

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
AGENDA FOR THE REGULAR MEETING OF THE BOARD OF TRUSTEES
December 9, 2019
Closed Session at 5:00 p.m.; Open Meeting at 6:00 p.m.
District Office Board Room, 3401 CSM Drive
San Mateo, CA 94402**

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
- *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items and potential or existing litigation. Comments will be limited to three minutes per individual, per item. No more than 20 minutes will be allocated for any one topic. 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.*
- *Board meetings are recorded; recordings are kept indefinitely.*

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

5:00 p.m. RECESS TO CLOSED SESSION

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 and CSEA
4. Public Employee Performance Evaluation: Review of Goals – Interim Chancellor

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**

DISCUSSION OF THE ORDER OF THE AGENDA

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

ORGANIZATION OF THE BOARD OF TRUSTEES

1. Election of President
2. Election of Vice President-Clerk
3. Election of Secretary for the Board
4. Appointment of Representative of the Board to the County Committee on School District Organization

MINUTES

19-12-1 [Approval of the Minutes of the Special Board Meeting of November 6, 2019](#)

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS

19-12-1C [Contemporary Conversation Regarding Race, Class, Gender, Privilege and Equity: Reaffirmation of the San Mateo County Community College District's Commitment to Educational Social Justice through Access, Affordability, Individuality, Diversity and Inclusion](#)

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

STATEMENTS FROM OTHER REPRESENTATIVE GROUPS

AFT, Local 1493
CSEA, Chapter 33
AFSCME, AFL-CIO, Local 829, Council 57

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

19-12-1A [Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel](#)

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.

19-12-1CA [Approval of Curricular Additions, Deletions and Modifications – Cañada College, College of San Mateo and Skyline College](#)

19-12-2CA [Acceptance of Grant Funds from Pacific Library Partnership \(PLP\), to Support the Skyline College Library with the Digital Access for All-Hotspots Lending Program](#)

Other Recommendations

19-12-100B [Approval of Chancellor Position Announcement](#)

19-12-101B [Adoption of Resolution No. 19-21 in Support of Proposition 13: Public Preschool, K-12, and College Health and Safety Bond Act of 2020](#)

19-12-102B [Setting of Board of Trustees Meeting Dates for 2020](#)

INFORMATION REPORTS

- 19-12-2C [Update on Cañada College Building 1 – Kinesiology and Wellness Project](#)
- 19-12-3C [Addressing Hunger and Food Insecurity](#)
- 19-12-4C [Report on Energy, Sustainability and Climate Action](#)
- 19-12-5C [First Quarter Report of Auxiliary Operations, 2019-20](#)
- 19-12-6C [District Financial Summary for the Quarter Ending September 30, 2019](#)

STATEMENTS FROM BOARD MEMBERS

COMMUNICATIONS

MEETING OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT FINANCING CORPORATION

1. Call to Order
2. Roll Call
3. [Approval of Minutes of the December 12, 2018 Meeting](#)
4. Naming of Officers for 2020
5. Adjournment

RECONVENE TO CLOSED SESSION (if necessary)

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION (if necessary)

ADJOURNMENT

**Minutes of the Special Meeting of the Board of Trustees
San Mateo County Community College District
November 6, 2019, San Mateo, CA**

The meeting was called to order at 4:30 p.m.

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

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Goodman said that during Closed Session, the Board will (1) hold a conference with legal counsel regarding two cases of anticipated litigation as listed on the printed agenda, (2) consider public employee discipline, dismissal, release, and (3) hold a conference with the agency labor negotiator as listed on the printed agenda

PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY

None

RECESS TO CLOSED SESSION

The Board recessed to Closed Session at 4:31 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 6:15 p.m.

Board Members Present: President Maurice Goodman, Vice President Karen Schwarz, Trustee Richard Holober, Trustee Dave Mandelkern, Trustee Thomas A. Nuris, Student Trustee Jordan Chavez

PLEDGE OF ALLEGIENCE

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

President Goodman said the Board took no reportable action during closed session.

DISCUSSION OF THE ORDER OF THE AGENDA

President Goodman said that in order to accommodate presenters, there is a request to hear item 19-11-3C, Presentation of Skyline College Academic Senate Student Ready Resolution, immediately following Statements from the Public on Non-Agenda Items.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

Bill Collins, a member of the public, said there is an opportunity for the Board to reconsider some policies that have put the District on what he considers a questionable track, including turning community colleges into private country clubs and privatizing the management to a for-profit company that charges the public \$20 for a drop-in visit. He said he believes community colleges are supposed to be more open to the public. He said nothing about a wellness center is included in the 2014 bond Measure H language and he believes the District deliberately withheld information from the voters and it is time to have new candor with the public.

PRESENTATION OF SKYLINE COLLEGE ACADEMIC SENATE STUDENT READY RESOLUTION

(19-11-3C)

Professor Kate Williams Browne, President of the Skyline College Academic Senate, said it is important and timely to reaffirm values and priorities at a time when the District and colleges are in transition. She said the Skyline College Academic Senate has issued resolutions sparingly. She said the Senate adopted a resolution on equity in 2017 and has stayed steadfast to that priority. Professor Browne said the Academic Senate adopted the Student Ready resolution in the spring but took time to provide an opportunity for all constituencies to read and think about the resolution. Along with Professor Browne, the following individuals shared in reading the resolution, which is included in the board packet: Alejandro Guzman, President of the Associated Students of Skyline College; Michele Hagggar, President of the Skyline College Classified Senate; and Professor Jessica Hurless, who serves on the Skyline College Academic Senate and is Chair of both the Skyline College and District Curriculum Committees.

Dr. Michael Reiner, a resident of San Mateo County, commended the Skyline College Academic Senate for the Student Ready resolution. However, citing data on completion rates, number of units attempted and completed, credit course success rates and graduation rates, he said the “brutal truths” referenced in the resolution and detailed at the September 26, 2018 Board meeting, are not true according other sources. He said data must be accurate in order to define, analyze and influence decision making. He said he supports the resolution in terms of the need for better professional development, more thorough program review and the faculty’s call that administration and the Board engage with them as required by Title 5 and 10 + 1.

President Goodman thanked the Skyline College Academic Senate, Classified Senate and staff, and students for their efforts and continued work in addressing the needs of students and ensuring that the District is student ready.

NEW BUSINESS

CHANCELLOR SEARCH: REVIEW OF SEARCH PROCESS; DISCUSSION OF DESIRED CHARACTERISTICS AND QUALITIES OF THE NEW CHANCELLOR; APPROVAL OF TENTATIVE TIMELINE; APPROVAL OF SALARY RANGE (19-11-100B)

President Goodman called on Dr. Joan Smith of Community College Search Services (CCSS) to begin the discussion. Dr. Smith said that at this meeting, she would like to get clarification from the Board about the process they would like to follow, what characteristics and attributes they would like to see in a new chancellor, and what challenges and opportunities they believe lie ahead for the new chancellor. She said she will use this information in developing a position announcement which will be presented to the Board at the December meeting.

Dr. Smith discussed the tentative timeline with the Board. After reviewing calendars, the Board agreed to move the Board meeting scheduled for December 11 to December 9. The Board agreed on the following timeline:

- Week of November 18, 2019: Hold forums/town hall meetings to gather information on the attributes that the campuses and the community would like to see in a new chancellor. Dr. Smith suggested that one forum be held at each site and that one meeting be held in the morning, one in the afternoon and one in the evening. President Goodman said it is important to ensure that strategic community partners are provided information on the forums.
- December 9, 2019: Present and review position announcement to the Board, answer questions and get approval to advertise.
- December 2019 and January 2020: Human Resources places advertising (the State Chancellor’s Office does not allow consultants to send mass mailings throughout the state) and Dr. Smith begins recruiting.
- Week of February 3, 2020: Screening Committee meets to review the process for screening applicants, develop interview questions and review the process for interviews.
- February 19, 2020: Position closes.
- Week of March 2, 2020: Screening Committee meets to select candidates to interview.
- Week of March 16, 2020: Screening Committee meets to interview and select finalists to send to the Board of Trustees.
- Week of April 13, 2020: Candidates interview with the Board of Trustees and the colleges/District hold forums.
- April 2020: Board subcommittee conducts a site visit.

President Goodman said there was earlier discussion about an early notice being sent that would alert individuals to watch for the position announcement. Dr. Smith said she wanted to gather information about the characteristics the Board would like to see in a new chancellor before sending a letter. She said the letter will be sent subsequent to this meeting.

Trustee Holober said a representative from another search firm had suggested having an attorney draft a statement regarding the investigation of the former chancellor to be available to share with applicants. Trustee Nuris agreed with this suggestion, stating that the question will come up and it is best to have one legal answer. Dr. Smith asked that the statement be provided to her to include with other materials.

Dr. Smith discussed with the Board the number of candidates that should be selected to interview with the Board of Trustees. She said the typical number is three to five. Trustee Holober said he would be concerned if fewer than three

candidates' names were forwarded. Trustee Mandelkern noted that the Board can restart the process if it chooses to do so. In response to a question from Trustee Holober, Dr. Smith confirmed that she will staff the screening committee process, including providing advice.

President Goodman said Board Policy 2.02 states, "The Board of Trustees ("Board") shall employ a full-time Chancellor to serve as chief executive officer of the District, whose principal responsibility is leadership of the educational program. In the case of a vacancy for the position of Chancellor, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations." Therefore, he said the Board has leeway in creating a process, including the composition of the screening committee. Trustee Holober said there is an administrative procedure on hiring a chancellor listed on the website, dated February 2013, that states that the Board of Trustees is the screening committee. However, there is another procedure listed elsewhere on the website, dated July 2005, that spells out a different screening committee which includes representation by classified staff, faculty, students and others who might be proposed by the Board. Trustee Holober said he does not recall the Board approving a procedure that calls for a Board-only screening committee and can find no evidence that this was adopted by the Board. Aaron McVean, Vice Chancellor of Educational Services and Planning, said the Board policy stating that the Board shall establish a search process in the case of a vacancy trumps administrative procedures. Therefore, administrative procedures do not necessarily have to be followed and can be shelved at the direction of the Board. Vice Chancellor McVean said now is the time for the Board to establish a process for hiring a new chancellor.

Vice Chancellor McVean said staff studied recent chancellor searches around the Bay 10. He said the West Valley-Mission and San Jose-Evergreen Districts have policies stating that the Board shall establish a process and both assembled screening committees that included faculty, classified staff, administrators, students and at least one community representative. The Peralta District's process is more prescriptive as it lists specific positions to be included on a screening committee, with balanced representation from constituent groups.

Trustee Mandelkern said the Board has heard repeatedly that it has one employee – the chancellor – and is responsible for hiring the chancellor. He said best practices indicate that the process works best with a larger screening committee which identifies candidates and submits finalists to the Board of Trustees. He said he attended a session at the recent ACCT Leadership Congress on choosing a new chief executive officer. He said it was reported that the screening committee is often chaired by a trustee and that 12 to 15 members is the ideal size of a screening committee. Trustee Mandelkern said he believes that with 12 to 15 members on the screening committee, it would be possible to achieve broad representation across all stakeholder groups and across the three campuses and the district office. Dr. Smith said this is a very typical size and said that if a committee is much larger, it is difficult for all members to ask questions.

Student Trustee Chavez said his concern is that limiting the screening committee to 15 members would omit a number of individuals. He asked if members of the community and students who serve on the committee would be required to complete unconscious bias training. David Feune, Director of Human Resources, said anyone who serves on a screening committee is required to complete the training.

Trustee Nuris asked if it is typical to have Board members serve on the screening committee, at which they would see candidates and possibly form an impression before the candidates get to the final selection process. He said it would seem like best practice to have the Board set parameters by establishing the criteria, guidelines and questions that the committee follows. Dr. Smith said some districts have trustees serve on screening committees, but her experience is that most wait until the committee has selected candidates to forward to the board, at which time candidates have a chance to present themselves to the entire board. Trustee Mandelkern said he appreciates the merits of this point; however, the countervailing point is that having a trustee on the committee helps keep the process on track because it can provide insight into the Board's thinking and decision-making process. He said candidate questions are formed by the screening committee and the desired attributes of a chancellor will be informed by public forums as well. Trustee Nuris said Trustee Mandelkern raised good points during the discussion.

President Goodman said that having a trustee serve on the committee ensures that there is representation from the body that will ultimately be the boss of the chancellor. He said he sees the pros and cons of having trustees serve on a screening committee, but he said he believes the best practice is to have a Board member be part of the process. He said that in some ways, the role of a trustee would be similar to that of Dr. Smith, i.e. to make sure the process is fair and honest and to make sure that highly qualified individuals are put through to the final selection process. Trustee Holober

said he would hope that a trustee serving on the committee would say less than anyone else but say what is needed to make sure the process does not go amiss.

The Board continued an extensive discussion about the number of members who should serve on the screening committee and the makeup of the committee. The final decision was that the committee would include:

- three faculty members – one from each college, to be forwarded by the Academic Senates in collaboration with AFT
- three classified staff – one from each college, to be forwarded by CSEA (CSEA will discuss with AFSCME)
- three students – one from each college
- three administrators
- one trustee
- two community members

Trustee Mandelkern suggested that one administrator be from the district office. Trustee Holober said that having an administrator from the district office serve on the committee would make him uncomfortable because the relative handful who could serve are so intimately direct reports to the future chancellor. Trustee Mandelkern said he sees this as a benefit because working directly with the chancellor allows an administrator to best understand the relationship. Vice President Schwarz agreed that having a District Office administrator serve on the committee would be a benefit.

