was profiled in the June issue of Oakland Magazine. Matthews, a respected painter, creates canvases inspired by Afro-Cuban cultural traditions. She has studied and traveled extensively in Latin America and Africa and has exhibited her work in Africa, Cuba and Alaska. She has taught at CSM since 1978.

See the story in Oakland Magazine: <http://www.oaklandmagazine.com/June-2019/Susan-Matthews-Goes-Large-for-More-Impact/>



Visit Sue Matthews' website: <https://www.susanmatthewsgallery.com>

## CSM Music Faculty Member Conducts at Carnegie Hall

CSM music professor Shulamit Hoffmann conducted a 165-member choir and orchestra in a June 16 performance at Carnegie Hall. Hoffmann's Peninsula-based vocal ensemble, Viva la Musica!, performed with several other choirs from around the country in the finale concert of MidAmerica Productions at the legendary concert hall.

Hoffmann traveled with her ensemble of 72 singers, including three former CSM students, for the performance. It is her third appearance at Carnegie Hall (her second as a conductor). Previously, Hoffmann has led choral and orchestral tours to Vienna and Salzburg (2006, for Mozart's 250th birthday celebration), Prague and Dresden (2011), Vilnius, Riga, Tallin, Heslinki, and St Petersburg (2017).



*Photos courtesy of Shulamit Hoffmann.*



Hoffmann has taught at CSM since 2002. She has also taught at Notre Dame de Namur University as well as universities in Idaho, Utah and South Africa.

Her ensemble, Viva la Musica!, performs winter and spring seasons each year in the Bay Area. For Ludwig van Beethoven's 250th birthday celebration in 2020, they will perform Beethoven Ninth Symphony with Bay Area Rainbow Symphony at the San Francisco Conservatory of Music, June 13, 2020.

Also for Beethoven's birthday, the ensemble will return for three performances in Vienna and Salzburg in December 2020. Singers or anyone interested is welcome to contact Hoffmann for information at [shu@machutch.com](mailto:shu@machutch.com) or call (650) 346-5084. ■



Photo courtesy of Shulamit Hoffmann.

## UPCOMING EVENTS

### **Laser Studio @Library Makerspace**

Thursday, July 25 • 2-4 pm  
Library Building 9, Second Floor

Learn how to engrave or cut with a laser printer.

### **San Mateo Farmer's Market**

Every Saturday, Rain or Shine • 9 am – 1 pm  
Galileo Lot 6

Enjoy one of the Bay Area's finest farmer's markets, with the best view in town!

### **The Sky Tonight Planetarium Show**

*Phantom of the Universe*

Friday, August 9  
7:30-8:20 and 8:30-9:20 pm  
Science Building 36, Planetarium

### **Jazz Under the Stars**

*Free Stargazing on CSM's Rooftop Observatory*

Saturday, August 10 • 8:30-10:30 pm  
Science Building 36, Rooftop Observatory





# Cañada College

## Report to the SMCCCD Board of Trustees

July 24, 2019

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## Faculty Member Recognized by State Chancellor's Office for Top Idea



Cañada College Chemistry adjunct faculty, Nick DeMello, entered an innovation challenge by the State Chancellor's Office to reimagine online learning in preparation for launching Calbright College, the all-online community college. Out of 180 proposals submitted, his was one of three "Top Ideas!"

When describing his proposal, Professor DeMello detailed, "Faculty wear many hats. We are architects designing challenging, enlightening experiences. We are coaches promoting our disciplines and supporting the students choosing to master them. We are judges providing formative feedback to direct learning and summative assessment to credibly certify student accomplishments. These roles often conflict. It is hard to build the trust a coach needs if you are also the gatekeeper certifying student performance. It can cost momentum to pull back from enthusiastically driving learning, to find the creativity to update or build next week's exercises."

Professor DeMello's proposal was to explore teaching teams. He detailed, "Instead of a class of 30 having a single instructor, the larger classes of Calbright College would be owned by teams of three instructors. Each instructor would rotate through the roles of designer, instructor, and assessor. Teams would meet in virtual rooms weekly, to share observations and support each other. By rotating roles each semester, teaching would remain fresh, allow faculty to explore greater variety of classes and provide integrated support for the more challenging ones. New teams built annually from educators all across California would allow faculty more experienced or familiar with a class to take advantage of diverse perspectives. Mentorship, innovation sharing, collaboration and community would be a natural consequence of this new structure and the resulting workflow."

Professor DeMello was recognized by the State Chancellor's Office at a reception on June 22. Congratulations on your achievement!

## ¡ESO! Adelante Program Builds New Programs to Help Student Reach Their Transfer Goals



The Title V, Hispanic Serving Institution ¡ESO! Adelante Program in partnership with San Francisco State University (SFSU) enrolled an average of 60 students since fall 2017. Of that group, five ¡ESO! Adelante students transferred to San Francisco State University. Additionally, three transfer student support programs are now offered at San Francisco State University as a result of this grant, including Jumpstarter, SFSU Peer Mentor Program and a Transfer course (HIST 451). New programs to assist ¡ESO! Adelante students with their transfer goals at Cañada College include: San Francisco State University visits, the Adelante Institute, academic workshops and the ¡ESO! Adelante peer mentor program.



## Transformation: Redwood City Fourth of July Parade



“You're broken down and tired, of living life on a merry go round, and you can't find the fighter, but I see it in you!” Cañada dancers rocked to Andra Day and Common's song “Rise Up” adorned in butterfly transformation outfits as well as Business, Design, and Workforce career costumes.

Participants this year wore a special transformation shirt. The custom butterfly design adorned on the shirts held a deeper meaning: “Like the sun, no matter what the day brings, we rise up. Cañada Colts acknowledge the history of this land and understand that it takes many hands in this community for our joint success; see our growth in the olive grove around us. We will move mountains. Our migration is beautiful, and from Cañada, we can go anywhere.”

After the parade was over, students went into the street to share their favorite Cañada memories with community members. Celebrating this time honored tradition for the seventh year in a row, Cañada College was proud to share with the community the transformation that can happen once you come to Cañada College.



## Center for Student Life and Leadership Development Celebrates a Golden Year



The 2018 - 2019 Golden Anniversary Year has been a fulfilling year for the Center for Student Life and Leadership Development. Student Life continues to serve more than 50 students per day in their center, providing free printing for everyone with a Student Body Card, providing 63,685 prints this year, saving students \$7,642.20. Student Life is also five years into their Transportation Assistance Program and provided 9,000 rides to and from campus this year with their discounted bus tokens, saving students \$11,250.

There has also been a successful continuation of the Meal Bundle Program in which students get a discounted meal on campus in partnership with the Bookstore and SparkPoint. In

addition, the Leadership Over Lunch Series was popular and included workshops on: ChicanX Identity, Intro to Social Justice, a Blindspotting screening with post-film talk-back and a Reclaiming Names Day.



## Center for Student Life and Leadership Development Celebrates a Golden Year (cont.)



New initiatives this academic year included: a partnership with the Education & Human Development Department to create a Student Life Childcare Resource List to support students, a partnership with the District's International Student Housing Program to create a new home-stay form for international students to use and a Student Senate Housing Resolution for emergency housing that was proposed to the Chancellor. Working with the Chancellor and Chief of Staff, Cañada's Student Senate passed a '19-'20 initiative for a free hot meal service to students.



Student Senate was also very active this year and hosted 65 campus wide events, putting in over 7,420 hours of volunteer service. Highlights from Student Senate's events include: sending three students to the Cannes Film Festival, the 50th Talent Showcase to close out the College's 50th Anniversary, a continuation of their annual Black Excellence, LatinX Celebration and Lunar New Year celebrations, the 3rd Annual Alternative Spring Break and the annual campus-wide Sexual Assault Awareness Event.



The Student Senate of Cañada College was able to put on many campus-wide events to this extent because of the multiple trainings their delegations were able to attend. In the summer, student leaders were able to attend the Association for the Promotion of Campus Activities to meet with colleges and universities from across the country to learn about best practices for campus events. While in New York, the Cañada Student Senate delegation went on an educational tour of the United Nations to learn how to incorporate the United Declaration of Human Rights into their programming. The delegation also visited Ellis Island, and deepened their personal learning on the United States' history of immigration. Student Senate also trained at the National Conference on Student Leadership, where Cañada College hosted a state-wide Community College PreConference, and learned about team recognition, shared vision, authentic self inventory, and how self care is revolutionary.



To close the year, the Center for Student Life and Leadership Development submitted their work on participatory action research regarding student and staff collaborative writing for humanizing pedagogy, and was chosen as the NASPA (Student Affairs Professionals in Higher Education) opening featured speaker in the TedX style stage presentation: "Chasing Rainbows: The Power of Autoethnographic Poetry." Additionally, at the conference attended by 7,000 professionals from 20 countries, The Center for Student Life and Leadership Development partnered with the Promise Scholars Program, Student Senate and Counseling Division, to



## Center for Student Life and Leadership Development Celebrates a Golden Year (cont.)



present their workshop "Hip Hop Hour: Utilizing Critically Responsive Pedagogy to Support Student Identity, Self-Efficacy and College Engagement."

The Center for Student Life and Leadership Development looks forward to the 2019-2020 year and continuing to serve the campus and community through their work with Student Senate, Inter-Club Council, campus-wide events, Student Body Cards, posting, vending, free speech, the campus game room, the Leadership Over Lunch series, housing assistance and transportation assistance.

## College Hosts Google Day



On June 27, Cañada College welcomed 50 Google employees to campus for students to have an intimate career conversation, resume reviews, practice interviews and networking. The event was broken down into three main sections. First, students took part in a panel discussion with five Googlers who serve in different roles in the company. The roles ranged from an IT resident who graduated from YearUp, a member from Google's Talent and Outreach team, a Head of Program Management and Operations (who is a Cañada graduate through Cañada's Digital Art and Animation Program), and a Program Manager who works on Android. The panel questions ranged on various topics from career paths such as "What are the different career paths available in high tech companies" to professional development topics "How have you invested in your career growth and development."



After the panel discussion, students were broken into two groups: one group held one-on-one interviews, and the second group received mock interviews. In the resume reviews, Googlers gave Cañadian job seekers real-time feedback. They also used this time to explore if the resumes were clear and comprehensive enough to stand out to employers for the mock interviews. Mock interviews offer a low-risk and safe atmosphere to practice interviewing skills. Googlers served as coaches who helped students tell their authentic stories in an empowered and confident manner.



## College Hosts Google Day (cont.)

The event was a success and genuine team effort between Cañada's Career Center, Marketing, Outreach and Workforce Development Departments. Google will be back, and this professional development day, for both Googlers and Cañadians, helped build a bridge for future collaborations.



## Campus Community Members Attend Conference on Race & Ethnicity



This summer, Cañada College sent students, faculty, staff, and administrators to the National Conference on Race and Ethnicity in Portland, Oregon. There, Cañadians learned more about Leveraging Student Voice, WomXn of Color, LatinX Belonging, Responding to White Nationalism, Multicultural Competence, Collaborative Auto-Ethnography, Ingenious Student Experiences, and Arts Culture and Storytelling. The Student Senate delegation was also able to take part in an educational Iftar and learn about Ramadan.

The delegation returned with a long reading list, many Leadership Over Lunch topics, as well as best practices for how we can bring multicultural competency into our student leadership trainings and campus-wide events.



**BOARD REPORT NO. 19-7-2A**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: David Feune, Director, Human Resources, 358-6775

**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)

**Skyline College**

**Rolin Moe\*** Dean of Academic Support & Learning Technologies Academic Support & Learning Technologies

At its meeting on June 26, 2019, the Board approved the employment of Sha-Shonda Porter as the Dean of Academic Support & Learning Technologies replacing Jim Houpis, effective July 15, 2019. Sha-Shonda Porter has since declined the offer of employment. Therefore, another finalist for the position, Rolin Moe, was offered the position which he accepted. A new administrative employment, effective August 5, 2019, replacing Jim Houpis is being brought before the Board for approval.

**B. PUBLIC EMPLOYMENT**

**1. New Hires (NP = New Position, \* = New Employee)**

**Cañada College**

**Manasi Devdhar-Mane\*** Program Services Coordinator (International) International Student Center

New full-time, 12-month classified employment, effective July 1, 2019, replacing Cecilia Costelow who resigned.

**Klaressa Ortiz\*** SparkPoint Coordinator (NP) Academic Support & Learning Technologies

New full-time, 12-month classified employment, effective July 1, 2019. This position was previously Board approved on October 25, 2018.

**College of San Mateo**

**Irma Vasquez Paiz\*** Staff Assistant (NP) Counseling

New part-time (48%), 12-month employment, effective July 8, 2019. This position was previously Board approved on January 24, 2019.

**2. Re-Employment**

None

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

**Maria Lourdes Aquino** Accounting Technician Facilities

Reassigned from a full-time, 12-month Document Management Specialist (Measure H) (Grade 22 of the Classified Salary Schedule 60) into this full-time position at Grade 24A of the same salary schedule, effective July 12, 2019. This is a vacant position.

**D. TRANSFER/ADMINISTRATIVE REASSIGNMENT**

None

**E. CHANGES IN STAFF ALLOCATION****Cañada College**

1. Recommend creation of a new classification titled, "Athletic Director" at Grade 193E of the Academic-Classified Exempt Supervisory Salary Schedule 35, effective July 25, 2019. In addition, recommend a change in staff allocation to add one full-time, 12-month Athletic Director position in the Kinesiology, Athletics, and Dance Division, effective July 25, 2019. This is a temporary position, effective July 25, 2019 through June 30, 2021.

**F. PHASE-IN RETIREMENT**

None

**G. LEAVE OF ABSENCE**

None

**H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION****1. Retirement**

None

**2. Post-Retirement**

None

**3. Resignation****Cañada College****Mariah Boyd**College Recruiter  
(Promise Scholars Program)

Student Services

Resignation effective June 30, 2019.

**Jennifer Bringhurst**

Associate Professor

Science and Technology

Resignation effective July 31, 2019.

**Charlene (Char) Perlas**

Interim Vice President, Student Services

Student Services

Resignation effective June 30, 2019.

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

None

**J. PROFESSIONAL EXPERT/CONTRACT POSITIONS**

<i>Location</i>	<i>Division / Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
College of San Mateo	Personal Counseling & Wellness Services	1	08/14/2019	06/30/2020	<b>Professional Expert:</b> Personal Counseling intern is needed. This position will provide personal counseling services to students and provide support to the CSM Personal Counseling & Wellness Services.

**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	Learning Center	1	07/25/2019	10/15/2019	<b>Math Instructional Aide II:</b> This position is needed to backfill for the incumbent, Dina Zidan, who is in a detail assignment.