Trustee Holober said he believes the Board should play a role in selecting the administrators who will serve on the committee. Chancellor Claire said the representative group at the administrator level at the campuses is the Management Council/Administrator Council. It was agreed that this group from each campus will forward names, beginning at the dean level. The Board will then select the three members to serve on the committee.

Trustee Holober suggested that community members be invited to apply to serve on the committee. The Board would review the applicants and interview them, if so desired. The Board agreed to this suggestion and agreed that any interviews will be conducted in January.

The following suggestions were made in addition to those noted above:

- Mr. Feune said the District always tries to make sure that committee representation is as diverse, balanced and inclusive as possible. Trustee Holober suggested that the constituent groups keep this in mind as they submit names of individuals to serve on the committee. Trustee Mandelkern suggested that constituent groups nominate more than the required number of members in order to ensure diversity.
- Trustee Mandelkern suggested consideration of one community member being a retiree.
- Trustee Mandelkern suggested that at least one of the classified representatives be a member of AFSCME.
- Student Trustee Chavez suggested that the faculty representatives be from different departments as well as from different colleges.
- Trustee Holober suggested that there be at least one alternate from each constituent group who could become a voting member should a regular member not be able to continue. Dr. Smith said the once the committee meetings begin, it is important to include only appointed members. She recommended including the timeline with any information sent to the groups that will nominate members in order to make sure they forward names of only those who can be available at the given times.

Dr. Smith discussed with the Board the minimum qualifications typical for chancellor positions in community colleges, which is included as an attachment to the board report. Referencing the qualification calling for a “minimum of 3-5 years of documented successful experience in progressively responsible positions at the senior level in higher education,” Student Trustee Chavez questioned whether three to five years of experience is sufficient. Dr. Smith said this is typical across California community colleges. President Goodman said Student Trustee Chavez raised a good point. He said increasing the required number of years of experience might result in more seasoned applicants. Trustee Mandelkern agreed, stating that the District is large and complicated and not the place for on-the-job training. Trustee Holober questioned whether the requirement might rule out people who have had a great deal of success in administrative management positions but not in higher education, e.g. K-12 education, government agencies and non-profits. Trustee Mandelkern said he can think of a successful chancellor candidate who had some K-12 experience and had served on the Education Committee as a legislator and has had success as a chancellor. He said a compromise might

be to require five plus years of senior management experience, with at least some portion being at the community college level. President Goodman suggested deleting “in higher education” from the qualification in question, noting that the next qualification specifies “successful experience in a community college environment. . .”

The Board discussed the attributes of highly exceptional community college presidents/chancellors as identified by the Aspen Institute. Trustee Nuris asked how these attributes, such as “committed to student access and success,” are presented by a candidate. Dr. Smith said that when developing a position description, potential candidates would be asked what they have achieved in terms of student access and success. She said these attributes would usually be included in an applicant’s resume/curriculum vitae and cover letter. She said they would be verified through reference checking. She said the Board will receive a 15 to 20 page reference check on each finalist prior to interviews. Michele Hagggar, a Program Services Coordinator at Skyline College, asked if it would be possible to add a question about applicants’ philosophy on equity and social justice. Trustee Mandelkern said this is an excellent suggestion. He suggested that the District’s mission statement be provided and candidates be asked to address in their applications why they embody this mission. President Goodman said this can be addressed under the minimum qualification, “Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff.” Dr. Smith said candidates can be asked to present a separate statement on this item.

Trustee Holoher said he would like to see a more pointed emphasis on developing budgets under “financial and operational ability.” He said he would also like to include experience working with an elected governing board.

Trustee Mandelkern said this will be a national search and some may not understand the California community college system. He said he believes it is important to understand the California funding mechanism for community colleges.

Trustee Nuris said he believes it would be helpful to make potential candidates aware of the cost of living in the Bay Area. Dr. Smith said she will have talked to potential candidates by telephone and this will be part of the discussion.

Trustee Mandelkern reported on other recommendations presented at the ACCT Congress:

- A common mistake is that members of the Board or the screening committee reach out directly to potential candidates. Trustee Mandelkern said if individuals have someone they believe would be a good candidate, they should forward the name to Dr. Smith.
- Importance of confidentiality – if candidates believe their names might become public before they are ready, it could discourage them from applying.
- There should be a well thought out onboarding process for the successful candidate.

Dr. Smith said these are all excellent points. She said the first two are part of the orientation she conducts with the screening committee.

The Board discussed the salary range for a new chancellor, considering comparisons with other Bay Area community college districts as shown in the attachment to the board report. Trustee Holoher said he believes City College of San Francisco should be included in the comparisons because it is of similar size to the District. Trustee Holoher said some districts have “additional compensation.” He said the District used to use this and he does not want to return to that practice.

President Goodman asked what the salary range is for the District’s college presidents and vice chancellors. Mr. Feune said the range is \$239,000 to \$297,000 and there are six steps. Dr. Smith said college presidents’ salaries in the Bay Area are in the \$290,000 to \$300,000 range and are in the \$300,000 range in Orange County. She recommended offering salary steps for the chancellor position so that candidates are not discouraged from applying. Trustee Mandelkern said he is in favor of having steps because it allows for flexibility. It was pointed out that the number of steps, the amount of the increase at each step and the frequency of step increases does not have to be the same as it is for the college presidents.

President Goodman said he wants to make sure the salary range that the Board decides on is reasonable. He said he would like the qualifications and expectations to be set high enough so that the chancellor will earn the salary that is determined by the Board. He said the District’s expectations are higher than many other colleges in terms of student

success. President Goodman said he believes the chancellor's salary should be at least competitive with neighboring districts.

After extensive discussion and suggestions of possible salary ranges, the Board agreed that a range of \$325,000 to \$375,000 is reasonable.

It was moved by Trustee Mandelkern and seconded by Trustee Nuris to approve the tentative timeline as outlined earlier in the minutes. The motion carried, all members voting Aye.

It was moved by Trustee Mandelkern and seconded by Trustee Nuris to approve a salary range for a new chancellor of \$325,000 to \$375,000. Trustee Holoher clarified that this range is for the purpose of advertising the position but is not a salary range that will be locked in. Dr. Smith said she will not advertise the salary range in the brochure will state that the salary is to be negotiated with the Board. After this discussion, the motion carried, all members voting Aye.

INFORMATION REPORTS

BOND OVERSIGHT COMMITTEE: PURPOSE AND MEMBERSHIP (19-11-1C)

Vice Chancellor/Chief of Staff Mitchell Bailey said the Bond Oversight Committee's role and responsibilities are defined and narrow and are outlined in statute and in District policy. He said the committee's role is to serve as the public's set of extra eyes to confirm that the District spends bond proceeds on the types of projects approved by District voters. Vice Chancellor Bailey said that no committee member can be an employee or official of the District, nor can members be vendors, contractors or consultants doing business with the District. He said staff asks potential members if they have conflicts of interest that might prohibit them from participating.

President Goodman asked if there is a website for the current Bond Oversight Committee. He also asked to whom communications regarding the committee should be directed. Vice Chancellor Bailey said there is a website. He said staff is working to redesign the District's websites and the Bond Oversight Committee site will be more prominently featured. Vice Chancellor Bailey said he staffs the committee along with Chief Financial Officer Bernata Slater and he can refer questions to the committee.

Vice President Schwarz said she was asked by a member of the public whether they can contact committee members directly. Vice Chancellor Bailey said that at the next committee meeting, he will take the question of whether committee members want their contact information to be made public.

Trustee Mandelkern asked Vice Chancellor Bailey to list the names of committee members by the category they represent and to identify vacancies by category. Vice Chancellor Bailey said the members are: Roseanne Foust, representing the business community; Anne Campbell, representing a senior citizen organization; Bill Rundberg, representing an organization in support of the District; Ariana, Davarpanah, student member; James Ruigomez, community member; Shelley Kessler, community member; and Rocsana Enriquez, community member. Vice Chancellor Bailey said there is a vacancy for the position of a bona fide taxpayer organization, which is required by statute.

Trustee Holoher said he has been informed that there are applications to serve on the committee. Vice Chancellor Bailey said there are three applicants whose names will be brought to the Board at the November 20th Board meeting. He asked if he should advise the applicants to be prepared to meet with the Board or if the Board only wants to review the applicants' biographical information and applications. Trustee Nuris said he would be satisfied with seeing the applications and the Board agreed.

DISCUSSION OF REVISION OF BOARD POLICY 2.22, EMPLOYMENT OF RELATIVES (19-11-2C)

Chancellor Claire said staff periodically brings suggested policy revisions to the Board after they have gone through the participatory governance process. He said there has been interest in this particular policy, which was last reviewed in 2015, and staff believes it would be helpful to seek guidance from the Board prior to taking potential revisions to the District Participatory Governance Council. Chancellor Claire said it makes sense that no employee or Board member may supervise a member of his/her immediate family, as stated in the current policy. However, he said it might be advisable to go back to the previous policy that prohibited employees in positions at or near to top of an organizational chart to have relatives employed at the same site.

Vice President Schwarz noted that President Goodman's wife is an employee of the District. She said the board policy states that "an exception to this policy may be authorized by the Board" and she asked if the Board made an exception when President Goodman was sworn in as a trustee. President Goodman said the policy specifies that a Board member may not serve on a committee that addresses a family member and he would recuse himself from such a committee. Vice President Schwarz said the policy also prohibits a Board member from making employment-related decisions concerning a relative or household member. She asked if President Goodman should recuse himself from participating in approving an agreement with CSEA since his wife is a member of that bargaining unit. President Goodman said a legal opinion could be sought on this issue. Vice President Schwarz said President Goodman's wife works at the Middle College at Skyline College and noted that the Board deals with items concerning the Middle College. President Goodman said he voted on the Middle College contract when he was on the board of the South San Francisco United School District as well as with the District. He said he believes the issue was discussed at the time. He said that if his wife were to be recommended for a promotion, for example, and it had gone through the entire process before coming to the Board, he believes a vote ratifying the promotion would be ceremonial and one in which he would want to participate; therefore, he would ask for an exception. Vice President Schwarz said she is aware that there are many District employees who have relatives who also work for the District. She said the issue arises when someone is overseeing another employee's job and that is why she asked for clarification. She said that if something comes up in the future, she is confident that President Goodman would recuse himself.

Trustee Mandelkern said that as positions go up the ladder, it likely becomes more of a potential issue and it makes sense, for instance, that a college president should not have a relative working at the same campus. He said this would avoid even an appearance of a conflict.

President Goodman said one of the reasons the issue of this policy arose was the allegation of nepotism within the District. He said that since there is a policy in place, the issue might be to ensure that checks and balances are in place to make sure the policy is followed. He said the issue may be the practice rather than the policy.

Trustee Holober said he believes the policy needs to take a stronger line on the employment of immediate family members of executives. He said it becomes complicated in terms of favoritism and nepotism because it involves the composition of hiring committees and the forthrightness of the hiring process. He said this is a separate issue because it can include family members and friends. He said he believes this is an issue that the Board should spend time examining. Trustee Holober said that as a starting point, he would like to see the current policy tightened up.

President Goodman said it is also important to make sure there are not backdoor opportunities to use temporary positions that turn into permanent positions.

Trustee Nuris suggested that people who apply for positions competitively should not be prohibited from employment simply because they have a family member who also works for the District. Trustee Mandelkern said that in general, having a relative at the District would not preclude employment. However, he said that employees at certain levels – chancellor, vice chancellors and college presidents – should not have immediate family members working at the same site. President Goodman said that as long as checks and balances are in place, he believes it would be unfair to say that a relative of the chancellor may not work anywhere in the District.

Chancellor Claire said that along with revisions to the current policy, management teams can be trained to use good judgment. Trustee Holober said that telling people to use their best judgment does not always work out. He said there are concerns about friends or relatives serving on hiring committees and about supervisors serving on hiring committees. He said he believes the Board should address this issue soon because there are many ways to get the result one wants if in a position of power. President Goodman said it is important to have concerns discussed openly and to emphasize that the Board is setting the tone.

Ms. Haggar said the policy states, "It is the intention of the Board to generally prohibit an employee or Board member from making employment-related decisions concerning a relative or household member as described above; however, when essential for the operation of the District, an exception to this policy may be authorized by the Board." She questioned how the word "generally" and "exception" are being used. Trustee Holober said he considers the policy the rule and exception simply means an exception to this rule. He said he interprets "essential for the operation of the District" to mean that no one else can do the job and he would be interested to know if this has ever been utilized.

Chancellor Claire said staff will work on revisions to the policy as discussed and will bring the revisions to the Board following review by the District Participatory Governance Council.

RETURN TO CLOSED SESSION

The Board returned to closed session at 9:20 p.m. to continue consideration of the closed session items listed on the printed agenda.

RECONVENE TO OPEN SESSION

The Board reconvened to open session at 10:15 p.m.

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

President Goodman said the Board took no reportable action during closed session.

Submitted by

Michael Claire, Secretary

Approved and entered into the proceedings of the December 9, 2019 meeting.

Karen Schwarz
Vice President-Clerk

BOARD REPORT NO. 19-12-1C

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

CONTEMPORARY CONVERSATION REGARDING RACE, CLASS, GENDER, PRIVILEGE AND EQUITY: REAFFIRMATION OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT'S COMMITMENT TO EDUCATIONAL SOCIAL JUSTICE THROUGH ACCESS, AFFORDABILITY, INDIVIDUALITY, DIVERSITY AND INCLUSION

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 reaffirm the District's Commitment to Educational Social Justice through Access, Affordability, Individuality, Diversity and Inclusion, adopted by the Board of Trustees in December 2016.

AFFIRMATION OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT'S COMMITMENT TO EDUCATIONAL SOCIAL JUSTICE THROUGH ACCESS, AFFORDABILITY, INDIVIDUALITY, DIVERSITY AND INCLUSION

The Board believes it is necessary and prudent to regularly evaluate the District's guiding principles that dictate our behavior and actions to ensure they are relevant and reflective of the aspirations and needs of our students, faculty and staff as well as the diverse local community we serve. The District, through its recently adopted Strategic Plan, outlined several unwavering educational values that embrace the fundamental notion of equity and social justice for our students. As the demand for attaining a higher education continues to grow, and as the world in which we operate continues to evolve in its complexity, the San Mateo County Community College District is actively committed to supporting the educational process according to the primary tenets of social justice.

We believe that social justice is practiced when we openly challenge injustice and value diversity. It exists because all people share a common humanity and therefore have a right to equitable treatment and support for their human rights, and are entitled to a fair allocation of community resources. When the tenets of social justice are fairly applied, people do not experience discrimination or prejudice nor is their welfare/well-being constrained in any manner.

As such, the San Mateo County Community College District commits to a fundamental duty to create a socially just environment with the following core values and principles:

- **Dignity and Respect.** The Board has an unwavering belief that universally all humans have inherent value and every person should be treated with dignity and respect. Without exception, all individuals should be extended a basic level of understanding and accommodation so they may conduct their lives with decency and pride.
- **Access and Affordability.** Ensuring that all students, regardless of citizenship or status, have access to affordable, high-quality education is essential. Education is an equalizer that provides an opportunity for upward mobility. The Board is committed to keeping the District's colleges accessible and affordable so all individuals throughout the socio-economic spectrum have an equal opportunity to attain their natural potential.
- **Removing Barriers.** The Board is committed to removing barriers to student success and reinforces the importance of routine examination of curriculum, policies, procedures, and practices to ensure that limitations are not applied which unfairly impede student growth, expression or learning.
- **Serving All.** Community College students are among the most diverse learners in the world. The District values the unique characteristics of our students, and is committed to meeting our students where they are and to providing them the quality education and support services that best support their individual needs and circumstances.
- **Valuing and Promoting Diversity.** The Board is committed to its continued practice of promoting, encouraging and fostering diversity, equity and inclusion inside and outside of the classroom, including in its hiring, promotion, employment, contracting, and purchasing practices. The District's colleges continue to undertake bold steps to ensure that students are exposed to a variety of opinions, ideas, cultures and people, have regular interaction with those from similar and differing experiences and backgrounds, and are encouraged to maintain and include familiar and important cultural symbols that reflect their heritage and aspirations.

- **Participation and Freedom of Expression.** The Board expects the District's colleges to be community focused institutions where students, faculty, staff and the general public participate without fear or concern for retaliation or intimidation. Our colleges are models for open expression and are safe zones for sharing ideas and opinions.
- **Safe and Inviting.** The safety and security of the District's students and employees is a top priority for the Board. All students and employees must feel that their learning and work environments are free from fear, intimidation, violence, aggression, harassment, bullying, discrimination and intolerance.

The Board believes that adherence to this commitment to educational social justice will continue to advance the interests of our students, faculty, staff and the broader community we serve.

Adopted by the Board of Trustees
December 14, 2016

BOARD REPORT NO. 19-12-1A

TO: Members of the Board of Trustees
FROM: Michael Claire, Interim 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)

District Office

Yanely Pulido Interim Director of General Services General Services

Reassigned from a Construction, Procurement, Risk and Contract Manager (Grade 191E of the Classified Salary Schedule 35) into this interim administrative assignment at Grade AE of the Management Salary Schedule 20, effective December 10, 2019, replacing Sue Harrison who is retiring.

B. PUBLIC EMPLOYMENT

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

Cañada College

Julie Luu* Instructor Science & Technology

New Contract I status academic employment, effective January 10, 2020, replacing Danielle Behonick who resigned.

District Office

Eduardo Anguiano* Groundskeeper Facilities

New full-time, 12-month classified employment, effective December 16, 2019, replacing Jose Cortez Arias who was reassigned.

Margalida Lopez de Hernandez* Custodian Facilities

New full-time, 12-month classified employment, effective December 10, 2019, replacing Lorenzo Hall.

Kristen Murray* Senior Programmer I ITS
(Customer Relationship Management System) (NP)

New full-time, 12-month classified employment, effective November 13, 2019. This position was previously Board approved on January 23, 2019.

Julio Pineda* Groundskeeper Facilities

New full-time, 12-month classified employment, effective December 10, 2019, replacing William Elliott who retired.

Mabel Zhen* Custodian Facilities

New full-time, 12-month classified employment, effective December 10, 2019, replacing James Garma who resigned.

2. Re-Employment

None

C. REASSIGNMENT THROUGH THE HIRING PROCESS

Cañada College

Liliana Garcia-Arteaga Senior Accounting Technician Administrative Services

Reassigned from a full-time, 12-month Admissions and Records Assistant III (Grade 24 of the Classified Salary Schedule 60) into this full-time, 12-month position at Grade 28A of the same salary schedule, effective December 10, 2019, replacing Nai Seng Saechao who was reassigned.

District Office

Bryan Besnyi Programmer Analyst ITS

Reassigned from a full-time, 12-month Web Accessibility Programmer (Grade 37 of the Classified Salary Schedule 60) into this full-time, 12-month position at the same grade and salary schedule, effective November 15, 2019, replacing Aung Linn who was reassigned.

Antonio Quadra Manager of Production Services ITS

Reassigned from a full-time, 12-month IT Support Specialist (Grade 34A of the Classified Salary Schedule 60) into this full-time, 12-month position AT Grade 210S of the Classified Professional/ Supervisory Salary Schedule 40, effective November 12, 2019. Position was previously vacant.

Carina Warne

Senior Executive Assistant

Chancellor's Office

Reassigned from a full-time, 12-month Facilities/Public Safety Executive Assistant (Grade 215C of the Confidential Salary Schedule 50) into this full-time, 12-month position at Grade 216C of the same salary schedule, effective December 1, 2019, replacing Virginia (Ginny) Brooks who is retiring.

Skyline College

Monique Hernandez

Program Services Coordinator
(Funded by the Equity Institute) (NP)

Student Equity and Support Programs

Reassigned from a full-time, 12-month Division Assistant (Grade 27 of the Classified Salary Schedule 60) into this full-time, 12-month position at the same grade and same salary schedule, effective January 6, 2020. This position was previously Board approved on October 10, 2019.

Alexa Moore

Program Services Coordinator
(Funded by the Strong Workforce Program)

Business/Industry Relations

Reassigned from a full-time, 10-month Child Development Center Aide III (Grade 22 of the Classified Salary Schedule 60) into this full-time, 12-month position at Grade 27 of the same salary schedule, effective October 1, 2019. Position was previously vacant.

Katrina Pantig

Equity Institute Manager
(Funded by the Equity Institute) (NP)

Student Equity and Support Programs

Reassigned from a full-time, 12-month Program Services Coordinator (Funded by the Equity Institute) (Grade 27 of the Classified Salary Schedule 60) into this full-time, 12-month position at Grade 180E of the Academic-Classified exempt Supervisory Salary Schedule 35, effective January 6, 2020. This position was previously Board approved on October 10, 2019.

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT

None

E. CHANGES IN STAFF ALLOCATION

District Office

1. Recommend a change in staff allocation to add one part-time (48%), 12-month Office Assistant II position at Grade 18 of the Classified Salary Schedule (60) in International Education, effective December 10, 2019.

Skyline College

2. Recommend a change in staff allocation to add one full-time, 12-month Program Services Coordinator (Degree Audit) position at Grade 27 of the Classified Salary Schedule (60) in Enrollment Services, effective December 10, 2019.

3. Recommend a change in staff allocation to add one full-time, 12-month Program Services Coordinator position at Grade 27 of the Classified Salary Schedule (60) in Social Science/Creative Arts, effective December 10, 2019.
4. Recommend a change in staff allocation to add one full-time Psychology Instructor position (Faculty Salary Schedule 80) in the Social Science/Creative Arts Division, effective December 10, 2019.
5. Recommend a change in staff allocation to add one full-time, 12-month Division Assistant position at Grade 27 of the Classified Salary Schedule (60) in Strategic Partnerships & Workforce Development, effective December 10, 2019.

F. PHASE-IN RETIREMENT

None

G. LEAVE OF ABSENCE

None

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION

1. Retirement

Cañada College

Georgia Clark	Division Assistant	Science & Technology
----------------------	--------------------	----------------------

Retiring effective December 30, 2019 with 38.5 years of District service. Eligible for District retiree benefits.

David Clay	Professor, English	Humanities & Social Sciences
-------------------	--------------------	------------------------------

Retiring as Professor Emeritus, effective December 16, 2019 with 17 years of District service. Not eligible for District retiree benefits. Due to term of District service is eligible for the designation of Professor Emeritus.

College of San Mateo

Russell Cunningham	Instructional Aide II	Business/Technology
---------------------------	-----------------------	---------------------

Retiring effective December 30, 2019 with 21.5 years of District service. Not eligible for District retiree benefits because not all of the retirement requirements have been satisfied.

District Office

Virginia (Ginny) Brooks	Senior Executive Assistant	Chancellor's Office
--------------------------------	----------------------------	---------------------

Retiring effective December 30, 2019 with 14 years of District service. Not eligible for District retiree benefits.

Skyline College**Jerry Roper**

Instructor, Respiratory Care

Science, Math, Technology

Resignation effective November 13, 2019 with 3 months of District Service.

Donald Ross, Jr

Automotive Technician

Business/Industry Relations

Resignation effective December 13, 2019 with 17.5 years of District Service.

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>
Skyline College	Social Science/Creative Arts	5	01/13/2020	05/30/2020	Professional Expert: Teaching a variety of band instruments.

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	Student Services / Upward Bound	1	01/13/2020	05/29/2020	Instructional Aide II <i>Previously requested position</i> This position will provide SAT/ACT math, and science tutoring to TRIO Upward Bound high school students (low-income, first-generation, and at-risk youth). Duties include: assisting program staff in the delivery of services and student success workshops, monitoring grades, student supervision, and record keeping. Work is performed at Sequoia High School and at Cañada College, which includes weekend and evening hours.

Cañada College	ASLT	4	01/02/2020	06/30/2020	<p>Instructional Aide II (LAP): <i>Previously requested position</i> This position will support students enrolled in college level Math and English, with particular focus on accelerated course curriculum that is part of AB 705 implementation. Under supervision, this position will provide one-to-one and small group tutoring; assist program/lab coordinators in the development and application of supplemental subject area instruction; assist students in the use of instructional materials, e.g., computers, media; assist in the presentation of workshops and study groups, and related needs.</p>
Cañada College	BDW/Medical Assisting	1	01/13/2020	06/30/2020	<p>Instructional Aide II: <i>Previously Requested Position</i> This position will assist the professor in clinical classes, watching and showing students the correct and safe methods when conducting invasive medical procedures, contact externship members in order to place students, assist setting up the medical simulation lab, and clerical duties to keep the medical assisting program organized and efficient.</p>
Cañada College	VPSS/SparkPoint	1	01/02/2020	06/30/2020	<p>Office Assistant II: <i>Previously requested position</i> Provide support for SparkPoint. Duties include food pantry efforts, and data entry. This position is funded by the Hunger Free Allocation (CCCCO) grant.</p>
Cañada College	Student Services / Dream Center	1	01/02/2020	06/30/2020	<p>Program Services Coordinator: <i>Previously requested position</i> This position will initiate, implement and coordinate Dream Center events and activities. Will also serve as an information center for Dreamer, AB540, and DACA updates and will provide professional development for staff and faculty.</p>

Cañada College	Workforce Development	1	01/02/2020	06/30/2020	Staff Assistant: <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.
College of San Mateo	Kinesiology	10	01/01/2020	06/30/2020	Equipment Manager: <i>Previously requested position</i> These positions are needed to facilitate events for outside rental groups using CSM facilities.
College of San Mateo	KCSM-FM	4	01/01/2019	06/30/2020	FM Announcers: <i>Previously requested position</i> This position will select music, create lists of music scheduled for play; host radio programs, produce promotional announcements; operate specialized station equipment.
College of San Mateo	Language Arts	1	01/06/2020	05/31/2020	Office Assistant II: <i>Previously requested position</i> This position will provide clerical and operational support for the Guided Pathways efforts as it moves from the inquiry into the design stage in FY 2019-2020.
College of San Mateo	Student Life, SparkPoint, Promise	1	01/01/2020	06/30/2020	Staff Assistant: <i>Previously requested position</i> Under general supervision, the Staff Assistant performs detailed clerical and operational support for the Student Life and Leadership, SparkPoint, and Promise Scholars Programs; initiates, implements, and coordinates office procedures and timelines in order to provide support for an office or department.