Cañada College	Student Services / VROC	1	07/12/2019	12/31/2019	<b>Program Services Coordinator:</b> <i>Previously Requested Position</i> This position is needed to help the Veterans in the VROC Center. Assists Veterans navigate the college, answers questions, orders food for the Eat & Greet every Tuesday and keeps the Center staffed and functioning.
Cañada College	Workforce Development	1	08/15/2019	12/31/2019	<b>Staff Assistant:</b> <i>Previously Requested Position</i> This position will exchange information with college staff and others regarding department services as well as provide operating policies and procedures. Screen calls, visitor and electronic inquiries to provide policy and procedural information and/or to take messages and make appropriate referrals. Setup and track budget expenditures and files.
Cañada College	Athletic Department	17	07/15/2019	06/30/2020	<b>Assistant Coaches:</b> <i>Previously Requested Position</i> Requesting positions needed to provide support for the Athletics department. 3 positions are needed for Women's Soccer; 2 positions for Women's Volleyball; 1 position for Women's Tennis; 1 position for Women's Golf; 3 positions for Men's Soccer; 2 positions for Men's Basketball; 5 positions for Men's Baseball.
District Office	ITS	1	07/01/2019	11/15/2019	<b>Staff Assistant:</b> <i>Previously Requested Position</i> This position is needed to backfill for incumbent, Miriam Grande, who is in a detail assignment. This position will be assisting with requisitions, procurement, POs, coordinating with vendors, budget analysis & transfers. Help with ordering online at Amazon, Office Depot and assisting with finding the best price for products. Supporting the CTO and other IT staff with equipment needs.

Skyline College	Student Equity & Support Programs/ EOPS	1	07/01/2019	12/31/2019	<b>Instructional Aide II:</b> This position will be tutoring Math, Business, Accounting and Science, up to 20 hours per week for EOPS students.
Skyline College	Strategic Partnerships & Workforce Development	1	07/25/2019	12/31/2019	<b>Staff Assistant:</b> This position will provide administrative support to the Strategic Partnerships and Workforce Development Division, faculty and stakeholders to assist with core activities necessary to ensure critical outcomes of the Improving Online CTE Pathways Grant. Coordination and planning of meetings, community of practice sessions, professional development, program research, grant reporting assistance, day-to-day activities that support the advancement of the grant strategies and quality communication engagement across grant participants. Position funded by the Improving Online CTE Pathways Grant.
Skyline College	Office of Vice President of Administrative Services	1	07/01/2019	12/31/2019	<b>Shipping/Receiving Clerk:</b> <i>Previously Requested Position</i> The department needs temporary support to cover the mail room duties as workload varies, up to 10-15 hours per week.

**BOARD REPORT NO. 19-7-3A**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: David Feune, Director of Human Resources, 358-6775

**APPROVAL OF THE ALLOCATION OF TOTAL COMPENSATION AND  
NEW SALARY SCHEDULES FOR NON-REPRESENTED EMPLOYEES**

Each year, the Board allocates compensation adjustments for District employees. In 2016, the District adopted a total compensation formula for these allocations and adjustments.

Moving forward with compensation adjustments at this time, even if not all employee groups have reached agreement on compensation allocation, (1) ensures that employees in groups who have settled compensation are not disadvantaged with any delays in the receipt of any increases, and (2) aids the District's payroll staff in not having to process retroactive compensation adjustments, which are very complicated and labor-intensive.

For FY 2019-2020, the total compensation formula was used to determine eligible adjustments in salaries and/or benefits for the non-represented employee group which consists of classified professionals, confidential employees, classified exempt supervisors, academic supervisors and administrators. According to the formula, the non-represented employee group has a specified dollar amount that it can allocate between salaries and benefits as referenced in Attachment A.

Employees in the non-represented category were surveyed about how they wanted to (collectively) allocate the available funds for compensation adjustments. The non-represented employee group has chosen to allocate their 2019/20 funds entirely to the salary schedule, resulting in a 3.20% increase to salary and no change to the benefits cap.

The District continues negotiations with AFSCME, AFT, and CSEA. At such time when those collective bargaining agreements are settled and compensation adjustments agreed to, those agreements will be brought to the Board for consideration.

**RECOMMENDATION**

It is recommended that the Board of Trustees approve the allocation of available compensation for the non-represented employee group as outlined above and approve the attached salary schedules (Attachments B – F) for the non-represented employee group for 2019/20 that reflect the agreed upon compensation adjustments.

## 19/20 Workbook for COLA

	All Admin / Non-Rep	
	2019-20	
<b>Property tax increase (2019)</b>	7.12%	\$ 11,455,586
<b>Available for Total Compensation (All employee groups)</b>	80.00%	\$ 9,164,469
PY True-Up for 2018		\$ 158,917
<b>Net Available for Total Compensation (All employee groups)</b>		<u>\$ 9,323,386</u>
<b>Total Share (for Non-Represented Employee Groups)</b>	24.92%	\$ 2,323,743
<b>Items covered:</b>		
Movement on column and step (salary)	1.00%	\$ 340,016
Movement on column and step (benefits)		\$ 103,413
Regulatory Rate Increase on Existing Salaries		\$ 461,509
Salary Increases	3.20%	\$ 1,088,182
Regulatory Rate Increase on Raise		\$ 330,623
Health Benefits increase		\$ -
LSI Increase		\$ -
Changes to salary schedule		\$ -
		<u>\$ 2,323,743</u>



**San Mateo County Community College District**  
**Confidential Salary Schedule (50)**  
**Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
160C	Ann	49116.00	51744.00	54324.00	56940.00	59868.00	62856.00
	Mon	4093.00	4312.00	4527.00	4745.00	4989.00	5238.00
	Hrly	25.19	26.54	27.86	29.20	30.70	32.23
165C	Ann	50376.00	52776.00	55452.00	58236.00	61188.00	64248.00
	Mon	4198.00	4398.00	4621.00	4853.00	5099.00	5354.00
	Hrly	25.83	27.06	28.44	29.86	31.38	32.95
170C	Ann	51744.00	54324.00	56940.00	59868.00	62796.00	65940.00
	Mon	4312.00	4527.00	4745.00	4989.00	5233.00	5495.00
	Hrly	26.54	27.86	29.20	30.70	32.20	33.82
175C	Ann	52020.00	54636.00	57396.00	60240.00	63180.00	66324.00
	Mon	4335.00	4553.00	4783.00	5020.00	5265.00	5527.00
	Hrly	26.68	28.02	29.43	30.89	32.40	34.01
180C	Ann	57228.00	60084.00	63060.00	66240.00	69552.00	73032.00
	Mon	4769.00	5007.00	5255.00	5520.00	5796.00	6086.00
	Hrly	29.35	30.81	32.34	33.97	35.67	37.45
188C	Ann	61656.00	64716.00	67956.00	71484.00	75108.00	78876.00
	Mon	5138.00	5393.00	5663.00	5957.00	6259.00	6573.00
	Hrly	31.62	33.19	34.85	36.66	38.52	40.45
190C	Ann	62796.00	66000.00	69288.00	72852.00	76608.00	80436.00
	Mon	5233.00	5500.00	5774.00	6071.00	6384.00	6703.00
	Hrly	32.20	33.85	35.53	37.36	39.29	41.25
193C	Ann	65052.00	68268.00	71748.00	75444.00	79056.00	83028.00
	Mon	5421.00	5689.00	5979.00	6287.00	6588.00	6919.00
	Hrly	33.36	35.01	36.79	38.69	40.54	42.58
C5012	Administrative Assistant - Chancellor's Office						
CC018	Administrative Assistant - District Office (Measure H)						

**San Mateo County Community College District**  
**Confidential Salary Schedule (50)**  
**Effective: 01-JUL-2019**

Grade	Step	1	2	3	4	5	6
194C	Ann	66012.00	69300.00	72780.00	76392.00	80232.00	84252.00
	Mon	5501.00	5775.00	6065.00	6366.00	6686.00	7021.00
	Hrly	33.85	35.54	37.32	39.18	41.14	43.21
195C	Ann	67812.00	71304.00	74784.00	78528.00	82584.00	86712.00
	Mon	5651.00	5942.00	6232.00	6544.00	6882.00	7226.00
	Hrly	34.78	36.57	38.35	40.27	42.35	44.47
200C	Ann	75180.00	78960.00	82908.00	87036.00	91368.00	95952.00
	Mon	6265.00	6580.00	6909.00	7253.00	7614.00	7996.00
	Hrly	38.55	40.49	42.52	44.63	46.86	49.21
201C	Ann	75420.00	79152.00	83160.00	87444.00	91788.00	96372.00
	Mon	6285.00	6596.00	6930.00	7287.00	7649.00	8031.00
	Hrly	38.68	40.59	42.65	44.84	47.07	49.42
C4018	Executive Assistant						
205C	Ann	76332.00	80124.00	84288.00	88344.00	92820.00	97476.00
	Mon	6361.00	6677.00	7024.00	7362.00	7735.00	8123.00
	Hrly	39.14	41.09	43.22	45.30	47.60	49.99
208C	Ann	78936.00	82908.00	87024.00	91356.00	95952.00	100740.00
	Mon	6578.00	6909.00	7252.00	7613.00	7996.00	8395.00
	Hrly	40.48	42.52	44.63	46.85	49.21	51.66
C5004	Human Resources Representative						
210C	Ann	82416.00	86628.00	90912.00	95484.00	100248.00	105276.00
	Mon	6868.00	7219.00	7576.00	7957.00	8354.00	8773.00
	Hrly	42.26	44.42	46.62	48.97	51.41	53.99

**San Mateo County Community College District  
Confidential Salary Schedule (50)  
Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
215C	Ann	89424.00	93900.00	98652.00	103584.00	108756.00	114204.00
	Mon	7452.00	7825.00	8221.00	8632.00	9063.00	9517.00
	Hrly	45.86	48.15	50.59	53.12	55.77	58.57
C4110	Executive Assistant to the President						
C4416	Facilities/Public Safety Executive Assistant						
C5011	Senior Human Resources Representative						
216C	Ann	91512.00	96084.00	100872.00	105984.00	111300.00	116868.00
	Mon	7626.00	8007.00	8406.00	8832.00	9275.00	9739.00
	Hrly	46.93	49.27	51.73	54.35	57.08	59.93
C4100	Senior Executive Assistant						

**San Mateo County Community College District**  
**Classified Prof/Supv Salary Schedule (40)**  
**Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
150S	Ann	50964.00	53436.00	56064.00	59052.00	62040.00	65124.00
	Mon	4247.00	4453.00	4672.00	4921.00	5170.00	5427.00
	Hrly	26.14	27.40	28.75	30.28	31.82	33.40
152S	Ann	52236.00	54684.00	57480.00	60324.00	63432.00	66600.00
	Mon	4353.00	4557.00	4790.00	5027.00	5286.00	5550.00
	Hrly	26.79	28.04	29.48	30.94	32.53	34.15
155S	Ann	55104.00	57792.00	60636.00	63600.00	66780.00	70104.00
	Mon	4592.00	4816.00	5053.00	5300.00	5565.00	5842.00
	Hrly	28.26	29.64	31.10	32.62	34.25	35.95
160S	Ann	60324.00	63432.00	66564.00	70008.00	73596.00	77280.00
	Mon	5027.00	5286.00	5547.00	5834.00	6133.00	6440.00
	Hrly	30.94	32.53	34.14	35.90	37.74	39.63
165S	Ann	63372.00	66600.00	69876.00	73512.00	77280.00	81144.00
	Mon	5281.00	5550.00	5823.00	6126.00	6440.00	6762.00
	Hrly	32.50	34.15	35.83	37.70	39.63	41.61
168S	Ann	65340.00	68628.00	72096.00	75696.00	79572.00	83544.00
	Mon	5445.00	5719.00	6008.00	6308.00	6631.00	6962.00
	Hrly	33.51	35.19	36.97	38.82	40.81	42.84
170S	Ann	66564.00	70008.00	73560.00	77160.00	81060.00	85116.00
	Mon	5547.00	5834.00	6130.00	6430.00	6755.00	7093.00
	Hrly	34.14	35.90	37.72	39.57	41.57	43.65
	C4136	Program Specialist					
	C6214	Public Safety Office Manager/Dispatcher					

**San Mateo County Community College District**  
**Classified Prof/Supv Salary Schedule (40)**  
**Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
175S	Ann	70008.00	73560.00	77160.00	81060.00	85176.00	89436.00
	Mon	5834.00	6130.00	6430.00	6755.00	7098.00	7453.00
	Hrly	35.90	37.72	39.57	41.57	43.68	45.86
	C4024	Project Director					
	C4072	College Recruiter					
	C4132	Project Director (HSI-STEM)					
	C4145	Project Director Promise Program Replication					
<hr/>							
178S	Ann	74148.00	77808.00	81672.00	85752.00	90048.00	94548.00
	Mon	6179.00	6484.00	6806.00	7146.00	7504.00	7879.00
	Hrly	38.02	39.90	41.88	43.98	46.18	48.49
	C6031	Public Safety Sergeant					
<hr/>							
180S	Ann	75420.00	79152.00	83160.00	87444.00	91788.00	96372.00
	Mon	6285.00	6596.00	6930.00	7287.00	7649.00	8031.00
	Hrly	38.68	40.59	42.65	44.84	47.07	49.42
	C4048	Program Supervisor					
<hr/>							
184S	Ann	77160.00	81060.00	85176.00	89448.00	93924.00	98604.00
	Mon	6430.00	6755.00	7098.00	7454.00	7827.00	8217.00
	Hrly	39.57	41.57	43.68	45.87	48.17	50.57
	C4095	Campus Public Safety Lieutenant					
<hr/>							
190S	Ann	81060.00	85176.00	89448.00	93996.00	98844.00	103812.00
	Mon	6755.00	7098.00	7454.00	7833.00	8237.00	8651.00
	Hrly	41.57	43.68	45.87	48.20	50.69	53.24
	C4022	Theatre Design/Tech Director					
	C4093	Instructional Technologist					
	C4123	Instructional Designer					