District Office	ITS	1	01/08/2020	05/31/2020	Staff Assistant: This position will streamline equipment intake, delivery documentation process; will inventory of all Bond Projects equipment; make minor updates to the webpage via Omni update; update ITS forms.
Skyline College	Global Learning Programs and Services	1	01/01/2020	06/30/2020	Driver: <i>Previously requested position</i> This position will provide transportation service to ASTEP Learning Community and ISP (International Student Program) for off-campus events and activities for students, faculty, and staff, as well as other departments/divisions as needed.
Skyline College	Science / Math / Technology /Emergency Medical Technician	6	01/01/2020	06/30/2020	Instructional Aide I: <i>Previously Requested Position</i> These positions will assist with skills testing during specific labs for the EMT program as required by accrediting agencies.
Skyline College	Academic Support & Learning Technologies/ TLC	4	01/01/2020	06/30/2020	Instructional Aide II: <i>Previously requested position</i> For over five years, graduate tutors have been an integral part of the Skyline College Learning Center. Graduate tutors serve as expert tutors in their designated areas, often tutoring higher-level courses. They cover hours throughout the day to ensure that The Learning center has full tutoring staff for student support. Graduate tutors also assist with day to day oversight of the four tutoring labs, including training and upkeep of lab space.
Skyline College	TRIO Program/SESP	1	01/01/2020	06/30/2020	Instructional Aide II: <i>Previously Requested Position</i> This position will provide individualized and small group tutorial services in specific subject areas (i.e., Math, English, ESOL, Chemistry, Biology, Accounting and, Social Science).

Skyline College	Science / Math / Technology /Allied Health	2	01/01/2020	06/30/2020	Instructional Aide II: <i>Previously Requested Position</i> These positions will assist with student support needing supplemental instruction/tutoring in the allied health programs.
Skyline College	Science / Math / Technology /Biology	1	01/01/2020	06/30/2020	Instructional Aide II: <i>Previously requested position</i> Assists the students and faculty during intense instructional times such as lab tests, complex experiments, and student check-in and check-out.
Skyline College	Science / Math / Technology /Emergency Medical Technician	4	01/01/2020	06/30/2020	Instructional Aide II: <i>Previously Requested Position</i> Oversee skills testing during specific labs and leads the Instructional Aide I positions for the EMT program as required by accrediting agencies.
Skyline College	Science/Math / Technology / Respiratory Care	2	01/01/2020	06/30/2020	Instructional Aide II: <i>Previously requested position</i> Provide tutoring for students in the Bachelor of Science in Respiratory Care program.
Skyline College	Science / Math / Technology /STEM	4	01/01/2020	06/30/2020	Instructional Aide II: <i>Previously Requested Position</i> STEM-4 embedded support tutors: will work 7 hours per week with particular instructors, attending class and providing tutoring support to students. Will aid in student success providing in time instructional interventions during the class period.
Skyline College	Science / Math / Technology /Surgical Technology	1	01/01/2020	06/30/2020	Instructional Aide II: <i>Previously Requested Position</i> Assists with students' support needing supplemental instruction/tutoring in the Surgical Technology program.

Skyline College	Science/Math / Technology/Physics, Geology	2	01/01/2020	06/30/2020	<p>Laboratory Technician: <i>Previously requested position</i> Provide intermittent assistance with lab set up and maintenance in physics and geology departments. Days/hours will vary with student needs and will be most utilized during midterm and final preparation. Staff performing these functions can change throughout the year depending on individuals' availability and workload.</p>
Skyline College	Business, Education & Professional Programs/ BAEC	1	01/01/2020	06/30/2020	<p>Office Assistant II: <i>Previously requested position</i> Assist BAEC director and/or designee in the planning and implementation of the BAEC. In addition, staff evening/weekend events at the BAEC as needed.</p>

BOARD REPORT NO. 19-12-1CA

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

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

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

The addition of thirteen courses and twelve programs to and the deletion of three courses from the College catalogs are proposed by Cañada College, College of San Mateo, and Skyline College at this time. Additionally, sixteen courses are proposed to be offered in the distance education mode.

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

Furthermore, eighty-two courses and nine programs were modified, and one course was reactivated.

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

RECOMMENDATION

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

San Mateo County Community College District

December 9, 2019

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

PREPARED BY: Tammy Robinson, Vice President, Instruction
Cañada College

APPROVED BY: Candice Nance, Curriculum Committee Chair
Cañada College

Diana Tedone, Academic Senate President
Cañada College

Jamillah Moore, President
Cañada College

PROPOSED CURRICULAR ADDITIONS – CAÑADA COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

MULTIMEDIA ART AND TECHNOLOGY

374 UX RESEARCH METHODS (3.00) (day or evening)

Justification: Recommended by the Digital Art & Animation advisory board. Employment of UI/UX designers is projected to grow 13 percent from 2018 to 2028, much faster than the average for all occupations. Demand is driven by the growing popularity of mobile devices and e-commerce. According to Onward Search “UI designer” ranks third on this list of the 19 most in-demand digital creative talent for 2019. MART 374 is a core requirement for both the User Interface/User Experience Design AA Degree and Certificate of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: Introduction to the essentials of user experience (UX) research. This class teaches the basics of user experience research methodology, planning, and execution with industry-standard tools, including docs, spreadsheets, study administering and data gathering software, prototypes, and presentation slides. Practical application of skills learned to inform product development and UX design are also covered.

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

392 CONTENT STRATEGY AND UX WRITING (3.00) (day or evening)

Justification: Recommended from the Digital Art & Animation advisory board. Employment of UI/UX designers is projected to grow 13 percent from 2018 to 2028, much faster than the average for all occupations. Demand is driven by the growing popularity of mobile devices and e-commerce. According to Onward Search “UI designer” ranks third on this list of the 19 most in-demand digital creative talent

for 2019. MART 392 is a core requirement for both the User Interface/User Experience Design AA Degree and Certificate of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: Introduction to the essentials of content strategy and user experience (UX) writing. This class teaches the basics of information architecture, writing for user interfaces, and content management with industry-standard tools, including docs, spreadsheets, design software, and presentation slides. Practical application of skills learned to develop content for user interfaces are also covered.

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

393 UX DATA VISUALIZATION (3.00) (day or evening)

Justification: Recommended from the Digital Art & Animation advisory board. Employment of UI/UX designers is projected to grow 13 percent from 2018 to 2028, much faster than the average for all occupations. Demand is driven by the growing popularity of mobile devices and e-commerce. According to Onward Search “UI designer” ranks third on this list of the 19 most in-demand digital creative talent for 2019. MART 393 is a core requirement for both the User Interface/User Experience Design AA Degree and Certificate of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: This course provides an introduction as well as hands-on experience in data visualization for user experience (UX). It introduces students to the theory and design principles for creating meaningful displays of quantitative and qualitative data to facilitate decision-making and design modifications or choices.

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

394 INTERACTION DESIGN (3.00) (day or evening)

Justification: Recommended from the Digital Art & Animation advisory board. Employment of UI/UX designers is projected to grow 13 percent from 2018 to 2028, much faster than the average for all occupations. Demand is driven by the growing popularity of mobile devices and e-commerce. According to Onward Search “UI designer” ranks third on this list of the 19 most in-demand digital creative talent for 2019. MART 394 is a core requirement for both the User Interface/User Experience Design AA Degree and Certificate of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: This course covers the essentials of interaction and visual design principles and how they are applied. Students learn how to evaluate and analyze the uses of interactive media and understand how viewing interactive media on a variety of screen sizes and devices may impact the experience. They also learn how to apply the principles of design and usability when creating interactive content.

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

PROPOSED CURRICULAR MODIFICATIONS – CAÑADA COLLEGE

ENGLISH AS A SECOND LANGUAGE

- 808 Intensive Grammar Review
- 837 Intermediate Vocabulary Development
- 911 Reading and Listening-Speaking I
- 912 Reading and Listening-Speaking II
- 921 Grammar and Writing I
- 922 Grammar and Writing II

MULTIMEDIA ART AND TECHNOLOGY

- 371 User Interface/User Experience Design

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – CAÑADA COLLEGE

MULTIMEDIA ART AND TECHNOLOGY

- 371 User Interface/User Experience Design
- 374 UX Research Methods
- 392 Content Strategy and UX Writing
- 393 UX Data Visualization
- 394 Interaction Design

PROPOSED PROGRAM ADDITIONS – CAÑADA COLLEGE

Cañada College proposes to offer an Associate Degree and Certificate of Achievement (16 units or more, state approved) in the following program:

DIGITAL ART & ANIMATION

User Interface/User Experience Design – Associate in Arts Degree (21 units in the major area + General Education and other requirements for the Associate Degree)

User Interface/User Experience Design – Certificate of Achievement (21 units)

San Mateo County Community College District

December 9, 2019

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

PREPARED BY: Mike Holtzclaw, Vice President, Instruction
College of San Mateo

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

Arielle Smith, President, Academic Senate
College of San Mateo

Kim Lopez, Acting President
College of San Mateo

PROPOSED CURRICULAR ADDITIONS – COLLEGE OF SAN MATEO

COURSE DESCRIPTIONS AND JUSTIFICATIONS

ART

347 THE HISTORY OF PHOTOGRAPHY (3) (day or evening; distance education)

Justification: This course provides in depth historical and social context to the technical artistic movements of the twentieth and twenty first century not covered in any other course in the photography department.

Prerequisite: None.

Recommended Preparation: None.

Description: The history of the social, artistic and technical developments in photography beginning with the turn of the twentieth century: An examination of photography's broad impact as a cultural, visual and social force including the diversity of 20th and 21st Century photographic movements. Examines the impact photography has had in shaping societies' views in regards to journalism, media, developments in the arts and science, as well as cultural and personal identity.

Classification: AA/AS Degree; CSU transferable.

ASTRONOMY

210 FUNDAMENTALS OF ASTROPHYSICS (4) (day or evening)

Justification: This is an essential course for the new Astronomy AS Degree. This course will supersede ASTR 203 and is intended to appeal to students, who are thinking about pursuing a career in astronomy or astrophysics.

Prerequisite: MATH 222 or MATH 225

Recommended Preparation: PHYS 210 or PHYS 250

Description: Hands-on introduction to the composition, nature, and origin of the Universe, including study of the Solar System, stellar evolution, and galaxies. The laboratory portion of the course includes observation and analysis of the night sky utilizing telescopes, cameras, and other equipment at CSM's rooftop observatory. Students will learn and apply modern astronomical research techniques including astroimaging, spectroscopy, and photometry. This course is intended for students majoring in astronomy or another physical science.

Classification: AA/AS Degree; CSU transferable.

COMPUTER AND INFORMATION SCIENCE

500 INTRODUCTION TO CLOUD COMPUTING (4) (day or evening; distance education)

Justification: Cloud computing adoption is on the rise every year, and it doesn't take long to see why. Enterprises recognize cloud computing benefits and see how they impact their production, collaboration, security and revenue.

By using a cloud-based solution, an enterprise can prevent a lot of problems that plague organizations that rely on on-premises infrastructure. This course explain the basics of cloud computing.

Prerequisite: CIS 117, or CIS 254 or CIS 278

Recommended Preparation: None.

Description: The course will provide students with a thorough treatment of cloud computing and its applicability to commercial application development as well as research computing needs. The lectures cover topics related to infrastructure and software stack, programming models (e.g., MapReduce and Pregel), underlying distributed storage layers (e.g., HDFS and HBase), as well as enabling technologies such as virtualization. Students will also be exposed to various cloud frameworks and libraries (e.g., Mahout, Pig, and Hive).

Classification: AA/AS Degree; CSU transferable.

COUNSELING

124 EFFECTIVE COLLEGE LEARNING (3) (day or evening; distance education)

Justification: Students are experiencing heightened pressures to be successful in college. With the passage of recent statewide legislation, the impetus is on colleges to develop courses that will support students success. This course will focus on brain-based learning strategies that develop self-regulatory learning, self-motivation, self-awareness, personal responsibility, and a growth mindset. Students will develop an awareness of their strengths and weaknesses with learning, and apply research-based strategies to develop college level learning techniques. This course will provide both theory and practice for students to become successful learners and successful college students.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 105

Description: A comprehensive examination of the sociological, psychological and physiological aspects of learning in the college environment. Students will develop self-awareness of internal beliefs, develop a basic understanding the physiological factors involved in learning. Students will examine the effects of

stress, and address potential roadblocks to learning in the areas of college reading, writing and mathematics. Students will combine theory and practice to become successful learners and successful college students. A materials fee in the amount shown in the Schedule of Classes is payable upon registration.

Classification: AA/AS Degree; CSU transferable.

DIGITAL MEDIA

134 RADIO PRODUCTION LAB III (2) (day or evening)

Justification: This course allows students who are interested in audio and radio production to continue developing their skills. Students in the class will produce programming for KDOG streaming radio.

Prerequisite: DGME 133

Recommended Preparation: None.

Description: Continuation of radio lab sequence. Students gain experience with more complex radio programming and production projects in the context of community-interest radio.

Classification: AA/AS Degree; CSU transferable.

135 RADIO PRODUCTION LAB IV (2) (day or evening)

Justification: This course is last in a sequence of audio/radio production courses to provide students more hands-on experience. Students in this course will continue producing programming for KDOG streaming radio.

Prerequisite: DGME 134

Recommended Preparation: None.

Description: Students gain experience with more complex radio programming and production projects in the context of community-interest radio.

Classification: AA/AS Degree

HISTORY

261 WOMEN IN AMERICAN HISTORY I (3) (day or evening; distance education)

Justification: The scope History 260 is currently too large, often making content coverage and historical skill building too superficial. In an effort to focus on the diverse narratives of women in American History and the development of gender and sexuality in the United States, the course should be broken into two sections. Additionally, this aligns with the sequencing of the traditional U.S. History class.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100 or ENGL 105

Description: This course surveys the experiences, contributions, and roles of women in the history of the United States from pre-contact American civilizations through the Civil War and Reconstruction.

Through the analytical lenses of race, class, gender, ethnicity and sexuality, students examine the major forces that shaped, and continue to shape, the political, social, cultural, scientific, technological and environmental life of the nation. Specific attention is dedicated to examining the ways that the philosophical foundations of the U.S. Constitution and the government institutions it established impacted women's lives.

Classification: AA-T/AS-T; CSU transferable

262 WOMEN IN AMERICAN HISTORY II (3) (day or evening; distance education)

Justification: The scope History 260 is currently too large, often making content coverage and historical skill building too superficial. In an effort to focus on the diverse narratives of women in American History and the development of gender and sexuality in the United States, the course should be broken into two sections. Additionally, this aligns with the sequencing of the traditional U.S. History class.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100 or ENGL 105

Description: This course surveys the experiences, contributions, and roles of women in the history of the United States from Reconstruction to the present. Through the analytical lenses of race, class, gender, ethnicity and sexuality, students examine the major forces that shaped, and continue to shape, the political, social, cultural, scientific, technological and environmental life of the nation. Specific attention is dedicated to examining the ways that the philosophical foundations of the U.S. Constitution and the government institutions it established impacted women's lives.

Classification: AA-T/AS-T; CSU transferable

PROPOSED CURRICULAR DEACTIVATIONS – COLLEGE OF SAN MATEO

ART

- 400.1 Low Fire Ceramics I
- 400.2 Low Fire Ceramics II
- 400.3 Low Fire Ceramics III
- 400.4 Low Fire Ceramics IV

DANCE

- 330.1 Creative Dance I
- 330.2 Creative Dance II
- 330.3 Creative Dance III
- 330.4 Creative Dance IV

DIGITAL MEDIA

- 112 TV Studio Production
- 143 Motion Graphics
- 166 Web Authoring: ActionScript

ELECTRONICS TECHNOLOGY

- 144 Solar Energy Fundamentals

MANAGEMENT

680MC Essentials of Facility Management

PROPOSED CURRICULAR MODIFICATIONS – COLLEGE OF SAN MATEO**ACCOUNTING**

100	Accounting Procedures
103	Ten-Key Skills
106	Accounting Cycle Survey
107	Time Value of Money
108	Financial Statement Analysis Survey
118	Personal Investing
119	Personal Financial Planning
121	Financial Accounting
131	Managerial Accounting
144	Quickbooks: Set-up and Service Business
145	Quickbooks: Payroll and Merchandising Business
161	Intermediate Accounting I
162	Intermediate Accounting II
163	Auditing
164	Governmental & Nonprofit Accounting
165	Cost Accounting
168	Financial Management for Accountants
169	Accounting Ethics

ART

205	Drawing II
-----	------------

BUILDING INSPECTION TECHNOLOGY

710	Advanced Building Inspection
720	Electrical Inspection I
725	Electrical Inspection II
730	Plumbing Inspection
735	ADA Building Requirements
740	Mechanical Code
750	Structural Provisions
760	Energy Regulations
775	Introduction to Residential Dwelling Inspection Technology
790	Blueprint Reading for Construction

BUSINESS

136	Business Finance
150	Small Business Management

BUSINESS MICROCOMPUTER APPLICATIONS – WINDOWS PLATFORM

464	Database Management Fundamentals Using Access for Windows
-----	-----------------------------------------------------------

COMPUTER AND INFORMATION SCIENCE

- 128 Mobile Web App
- 129 Frameworks/Server-Side JavaScript
- 137 iOS/Swift Programming
- 138 Internet of Things
- 264 Computer Organization and Systems Programming
- 482 Ethical Hacking
- 493 Cloud Security Fundamentals

DANCE

- 390 Dance Composition/Theory/Choreography

DIGITAL MEDIA

- 101 Writing for Mass Media
- 103 Fundamentals of Two-Dimensional Design
- 164 User Interface/User Experience Design
- 230 Production Design for Print and Screen
- 250 Internship

ELECTRONICS TECHNOLOGY

- 111 Introduction to Electronics Fundamentals
- 112 Advanced Electronics Fundamentals
- 231 Basic Applied Electronics Mathematics
- 442 Electronic and Pneumatic Process Control Systems
- 445 Industrial Data Communications Systems

ENGLISH SECOND LANGUAGE

- 400 Advanced English for Multilingual Students

MUSIC

- 100 Fundamentals of Music

REAL ESTATE

- 100 Real Estate Principles

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

ART

- 347 The History of Photography

COMPUTER AND INFORMATION SCIENCE

- 500 Introduction to Cloud Computing

COUNSELING

124 Efficient College Learning

BUSINESS

136 Business Finance

COMPUTER AND INFORMATION SCIENCE

482 Ethical Hacking

493 Cloud Security Fundamentals

HISTORY

261 Women in American History I

262 Women in American History II

REAL ESTATE

100 Real Estate Principles

PROPOSED PROGRAM ADDITIONS – COLLEGE OF SAN MATEO

College of San Mateo proposes to offer an Associate Degree, Associate Degree for Transfer, Associate Degree for UC Transfer and/or Certificate of Achievement (16 units or more, state approved), and/or Certificate of Specialization (fewer than 16 units, not state approved) in the following programs:

ASTRONOMY

Astronomy – Associate in Arts Degree (20-23 units)

Astronomy – Associate in Science Degree (35 units)

BUSINESS

Entrepreneurship – The Start Up – Certificate of Specialization (15 units)

Marketing Specialist – Certificate of Specialization (15 units)

Small Business Management – Certificate of Specialization (15 units)

CHEMISTRY

Chemistry – Associate in Science Degree for UC Transfer (66-70 units)

COMPUTER AND INFORMATION SCIENCE

Enterprise Cybersecurity – Certificate of Specialization (15 units)

PHYSICS

Physics – Associate in Science Degree for UC Transfer (59-63 units)

PROPOSED PROGRAM DEACTIVATION – COLLEGE OF SAN MATEO

BUSINESS

Business Information Worker – Certificate of Achievement

Marketing Specialist – Certificate of Achievement

Retail Management – Certificate of Achievement

ELECTRONICS TECHNOLOGY

Fundamentals of Smart Building Systems – Certificate of Specialization

PROPOSED PROGRAM MODIFICATIONS – COLLEGE OF SAN MATEO

BUSINESS

Business Administration – Associate in Science Degree for Transfer

COMPUTER AND INFORMATION SCIENCE

Web and Mobile Application Development - Associate in Science Degree

Web and Mobile Application Development – Certificate of Achievement

San Mateo County Community College District

December 9, 2019

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

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

APPROVED BY: Jessica Hurless, Curriculum Committee Chair
Skyline College

Kathryn Browne, Academic Senate President
Skyline College

Dr. Jannett Jackson, Interim President
Skyline College

PROPOSED CURRICULAR ADDITIONS – SKYLINE COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

ECONOMICS

210 ECONOMICS OF THE ENVIRONMENT (3.0) (day or evening)

Justification: This course was developed to expand the Economics program by offering a third course in addition to Macroeconomics and Microeconomics. This course will not require any previous college economics, and the intention is to draw students from both Economics and related fields. Additionally, this course will expand the college's environmental course offerings, which is important given our Environmental Science program, the new building dedicated to it, and the growing importance of economic issues related to the environment, an example of which was the October 2019 shutdown of electricity by PG&E across much of Northern California.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100 or ENGL 105, or equivalent; and MATH 190 or equivalent.

Description: An introduction to economics and the environment. The course will use the economic concept of market failures, and facts about climate change, to analyze issues such as pollution and natural disasters. The course also examines the role of government policy in addressing environmental issues at the local, national, and global levels.

Classification: AA/AS Degree; CSU transferable.

PROPOSED CURRICULAR DELETIONS – SKYLINE COLLEGE

BUSINESS COMPUTER SYSTEMS AND MANAGEMENT

100 BEGINNING COMPUTER KEYBOARDING
104 INTRODUCTION TO COMPUTERS WITH WINDOWS I
106 MICROSOFT OUTLOOK

Justification: Because of changes in technology, these courses are no longer offered.

PROPOSED CURRICULAR INACTIVATIONS – SKYLINE COLLEGE

PARALEGAL STUDIES

247 Paralegal Profession II
354 Civil Litigation II

PROPOSED CURRICULAR MODIFICATIONS – SKYLINE COLLEGE

ADMINISTRATION OF JUSTICE

100 Introduction to Criminal Justice

BIOLOGY

171 Laboratory Principles of Applied Bioscience

BIOTECHNOLOGY

171 Laboratory Principles of Applied Bioscience

CHINESE

121 Advanced Elementary Chinese

COMMUNICATION STUDIES

127 Argumentation and Debate

EDUCATION

200 Introduction to Classroom Teaching

EDUCATION/CHILD DEVELOPMENT

366 Practicum in Early Childhood Education

EDUCATIONAL ACCESS (formerly Developmental Skills)

822 Study Smart Skills
823 Fundamental Skills: Writing I

- 828 Technology Tools for Writing
- 830 Introduction to Assistive Computer Technology

JOURNALISM

- 320 Beginning Newspaper Staff

KINESIOLOGY

- 100 Introduction to Kinesiology

PARALEGAL STUDIES

- 240 Introduction to Law

PHILOSOPHY

- 100 Introduction to Philosophy
- 103 Critical Thinking
- 280 Introduction to Political Philosophy
- 300 Introduction to World Religions
- B10 Medical Ethics

PSYCHOLOGY

- 100 General Psychology
- 200 Developmental Psychology
- 410 Abnormal Psychology

PROPOSED CURRICULAR REACTIVATIONS – SKYLINE COLLEGE

PHILOSOPHY

- 320 Asian Philosophy

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – SKYLINE COLLEGE

ECONOMICS

- 210 Economics of the Environment

EDUCATION/CHILD DEVELOPMENT

- 366 Practicum in Early Childhood Education

PROPOSED PROGRAM ADDITIONS– SKYLINE COLLEGE

Skyline College proposes to offer an Associate Degree and Certificate of Achievement in the following program:

BARBERING

Barbering – Associate in Science Degree (42 units in the major area + General Education and other requirements for the Associate Degree)

Barbering – Certificate of Achievement (42 units)

PROPOSED PROGRAM MODIFICATIONS – SKYLINE COLLEGE

AUTOMOTIVE TECHNOLOGY

Automotive Drive Train Technology – Certificate of Achievement

Automotive Electricity/Electronics – Certificate of Achievement

Automotive Engine Performance Technology – Certificate of Achievement

Automotive Engines Technology – Certificate of Achievement

COSMETOLOGY

Cosmetology – Associate in Science Degree

Cosmetology – Certificate of Achievement

BOARD REPORT NO. 19-12-2CA

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

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

**ACCEPTANCE OF GRANT FUNDS FROM PACIFIC LIBRARY PARTNERSHIP (PLP) TO
SUPPORT THE SKYLINE COLLEGE LIBRARY WITH THE DIGITAL ACCESS FOR ALL:
HOTSPOTS LENDING PROGRAM**

Skyline College Library has been awarded a \$14,200 grant from Pacific Library Partnership to support the library's Digital Access for All: Hotspots Lending Program. The funding period is from December 1, 2019 to November 30, 2020.

The goal of this project is to develop and implement a mobile internet Hotspot lending program in an effort to close the digital gap. The program will make Hotspots available for loan to Skyline College students through the Library to support success in accessing digital course materials (Zero Textbook Cost, Open Educational Resources and Inclusive Access) and online courses.

RECOMMENDATION

It is recommended that the Board of Trustees authorize acceptance of the grant funds in the amount of \$14,200 from Pacific Library Partnership.

BOARD REPORT NO. 19-12-100B

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

APPROVAL OF CHANCELLOR POSITION ANNOUNCEMENT

At its November 6, 2019 special meeting, the Board approved a tentative timeline for the chancellor search. The timeline includes review and approval of the position announcement by the Board at this meeting.

Dr. Joan Smith of Community College Search Services, the firm engaged to assist the Board in the executive search for a new chancellor, will present a position announcement, answer Board questions, and seek Board approval of the announcement. Upon Board approval, advertising of the position will commence.

A copy of the proposed position description is attached.

RECOMMENDATION

It is recommended that the Board approve the proposed position announcement presented at this meeting.



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

BOARD REPORT NO. 19-12-100B

2

Position Announcement: Chancellor



College of San Mateo



The District:

The San Mateo County Community College District is committed to achieving educational equity for all students. As outlined in the District’s Strategic Plan, “success, equity, and social justice for our students are longstanding goals.” The District’s [“Students First” Strategic Plan](#) is focused on “Student Success, Equity and Social Justice.” We provide students with a rich and dynamic learning experience that embraces differences — emphasizing collaboration and engaging students in and out of the classroom, encouraging them to realize their goals, and to become global citizens and socially responsible leaders. When you join our team at San Mateo County Community College District, you can expect to be part of an inclusive, innovative and equity-focused community that approaches higher education as a matter of social justice that requires broad collaboration among faculty, classified staff, administration, students and community partners.

The San Mateo County Community College District is home to [Cañada College](#), [College of San Mateo](#), and [Skyline College](#). All three of our colleges are designated as Hispanic Serving Institutions enrolling approximately 33,000 students each academic year. San Mateo County Community College District has a diverse student population that is a reflection of the communities that it serves. Detailed information about the student population, including data related to student success, can be found on the San Mateo County Community College District’s [Educational Services & Planning website](#).

“When you join our team at San Mateo County Community College District, you can expect to be part of an inclusive, innovative and equity-focused community . . .”

The Position:

The Board of Trustees of the San Mateo County Community College District invites applicants and nominations for the position of Chancellor. The Board of Trustees seeks an experienced leader that is responsible for all operations of the District and assures that the District is administered in accordance with the policies adopted by the Board of Trustees.

As Chief Executive Officer of the District, the Chancellor reports directly to the Board of Trustees and supervises the College Presidents, Vice Chancellors and other departmental staff. The next Chancellor will lead three colleges and a district office of engaged and enthusiastic faculty and staff who are committed to providing a culturally responsive environment that provides outstanding educational opportunities for all students.