**San Mateo County Community College District**  
**Classified Prof/Supv Salary Schedule (40)**  
**Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
191S	Ann	83064.00	87180.00	91572.00	96120.00	100968.00	106020.00
	Mon	6922.00	7265.00	7631.00	8010.00	8414.00	8835.00
	Hrly	42.60	44.71	46.96	49.29	51.78	54.37
	C4092	Energy Management Coordinator					
	C4141	IT Tech Constr Project Specialist					
192S	Ann	87156.00	91548.00	96084.00	100908.00	105960.00	111252.00
	Mon	7263.00	7629.00	8007.00	8409.00	8830.00	9271.00
	Hrly	44.70	46.95	49.27	51.75	54.34	57.05
	C4077	Communications Manager					
	C4130	Purchasing Services Supervisor					
195S	Ann	89424.00	93900.00	98652.00	103584.00	108756.00	114204.00
	Mon	7452.00	7825.00	8221.00	8632.00	9063.00	9517.00
	Hrly	45.86	48.15	50.59	53.12	55.77	58.57
	C4009	Director of External Affairs					
	C4017	TV Program Director					
	C4037	Administrative Analyst					
	C4056	Financial Analyst					
	C4069	Payroll Analyst					
	C4073	Grants Analyst					
	C4084	Planning & Research Analyst					
	C4116	Facilities/Public Safety Executive Assistant					
	C4126	Business Operations Analyst					
	C4128	Capital Projects Analyst					
	C4133	Planning & Research Analyst HSI/STEM					
197S	Ann	91512.00	96084.00	100872.00	105984.00	111300.00	116868.00
	Mon	7626.00	8007.00	8406.00	8832.00	9275.00	9739.00
	Hrly	46.93	49.27	51.73	54.35	57.08	59.93

**San Mateo County Community College District**  
**Classified Prof/Supv Salary Schedule (40)**  
**Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
200S	Ann	93636.00	98268.00	103128.00	108372.00	113796.00	119496.00
	Mon	7803.00	8189.00	8594.00	9031.00	9483.00	9958.00
	Hrly	48.02	50.39	52.89	55.58	58.36	61.28
	C4050	Web Support Analyst					
	C4051	Executive Producer					
	C4086	KCSM Business & Fundraising Manager					
210S	Ann	100164.00	105192.00	110448.00	115968.00	121776.00	127848.00
	Mon	8347.00	8766.00	9204.00	9664.00	10148.00	10654.00
	Hrly	51.37	53.94	56.64	59.47	62.45	65.56
	C4004	Senior Programmer I					
	C4006	Systems Administrator					
	C4055	Senior Financial Analyst					
	C4104	Manager of Productions Services					
	C4109	Manager of Distance Education/Instructional Design					
	C4114	Facilities System Manager					
	C4117	Network Analyst					
220S	Ann	109056.00	115104.00	121152.00	127248.00	133272.00	139944.00
	Mon	9088.00	9592.00	10096.00	10604.00	11106.00	11662.00
	Hrly	55.93	59.03	62.13	65.26	68.34	71.77
	C4001	Senior Programmer II					
	C4091	Senior Database Administrator					
	C4099	Curriculum and Instructional Systems Specialist					
	C4102	Network Engineer					

**San Mateo County Community College District  
Classified Prof/Supv Salary Schedule (40)  
Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
225S	Ann	113988.00	120276.00	126612.00	132984.00	139284.00	146256.00
	Mon	9499.00	10023.00	10551.00	11082.00	11607.00	12188.00
	Hrly	58.46	61.68	64.93	68.20	71.43	75.00
	C4080	Director of Web Services					
230S	Ann	118884.00	125424.00	132072.00	138708.00	145260.00	152532.00
	Mon	9907.00	10452.00	11006.00	11559.00	12105.00	12711.00
	Hrly	60.97	64.32	67.73	71.13	74.49	78.22



**San Mateo County Community College District  
Academic-Classified Exempt Supervisory Salary Schedule (35)  
Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
180E	Ann	83412.00	85908.00	88488.00	91128.00	93888.00	96696.00	99588.00	102564.00	105660.00
	Mon	6951.00	7159.00	7374.00	7594.00	7824.00	8058.00	8299.00	8547.00	8805.00
	C4021	Student Life and Leadership Manager								
	C4144	Operations Manager, Community, Continuing and Corporate Education								
	C4103	Alumni Manager								
	C4142	Donor Relations Manager								
	C4147	Program Manager, Intensive English								
185E	Ann	95916.00	98784.00	101760.00	104820.00	107964.00	111192.00	114528.00	117960.00	121512.00
	Mon	7993.00	8232.00	8480.00	8735.00	8997.00	9266.00	9544.00	9830.00	10126.00
	C6215	Emergency Preparedness Manager								

**San Mateo County Community College District  
Academic-Classified Exempt Supervisory Salary Schedule (35)  
Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
189E	Ann	100992.00	104028.00	107160.00	110352.00	113676.00	117060.00	120588.00	124200.00	127920.00
	Mon	8416.00	8669.00	8930.00	9196.00	9473.00	9755.00	10049.00	10350.00	10660.00
	C4013	Bookstore Manager								
	C4014	Registrar								
	C4039	Supervisor of Custodial Operations								
	C4106	College International Student Program Manager								
	C4107	Learning Center Manager								
	C4113	Construction Procurement, Risk and Contract Manager (Measure H)								
	C4075	Project Manager I (Measure H)								
	C4118	IT Construction Project Manager (Measure H)								
	C4124	Foundation Development Manager								
	C4139	Student Crisis Support Manager								

**San Mateo County Community College District  
Academic-Classified Exempt Supervisory Salary Schedule (35)  
Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
190E	Ann	106308.00	109488.00	112764.00	116160.00	119640.00	123240.00	126948.00	130740.00	134652.00
	Mon	8859.00	9124.00	9397.00	9680.00	9970.00	10270.00	10579.00	10895.00	11221.00
	C4007	Accountant								
	C4083	Public Safety Captain								
	C4115	Capital Projects Operations Manager								
	C4122	Energy and Sustainability Manager								
	F3021	Director of Retail, Hospitality, and Tourism Center								
	F3022	Director of Center for International Trade Development								
	C4020	Foundation Business Manager								
	C4143	Kinesiology Program Director								
191E	Ann	111612.00	114960.00	118428.00	121968.00	125640.00	129396.00	133260.00	137280.00	141396.00
	Mon	9301.00	9580.00	9869.00	10164.00	10470.00	10783.00	11105.00	11440.00	11783.00
	C4038	Director of Technology (KCSM)								
	C4046	Director of Community Relations and Marketing								
	C4098	Radio Station Manager								
C4121	Project Manager II (Measure H)									

**San Mateo County Community College District  
Academic-Classified Exempt Supervisory Salary Schedule (35)  
Effective: 01-JUL-2019**

Grade	Step	1	2	3	4	5	6	7	8	9
192E	Ann	117228.00	120720.00	124332.00	128076.00	131892.00	135864.00	139956.00	144144.00	148464.00
	Mon	9769.00	10060.00	10361.00	10673.00	10991.00	11322.00	11663.00	12012.00	12372.00
	C4052	Director of Financial Aid Services								
	C4057	College Business Officer								
	C4059	Director of Community Relations and Marketing								
	C4064	Compensation and Benefits Manager								
	C4068	Payroll Manager								
	C4094	Facilities and Public Safety Business Manager								
	C4097	Compliance Officer								
	C4112	Director of SparkPoint								
	F3004	Director of Extended Opportunity Programs and Services								
	F3006	Director of Library Services								
	F3009	Director of Student Development								
	F3011	Director of Learning Center								
	F3014	Director of Disabled Student Program Services								
	F3015	Director of Student Support								
	F3016	Director of SparkPoint and Career Services								
	F3019	Director of Special International Programs								
	F3025	Director of Professional Development and Innovation								
	F3028	Director of Post-Secondary Success and the University Center								
	F3029	Director of Promise Scholars Program								
	F3034	Director of Guided and Transition Pathways								
	F3033	Director of Career Education								

**San Mateo County Community College District  
Academic-Classified Exempt Supervisory Salary Schedule (35)  
Effective: 01-JUL-2019**

Grade	Step	1	2	3	4	5	6	7	8	9
192E	Ann	117228.00	120720.00	124332.00	128076.00	131892.00	135864.00	139956.00	144144.00	148464.00
	Mon	9769.00	10060.00	10361.00	10673.00	10991.00	11322.00	11663.00	12012.00	12372.00
	F3026	Director of Workforce Development								
	F3035	Director of Guided Pathways and Comprehensive Redesign								
193E	Ann	129216.00	133104.00	137076.00	141204.00	145440.00	149796.00	154296.00	158916.00	163692.00
	Mon	10768.00	11092.00	11423.00	11767.00	12120.00	12483.00	12858.00	13243.00	13641.00
	F3008	Director of Middle College								
	C4070	Facilities Manager								
	C4082	Public Safety Director/Chief								
	C4096	Director of International Education								
	C4127	Director of Foundation Development								
	F3007	Director of Health Services								
	F3010	Director of Nursing								
	F3017	Director of Center International & University Studies								
	F3020	Director of Respiratory Therapy								
	F3023	Director of Learning Commons								
	FT008	Director of Student Equity								
	F3030	Director of High School Transition and Dual Enrollment								
	F3031	Director of Wellness Center								
	C4137	Director of Districtwide Research and Institutional Effectiveness								
	C5016	Director of Policy, Training & Compliance								
	F3036	Director of Strategic Initiatives and Planning								
	F3038	Director of Planning, Kinesiology and Wellness								

**San Mateo County Community College District  
Academic-Classified Exempt Supervisory Salary Schedule (35)  
Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
194E	Ann	135684.00	139740.00	143952.00	148260.00	152712.00	157284.00	162000.00	166860.00	171864.00
	Mon	11307.00	11645.00	11996.00	12355.00	12726.00	13107.00	13500.00	13905.00	14322.00
195E	Ann	142476.00	146712.00	151140.00	155676.00	160344.00	165156.00	170076.00	175200.00	180444.00
	Mon	11873.00	12226.00	12595.00	12973.00	13362.00	13763.00	14173.00	14600.00	15037.00
	C4140	Director of IT Support Services								
196E	Ann	149556.00	154068.00	158700.00	163428.00	168372.00	173388.00	178620.00	183972.00	189480.00
	Mon	12463.00	12839.00	13225.00	13619.00	14031.00	14449.00	14885.00	15331.00	15790.00
	C4066	District Budget Officer								
	C4067	Controller								
	C4138	Finance and Operations Manager								

**San Mateo County Community College District  
Academic-Classified Exempt Supervisory Salary Schedule (35)  
Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
197E	Ann	157056.00	161772.00	166632.00	171612.00	176760.00	182076.00	187548.00	193152.00	198960.00
	Mon	13088.00	13481.00	13886.00	14301.00	14730.00	15173.00	15629.00	16096.00	16580.00
	C4129	Executive Director of Community, Continuing & Corporate Education								
	C4146	Customer Relations Management Director CRM								
200E	Ann	170064.00	175176.00	180420.00	185832.00	191412.00	197148.00	203076.00	209160.00	215448.00
	Mon	14172.00	14598.00	15035.00	15486.00	15951.00	16429.00	16923.00	17430.00	17954.00
	C4129	Executive Director of the Equity Institute								

**San Mateo County Community College District  
Management Salary Schedule (20)  
Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
AA	Ann	208212.00	217524.00	226812.00	237468.00	248076.00	258720.00
	Mon	17351.00	18127.00	18901.00	19789.00	20673.00	21560.00
	A3022	Chief Financial Officer					
<hr/>							
AB	Ann	172752.00	182028.00	191340.00	200652.00	211272.00	221916.00
	Mon	14396.00	15169.00	15945.00	16721.00	17606.00	18493.00
	A2005	Vice President, Instruction					
	A2006	Vice President, Student Services					
	A3001	Vice President, Admin Services					
	A3002	Vice President, Planning, Research and Institutional Effectiveness					
	A3031	Vice President, Special Projects					
<hr/>							
AC	Ann	170064.00	178044.00	187368.00	196656.00	205980.00	216612.00
	Mon	14172.00	14837.00	15614.00	16388.00	17165.00	18051.00
	A2020	Executive Director, Foundation					
	A3028	Executive Director, Facilities Planning & Operations					
<hr/>							
AD	Ann	162108.00	170064.00	178044.00	187368.00	196656.00	205980.00
	Mon	13509.00	14172.00	14837.00	15614.00	16388.00	17165.00
	A2010	Dean, Counseling, Advising and Matriculation					
	A2011	Dean, Division					
	A2044	Dean, Kinesiology, Athletics and Dance					
	A2045	Dean, Academic Support and Learning Technologies					
	A2046	Dean, Global Learning Programs					
	A2047	Dean, Student Equity and Support Programs					
	A1009	Dean, Planning, Research, Innovation, and Effectiveness					
	A2048	Dean, Enrollment Services and Support Programs					
	A2049	Dean, Strategic Partnerships and Workforce Development					



**San Mateo County Community College District  
Management Salary Schedule (20)  
Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
AE	Ann	154140.00	162108.00	170064.00	178044.00	187368.00	196656.00
	Mon	12845.00	13509.00	14172.00	14837.00	15614.00	16388.00
	A2016	Director of Human Resources					
	A2023	Director of General Services					
	A2024	Director of Operations					
	A3015 A3029	Director of Maintenance and Operations Director of Capital Projects (Measure H)					
AF	Ann	146172.00	154140.00	162108.00	170064.00	178044.00	187368.00
	Mon	12181.00	12845.00	13509.00	14172.00	14837.00	15614.00
	A2042	Dean, Enrollment Services					
AG	Ann	139500.00	146172.00	154140.00	162108.00	170064.00	178044.00
	Mon	11625.00	12181.00	12845.00	13509.00	14172.00	14837.00
AH	Ann	132864.00	139500.00	146172.00	154140.00	162108.00	170064.00
	Mon	11072.00	11625.00	12181.00	12845.00	13509.00	14172.00
AI	Ann	126240.00	132864.00	139500.00	146172.00	154140.00	162108.00
	Mon	10520.00	11072.00	11625.00	12181.00	12845.00	13509.00
	A2041 A0036	Director of Development Director of Planning and Research					
AJ	Ann	119604.00	126240.00	132864.00	139500.00	146172.00	154140.00
	Mon	9967.00	10520.00	11072.00	11625.00	12181.00	12845.00

**San Mateo County Community College District  
Executive Salary Schedule (10)  
Effective: 01-JUL-2019**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
CN	Ann	467700.00	467700.00	467700.00	467700.00	467700.00	467700.00
	Mon	38975.00	38975.00	38975.00	38975.00	38975.00	38975.00
	A1001	Chancellor					
EA	Ann	252924.00	263556.00	275508.00	287482.00	300768.00	314064.00
	Mon	21077.00	21963.00	22959.00	23956.00	25064.00	26172.00
	A1006	Deputy Chancellor					
EB	Ann	249408.00	260052.00	272004.00	283968.00	297240.00	310536.00
	Mon	20784.00	21671.00	22667.00	23664.00	24770.00	25878.00
	A3019	Executive Vice Chancellor					
EC	Ann	238788.00	249408.00	260052.00	272004.00	283968.00	297240.00
	Mon	19899.00	20784.00	21671.00	22667.00	23664.00	24770.00
	A1002	President					
	A1007	Vice Chancellor, Human Resources and General Counsel					
	A1008	Provost, International Education					
	A1010	Vice Chancellor, Chief of Staff					
	A3021	Vice Chancellor, Education Services & Planning					
	A3025	Vice Chancellor, Facilities					
	A3027	Vice Chancellor, Auxiliary Services & Enterprise Operations					

**BOARD REPORT NO. 19-7-1CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Bernata Slater, Chief Financial Officer, 358-6795

**APPROVAL OF BUDGETARY TRANSFERS FOR THE PERIOD ENDING  
MAY 31, 2019 AND ADOPTION OF RESOLUTION NO. 19-10 AUTHORIZING  
BUDGET REVISIONS AND TRANSFERS FOR 2018-19**

Section 58307 of Title 5 Regulations requires that the Board approve all transfers between expenditure classifications made after final adoption of the annual budget. Additionally, District Rules and Regulations Section 8.11 specifies that budgetary transfers will be authorized only when expenditures in certain accounting classifications are in excess of amounts budgeted and when there are amounts in other classifications that will not be required for expenditures in those classifications. The changes to the final adopted budget are submitted to the Board semi-annually.