The Board of Trustees and the position calls for an individual with a record of proven leadership skills combined with a passionate commitment to the [Mission](#) of the San Mateo County Community College District.



Minimum Qualifications:

To fulfill the minimum qualifications for this position, the candidate must demonstrate that they satisfy all of the following:

- Possession of a master's degree or above from an accredited institution;
- Minimum of five years of documented successful experience in progressively responsible positions at the senior level;
- Successful experience in a community college environment of participatory governance and collective bargaining or documentation of similar experience; and
- Demonstrated cultural competence, sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff.

Desirable Qualifications:

To fulfill the desirable qualifications for this position, the candidate must demonstrate that they satisfy the following strong preferred qualifications:

- Possession of a doctorate from an accredited institution;
- Teaching, student services, or administrative experience preferably at the postsecondary level;
- Demonstrated commitment to excellence in teaching and student success; and
- Understanding of the funding mechanism of California Community Colleges.

San Mateo County Community Colleges Strengths and Opportunities

SMCCCD's Strengths—

- Outstanding faculty and staff, as well as a diverse and engaged student population
- A positive image in both the community and throughout the state
- Fiscally well managed
- Unlimited potential for innovation opportunities in the Silicon Valley
- Beautiful campuses and grounds
- Hispanic Serving Institutions
- Equity focused
- Community supported

SMCCCD's Opportunities—

- Strengthen the District's image and community relations through activities and partnerships with educational, civic, business organizations, and underrepresented groups within the service area
- Capitalize upon the unique educational, professional, and collegial culture of the SMCCCD to continue building upon our tradition of excellence in service to students, the college community, and the San Mateo County Community College District service area
- Build and improve upon the proven experience of participatory governance at SMCCCD and the California Community College system, by strategically engaging all constituency groups—students, faculty, staff, and management—early in the decision-making process
- Develop strategies for hiring and retaining high quality full-time faculty, staff, and administrators, especially from under-represented groups, in a high cost-of-living area



Desirable Characteristics:

The Screening Committee and the Board of Trustees will consider the following nine desirable characteristics in their selection of the next SMCCCD Chancellor.

Committed to Student Access, Success, and Equity

- A leader whose philosophical commitment to student access and success has been demonstrated through changes in institutional strategies and policies that resulted in improved student achievement.
- A leader who effectively and sensitively connects the institutional strategy of achieving high levels of student achievement with the operations of administrative and academic units.
- A student-centered educator who understands the complexity of credit, noncredit, and contract education programs and services; supports the comprehensive community college and understands the competing priorities of transfer, career technical, college-readiness skills, noncredit, and community education; and understands the role of technology as it relates to all areas of the institution and its application to teaching and learning.

Takes Strategic Risks

- A leader who is will to take significant data-informed risks and inspires changes in how everyone across the District thinks and acts to improve student outcomes.
- A leader who is committed to identifying gaps in student outcomes on the basis of factors such as race, ethnicity, and gender, and then mobilizing the District to improve results.



Builds Strong Teams

- A decisive and pragmatic leader with strong collaborative decision-making skills who will advocate for and apply the principles of collegial consultation to create a common commitment to and focus on students.
- A leader who is guided by ethics and honesty, is committed to transparency and inclusiveness in decision-making, and promotes the application of ethics across a large multi-campus District.
- A leader who promotes cohesiveness and respect among all District constituents, resolves controversial issues and problems in a timely manner using input from constituent groups, and who is sensitive to the effects of decisions on students and the campus communities.
- A consensus builder committed to faculty and staff diversity who uses and promotes an open, approachable management style that is inclusive, collaborative, and enthusiastic and who values and supports staff development, motivates employees, and acknowledges their contributions.
- An executive officer who understands and appreciates the role of the Board of Trustees and who is committed to maintaining a solid CEO/Trustee relationship.

Plans Lasting Internal Change

- A thoughtful leader who uses an integrated planning process to ensure that the District's four entities develop and implement master plans, strategic plans, and student equity plans that significantly improve student access and success.
- A leader who ensures that the culture of the District is built around the completion of valuable credentials for all students and continuous improvement in learning and growth for students, faculty, and staff.

Results-Oriented

- A leader who ensures that the District follows an integrated planning process that complies with accreditation standards by including effective implementation of plans, routine assessment of progress, and continuous data informed improvement.
- An educator with a results-oriented approach who promotes a culture of inquiry and evidence, leads the District to agreed-upon student outcomes, and aligns plans and implementation efforts to measurable objectives.

Communicates Effectively

- A visionary educational leader who possesses exceptional interpersonal, written, and oral communication skills and uses those skills to foster strong relationships; to develop shared priorities; and to identify and resolve problems with leadership; and who has a sense of humor.
- A leader who is politically proactive with proven advocacy skills and solid understanding of recent local, state, and national legislation that impacts community colleges.
- A leader whose communications and management style is effective in the District's multicultural/multilingual environment, a style that instills confidence and trust, and a style that has the effect of calming difficult situations.
- A leader who effectively engages with the District's internal and external stakeholders, strategically communicating in ways that advance student access and success.
- A leader who communicates with the Board in ways that ensure shared goals and a common understanding of the District's progress toward achieving the desired student outcomes.

Financial and Operational Ability

- A fiscally competent leader who will ensure the District's fiscal stability, securing sufficient resources to fund operations and providing adequate controls to prevent fiscal mismanagement.
- An astute administrator with a demonstrated understanding of the complex dynamics of a multi-campus district, including a collective bargaining environment, California community college finances, budgetary processes, construction programs, and federal and state programs and legislative issues as they affect California community colleges.
- A leader who aligns expenditures with strategies and provides prudent oversight for the completion of major capital facilities construction and renovation projects.

Entrepreneurial Fundraiser

- An entrepreneurial and effective fundraiser with demonstrated capacity to raise revenue and develop resources to support the District's programs and facilities.

Develops Effective External Partnerships

- A leader who uses the District's influence and resources to pave the way for ongoing student access and success by forging partnerships with outside entities, including K-12 school districts, four-year colleges, community-based organizations, and employers. Those partnerships will focus on helping large numbers of students, including those from historically underserved populations.

Application Procedure

Applications and nominations will be accepted until the position is filled. To be included in the first screening of applications, the deadline is February 19, 2020, at 11:59 p.m. PST. All inquiries, nominations, and applications will be held in the strictest confidence.

In order to receive consideration applicants must submit a complete application consisting of the following:

- A cover letter, preferably no more than seven pages, which provides examples from background and experience and addresses the Desirable Characteristics in this position announcement, including cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff;
- A current resume of professional experience, educational background, and other pertinent information;
- Transcripts of graduate course work (unofficial);
- A job description of your most recent position; and,
- A list of eight references, including two supervisors, two subordinates, two faculty (or equivalent), and two community members. Include telephone and email address for each.

In order to be considered for the position all application materials must be submitted online. Go to <https://jobs.smccd.edu> and follow the instructions to establish an account to submit your completed application packet.

For confidential inquiries, contact:

Dr. Joan Smith

Search Consultant

Community College Search Services

(209) 566-5421

joan.smith@ccss.solutions

**For general inquiries regarding
the application process, contact:**

Jennie Elizalde

Senior Human Resources Representative

San Mateo County Community College District

(650) 358-6822

elizaldej@smccd.edu



EEO Statement

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

Selection Process

A screening committee representing the constituencies of the District will paper screen applications and select a limited number of candidates for an initial interview. Paper screening will begin in early March with initial interviews to be held in mid-March. Candidates selected for further consideration will be invited to interview with the Board of Trustees and participate in open campus forums.

The successful candidate will be expected to be available for service within a mutually agreeable time after acceptance of an offer of employment; provide official transcripts of all higher education course work and verification of experience (if necessary) prior to the first duty day.

Compensation

This is an executive position that offers a competitive salary and benefits package. Salary is to be negotiated with the Board of Trustees.

RESOLUTION NO. 19-21
BY THE GOVERNING BOARD OF
THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA

RESOLUTION IN SUPPORT OF PROPOSITION 13: PUBLIC PRESCHOOL, K-12, AND COLLEGE HEALTH AND SAFETY BOND ACT OF 2020

WHEREAS, the California Community College system is the largest postsecondary system of education in the world, enrolling approximately 2.1 million students each year; and

WHEREAS, California's 115 community colleges and 72 centers are located in nearly every community in the state, serving more than 70 percent of California's public postsecondary undergraduate students; and

WHEREAS, the primary mission of the California Community Colleges is to offer academic and vocational instruction, by granting certificates, associate degrees, and select Baccalaureate degrees, and providing transfer opportunities to four-year institutions; and

WHEREAS, the California Community College Chancellor's Office estimates unmet community college facilities needs of approximately \$29 billion over the next five years; and

WHEREAS, Proposition 13, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020, provides \$2 billion to community colleges for constructing new classrooms to accommodate growth, repairing health and safety issues, renovating facilities, and equipping learning spaces with essential technology; and

WHEREAS, the San Mateo County Community College District has approximately \$118.9 million in facility need which may be partially funded by State matching funds; and

WHEREAS, the California unemployment rate is greater than the national unemployment rate; and

WHEREAS, 17,000 middle class jobs, including almost all building trades, are created for each \$1 billion in school facility infrastructure investments; and

WHEREAS, quality community college facilities enhance the education and training of a skilled 21st Century workforce, in furtherance of the State's academic and economic goals; and

WHEREAS, Proposition 13 will not raise State taxes, and state matching funds reduce the need for additional local property taxes for college facilities.

NOW, THEREFORE BE IT RESOLVED, that the Board of Trustees of the San Mateo County Community College District supports Proposition 13, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020.

REGULARLY PASSED AND ADOPTED this 9th day of December 2019.

Ayes:

Noes:

Abstentions:

Attest:

Karen Schwarz, Vice President-Clerk
Board of Trustees

BOARD REPORT NO. 19-12-102B

TO: Members of the Board of Trustees
FROM: Michael Claire, Interim Chancellor
PREPARED BY: Ginny Brooks, Executive Assistant to the Board of Trustees, 358-6753

SETTING OF BOARD OF TRUSTEES MEETING DATES FOR 2020

The Board annually sets meeting dates for the next calendar year. Board Policy 1.40 states that “the regular meetings of the Board shall normally be held on the second and fourth Wednesday of each month” and that “the date, time and place of the regular meeting may be changed by action of the Board.” Traditionally, the Board holds only one meeting in May, August, November and December due to a large number of events and/or holidays. Additionally, the Board holds an annual retreat on a Saturday in February rather than holding a meeting on the second Wednesday of the month.

On occasion, the Board may change a scheduled meeting date due to unforeseen circumstances. In such instances, the change will be noted in advance on the District website.

The following shows proposed dates for the 2020 meetings. The Board will discuss this schedule and come to an agreement on any changes.

January 8 and January 22

February 8 (Retreat) and February 26

March 11 and March 25

April 7 (first Tuesday to avoid conflict with Passover) and April 22

May 13

June 10 and June 24

July 8 and July 22

August 19 (third Wednesday to due to opening day activities the previous week)

September 9 and September 23

October 14 and October 28

November 18 (third Wednesday due to possible conflict with Veterans Day)

December 9

RECOMMENDATION

It is recommended that the Board review the proposed Board of Trustees meeting dates and approve the calendar for 2020.

San Mateo County Community College District

December 9, 2019

BOARD REPORT NO. 19-12-2C

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Dr. Jamillah Moore, President, Cañada College, 306-3456

**UPDATE ON CAÑADA COLLEGE BUILDING 1
KINESIOLOGY AND WELLNESS PROJECT**

The Board of Trustees meeting of November 20, 2019 included a discussion of the Cañada College Building 1-Kinesiology and Wellness Project. At that meeting, there was a robust conversation which included comments and questions from faculty, staff, students and members of the public. The Board directed that staff, along with the Board, be prepared at this meeting to address further the comments and questions that were raised.

BOARD REPORT NO. 19-12-3C

TO: Members of the Board of Trustees
FROM: Michael Claire, Interim Chancellor
PREPARED BY: Dr. Aaron McVean, Vice Chancellor of Educational Services, 358-6803

ADDRESSING HUNGER AND FOOD INSECURITY

Hunger and food insecurity are challenges that many students attending the colleges of the District face on a daily basis. In the FY2019-20 budget, the District allocated funds to begin a pilot program that would provide meals and food for students experiencing hunger and food insecurity. In addition to the services already offered by the three colleges, this pilot will begin in the spring 2020 semester.



ADDRESSING HUNGER AND FOOD INSECURITY IN THE SMCCCD

STUDENT EMERGENCY FUND PILOT PROGRAM SPRING 2020

BACKGROUND

In Spring 2018, the SMCCCD conducted a survey of $N = 25,553$ students enrolled at its three campuses, with $n = 1,997$ (8%) complete responses submitted. The survey was designed to document the extent of food and housing insecurity experienced by students. Nearly two-thirds of students reported experiencing some form of food or housing insecurity during the past 12 months. Survey results revealed the following challenges experienced by students with regard to their basic food needs due to income limitations.

- More than one-half (55%) of respondents indicated that the food they purchased “just didn’t last and I didn’t have money to get more.” 12% of students reported this as “often true” and another 33% reported this as “sometimes true.”
- 28% of students reported “cutting the size of meals or skipping meals” because there wasn’t enough money for food.
- Beyond the literal lack of food, the level of psychological insecurity is high: 41% of students report that “I worried whether my food would run out before I got money to buy more.”

In response and as part of its commitment to addressing the needs of students so that they can pursue and complete their educational goals, the SMCCCD allocated \$1million in funding for fiscal year (FY) 2019-20 to develop a pilot program to address issues of hunger and food insecurity. This pilot program is intended to expand the array of existing college services that are designed to provide for the basic needs of students throughout the District. Current services include the college SparkPoint centers, food pantries, and partnerships with community resources such as CalFresh and Second Harvest Food Banks.

The pilot program is described below. Additional information on existing college services are provided as appendices.

PURPOSE OF THE PILOT PROGRAM

This pilot program responds to emerging student crises and community needs that exacerbate food insecurity and impact hunger and poverty within the District. The program provides students with funding for hot meals, to-go meals, and beverages on campus.

ELIGIBILITY

Below are eligibility criteria for accessing the pilot program. These criteria are intended to be the least restrictive on access to program services for students experiencing hunger.

- Student must be currently enrolled in at least one unit;
 - Student must be registered with the campus Homeless Liaison, or must be a student within one of the following support programs or communities (in alphabetical order):
-



- Athletics
- California Work Opportunity and Responsibility for Kids (CalWORKs)
- Cooperative Agencies Resources for Education (CARE)
- Dream Center
- Extended Opportunity Program Services (EOPS)
- Foster Youth Success Initiative (FFSI)
- Promise Scholars Program
- SparkPoint
- TRIO (Student Support Services or Upward Bound)
- Veterans Resource & Opportunity Center (VROC) or Veterans Services
- Students who are not registered with the campus Homeless Liaison and who are not yet receiving services from any of the aforementioned programs can register through SparkPoint

LEVELS OF NEED

The pilot program will include an Intake Assessment that will be used to identify the level of support needed by students accessing the program. The different resources provided based on the level of support are provided in Table 1 below.

Level of Support	Resources
HIGHEST SUPPORT	<ul style="list-style-type: none"> ● Largest number of resources will be offered to students whose point of entry is via the homeless liaison (i.e., students identified as needing the most resources to address hunger and student success). ● Average length of support plan: 2 – 3 months at \$300/month ● Includes monthly check-ins with SparkPoint or Homeless Liaison, as well as financial coaching ● Contact: Campus Homeless Liaison
EXTRA SUPPORT	<ul style="list-style-type: none"> ● More than the standard amount of campus resources will be offered to students who are not yet connected to any programs and who are not registered with homeless liaison (i.e., students identified as needing extra resources to address hunger and student success). ● Average length of support plan: 2 – 3 months at \$200/month ● Includes monthly check-ins with SparkPoint or Homeless Liaison, as well as financial coaching ● Contact: SparkPoint
CAMPUS SUPPORT	<ul style="list-style-type: none"> ● Standard campus resources will be offered to student referrals from the designated support programs and communities (i.e., students connected to programs who need additional resources to address food insecurity and student success). ● Average length of support plan: 1 – 2 months at \$200/month ● Includes continued monthly check-ins with their support program, as well as financial coaching ● Contact: Designated Support Program Contact

Table 1



PROCESS

The process for providing support through the pilot program is outlined below. Each college, as a result of [Assembly Bill \(AB\) 801](#) (Bloom): Postsecondary education: Success for Homeless Youth in Higher Education Act, each college of the District has had a designated Homeless Liaison since 2017. This position will be a central point of contact for the pilot program. The process will include:

- Student Emergency Fund disbursement logs are maintained and issued monthly by campus Homeless Liaisons and sent forward to College Bookstore Managers;
- Pilot program students receive support funds directly from College Bookstore front counters with their student identification numbers;
- VPSS/VC will meet with pilot program leads at least twice in the Spring 2020 semester to assess progress, requisite updates, and tracking of funds.

PILOT PROGRAM FUNDING ALLOCATION

The initial allocation of funds to the colleges to support the pilot program will be based on the Fall 2019 number of Pell Grant recipients. Receipt of a Pell Grant *is not* included in the criteria for access to the pilot program. This allocation will be made as follows:

	Number of Pell Grant Recipients Fall 2019	% of District Total	Funding Allocation FY 2019-20
Cañada College	731	22%	\$ 220,000
CSM	1,093	33%	\$ 330,000
Skyline College	1,499	45%	\$ 450,000
Total	3,323	100%	\$ 1,000,000

The utilization of these funds will be evaluated during the Spring 2020 semester. Depending on the different levels of support needed by students accessing the program there is a range of students that the pilot program is anticipated to serve. Two model

Table 2

projections are presented below to illustrate this point. In Model 1 (Table 3 below), all students would receive the Highest Support of \$300/month for the Spring semester, allowing 667 students across the District to access the program. In Model 2, all students would receive Extra or Campus Support of \$200/month, allowing 1,000 students to access the program. It is anticipated that there will be a combination of both levels of support needed.

	Model 1	Model 2
	Students per College	Students per College
Cañada College	147	220
CSM	220	330
Skyline College	300	450
District Total	667	1,000

Table 3

EVALUATION

The pilot program will be evaluated at the conclusion of the Spring 2020 semester, with ongoing monitoring in order to adjust based on lessons learned to maximize the program's effectiveness. The actual utilization of the program will inform future funding needs and allocations to the colleges to address issues of hunger and food insecurity.



Food Insecurity Services for Cañada College Students

SparkPoint Food Pantry

Students and community members can pick up 2 bags of healthy and nutritious food weekly. (Milk, eggs, produce, meat, chicken, cereal, canned goods etc.) The pantry is open on Tuesdays, Wednesdays and Thursdays from 12:30 pm to 3:30 pm and on Thursday evening from 5:00 pm to 6:30 pm. SparkPoint also offers monthly Community Markets, as well as, Pop-Up Markets.

Holt and Cold Meal Options for students at Cañada College

In partnership with the Associated Students of Cañada College, SparkPoint at Cañada College and the Cañada College bookstore, students with a valid student body card are eligible for discounted brown bag meal bundles (sandwiches [\$6], salads [\$5] or sandwiches or salads after 4pm [\$3]), breakfast at the Pony Expresso (\$3.50) or a hot meal at the Grove (\$7).

Vet Vouchers

Veteran students certified at Cañada College are eligible for \$75.00 per month towards food on campus.

CalFresh

CalFresh is California's food stamps (SNAP) program. Most households receive more than \$200 a month loaded on an EBT card that can be used to buy groceries and fresh produce at participating stores and farmers' markets. (A family of 4 may receive over \$600 - based on income and eligibility)

211

211 is a nation-wide service connecting over 14 million people to services every year. To get help, you can search by zip code or city (government shutdown, crisis, emergencies and disasters, **food**, health, housing and utilities, human trafficking, jobs, employment, reentry, & veteran services).

Core Agencies

Fair Oaks Community Center (Redwood City) delivers the following types of services: child care and pre-school, crisis intervention, classes including ESL/citizenship, exercise, art, computers, **food programs**, shelter referrals, housing assistance, deposit and rental assistance, immigration and citizenship assistance, and legal services along with breakfast and lunch programs for older adults.

Samaritan House (East Palo Alto) staff mobilize to provide **food**, access to shelter, healthcare, and a broad range of supportive services.

Online Community Resources (partial listing)



[Second Harvest of Silicon Valley](#) (SHSV) ensures that everyone has access to **food**, regardless of their citizenship / immigration status, ethnicity or sexual orientation.

Founded in 1974, Second Harvest of Silicon Valley is one of the largest food banks in the nation. It provides food to more than a quarter of a million people in Santa Clara and San Mateo counties every month. More than half the people served are kids and seniors.

SHSV distributes healthy food, including more fresh produce than almost any other food bank in the country, through a network of 310 nonprofit partners at 1,000 sites. To reach more people, they connect those in need to federal nutrition programs and other food resources.



The [2019 Community Information Handbook](#) is a resource guide for residents of San Mateo County. This handbook provides a hard copy for users, while a more in-depth listing of services are available at www.smc-connect.org. In addition to the agencies in this handbook, you can find information on over 1,200 non-profit agencies, government programs and community organizations. The easy to use web browser is available in five different languages.

Residents can search for a range of services which include: emergency/crisis prevention, animal services, disability services, education, employment & training, financial assistance, **food** programs, health, homelessness, housing, immigration services, senior services, substance use treatment services, transportation and veteran's services (partial list).



The Human Services Agency partnered with Code for America in the creation of the online search engine: [SMC-Connect](#). It allows users to find and locate social services near their location, with an option to navigate the site in five different languages.

Individuals can search for a range of services including **food** assistance, healthcare, veteran's services, abuse prevention, childcare, youth development and domestic violence.

2019–20 SPARKPOINT Services for CSM Students

Presented December 9, 2019

Food Pantry

Students Served Per Month: 495

Program Description: For students who qualify based on Second Harvest's requirements, the food pantry is open Monday through Thursday. Students and community members are able to receive a 3-day supply of food based on the size of their family. The pantry has a variety of canned foods, dairy products, breads and cereals, fresh fruits and vegetables, frozen meats and poultry.

CSM Programs Served: All

Program Highlight: The number of students accessing CSM's food pantry have tripled since SparkPoint opened in November 2018.

Public Benefits Enrollment

Students Served Per Month: 60

Program Description: A public benefits screening is included during all intake/initial sessions with CSM's SparkPoint Coordinator.

CSM Programs Served: All

Program Highlights: This allows students to gain access to programs such as CalFresh, MediCal, and WIC. The CSM Wellness Center hosts two CalFresh/Free Market events during the academic year in coordination with the annual health fairs.

Financial Coaching

Students Served Per Month: 60

Program Description: SparkPoint offers free financial coaching for all CSM students and teaches them how to budget, manage their credit score, eliminate their debt, receive free tax preparation, and plan for their financial future.

CSM Programs Served: All

Program Highlight: A CSM nursing student initially came to SparkPoint with great reluctance and only because of her friends' encouragement. She signed up for SparkPoint's Free Groceries program and became a regular weekly visitor.

After meeting with staff and learning more about the financial coaching services offered, CSM's nursing student signed up for SparkPoint's cash savings incentive program, Bulldog Dollars. In meeting with a financial coach, the student shared that she was living with her mother and was living paycheck to paycheck and often utilized her four credit cards to pay for household expenses and bills.

She owed a total of \$7,426 in credit card debt and maintained a credit score in the low 600s. After several months and regular check-ins with a financial coach, this student was empowered to create and maintain a realistic household budget for herself and her mother. She minimized unnecessary expenses, and was connected with SparkPoint's partner, San Mateo Credit Union, to consolidate her credit card debt.

As of today she completely paid off her auto loan and two credit cards. She was recently approved for consolidation and is working towards paying off her \$6000 loan by November 2019. This student shared with staff, that without these resources, financial coaching, and budgeting tools, she would have dropped out of school to work full time to pay off her debt, further postponing her educational goals attainment. She stated that she feels more in control of her finances and has developed better money management skills that will help her work toward a debt-free lifestyle.

2019–20 SPARKPOINT Services for CSM Students

Grab and Go Subsidized Meals

Students Served Per Month: 150

Program Description: A low cost meal option for students sold at the campus bookstore. The \$4.25 meal includes a sandwich or hot meal option, water, and a piece of fruit. This subsidized meal provides students the option to save an average of \$5–6 dollars per meal. The meal is subsidized by SparkPoint at CSM, Associated Students, and CSM's Bookstore.

CSM Programs Served: All

Program Highlight: Over 1,500 Grab and Go meals were purchased by students from September 2018 through May 2019.

Pop-up Food Pantries

Students Served Per Month: 100

Program Description: On a weekly basis food is delivered from CSM's food pantry to VROC and EOPS on campus.

CSM Programs Served: VROC and EOPS

Program Highlight: This has allowed additional students who are in need to take advantage of free groceries and has aimed to decrease the impact that food insecurities have on students.

Sparkpoint Snacks Programs

Students Served Per Month: 13K snacks per academic year are distributed through this program.

Program Description: Snacks are distributed on a weekly basis to departments across campus for students in order to lessen the burden of food insecurity.

CSM Programs Served: Academic Counseling, Math Resource Center, Language Arts, EOPS/CARE/CalWORKS, METAS/MESA, VROC, Multicultural Dream Center, The Village, Library, Student Life, Admissions & Records, Writing Center, Financial Aid, ESL Center, Bookstore

Program Highlight: Each snack includes a small flyer directing students to access SparkPoint services which has proven to be a successful outreach tool.



SPARKPOINT[®]
COLLEGE of SAN MATEO

650.378.7275 | Building 1, First Floor | collegeofsanmateo.edu/sparkpoint



Food Insecurity Services for Skyline College Students

SparkPoint Food Pantry

Students and community members can “drop-in” to pick up a pre-made bag of pick up healthy and nutritious groceries whenever SparkPoint is open; Monday through Friday, 8:30am to 5:00pm. These bags typically include produce, cereal, canned goods, pasta, rice and other non-refrigerated items. Students and community members can book “shopping appointments” on Fridays and Mondays, from 2:00pm to 4:30pm. During these appointments, participants can select from a variety of produce, dry goods, canned goods, as well as refrigerated items such as milk, eggs, yogurt, chicken, etc.

The SparkPoint Food Pantry serves an average of 70 unduplicated participant families each week, including 22 unduplicated students each week.

Skyline College Free Community Market

The Free Community Market was added in February 2019 to increase the number of students and community members receiving groceries and to increase the amount of fresh produce that each participant receives. To supply this “farmers’ market” style distribution, Second Harvest Food Bank delivers an allotment of groceries on Thursday morning, which is subsequently distributed between 11:00am and 1:00pm that day. A portion of the allotment is brought to SparkPoint to supply the Food Pantry for the week. To make this program more accessible for students, we have implemented a flexible registration process for students, as well as a “student box” pre-order system that allows students to pick their requested items later in the day.