The 2018-19 final budget (adopted by the Board in September 2018), mid-year changes approved by the Board in February 2019, and the revisions and transfers shown below are summarized as follows:

	<b>2018-19 Final Budget</b>	<b>Transfers 12/31/18</b>	<b>Transfers 5/31/19</b>
General Fund (Unrestricted)	\$ 197,506,341	\$636,124	\$733,244
Self-Insurance Fund	1,643,624	0	20,857
Debt Service Fund	52,082,176	0	0
General Fund (Restricted)	45,863,133	7,921,116	1,375,689
Capital Projects Fund	141,598,115	284,712,190	8,727,322
Bookstore Fund	7,015,000	0	0
Cafeteria Fund	264,000	0	0
San Mateo Athletic Club	4,930,000	0	0
Community, Continuing and Corporate Education	1,632,000	0	0
Child Development Fund	1,262,472	0	0
Trust Fund (Financial Aid)	17,814,843	775,478	993,333
Post-Retirement Benefits	<u>5,948,793</u>	<u>270</u>	<u>0</u>
<b>TOTAL</b>	<b><u>\$ 477,560,497</u></b>	<b><u>\$294,045,178</u></b>	<b><u>\$11,850,445</u></b>

Detailed budget records are maintained in the District's Administrative Services Office and serve as support documentation for the summary report information below. This report highlights increases and decreases in major classifications of object accounts for each fund and provides a brief explanation for changes in the fund totals that have occurred since the mid-year transfer report.

**Unrestricted General Fund – Fund 1**

Adjust the **EXPENDITURE** amounts in the following classifications:

1000	Academic Salaries	(\$2,483,371)
2000	Classified Salaries	212,525
3000	Employee Benefits	372,720
4000	Materials and Supplies	(173,440)
5000	Operating Expenses	695,136
6000	Capital Outlay	473,529
7000	Other Outgo	1,636,145
	Total	<u>\$733,244</u>

Adjust the **REVENUE** amounts in the following classifications:

8600	State Revenues	\$231,723
8800	Local Revenues	323,204
8900	Other Sources	178,317
	Total	<u>\$733,244</u>

Changes in expenditure budgets are a result of realignments between salaries and benefits within the sites and transfers of site ending balances from Central Services to site holding accounts.

Changes in revenue budgets are primarily the result of additional apprenticeship funds, facilities use, miscellaneous and surplus sales, interest income and transfers to the General Fund.

**Self-Insurance Fund – Fund 2**

Adjust the **EXPENDITURE** amounts in the following classifications:

5000	Operating Expenses	<u>\$20,857</u>
	Total	\$20,857

Adjust the **REVENUE** amounts in the following classifications:

8900	Other Sources	<u>\$20,857</u>
	Total	\$20,857

Changes in revenue and corresponding expenditure budgets reflect adjustments to insurance premiums.

**Restricted General Fund – Fund 3**

Adjust the **EXPENDITURE** amounts in the following classifications:

1000	Academic Salaries	\$671,850
2000	Classified Salaries	1,487,387
3000	Employee Benefits	333,639
4000	Materials and Supplies	1,397,141
5000	Operating Expenses	(2,752,776)
6000	Capital Outlay	242,578
7000	Other Outgo	(4,130)
	Total	<u>\$1,375,689</u>

Adjust the **REVENUE** amounts in the following classifications:

8100	Federal Revenues	(\$1,375,490)
8600	State Revenues	1,451,431
8800	Local Revenues	507,748
8900	Other Sources	792,000
	Total	<u>\$1,375,689</u>

Changes in expenditure budgets are a result of realignments within the specific programs and to align with the revenue changes noted below.

The decrease in Federal Revenues occurred as a result of the removal of the remaining budget for Federal Spectrum Repacking funds since the program ended due to the sale of the TV Station. The increase in State Revenues are associated with programs including the Local Strong Workforce program, Restricted Lottery, the Student Equity and Achievement program, the ISPIC Grant with Rancho Santiago CCD, and other programs to a lesser degree. The increase in Local Revenues are associated with various local grants including the BAAQMD Climate Corps Fellowship Grant, the Skyline College Express Shuttle, the CSM CWF Grant, the Skyline Genentech Grant, and the Middle College at Skyline, among other grants to a lesser degree. The increase in Other Sources primarily reflect an increase to the inter-fund transfers associated with the Scholar's Promise Program and support for the Parking Fund.

#### **Capital Outlay Projects Fund – Fund 4**

Adjust the **EXPENDITURE** amounts in the following classifications:

1000	Academic Salaries	\$549
2000	Classified Salaries	1,495,842
3000	Employee Benefits	559,238
4000	Materials and Supplies	1,701,585
5000	Operating Expenses	1,065,081
6000	Capital Outlay	3,511,953
7000	Other Outgo	393,074
	Total	<u>\$8,727,322</u>

Adjust the **REVENUE** amounts in the following classifications:

8600	State Revenues	\$191,048
8800	Local Revenues	23,233
8900	Other Sources	8,513,041
	Total	<u>\$8,727,322</u>

Changes in the expenditure budgets due to realignment within account classifications for various projects and to align with the revenue changes below.

Revenue increased primarily as a result of the State allocation for deferred maintenance and instructional equipment as well as the sale of property with the Skyline Housing Project.

**Child Development Fund – Fund 6**

Adjust the **EXPENDITURE** amounts in the following classifications:

1000	Academic Salaries	\$3,420
2000	Classified Salaries	79,715
3000	Employee Benefits	49,656
4000	Materials and Supplies	3,774
5000	Operating Expenses	(136,565)
	Total	<u>\$0</u>

Changes in the expenditure budgets due to realignment within account classifications.

**Trust Fund (Financial Aid) – Fund 7**

Adjust the **EXPENDITURE** amounts in the following classification:

7500	Student Financial Aid	\$917,574
7600	Other Payments to/for Students	<u>75,759</u>
	Total	\$993,333

Adjust the **REVENUE** amounts in the following classifications:

8100	Federal Revenues	\$9,669
8900	Other Sources	<u>\$983,664</u>
	Total	\$993,333

Budget augmentations occurred to recognize incoming transfers from EOPS, CARE, TRIO, Student Success Completion grants, and NSF and Grove scholarships from the Restricted General Fund (Fund 3) as well as an increase in Federal SEOG funds. Direct payments to students from federal, state, and local grants are shown within the Financial Aid Trust Fund.

To close the fiscal year, a blanket budgetary revision or transfer will be required to authorize additional transfers that may be necessary to permit payment of District obligations incurred during 2018-19.

**RECOMMENDATION**

It is recommended that the Board approve budgetary transfers and income adjustments for the period January 1, 2019 through May 31, 2019 and that the Board adopt Resolution No. 19-10, authorizing budgetary transfers for 2018-19, as listed and as needed for year-end closing activities.



**RESOLUTION NO. 19-10**

**BY THE GOVERNING BOARD OF  
THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
STATE OF CALIFORNIA**

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**RESOLUTION AUTHORIZING  
BUDGETARY TRANSFERS FOR 2018-19**

**WHEREAS**, Section 58307 of Title 5 Regulations provides that the governing board of a community college district may authorize transfers between expenditure classifications at any time by written resolution of the board of trustees of a district; and

**WHEREAS**, the governing board of the San Mateo County Community College District deems it necessary to make such budgetary transfers between expenditure classifications in the current year's budget as required to permit the payment of obligations of the District incurred during said fiscal year;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of the San Mateo County Community College District authorizes transfers between expenditure classifications in the 2018-19 budget as required to permit the payment of obligations of the District during the 2018-19 fiscal year.

**REGULARLY PASSED AND ADOPTED** this 24<sup>th</sup> day of July, 2019.

Ayes:

Noes:

Attest:

\_\_\_\_\_  
Karen Schwarz, Vice President-Clerk  
Board of Trustees

**BOARD REPORT NO. 19-7-2CA**

TO: Members of the Board of Trustees and Ron Galatolo, Chancellor

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Tammy Robinson, Vice President, Instruction, 306-3298

**ACCEPTANCE OF GRANT FOR ONLINE CTE PATHWAYS AT CAÑADA COLLEGE**

Improving Online CTE Pathways grants are aimed at helping community colleges develop online programs that either lead to short-term, industry-valued credentials, or enable a student in a career pathway developed by the new California online community college – formally known as Calbright College – to continue his or her education in a career pathway offered by a traditional community college.

The California Virtual Campus – Online Education Initiative’s primary focus is to increase the number of transfer degrees awarded by the state’s community colleges and its mission is to provide access to and success in high-quality, online programs and student support services. It is complemented by the new Calbright College, which is tailored to provide working adults with access to the short-term education and career training they need to move ahead in today’s economy. Both efforts align with the California Community Colleges’ ambitious Vision for Success by expanding access to degrees and credentials leading to good-paying, in-demand jobs.

Awards were made through the Improving Online CTE Pathways grant program developed by the California Community Colleges’ California Virtual Campus – Online Education Initiative. One-time funding for the program, \$35 million in all, came via the 2018-2019 state budget.

“These grants will help improve the online education ecosystem in the California Community Colleges,” said California Community Colleges Chancellor Eloy Ortiz Oakley. “This holistic approach includes strengthening traditional college offerings and opening of Calbright, the new online college that will serve low-wage working adults who can quickly gain short-term credentials.”

A total of \$27.5 million in grants to the 70 community colleges were awarded earlier this month. Grants are administered by the Foothill-De Anza Community College District, which serves as the fiscal agent for the California Virtual Campus – Online Education Initiative.

It should be noted that at least one-third of students in the California Community Colleges system now take at least one class online.

**RECOMMENDATION**

It is recommended that the Board accept the grant for Online CTE Pathways at Cañada College in the amount of \$432,595.

**BOARD REPORT NO. 19-7-3CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Susan Harrison, Director of General Services, 650-358-6879  
Bob Domenici, Purchasing Services Supervisor, 650-358-6728

**DECLARATION OF SURPLUS PROPERTY**

In accordance with Education Code Sections 81450 and 81452, property that becomes surplus to the needs of the District will be declared as such by the Board with the method of disposal dictated by the value of this property. Board Policy 8.02 delegates the disposal to the Chancellor, Executive Vice Chancellor, or designee, in compliance with state or local laws and regulations.

The equipment and vehicles listed below consisted mainly of:

- Outdated electronic lab equipment from College of San Mateo
- Vehicles from College of San Mateo Public Safety, District Office and Canada College Athletics and Facilities
- Athletic equipment from College of San Mateo
- Facilities equipment from Canada College

<b>Commodity</b>	<b>Surplus Sales</b>
Electronic Equipment	\$ 1,040
Vehicles	\$24,876
Athletic Equipment	\$ 4,749
Facilities Equipment	\$ 807
	<b>\$31,472</b>

**RECOMMENDATION**

It is recommended that the Board of Trustees declare the items listed above as surplus to the needs of the District's and the Colleges' services and programs.

**BOARD REPORT NO. 19-7-4CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Susan Harrison, Director of General Services, 358-6879  
Bob Domenici, Purchasing Supervisor, 358-6728

**DISPOSITION OF DISTRICT RECORDS**

District Rules and Regulations, Section 8.27 (Records Management), provides for disposition of District records, including classification, retention and destruction in accordance with the California Education Code. After its review of District records, District staff requests the Board's approval for the destruction of the records in Exhibit A. All of the listed records have outlived their usefulness and were kept for the period mandated by the Education Code.

For the Board's information, the record types are summarized as follows:

- Class 1: Permanent Records
- Class 2: Optional Records – Optional records not required to be maintained permanently, but deemed worthy of further preservation. These records shall be retained as Class 2 records until reclassified as Class 3
- Class 3: Disposable Records

**RECOMMENDATION**

It is recommended that the Board approve destruction of the obsolete records as shown on the attached list.

<b>Site</b>	<b>Description</b>
District	Human Resources Reports
District	Payroll Reports
District	General Accounting Reports
District	Executive Vice Chancellor Reports
District	Financial Aid Reports
District	Community Relations Service Awards Employee Information
District	Facilities Budget Reports
CSM	Creative Arts Student Exams, Essays and Procurement Card Receipts
CSM	Business Services Conference and Financial Reports and Student Employment
CSM	VP Student Services Budget Reports
CSM	Division Office Reports
CSM	Math & Science Student Records
CSM	Nursing Student Records and Tests
CSM	Child Development Family Records
CSM	Learning Disability Assessments
CSM	Business Office Student Applications, Payroll Records, Cashier Invoices and Financial Reports
Canada	Financial Aid Student Records
Canada	EOPS Records
Canada	DRC Student Records
Canada	VPSS Records
Canada	Division Offices Records
Skyline	Sparkpoint Personal Statements and intake forms
Skyline	International Students Files
Skyline	Student Equity Support Invoices
Skyline	Enrollment Services Verification Documents
Skyline	Enrollment Services Verification Documents, Disbursement Reports, Procard Receipts, Duplicate Transcripts, Student information and bills
Skyline	Enrollment Services Verification Documents, Disbursement Reports, Procard Receipts, Duplicate Transcripts, Student information and bills



<b>Site</b>	<b>Description</b>
Skyline	Administrative Services Reimbursements, New Hire Documentation, Payroll Printouts, Certified Timesheets, and Load Sheets
Skyline	Financial Aid Weekly Disbursement Reports, Cal Grant Reports FY17-18, BOG Reports FY17-18, SAP Reports FY17-18 and Scanned and Indexed Misc. Files

**BOARD REPORT NO. 19-7-1B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Aaron D. McVean, Vice Chancellor, Educational Services and Planning, 358-6803

**APPROVAL OF COLLEGE INSTITUTIONAL SELF EVALUATION REPORTS (ISERs) TO THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES (ACCJC)**

In the fall of 2019, the SMCCCD and its colleges will host comprehensive external evaluation visits from September 30, 2019 to October 3, 2019, as part of the regular cycle of evaluation by the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC member institutions undergo a comprehensive review for reaffirmation of accreditation every seven years to determine whether they continue to meet ACCJC's expectations and are engaged in sustainable efforts to improve educational quality and institutional effectiveness.

The Colleges have finalized their Institutional Self-Evaluation Reports (ISERs) for submission to the ACCJC. Since the Board's first reading of the ISERs at its April 10, 2019 Study Session, the Colleges have continued to edit and refine the documents. There have not been substantial changes to the content in that time. The accreditation process and documents, including the final ISERs for each college, can be accessed at the links below:

Cañada College: <https://canadacollege.edu/accreditation/iser2019.php>

College of San Mateo: [https://collegeofsanmateo.edu/2019accreditation/docs/iser/ISER\\_Coll-of-San-Mateo.pdf](https://collegeofsanmateo.edu/2019accreditation/docs/iser/ISER_Coll-of-San-Mateo.pdf)

Skyline College: <https://www.skylinecollege.edu/accreditation/ISER.php>

**RECOMMENDATION**

It is recommended that the Board of Trustees approve Institutional Self-Evaluation Reports for Cañada College, College of San Mateo and Skyline College for submission to the Accrediting Commission for Community and Junior Colleges.

**BOARD REPORT NO. 19-7-100B**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510  
Sue Harrison, Director, General Services 358-6879

**ADOPTION OF RESOLUTION NO. 19-11 REGARDING AMENDMENT TO THE  
SCHOOLS EXCESS LIABILITY FUND JPA AGREEMENT**

San Mateo County Community College District is a member of Schools Excess Liability Fund (SELF) JPA to self-insure excess liability coverages. The JPA amended its Agreement to gain compliance with Government Code 6509. The amended Agreement addresses the span of control of the JPA and designates a contracting party to ensure that whatever procedural rules apply to the contracting party's agency to exercise its power to operate will also apply to SELF. The amendment is non-substantive and has no impact on the District or the JPA from either a financial or liability perspective. All active SELF members are parties to the agreement, and as such the amendment must be ratified by all parties.

The changes to the agreement are as follows:

Page 1. First page has been updated naming the document as the Sixth Amendment to the Agreement and to state the effective date of the amended agreement

Under Section I. Definitions - the definition for Contracting Party has been added as Item F. in keeping with the alphabetical order for the definitions

Under Section III. Administration – Item T has been amended to name the Orange County Department of Education as the designated contracting party.

**RECOMMENDATION**

It is recommended that the Board of Trustees adopt Resolution No. 19-11 amending the SELF Joint Powers Agreement, enabling the agreement to be in compliance with Gov. Code 6509 which states that SELF must designate one of its members as a contracting party.

**RESOLUTION NO. 19-11**

**BY THE GOVERNING BOARD OF THE  
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
STATE OF CALIFORNIA**

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**RESOLUTION REGARDING AMENDMENT TO SCHOOLS EXCESS LIABILITY  
FUND JPA AGREEMENT**

**WHEREAS**, the San Mateo County Community College District joined Schools Excess Liability Fund (SELF) to self-fund excess liability coverages; and

**WHEREAS**, the SELF Board of Directors has approved and recommends the amendment dated December 7, 2018 for approval;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Directors/Trustees of the educational entity named below hereby approves the amended Agreement.

**REGULARLY passed and adopted this 24<sup>th</sup> day of July, 2019.**

Ayes:

Noes:

Abstentions:

Attest: \_\_\_\_\_  
Karen Schwarz  
Vice President-Clerk

**BOARD REPORT NO. 19-7-101B**

**RESOLUTION NO. 19-12**

**BY THE GOVERNING BOARD OF THE  
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
STATE OF CALIFORNIA**

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**RESOLUTION REGARDING BOARD ABSENCE**

**WHEREAS**, California Education Code states that a Governing Board member of a community college district may receive compensation for any meeting when absent if the Board, by resolution duly adopted, finds that at the time of the meeting, he or she is performing services outside the meeting for the community college district; he or she was ill or on jury duty; or the absence was due to a hardship deemed acceptable by the Board; and

**WHEREAS**, at the time of the June 26, 2019 meeting of the Board, Trustee Karen Schwarz was absent due to hardship deemed acceptable by the Board;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of the San Mateo County Community College District finds that under current law, Trustee Schwarz is entitled to receive the regular compensation for the meeting at which she was absent.

**REGULARLY passed and adopted this 24<sup>th</sup> day of July, 2019.**

Ayes:

Noes:

Abstentions:

Attest: \_\_\_\_\_

Karen Schwarz  
Vice President, Board of Trustees



**BOARD REPORT NO. 19-7-102B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: José D. Nuñez, Vice Chancellor, Facilities Planning, Maintenance and Operations, 358-6836  
Yanely Pulido, Construction Procurement, Risk and Contracts Manager, 358-6863

**APPROVAL OF CONSTRUCTION CONSULTANTS**

To fulfill the requirements of its Capital Improvement Program, the District must retain consulting expertise and various construction consulting services. The professional services required by the District in support of its Capital Improvement Program are temporary or specialized in nature and District employees do not provide such expertise. Services provided include architectural and design, engineering, master scheduling, project management, program information and project controls, building commissioning, construction testing and inspection, environmental testing, construction-related legal services and documentation for construction planning, as required by the State Chancellor's office.

Listed below are prequalified consultants that the District will have under contract in support of CIP3 planning, design and construction efforts.

<b>Firm</b>	<b>Board Approval Requested</b>	<b>Activity/Projects</b>
AECOM	\$300,000	Program and Project Schedule Consulting Services
Allana Buick & Bers, Inc.	\$900,000	Building Envelope and Waterproofing Architectural, Engineering and Consulting Services for Districtwide Projects
Buehler Engineering	\$200,000	Structural Consulting Services for Districtwide Projects
C2G/Civil Consultants Group, Inc.	\$600,000	Engineering Services for College of San Mateo Water Supply Tank Replacement Project
Charles M. Salter Associates, Inc.	\$250,000	Acoustics, Audiovisual, Telecommunications, and Security Consulting Services for Districtwide Projects
DLR Group	\$1,000,000	Architectural and Engineering Services for Districtwide Projects
Glumac	\$100,000	Mechanical Engineering Design Services for Districtwide Projects
LPA, Inc.	\$6,000,000	Architectural and Engineering Services for Skyline College Building 2 Workforce & Economic Development Prosperity Center Project
Noll & Tam Architects	\$300,000	Districtwide Capital Project Planning Services
Sally Swanson Architects, Inc.	\$250,000	Districtwide ADA Transition Plan Consulting Services
Shalleck Collaborative, Inc.	\$250,000	Audiovisual, Production Systems and Theatres Design Consulting Services for Districtwide Projects

Signet Testing Labs, Inc.	\$250,000	Special Inspection & Material Testing Services for Districtwide Projects
Steinberg Hart Architects	\$250,000	Space Planning and Capital Project Planning Consulting Services for Districtwide Projects
The Denali Group	\$250,000	Environmental Testing, Hazardous Materials & Abatement Consulting Services for Districtwide Projects
Verde Design	\$500,000	Architectural and Engineering Services for Skyline College Building 3 Portable Replacement Project

Funding sources for construction consultant services include Measure H general obligation bond, State and local funds.

### **RECOMMENDATION**

It is recommended that the Board of Trustees approve these construction consultant services, as detailed above, in an amount not to exceed \$11,400,000.

**BOARD REPORT NO. 19-7-103B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Angélica Garcia, Vice President of Student Services, Skyline College, 738-4333  
Susan Harrison, Director, General Services, 358-6879

**APPROVAL OF THE SOLE SOURCE PURCHASE OF PORTFOLIUM**

Portfolium allows students to develop, store, and curate their coursework. As a central part of Guided Pathways and College Redesign, it will allow students to collect and save coursework in one place, and share examples of their work with advisors, faculty, and potential employers. Faculty at Skyline will work to integrate the use of the Portfolium with courses across the four Meta Majors.

The software and services are owned by Instructure, the same company that owns the District's learning management tool, Canvas. Canvas is also widely adopted in the California State and University of California systems. This broad institutional user-base allows students to retain and continue to build their ePortfolio after they transfer to a four-year institution and in the job market. Additionally, Portfolium has negotiated educational pricing with the Foundation for California Community Colleges (CB-187-15) and the District is satisfied with the price point.

While other digital portfolio platforms are available, no other vendor offers the unique integration with Canvas and ready continuity with California public transfer institutions. It is unlikely that competitive bidding process would result in alternatives that are equivalent to Portfolium. As such, a competitive bidding process is not required.

The District intends to enter into an initial contract for three years at a total cost of \$141,000. However, if fully adopted, after the initial three-year period there will be year-to-year licensing fees with increases expected to be between 0% and 5%.

**RECOMMENDATION**

It is recommended that the Board of Trustees approve the sole source purchase of Portfolium services for an initial three years in an amount not to exceed \$141,000 with anticipated yearly increases of up to 5% after the initial three-year period.

**BOARD REPORT NO. 19-7-3C**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

**UPDATE ON STUDENT HOUSING**

At recent meetings, including at its annual retreat on March 16 and its regular meeting on April 24, the Board has discussed the issue of student housing. At the retreat, staff presented a briefing paper for the Board's information and consideration regarding the potential of constructing student housing within the District. The Board has asked for an update on the District's student housing exploration and feasibility efforts and staff will provide an update for the Board at this meeting.

**BOARD REPORT NO. 19-7-4C**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jose Nunez, Vice Chancellor, Facilities Planning, Maintenance and Operations,  
Public Safety, 358-6836  
Bill Woods, Chief/Director of Public Safety, 358-6840

**UPDATE ON PUBLIC SAFETY STUDY IMPLEMENTATION**

On May 16, 2018, the Board adopted Staff's recommendations regarding the implementation of the District's extensive Public Safety Study. That study included more than 70 recommendations from an outside public safety consultant (Margolis Healy) and was thoroughly reviewed and discussed throughout the District by faculty, staff, students and community partners.

Since the Board approved the recommendations, Staff has been working diligently to implement the study recommendations and has made great progress on those efforts. The Board has asked for an update on these activities and Staff will provide the Board with a status report at the meeting.



**BOARD REPORT NO. 19-7-5C**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Mitchell Bailey, Vice Chancellor/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.”

During its last self-evaluation, the Board suggested modifying its current evaluation instrument. In addition, the Board discussed the possibility of surveying meeting attendees for their input and to provide the Board with a broader view of their effectiveness. Suggested questions for individuals attending meetings, as submitted by the Board, are included with this report. Additionally, the Community College League of California’s guide for board self-assessment is included for the Board’s reference.

**Suggested survey questions for regular public attendees of Board meetings, as submitted for consideration by members of the Board of Trustees (July 2018)**

**To be completed by individuals who regularly attend Board meetings:**

1. The Board interacts effectively and respectfully among itself.
2. The Board considers input from all stakeholders when making decisions.
3. The Board is fair and thoughtful in its deliberations.
4. The Board clearly sets policy and provides overall direction and oversight for the District.
5. The Board meetings are well organized, with sufficient time for presentations and discussions of agenda items.
6. Trustees are granted sufficient time to ask questions and discuss their opinions on agenda items.
7. Trustees treat each other with courtesy and respect.
8. Trustees treat staff making presentations with courtesy and respect.
9. Trustees treat members of the public who address the Board with courtesy and respect.
10. Trustees make succinct comments on staff presentations, and avoid inappropriate criticism or excessive flattery.
11. Agenda items are well organized to allow separate time for: (1) presentations from staff, (2) comments from the public, (3) opportunity for staff to answer Board questions, and (4) uninterrupted Board deliberation.

Additional comments:

**To be completed individuals who make comments during “Statements from the Public on Non-Agenda Items” time:**

1. The Board was attentive and listened to my comments.
2. The time allotted was sufficient for me to make my key point(s).
3. The Board meeting time and location was convenient for me.
4. Overall I had sufficient opportunity to address the Board of Trustees.

*Community College League of California*



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# **ASSESSING BOARD EFFECTIVENESS**

Resources for Boards of Trustees  
Self-Evaluation

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## INTRODUCTION

Successful colleges require effective leadership and governance. Success is a result of highly qualified and skilled people serving in leadership positions. Highly qualified people learn their roles, embrace their responsibilities, and continually improve their performance. Effective governing boards are comprised of trustees who are committed to excellence in performing their duties.

Students, communities, college staff, the public, media, government, and the accrediting commission have the right to expect and deserve a high degree of professionalism and performance from trustees of California community colleges.

How do governing boards assure they are effective? One way is through ongoing board and trustee education and development, to provide the skills necessary to govern well. Another is through regular board self-evaluation, to assess how the board is upholding commonly accepted standards of good governance.

While it is true that the public “evaluates” board performance when it re-elects (or not) trustees to the board, the political process provides only “yes” or “no” feedback, and it is not always clear what the reason is for the vote. To assess and improve its performance, a board needs ongoing information on how it is doing on specific roles and responsibilities – information that simply cannot be obtained through the election process.

Assessing board performance involves looking at the board as a unit. While individual trustee behavior contributes to effective board functioning, a board self-evaluation looks at how individuals collectively work together to govern the district. It focuses on board policies and practices related to the role of the board in representing the community, setting policy direction, working with the CEO, and monitoring institutional effectiveness.

### Relationship to CEO Evaluation

Given the unique nature of the relationship between the board and CEO, the evaluations of the board and the CEO are intertwined. When the board evaluates itself, it is evaluating in part how well the CEO supports the board; when it evaluates the CEO, it is evaluating the direction and support the board provides for that person. The CEO contributes to board evaluation and evaluates his or her support and leadership to the board. The board conducts the CEO evaluation and looks at its own behavior in fostering CEO effectiveness.

Some boards schedule their CEO evaluation and board self-evaluation discussions in conjunction with each other to capitalize on the link between them. Others do them at different times. One of the outcomes of both evaluations are priorities and tasks for the coming year, and no matter how the evaluation sessions are linked, the board and CEO priorities must be aligned.

### BOARD RESPONSIBILITIES

- Adopt a board self-evaluation policy and process.
- Regularly conduct a board self-evaluation.
- Discuss the results of the evaluation to identify strengths and areas for improvement.
- Use the results to enhance board effectiveness and set annual board goals.

## Accreditation Standard

The importance of regular board self-evaluation is underscored by the Western Association's Accrediting Commission for Community and Junior Colleges. Standard IV.C.10 (2014 Revision) states:

*“Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality and institutional effectiveness.”*

The district’s accreditation self-study report should include evidence that boards have a policy and procedure, have conducted regular self-evaluations, and have used the results to improve how they are governing their district. Evidence includes survey results, annual reports from the evaluation discussion, and board meeting minutes that include review and/or ratification of board goals resulting from evaluations. The results of the evaluations are made public by posting them on the district’s website and/or adopting or affirming them at a public board meeting.

## PURPOSE AND OUTCOMES

The purposes of the board self-evaluation include identifying areas of board functioning that are working well and those that may need improvement. It is an opportunity for an open and candid discussion about board and trustee responsibilities, as well as trustees’ interests and desires. Board self-evaluations also model the value of reflecting on one’s own performance and engaging in ongoing improvement. They set an example for ongoing improvement throughout the institution.

Exploring board and trustee responsibilities fosters communication and leads to more cohesive board teams. Reports from trustees on boards that regularly conduct self-evaluations include that they gain an increased appreciation for and understanding of their fellow trustees. Their board meetings run more smoothly and they receive better information. They have a set of priorities that guide board agendas and workshops. And, they increase the time they spend on policy, goals and accomplishments.

The outcomes of a board self-evaluation include:

- a summary of what the board does well and its accomplishments for the prior year
- a better understanding of what is needed from each trustee and the CEO to be an effective board and board/CEO team
- an assessment of progress on the prior year’s goals and identification of what needs to be completed
- goals and tasks for the coming year related to board performance and its leadership for district goals

In addition to the general outcomes, boards may have specific needs or desires from year to year, depending on circumstances. For instance, during an accreditation self-study, the board may want to focus on the accreditation standards. Or, if the board has hired a new CEO in the past year, the evaluation may focus on the board/CEO relationship. If a board has not been functioning well, it may wish to focus on team dynamics, communication and the board’s code of ethics. If the board has a significant number of new trustees, the evaluation may focus on the roles and responsibilities of the board and trustees.



## EVALUATION PROCESS

Self-evaluation processes range from relatively informal discussions to formal, structured assessment surveys or even interviews. A board evaluation, whether formal or informal, should result in a report that describes the process, summarizes the results, and identifies actions that the board intends to take as a result of the evaluation. The self-evaluation process and results are public information under California's Brown Act.

Annual board self-evaluations are the most common and useful. Each year, the board sets aside time to reflect on past accomplishments and performance against pre-determined criteria, and to identify priorities and expectations for the coming year.

Boards may choose specific areas to review more often. For instance, some boards will quickly assess the board meeting discussion and agenda content at the end of each meeting, which provides immediate feedback. Other examples are boards assessing how they oriented and integrated newly elected trustees, or the process of hiring a new CEO, after those events occurred.

Following are some common ways to gather information for the self-evaluation.

### Surveys

Surveys are by far the most common approach to gathering information about board performance. Responders rate board performance on various criteria, and the ratings are summarized and presented to the board for discussion. The discussion of the summarized ratings and related comments is the board's self-evaluation.

Survey instruments ask responders to rate performance on the items in the survey, usually using a numeric scale. The sample surveys included later in this guide include suggested rating scales. The ratings are provided as raw data and/or are summarized in some way (averages, charts, graphs, etc.)

Using the same rating scale from year to year allows average ratings to be compared to prior years for the same or similar criteria. Using the same rating scale for trustee and constituent surveys allows for easy comparison between the two sets of results.

Surveys are designed to assess two areas of board functioning:

- The progress made on achieving board priorities and tasks set the previous year.
- Board performance on characteristics of effective board functioning.

*Annual Board Priorities and Tasks.* Survey instruments that assess achievement on board priorities are unique to each board. Annual priorities, related to the board's governance role for institutional goals, will vary from district to district (and from year to year within the same district). In addition, the board may identify specific areas related to board performance to address in the coming year. Some examples are included in the next section on criteria and in Sample 1 on page 16.

*Board Functioning.* There are two primary types of instruments that assess board functioning. The first involves using a generic survey based on criteria that reflect commonly accepted standards of board effectiveness. The second involves developing a survey using criteria in local board policy and practice related to ethics, board meetings, delegation to the CEO, monitoring policy implementation, and other board roles. See the Evaluation Criteria chapter in this guide for more detail as well as the survey samples provided later in this document.

## **Interviews**

Another evaluation strategy is for someone, usually a consultant, to conduct structured interviews of all board members, the CEO and others (if any) identified by the board. The interviewer gathers information about board performance, summarizes the results of the interviews and writes a report to the board. It is a qualitative approach to evaluation. It may be used in addition to a survey.

An interview approach allows for more in-depth exploration of issues, highlights accomplishments, and identifies specific areas of concern and suggestions for improvement. It is beneficial to use when the board has not had an evaluation for some time, when trustees prefer this method and/or don't find survey information useful, or particularly when there are significant and/or ongoing concerns about board functioning. Drawbacks include that it is a time-consuming, more expensive process, and does not, in itself, result in numerical ratings that can be compared from year to year.

## **Informal Discussion**

Informal processes do not use surveys or structured interviews to gather information. Rather, the board allots time for a substantive discussion of board strengths, accomplishments, weaknesses and areas for improvement. It is recommended that such discussions be facilitated by an external person or consultant to allow the board chair ample opportunity to participate. A report of the discussion is prepared that summarizes the discussion and identifies further board action.

Boards with members who have been together a number of years, along with a long-term CEO, may use this approach. The drawback is that, unlike surveys, it does not provide numerical ratings that can be compared over time.

# **DESIGNING THE EVALUATION PROCESS**

## **Board Policy**

Boards should have a policy on the self-evaluation, and may have a procedure. The League's Policy and Procedure Service provides basic language in BP 2745: almost all boards have added to that language to reflect their own processes. There may be an accompanying procedure that includes the survey form and describes how the data will be gathered and summarized. Periodically, the board should review the policy and process to ensure it continues to be useful. Examples of board policies may be found on most districts' websites.

The policy states the purpose and value of the board self-evaluation, either describes the process or states how it will be determined (by a committee of the board or other method), indicates when the evaluation will take place, may state if constituency feedback will be sought, and commits the board to using the results to enhance board performance. It reflects the decisions of the board discussed below.

A few boards have a standing or ad hoc committee to review the criteria and conduct the process. If a board hasn't had a process or wishes to significantly revamp the process and criteria, a subcommittee of the board is usually asked to develop a recommendation. The CEO and executive assistant provide support to the committee. Alternatively, the board may ask the CEO and his or her staff to research and recommend a self-evaluation process to the board.

Decisions for the board include: the specific purposes of the evaluation, whether or not the evaluation will include a survey and/or interviews, who will participate, which criteria will be used, consultant roles (if any), how the results will be shared and discussed, and who will write the report. Designing the process involves answering the following questions:

- Will the board evaluation be conducted through an evaluation discussion, survey, interviews, or a combination of approaches?
- Who will be asked to evaluate the board?
- Who will gather the information and compile the results?
- When will the results be discussed by the board
- How will the results be made public?

### **Who participates in the board's self-evaluation?**

*All board members.* The expectation is that the board evaluates itself. Each and every publicly elected trustee should be involved in assessing board performance and in discussing the results of the evaluation. Newly elected trustees may think they don't have enough experience on the board to provide useful feedback; however, virtually all new trustees have spent time observing the board prior to being elected, and their input can be very valuable. Student trustees may be encouraged to contribute feedback and participate in the evaluation discussion.

*CEO.* The CEO is in a position to provide essential feedback to the board on its performance, and is key to ensuring that the board has the information and other resources to fulfill its responsibilities on many evaluation criteria. Therefore, the CEO should participate in some way, although the method of contributing feedback may be different than for the trustees or others. For instance, the CEO would provide feedback during a discussion of the results of a survey rather than completing a survey form.

*College constituents.* A number of boards provide an opportunity for college employees to complete surveys on board performance. The most common approach is to invite the college leaders who are most familiar with the board to complete a brief survey and make comments. They are usually administrators who routinely attend board meetings as well as faculty, staff, and student constituency group leaders. Data from these surveys let the board know how it is perceived by those who most often see it in action. An example of a survey suitable for employees is Sample 3 on page 20.

A few districts provide opportunities for all employees to complete a board evaluation, which reflects the board's openness to broad feedback. However, the information gathered from these surveys is of questionable value due to the lack of knowledge that many employees have about board roles and responsibilities and/or the differing perceptions of the board's role.

If all employees are invited to provide feedback, the survey should be constructed to identify responses from those who regularly attend (or view) board meetings and have knowledge of board performance, in order to differentiate responses from those with little experience.

*Community members.* A few boards seek information from selected community representatives (such as those on foundation boards or advisory committees). Surveys or interviews that gather feedback from community members should include those areas that community members may know about, such as the visibility and effectiveness of the board as ambassadors for the college. These surveys are often short – three to six questions, such as:

- The Governing Board for [Community College District] has a reputation for effective governance and positive leadership for the colleges.

- [Community College District] board members are effective ambassadors for the community colleges.
- The Governing Board for [Community College District] ensures that community interests and needs are reflected in decisions affecting the colleges.

If the board evaluation process includes feedback from college and/or community, the summary of the survey or feedback should be presented separately from the board's self-evaluation data, so that the board may compare trustee perceptions with those of others.

### **Evaluation Discussion**

The actual board self-evaluation is the discussion about the survey or interview results. Interview summaries and survey ratings provide information for the board as a basis for discussion, but are not, in themselves, the self-evaluation.

Survey ratings identify areas where the board is doing well; high scores should be celebrated, and lower scores explored to see how the board might improve. Items where trustees had differing ratings may be addressed to explore the differing perceptions. The process of exploring what "excellence" looks like contributes to board effectiveness.

The evaluation session is an open meeting of the board. Boards often schedule the evaluation session as a study session, workshop or retreat to allow for enough time to discuss the evaluation and identify priorities for the following year.

The timing of the evaluation, particularly if it results in identifying annual priorities, should be coordinated with the district's annual goal setting cycles.

### **The Report**

The end results of the evaluation are a summary of the discussion and a set of goals or actions to be taken as a result of the evaluation. A written follow-up report helps ensure that the results will be used and that any issues will be addressed. It is evidence for the public and college community that the board is serious about assessing its performance and that trustees are committed to being an effective governing body. The report is a public document, usually posted on the district's Web page for the board of trustees. The goals, priorities, or action items for the coming year are usually reviewed at a subsequent board meeting and ratified or adopted.

### **Conducting the Survey**

Most districts have research personnel who are skilled in survey development and using survey software to collect responses. The raw data of the results may be provided, but it is very helpful to summarize the data in some way (averages, charts, and/or graphs) to help the board make sense of the data.

### **Role of Consultants**

Consultants and facilitators are often helpful to boards in developing and conducting an evaluation. They can provide an independent, non-biased influence to help keep board discussions focused and productive. They may help prepare the survey form, summarize data, and provide follow-up reports. They allow the board chair, who would normally chair the discussion, to participate fully.

## EVALUATION CRITERIA

Boards may use a variety of types of criteria to assess performance, and may use a combination of approaches. A good practice is to combine assessing progress on board priorities with criteria related to effective board practice.

1. Progress on annual board goals or priorities established by the board, including board roles (tasks) in furthering the strategic goals of the district;
2. Commonly accepted standards for community college boards of trustees, including but not limited to Accrediting Commission standards for governing boards; and/or
3. Criteria gleaned from the board's own policies (e.g. the code of ethics, board responsibilities and duties, delegation to the CEO).

### Annual Board Priorities and Tasks

Each year, boards should discuss progress on the district's goals and plans, identify the most important priorities for the coming year and the board's role (tasks) in governing and furthering those priorities. *Board priorities are developed in conjunction with the CEO and complement the CEO's annual goals and priorities.*

Annual priorities clarify where board and CEO resources and time should be spent in the coming year. They comprise steps toward strategic and long-range goals and clarify what the board should be doing. The priorities lead to tasks or roles for the board and answer the question, "What does the board need to do in order to accomplish the specific priorities?"

Common board roles or tasks related to the goals include "setting expectations," "monitoring progress," "reviewing and approving plans or policies," "advocating for the district," and the like. The priorities and tasks inform the development of board meeting agenda items and workshop topics.

The priorities and implementing board roles (or tasks) are criteria in the board's annual self-evaluation for the following year. Specific benchmarks or measures may be established to help the board define expectations for itself and the members.

Following are just a few examples of district goals, board priorities, and related tasks, and a possible benchmark. There are countless possibilities: priorities and goals will vary from district to district and year to year. A caveat is not to have too many: most boards have between eight and twelve areas to address.

Board goals may be lofty, such as "provide leadership to ensure educational quality through fostering innovation." This type of statement lets the college know the Board is vitally interested in educational quality and will be expecting reports. It is helpful to identify specific tasks or roles for the board in providing such leadership, e.g. "review a comprehensive report of program reviews in the career-technical areas, and monitor implementation of plans to improve programs where indicated."

#### Example 1. District Strategic Goal: Improve Student Success

*Board Priority:* Expect and monitor progress on establishing and assessing student success.

*Board Task:* Participate in workshop that educate board members about the metrics and reports used by the district to monitor student achievement.

**Example 2. District Strategic Goal: Maintain the Fiscal Stability of the District**

*Board Priority:* Ensure that all board members are knowledgeable about the district's fiscal condition.

*Board Task:* Hold board study sessions on state and other revenues, long-range budget projections. Support trustee education on understanding budgets, financial statements and audit reports.

*Board Priority:* Maintain a 8% unrestricted general fund balance.

*Board Task:* Expect that the budget presented for review will include a 8% unrestricted general fund balance.

**Example 3. District Strategic Goal: Promote a college culture that fosters innovation, excellence, and commitment to education.**

*District Objective:* Strengthen professional and leadership development opportunities for all staff.

*Board Priority:* Ensure there is a program for leadership development to address retirements and turnover in administration.

*Board Task:* Expect and review a report on leadership development within the administration.

*Board Task:* Expect that the budget will include resources for professional and leadership development.

These examples barely scratch the surface of possible criteria. Governing boards and CEOs will have their own approach and language to describe goals, objectives, priorities and/or tasks. Other examples are in Sample 1 on page 16.

To help trustees (and others) respond to this type of survey, the instrument may describe what the board did to fulfill its role. For instance, the survey may list the board meetings or workshops where the board addressed certain topics, or activities the trustees engaged in to further their own development or represent the district.

**Board Development Goals**

In addition to priorities related to achieving institutional goals, effective boards will set goals related to improving their own performance as a governing body. These goals may reflect areas that respond to current conditions (such as passing a bond election or hiring a new CEO), foster board leadership, and/or respond to accreditation recommendations or areas that were not rated highly in a board self-evaluation. Examples include:

4. *Board Priority:* Strengthen the board's connections with school district board(s) and knowledge of K-12 trends and issues.

*Board Task:* Participate in a joint workshop with local K-12 boards of trustees.

5. *Board Priority:* Ensure that board meetings are positive and productive.

*Board Task:* Revise the board meeting agenda to include a consent agenda on routine items to allow more time to discuss issues.

*Board Task:* Maintain respectful, inclusive and professional attitudes and language during board meetings.

6. *Board Priority:* Strengthen the board's policy role.

*Board Task:* Approve an updated board policy manual by the end of the academic year.

*Board Task:* Uphold the principle that delegation to the CEO is only through the board as a unit.

Again, see Sample 1 later in this guide for additional examples.

## **Board Performance Standards**

A common approach to board self-evaluation is to use a survey based on commonly accepted criteria for effective boards. Sample Surveys 2 and 3 on page 18 and 20 are based on the following standards.

*District Mission and Planning:* Does the board understand the role and mission of community colleges? Does the board regularly review the mission? Does the board provide leadership for planning through setting broad policy direction and standards for planning processes?

*Board Policy Role:* Does the board understand and fulfill its policy role? Is the board policy manual up to date? Does the board clearly differentiate between its role and the role of the CEO? Is the board focused on the future direction of the district?

*Board/CEO Relationship:* Is there an open, respectful partnership and good communication between the board and the CEO? Does the board clearly delegate to and set clear expectations for the CEO? Is there an effective CEO evaluation process? Does the board create an environment that supports CEO success?

*Board/Community Relationship:* Does the board represent the community that it serves? Is the board knowledgeable about community trends and needs? Does the board help promote the image of the college in the community? Does the board effectively advocate on behalf of the college?

*Educational Programs and Quality:* Does the board understand the educational programs and services? Does the board monitor student success and educational quality? Does the board focus on the students of the future and their needs?

*Fiduciary Responsibilities:* Does the board ensure that the district is fiscally healthy? Does it approve a budget that supports educational and strategic goals? Does it effectively monitor fiscal management? Does it assure that district facilities meet student and employee needs?

*Board/Staff Relations & Human Resources:* Does board policy and direction foster respect and support for employee excellence? Does the board provide leadership and clear parameters for the collective bargaining process? Does the board refrain from micromanaging staff work? Does board policy and practice support faculty, staff, and student participation in decision-making?

*Board Leadership and Behavior:* Does the board understand and uphold its role and responsibilities? Does it have and adhere to a code of ethics and policies on conflicts of interest? Does the board deal effectively with perceived ethical violations? Do board members work together as a unit for the good of the district? Do board members respect each other's opinions? Do board members "do their homework" and contribute effectively to board discussions?



*Board Meetings and Agendas:* Do meeting agendas focus on key policy issues and board responsibilities? Does the board have the information it needs to make good decisions? Are meetings conducted in such a manner that the purposes are achieved effectively and efficiently? Do board members adhere to all aspects of open meetings laws?

*Board Development:* Does the board have its own goals and objectives for the year and evaluate itself on how it has achieved them? Do new board members, including the student trustee, receive an orientation to the roles and responsibilities and to the district's mission and policies? Are all board members encouraged to engage in ongoing education about college, state and federal issues? Do board members receive and review information about education policy? Does the board continually explore how it be a cohesive team that engages in rich discussions that create an environment that fosters excellence?

### **Standards of Practice and Local Board Policy**

One of the purposes of self-evaluation is to answer the question, "Are we doing what we say we are going to do?" A board may decide to use board effectiveness criteria derived from its local policies. The code of ethics and policies on board roles, meetings, delegation to the CEO, and how the board monitors policy implementation are all rich sources of criteria. A benefit of this approach is that the board reviews its policies during the course of the evaluation.

Using this approach requires a board committee and/or staff to develop a customized survey instrument. The following are examples of items found in various board policies:

7. Individual trustees have no legal authority outside the meetings of the board; they shall conduct their relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact. (From a board code of ethics policy)
8. The board delegates to the CEO the executive responsibility for administering the policies adopted by the board and executing all decisions of the Board requiring administrative action. (From a board policy on delegation to the CEO)
9. Board members shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the board. (From a policy on communication among board members)

## **LEGAL AUTHORITY AND RESPONSIBILITIES**

Education Code 70902 states the authority and responsibilities for community college boards of trustees. Governing boards fulfill these responsibilities through adopting relevant policies and exercising their authority at board meetings. Evaluating a board's performance of these responsibilities is addressed through the other criteria described in this chapter, including that the board has an up-to-date policy manual, complies with its policies, and is satisfied with their board meeting agendas and discussion.

## Accreditation Standards

Every six years, colleges undergo the reaccreditation process, which includes a comprehensive self-study. As part of the self-study, boards must assess whether or not they are meeting the specific standards in ACCJC's Standard IV.C (2014 Revision). This assessment should be done the year prior to or early in the self-study process to allow the board time to correct any deficiencies.

The Commission appoints teams that visit colleges to confirm the self-study and review compliance with all standards. They review evidence that boards uphold Standard IV.C, including that they have regularly evaluated themselves. Self-evaluation policies, annual evaluation sessions, written results, and evidence of how boards have used the results to improve board performance ensure boards meet the standard.

See Sample 4 on page 22 for a survey form that reflects the accreditation standards. Please note that Samples 2 and 3 also include accreditation standards as criteria.

## INDIVIDUAL TRUSTEE PERFORMANCE

As stated at the beginning, board self-evaluation focuses on how the board, as a unit, is functioning. The focus is on board accomplishments, dynamics, and practices. However, effective board functioning depends on the contributions of individual trustees—boards benefit when their members are skilled and knowledgeable about their roles and the issues they face. Communication skills, critical thinking, a focus on the future and the ability to consider broad policy goals and values are all important.

Boards may wish to provide an opportunity for individuals to assess their knowledge and skills required to be an effective, contributing trustee. The responses to these individual self-assessments can be used to identify trustee development activities, including board study sessions, attendance at conferences, reading materials, and on-line seminars. See page 29 for a tool to help individual trustees identify learning needs, “Assessing Trustee Knowledge.”

The Community College League of California offers conferences, webinars, consultants and written resources to help trustees gain the skills and knowledge they need to be successful. The brochure, “Trusteeship, Tasks, Knowledge & Skills” outlines those skills and knowledge. The *Trustee Handbook* explores these and other issues in depth. There are numerous other resources, including *Board Focus* issues on ethics and micromanagement, *Introduction to Fiscal Responsibilities*, and *Assessing the Performance of Your CEO*. These and other resources are available at [www.ccleague.org](http://www.ccleague.org) (click on Leadership Development). Finally, the Excellence in Trusteeship program provides a structure and opportunities for trustees to strengthen their capacity and ability to govern well.

In addition to assessing the need for training, boards may provide an opportunity for individual trustees to assess their performance as a trustee, using criteria related to being an effective member of the team, being a good ambassador for the college, upholding the code of ethics, and the like. A few boards have a process that provides for feedback between trustees on these characteristics to help board members strengthen their skills.

## SUMMARY

This resource guide is intended to help boards of trustees design a self-evaluation process that meets specific board needs and cultures. The information should help boards determine the approach they will use, which criteria will provide the best information for the board, who will be asked to evaluate the board, and how the results will be used.

Governing boards that engage in the self-evaluation process and thoughtfully consider and use the results to improve their performance provide excellent leadership for their communities and colleges. They are embracing their responsibilities and ensuring that board members have the skills and knowledge to lead and govern. High performing boards of trustees add value to their districts, thereby ensuring that their colleges make a difference in the lives of students and for the community.

## **SURVEY SAMPLES**

In addition to being in this guide, the sample surveys that follow are available in Word format from the League's Website, [www.ccleague.org/kcresources](http://www.ccleague.org/kcresources).

Sample 1 provides example criteria only, and each governing boards must define its own criteria related to the District's strategic direction and goals. Samples 2 through 4 reflect accepted standards of board effectiveness; however, boards should review them to assure that the criteria reflect their needs.

## Sample I: Evaluation of Progress on Board Priorities and Tasks

Annual board priorities and tasks are established each year and define the board's role in furthering the goals of the district. They

1. Are aligned with the major categories of district goals or directions. These tasks usually reflect board responsibilities for policy, delegation to the CEO, and monitoring institutional performance. They are developed in conjunction with the CEO.
2. Identify specific tasks for the board to focus on or improve its functioning as an effective governing board.

Board-identified priorities and tasks become criteria for the board self-evaluation. The board rates itself on how well it performed the task or role.

Board priorities are set annually and are unique to each board. Therefore the criteria are different for each board and often vary from year to year. Usually, there are one to three board priorities and tasks related to each district direction or goal.

*The following example is for illustrative purposes only. The criteria for this type of evaluation must be derived from the District goals and board/CEO discussion.*

A suggested rating scale for this type of survey is:

- |     |                                     |
|-----|-------------------------------------|
| 5   | Outstanding progress or performance |
| 4   | Good progress or performance        |
| 3   | Performance met acceptable standard |
| 2   | Poor progress or performance        |
| 1   | No progress or performance          |
| N/A | Unable to evaluate                  |

In the examples below, the headings in bold are examples of goals from a district's strategic plan. The numbered items indicate a possible board role, the bulleted items are the specific tasks the board would do to fulfill the role.

### **District Direction: Student Access, Learning and Success**

1. Continue the ongoing Board focus on student success, including progress on closing the "achievement gap."
  - Examples of board tasks include workshops or discussions at board meetings on programs targeting underachieving student groups; monitoring implementation of the student equity plan, etc.
2. Strengthen the Board's capacity to use metrics to monitor district progress on student success.
  - Examples of board tasks include board workshops on various accountability reporting systems, how to use data as information for decision-making.
3. Strengthen the relationship with local high schools.
  - Examples of board tasks include joint meeting with school district boards, reports on outreach efforts, reports on the success of students from local high schools, etc.

**District Direction: Fiscal Stability and Vitality**

4. Monitor the fiscal health of the district; expect that the board receives accurate and timely fiscal reports.
  - Examples of board tasks include: discussing monthly or quarterly fiscal reports, participating in a study session on the findings and response to the annual audit.
5. Ensure that the District has resources to meet long-term needs.
  - Examples include: Expect and approve plans to fund retirement benefits and fund long-term liabilities.

**District Direction: Community and Economic Development**

6. Ensure that district career and technical programs meet community and regional workforce needs.
  - Examples of board tasks include: review and discuss reports on the alignment between regional workforce needs and college programs, student achievement, and/or program review processes and how they are used to improve programs.

**District Direction: Organizational Effectiveness**

7. Ensure that communication and decision-making processes throughout the district are inclusive and function efficiently and effectively.
  - An example of a board task would be to review and discuss reports on these processes.
8. Ensure that district technology plans and services are up-to-date in terms of supporting student success.
  - An example of a board task is to review and approve an updated technology plan that addresses the relationship to student success.

**Board Functioning**

*Priorities and tasks in this section are specific to each board, as it identifies areas for improvement. The following are just three examples.*

1. Board members will strengthen their knowledge of principles of effective boardsmanship.
  - Tasks could include participation in the League's Excellence in Trusteeship Program, attendance at conferences, and/or participation in relevant board retreats/workshops
2. Board members will uphold trustee communication protocols related to the community, college employees, and the media.
  - Board tasks may be to have a workshop to review and develop communication protocols, or provide media training to board members.
3. Participate appropriately in the accreditation self-study.
  - Board tasks may include a board workshop on the board's role in accreditation, receiving regular reports on self-study progress, active involvement in responding to Standard IV C, and approving the self-study report.

***Relationship with Other Surveys***

In addition to these criteria, boards may wish to add items related to general board functioning (see Sample 2), accreditation criteria (see Sample 3), and/or a few open-ended questions (see page 24). Items from the board's code of ethics, communication protocols, or delegation to the CEO policy may also be added as desired.

## Sample 2: Board Performance Standards

The following set of criteria reflect key characteristics of effective governing boards. Results from this survey form may be used to provide a basis for discussion of overall board functioning. Boards may add or substitute items more pertinent to their specific needs. See the item bank (page 25) for suggestions. This survey should be accompanied by open ended questions and/or opportunity to comment on items.

The sample survey for employees includes many of the items from this form. Responses from employees may be compared to the board's self-evaluation.

Rating scales ask respondents to either rate their level of agreement with an item (strongly agree to strongly disagree), or rate how the board performs on the criterion (outstanding to poor). Rating scales are generally either 5 or 4 point scales. Respondents should be provided an opportunity to indicate "unable to evaluate."

### CRITERIA

1. The Board understands its policy role and differentiates its role from those of the CEO and district/college employees.
2. The board is committed to, regularly reviews the district's mission and goals, and monitors progress toward achieving the mission and goals.
3. The board assures that there are effective planning processes and that resource allocation support institutional plans.
4. The board adheres to its policies; the board's policies are regularly reviewed and up-to-date.
5. The board delegates responsibility and authority to the CEO, and supports the CEO's leadership.
6. The board maintains an excellent working relationship with the CEO, including honoring established protocols for communication.
7. The board sets clear expectations for and effectively evaluates the CEO.
8. Board members represents the interests and needs of the communities served by the District.
9. The board supports and advocates District interests to local, state, and federal governments.
10. Board members represent the District well at college events and in the community.
11. The board reflects a commitment to student success in its deliberations and decisions.
12. The board effectively monitors the quality and effectiveness of educational programs and services to ensure student success.
13. Board members are sufficiently knowledgeable about the district's educational programs and services.
14. Board decisions assures the fiscal stability and health of the district.
15. Board members understand the budget and provide effective oversight for fiscal operations.

16. The board ensures that plans for facilities and maintenance are current and monitors their implementation.
17. Board human resource policies and union contracts protect the district and effectively set standards for quality, fairness and equity.
18. The board respects faculty, staff, and student participation in college decision-making.
19. Board members refrain from attempting to manage or direct the work or activities of employees.
20. Board members understand and fulfill their roles and responsibilities.
21. The board expresses its authority only as a unit; members understand they have no individual authority.
22. Board members maintain confidentiality of privileged information.
23. The board regularly reviews and adheres to its code of ethics, and avoid conflicts of interest and the perception of such conflicts.
24. Board meeting agendas reflect board responsibilities and include sufficient information for decision-making.
25. Board meetings are conducted in an orderly, respectful manner; there is adequate time to explore and resolve key issues.
26. The board understands and adheres to the Brown Act.
27. Board members work together and with the CEO for the good of the District.
28. The new member orientation process effectively educates new members about board roles and the institution.
29. Board members are committed to their own professional growth and participate in trustee development activities.
30. The board evaluation process helps the board enhance its performance.



### **Sample 3: Evaluation Criteria for College Constituents**

A survey form would include an introduction such as “The Board of Trustees is seeking information on its performance from college employees who regularly attend board meetings. Please rate your level of agreement with the following criteria of board effectiveness.”

If the board uses the survey in Sample 2, the same rating scale would be used for the survey of constituents in order to be able to compare responses. Constituents should also be able to indicate “unable to evaluate.”

#### **CRITERIA**

1. The Board understands its policy roles and differentiates its role from those of the CEO and college staff.
2. The Board provides leadership for, regularly reviews the district’s mission and goals, and monitors progress toward the District mission and goals.
3. The Board assures that there are effective planning processes and that resource allocation supports institutional plans.
4. Board policies are regularly reviewed and are up-to-date. They effectively guide college operations.
5. The Board clearly delegates responsibility to and supports the CEO as the institutional leader.
6. The Board maintains an excellent working relationship with the CEO.
7. Board members represent the interests and needs of the communities served by the District.
8. The board supports and advocates District interests to local, state, and federal governments.
9. Board members represent the college well at college events and in the community.
10. The Board communicates a commitment to student success.
11. The Board effectively monitors the quality and effectiveness of the district’s educational programs and services.
12. Board decisions assure the fiscal stability and health of the district.
13. Board members understand the budget and provide effective oversight for fiscal operations.
14. The Board respects faculty, staff, and student participation in college decision-making.
15. Trustees refrain from attempting to manage or direct work or activities of college employees.
16. The Board expresses its authority only as a unit; members understand they have no individual authority.
17. Board members adhere to the Board’s code of ethics or standards of practice. Board members avoid conflicts of interest and the perception of such conflicts.
18. Board meeting agenda topics reflect board responsibilities and tasks, and include sufficient information for Board decisions.

19. Board meetings are conducted in an orderly, respectful manner; there is adequate time to explore and resolve key issues.
20. Board members work well with each other; trustee behavior sets a positive tone for the district.

In addition, constituents should be invited to comment on strengths of the board and to suggest areas for improvement, as open-ended questions.

### **Sample 4: Accreditation Standards as Criteria**

Every six years, colleges undergo the reaccreditation process, which involves a self-study of colleges' compliance with accreditation standards and a visit by an accreditation team that results in recommendations from the Accrediting Commission. As part of the self-study, the board may wish to use the standards that apply to the board as criteria in an evaluation instrument. Following is a sample instrument, using criteria from Standard IV.C and other standards that reflect board roles.

A suggested rating scale is:

- 3 The board fully meets the standard
- 2 The board partially meets the standard
- 1 The board does not meet the standard

Results with less than a three indicate areas for remediation prior to the team visit.

#### **CRITERIA**

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college or the district/system.
4. The governing board is an independent policy-making body that reflects the public interest in institution's educational quality. advocates for and defends the institution and protects it from undue influence or political pressure.
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.
6. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.
7. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
8. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.
9. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for achieving institutional quality.
10. The governing board has an ongoing training program for board development including new member orientation.

11. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The results are used to improve board performance, academic quality and institutional effectiveness.
12. The governing board has code of ethics and conflicts of interest policies, and individual board members adhere to them. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary.
13. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district.
14. The governing board is informed about Accreditation processes and standards and participates in the evaluation of governing board roles and functions. It supports through policy district efforts to excel.
15. The board regularly reviews and approves the mission to assure that programs and services are aligned with the mission, and that it guides decision-making and planning.
16. The board adopts policies on academic freedom and responsibility, honesty and academic integrity.
17. The board has adopted personnel policies that are available for information and review. Such policies are equitably and consistently administered.
18. The board has a written policy providing for faculty, staff, administrator, and student participation in decision-making processes.
19. The board has policies that create and maintain support for diverse personnel.
20. The board has policies that provide for administrator, faculty, and staff participation in decision-making processes, which specify how individuals bring forward ideas and work together.

## Open-Ended Questions

The previous samples include items that require an evaluative rating and provide quantifiable data. Rating scale surveys should also include an opportunity for respondents to comment and to answer a few (2-4) open-ended questions.

Following are some examples of questions that may be asked either on a survey or in an interview process. A board may develop other questions that address specific issues and concerns.

1. What are the board's greatest strengths?
2. What are the major accomplishments of the board in the past year?
3. What are areas in which the board could improve? (An alternate way to ask this is "In order for our board to become a high performing board we need to \_\_\_\_\_.")
4. I recommend that the board has the following goals for the coming year:

Alternatively, or in addition, a board committee may decide to focus on specific areas or topics.

Examples of such questions are:

- What issues have most occupied the Board's time and attention during the past year? Were these closely tied to the mission and goals of the District and the Board?
- Is the board functioning as a team as well as it should? Why or why not?
- What does the board do to maintain a positive relationship with the CEO? What does the board need to change, if anything?
- Do the agendas and conduct of the meeting effectively meet the purposes of board meetings? Why or why not?
- Has the board clearly defined expectations and protocols for trustees communications with each other, the CEO, employees and community members? Do all board members understand and follow these protocols?

## **Board Effectiveness Criteria Item Bank**

The sample forms provided in this appendix include a relatively limited number of items in various areas of board functioning. The following item bank includes items that may be used in addition to or instead of those provided in the samples. Boards may review these to identify if certain items are more pertinent to their needs than those in the samples.

### **I. Mission and Planning**

1. Board members are knowledgeable about the culture, history, and values of the district.
2. The board regularly reviews the mission and purposes of the institution.
3. The board spends adequate time discussing future needs and direction of the district and community. They are able to identify opportunities and challenges.
4. The board assures that there is an effective planning process and is appropriately involved in the process.
5. The board assures that district plans are responsive to community and student needs.
6. The board has adopted and monitors the implementation of the district's strategic and educational and facilities master plans.
7. The board sets annual goals or priorities in conjunction with the CEO and monitors progress toward them.

### **II. Policy Role**

8. The board clearly understands its policy role and differentiates its role from those of the CEO and college staff.
9. The board is an independent policy-making body that reflects the public interest.
10. The board assures that the district complies with relevant laws, regulations and accreditation standards.
11. The board's policy manual is up-to-date, relevant to the college mission, comprehensive, and useful.
12. The board relies on board policy in making decisions and in guiding the work of the district.

### **III. Board–CEO Relations**

13. The board maintains a positive working relationship with and supports the CEO.
14. The board clearly delegates the administration of the district to the CEO.
15. The board communicates clear expectations for CEO performance and provides support and feedback.
16. The board regularly evaluates CEO performance.
17. The board periodically reviews the CEO contract to assure appropriate compensation and conditions of employment.

18. The board recognizes that only the board as a whole (not a single trustee) can direct the CEO.
19. Board members adhere to the principle of “no surprises,” informing the CEO and the Board Chair when needed.

#### **IV. Community Relations & Advocacy**

20. Board members act on behalf of the public and citizens in the district when making decisions.
21. Board members consider the perspectives of various interests in the community when making decisions.
22. Board members are active in community affairs.
23. The board advocates on behalf of the district to local, state, and federal governments.
24. The board actively supports the district’s foundation(s) and fundraising efforts.

#### **V. Educational Quality and Student Success**

25. The Board exhibits a high priority for student success.
26. The Board fosters and supports a climate of academic excellence.
27. Board members are knowledgeable about the educational programs and services of the district.
28. The board is knowledgeable about current and future educational and workforce training needs in the community.
29. The board monitors the quality and effectiveness of the programs and services of the district
30. The board supports and is appropriately involved in the accreditation process.
31. The board understands and protects academic freedom.

#### **VI. Fiduciary Role**

32. The board assures that the budget supports priorities in the district’s plans.
33. Board policies assure effective fiscal management and internal controls.
34. The board regularly receives and reviews reports on the financial status of the institution.
35. The board reviews the annual audit and monitors responses to recommendations.
36. The board adopts and monitors the implementation of a facilities master plan.
37. The board has provided appropriate direction for seeking external funding.
38. The board maintains an adequate financial reserve.



**VII. Human Resources and Staff Relations**

39. The board's human resources policies provide for fair and equitable treatment of staff.
40. The board has established and follows clear parameters for collective bargaining.
41. The board has and follows protocols regarding communication with college employees.
42. Board members refrain from attempting to manage employee work.
43. The board expects and supports faculty, staff, and student participation in college decision-making.
44. The board expects and fosters excellence and quality in employee performance.
45. The board expects and supports professional development programs for all employees.

**VIII. Board Leadership**

46. The board understands and performs well its roles and responsibilities.
47. The board provides visionary governance leadership for the mission of the college.
48. The board expresses its authority only as a unit.
49. Board members understand that they have no legal authority outside board meetings.
50. The board regularly reviews its code of ethics or standards of practice and has a policy on addressing violations of the code.
51. Board members uphold and comply with the board's code of ethics.
52. Board members avoid conflicts of interest and the perception of such conflicts.
53. Once a decision is made, board members uphold the decision of the board.
54. Board discussions and relationships reflect a climate of trust and respect.
55. Board members exhibit integrity and professionalism in fulfilling their role.

**IX. Board Meetings**

56. Board meetings are conducted in an orderly, efficient manner.
57. Board meetings and study sessions provide sufficient opportunity to explore key issues.
58. Agenda items provide sufficient information to enable good board decision-making.
59. The board understands and adheres to the Brown Act.
60. The board maintains confidentiality of privileged information.
61. Board members clearly understand how the agenda is developed and have an opportunity to contribute to that development.

**X. Board Education and Evaluation**

62. New members participate in a comprehensive orientation to the board and district.
63. Board members participate in trustee development activities.
64. Board members participate fully in study sessions, workshops, and retreats in order to improve their knowledge.
65. The board evaluation process helps the board enhance its performance.
66. The board measures its accomplishments against board goals.
67. The board has a process for and is willing to address trustees who are not fulfilling their responsibilities.

## **Assessing Trustee Knowledge and Skills**

Individual trustees may be asked to assess their knowledge and skills in the following areas to determine needs for trustee education and development.

A suggested rating scale is 3 – I am very confident in my knowledge and skills, 2 – I have some knowledge and skills, 1 – Need more information and resources

### **I. Board Member Responsibilities**

1. Board and trustee roles and responsibilities for California's community colleges
2. Working collaboratively on the board; what it means to be "a unit."
3. How to contribute ideas and influence board direction
4. Board self-evaluation requirements and processes
5. Brown Act provisions, including open and closed meeting requirements
6. Rules for running and participating in meetings (basic parliamentary procedure)
7. Board agendas and how to place items on the agenda
8. Differentiating between board policy and administrative procedure
9. Understanding board policy development; the policy making process
10. Defining and avoiding micromanagement
11. Identifying policy implications and values in issues
12. Laws and regulations related to conflicts of interest
13. Local codes of ethics/standards of practice for trustees
14. Upholding the Board's code of ethics and addressing violations

### **II. Board and CEO Relationships**

15. The differences between board and CEO roles and responsibilities
16. How to effectively delegate to the CEO
17. CEO compensation and contract provisions
18. CEO evaluation tools and processes
19. Maintaining a positive relationship and providing support for CEO's leadership
20. Communication protocols with the CEO

**III. Community and State Relations**

21. Social, economic, and business trends and needs in the communities
22. Connecting with key community and business leaders and other external stakeholders
23. Connecting with legislators and the political process
24. Advocacy role and strategies
25. Communication protocols with community members
26. Representing the District with the media

**IV. Mission and Student Success**

27. Role and unique nature of community colleges
28. History and culture of the college(s)
29. District mission, vision, and values
30. Board role in mission and setting priorities
31. Student success definitions, goals and metrics
32. Board policy on academic affairs and student services
33. Board policy and processes that assure the quality of educational programs
34. Accreditation standards and The board's role in accreditation
35. District and college plans (e.g. long-range, master, educational plans)
36. Program review processes and use in planning
37. How planning and budgeting are integrated
38. How to use data and information to make decisions (operate in a "culture of evidence")

**V. Employee Relations and Human Resources**

39. Organizational structure and lines of accountability/responsibility
40. Laws regarding participation of faculty, staff, and students in decision-making
41. The district's local decision-making process and structure
42. Board policies and roles related to human resources
43. Protocols for communicating with employees
44. Collective bargaining processes, parameters, and constraints
45. General compensation and contract provisions
46. Long range implications of employee group contracts on budget
47. Hiring, evaluation and other human resources policies

## **VI. Fiscal and Facilities Responsibilities**

48. Board responsibilities for financial stability
49. Long-range financial planning
50. Board policies in business and fiscal services
51. State constraints and requirements for district budgets
52. The state budget development process
53. Understanding the district's budget development process and document
54. Revenue sources and expenditure categories
55. Understanding reserves
56. Reading and evaluating financial statements
57. Understanding the audit report
58. District's accountability to state government
59. District foundation
60. Grants and other external funding resources
61. Facilities policy development and monitoring
62. Funding for facilities (current and planned) including bonds
63. Maintenance and operation needs and plans
64. Property acquisition and management,
65. Building design and construction

## **ADDITIONAL RESOURCES**

The Community College League of California provides consultants skilled in helping boards design and evaluation process, conducting self-evaluations and facilitating the self-evaluation discussion. [www.ccleague.org](http://www.ccleague.org)

The Association of Community College Trustees has information on board self-evaluation on its website, and provides consultants to assist boards in the process. [www.acct.org](http://www.acct.org)

The Association of Governing Boards for Colleges and Universities provides consultant services and sample criteria, which may be adapted to fit community colleges. [www.agb.org](http://www.agb.org)

BoardSource is dedicated to increasing the effectiveness of nonprofit organizations by strengthening their boards of directors. [www.boardsource.org](http://www.boardsource.org)