The Skyline College Free Community Market serves an average of 236 unduplicated participant families each week, including 80 unduplicated students each week.

Grab and Go Meal Program for students at Skyline College

In partnership with the Associated Students of Skyline College, SparkPoint at Skyline College and the Skyline College bookstore, students with a valid student I.D. card are eligible for a discounted meal bundle that includes a triangle sandwich, piece of fruit (or healthy snack) and bottle of water for \$3 with a student body card (\$6 without student I.D.).

The Grab and Go Meal program serves an average of 84 discounted meals (\$3) each week.

SparkPoint Snacks

This program distributes snacks to 13 sites throughout the campus in an attempt to address student food insecurity with no barriers to access or stigma. Healthy snacks, such as granola bars and nuts, are stapled with SparkPoint business cards and placed in clearly labeled baskets near high foot traffic offices. In addition to providing sustenance to students in the moment, these snacks also serve as an outreach mechanism to connect food insecure students to SparkPoint's other services.

The SparkPoint Snacks program distributed over 15,000 snacks during the 2018-2019 academic year.

Financial Coaching

SparkPoint offers free financial coaching to students and community members, which focuses on setting financial goals in the areas of budgeting, banking, credit, debt, as well as other financial areas. Financial coaching also involves screening participants for CalFresh eligibility and connecting them with food pantry, as a means of meeting their basic needs and supplementing their income.

Sparkpoint provides financial coaching to an average of 20 unduplicated students each week.

BOARD REPORT NO. 19-12-4C

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

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

REPORT ON ENERGY, SUSTAINABILITY AND CLIMATE ACTION

San Mateo County Community College District has been leading the California Community College System in energy efficiency for over a decade. More recently, the District has taken a national and statewide lead on sustainable operations. Since 2014, the District, as a result, has garnered multiple awards from APPA, the Board of Governors and at the California Higher Education Sustainability Conference. Recently work to address the climate crisis has begun.

In 2013, the sustainability committees at each campus comprised of students, faculty and staff drafted sustainability plans: one each for Cañada College, College of San Mateo and Skyline College. At the time, a template had been commissioned by the State Chancellor's Office to facilitate this process for schools throughout the state. The template, however, largely focused on operational outcomes and deprioritized academic and community engagement essentials that define community colleges. Skyline College took the lead in putting "Students First" and was the first to modify the template in such a way to set sustainability plans on a foundation of curriculum integration and community engagement. This quickly became the standard for the District and state. Those plans, while significant and important, were aspirational and fell short on SMART goals in many cases. They were a good first step and designed to be living, evolving documents with scheduled updating in 2018.

In 2018, the districtwide sustainability committee, with involvement from each campus finalized draft versions of updated campus sustainability plans. This time, each campus had its own specific goals for academic and community engagement. However, since many of the operational goals would be centrally managed through the District's sustainability staff, the remaining goals were aligned as much as possible. This facilitates long-term administration of the plans and helps the campuses track success relative to each other as well. The Sustainability Initiative, which is what the rolled up, comprehensive version of the campus sustainability plans came to be called, draws together the best practices of each campus and formulates them into a singular, systemic approach. The Initiative is rooted in mitigating risks, delivering organizational value and forming meaningful connections with and between diverse audiences. Informed by state requirements and other relevant policies and rooted in a robust assessment of our strengths, weaknesses, opportunities, threats and trends, the Initiative sets aggressive, yet realistic, goals while ensuring the District meets state requirements. The Sustainability Initiative established, through the shared governance process at each campus, puts Students First. Each of the nine (9) goals are designed to engage, empower and enrich students, faculty, staff, and the greater community. By most measures, it is the most comprehensive approach to sustainability in the California Community College system.

The sustainability team, along with many students, faculty, staff and some community partners (i.e., San Mateo County Office of Education, San Mateo County Office of Sustainability) is committed to addressing energy, sustainability and climate change challenges. This commitment has resulted in significant utility

savings over time, helped fine tune numerous policies and procedures, created opportunities for innovative partnerships and programs, successfully mitigated fiscal and other risks and created meaningful learning opportunities by continuously putting “Students First.” Currently, the team is building the first community college sustainable procurement policy that looks at ways to support ecosystem health in one hand while ensuring that local, traditionally underrepresented business owners can partner with the District to provide services that do not inflate costs. The sustainability team is also working feverishly to optimize and decarbonize our energy supply. This is all happening within the context of “Students First” by moving sustainability solutions forward through an active learning methodology called Campus as a Living Laboratory. There has been much success but there is more work to be done.

State policies and regulations also have an important part to play in decision making and planning. In May 2019, the Board of Governors, in alignment with broader state goals and mandates, released an updated Sustainability and Climate Action Policy. This policy calls for significant increases in renewable energy, reductions in greenhouse gas emissions and for action in sustainable purchasing, operations and education.

The current climate crisis is front of mind for learners in San Mateo County and for students around the world. It is part of many lesson plans around the District and is increasingly an operational risk/opportunity. The Intergovernmental Panel on Climate Change (IPCC)¹, a global consortium of thousands of scientists, have reached consensus that no time can be wasted in addressing this existential threat. With growing interest, concern, and action from students, faculty and staff, there is now a distinct opportunity for the District to assert leadership.

One of the fundamental steps that the District can take to address climate action is to invest in on-site solar electric generation. Properly paired with energy storage and micro-grid solutions, such a project would greatly reduce our greenhouse gas emissions, cut our energy bills, protect the District from future Public Safety Power Shut Offs and serve as a model to the community and others. With approximately 8,000,000 Watts (8 MW) of generation and 2.5 MW of storage, the District could effectively reduce utility and operational costs, decarbonize and, most importantly, provide a valuable learning resource to students for generations to come.

To continue supporting energy, sustainability and climate action endeavors that support safe, highly functional, cost effective learning environments, potential next steps could be:

- 1) Continuing to focus on and deliver efficiency solutions and securing any available incentives and grants to do so
- 2) Driving innovation and improving access and quality of educational opportunities through Campus as a Living Laboratory
- 3) Affirming an organizational commitment to responding to the climate crisis by adopting a sustainability policy and publicly committing to help address the climate crisis
- 4) Investing in renewable energy, energy storage and resiliency measures across the District
- 5) Decarbonizing and divesting from petroleum-based resources (including single-use plastics) in every facet of the organization
- 6) Prioritizing procurements from local, women, minority and veteran owned businesses

¹ According to the [IPCC](#): **The global climate has changed relative to the pre-industrial period, and there are multiple lines of evidence that these changes have had impacts on organisms and ecosystems, as well as on human systems and well-being (*high confidence*)**. The increase in global mean surface temperature (GMST), which reached 0.87°C in 2006–2015 relative to 1850–1900, has increased the frequency and magnitude of impacts (*high confidence*), strengthening evidence of how an increase in GMST of 1.5°C or more could impact natural and human systems (1.5°C versus 2°C).

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Bernata Slater, Chief Financial Officer, 358-6755
Tom Bauer, Vice Chancellor, Auxiliary Services, 358-6782

FIRST QUARTER REPORT OF AUXILIARY OPERATIONS, 2019-20

The following report covers the period July 1, 2019 through September 30, 2019 for Associated Student Bodies; Bookstores; Cafeterias; San Mateo Athletic Club and Aquatic Center; and Community, Continuing and Corporation Education. The District Auxiliary and Commercial Operations, including the three campus bookstores; cafeterias; vending operations; the San Mateo Athletic Club and Aquatic Center at College of San Mateo; and Community, Continuing and Corporation Education are self-sustaining enterprises. All income generated covers the total salaries and expenses generated by these operations. General fund dollars are not used to subsidize District enterprise operations.

ASSOCIATED STUDENTS

The Student Bodies represent student interests at each of the Colleges. Total income and expenditures for the Associated Student Body (ASB) comparing fiscal years 2019-20 and 2018-19 are listed below:

Associated Students - Cañada	2019-20	2018-19	\$ Change	%Change
Net Income for the year	\$ 21,890	\$ 21,528	\$ 362	1.68%
Beginning Fund Balance, July 1	\$ 297,974	\$ 283,359	\$ 14,615	5.16%
Ending Fund Balance, Sep 30	\$ 319,864	\$ 304,887	\$ 14,977	4.91%
Associated Students - CSM	2019-20	2018-19	\$ Change	%Change
Net Income for the year	\$ 13,694	\$ 6,543	\$ 7,151	109.29%
Beginning Fund Balance, July 1	\$ 290,633	\$ 284,697	\$ 5,936	2.09%
Ending Fund Balance, Sep 30	\$ 304,327	\$ 291,239	\$ 13,087	4.49%
Associated Students - Skyline	2019-20	2018-19	\$ Change	%Change
Net Income for the year	\$ 9,431	\$ 38,158	\$ (28,727)	-75.29%
Beginning Fund Balance, July 1	\$ 522,725	\$ 575,549	\$ (52,824)	-9.18%
Ending Fund Balance, Sep 30	\$ 532,156	\$ 613,707	\$ (81,551)	-13.29%

ASB Revenue:

Activity card sales are the major source of income for the Associated Students. Payment of the Student Body Fee supports many student-sponsored activities and programs and entitles students to a photo-ID student body card.

ASB Expenditures:

In general, expenditures of the ASBs include normal operating expenses (office supplies, activity cards, student assistant salaries and other miscellaneous expenses) as well as student programs, scholarships and club assistance supporting campus life. The number and type of events that the ASBs hold may fluctuate from year-to-year based on the priorities of the student government.

The following table summarizes the number of events organized by the ASB at each college and also a comparison of total expenditures.

Associated Students	2019-20		2018-19	
	# of Events	Expenditure	# of Events	Expenditure
Cañada College ASB	15	\$ 11,554	15	\$ 19,160
College of San Mateo ASB	11	\$ 31,404	6	\$ 52,239
Skyline College ASB	14	\$ 39,634	10	\$ 36,152

ASB Canada College

At Cañada College, there were fifteen ASB organized events and activities in the first quarter of this fiscal year; there were also fifteen events during the first quarter of last year.

The overall expenditures have decreased by 39.7%, or \$7,606, compared to last year. The largest decrease in expense was \$11,592 related to Professional Development and Training, which was due to the reduced number of conferences from three last year to only one this year. Last year, the Student Senate voted to attend two summer conferences and a fall conference. This year, the Student Senate voted to attend only one training conference. A more modest decrease in expenses was in the category Special Projects, which amounted to \$1,179 and was related to the student meal program. The decrease was associated with credit adjustments from the Bookstore during 2018-19. These decreases were offset by increases in certain categories. Among those was an increase in expense associated with Assc. Events/Spirit Thursday, the total spending in the first quarter amounted to \$4,589. Another increase in expense was in Publicity, the total first quarter expense amounted to \$972 and \$0 in the prior year. In 2018-19, the Student Senate enveloped the cost of Spirit Week shirts into the Spirit Week budget, however this year the Student Senate decided to use the Publicity Account to purchase these shirts so that more Spirit Week funds could go towards food and activity costs at Club Rush.

ASB College of San Mateo

At the College of San Mateo, there were eleven ASB organized events in the first quarter of this fiscal year; there were only six events during the first quarter of last year.

The overall expenditures have decreased by 39.88%, or \$20,835, as compared to last year. The largest decrease in expense was in Publicity category in the amount of \$14,203. The Student Senate had leftover stock of promotional materials from last year which resulted in cost savings for the first quarter of 2019-20. Another decrease was in Small Furniture and Equipment in the amount of \$5,311 due to one-time expenditures last year to replace several pieces of aged equipment. There were more modest decreases of \$3,000 due to timing in processing scholarship awards and \$2,827 in Program expenses. Offset by decreases in expenses noted below, there were increases in certain categories. Among those was an increase in expense associated with Conference Expense and Ceremonies in the amount of \$1,904 due to the Annual Student Leadership Conference being held this year and not last year.

ASB Skyline College

At Skyline College, there were fourteen ASB organized events in the first quarter of this fiscal year; there were ten events during the first quarter of last year.

The overall expenditures have increased by 9.63%, or \$3,481, as compared to last year.

This increase in expense was primary associated with Conference, Retreat and Training. Total increase amounted to \$19,242. The ASSC sent delegates to equity conferences including NCORE and Girls Up during the first quarter of 2019-20. There was also an increase of \$1,300 for assisting students in funding their study abroad trips. Lastly there was a more modest increase associated with Office Supplies in the amount of \$739

The only significant decrease in expenditure was associated with Awards & Scholarships. The expense decreased by \$19,500 because ASSC donated a total of \$19,500 to SMCCC Foundation in the first quarter of 2018-19 that did not occur this fiscal year.

BOOKSTORES

The following data reflects bookstore operations for the first three months of the fiscal year beginning July 1, 2019 through September 30, 2019. It includes a small portion of summer 2019, as well as fall 2019 sales. As afore-mentioned, the District's bookstores; cafeterias; San Mateo Athletic Club (SMAC); and Community, Continuing and Corporate Education (CCCE) are self-sustaining enterprises. All income generated covers the total salaries and expenses generated by these operations. General fund dollars are not used in any way to subsidize District enterprises.

Bookstore Sales	2019-20	2018-19	\$ Change	% Change
Regular Merchandise Sales	\$ 1,752,758	\$ 1,708,074	\$ 44,684	2.62%
Computer Products Sales	38,289	42,069	(3,780)	-8.99%
Total Merchandise Sales	1,791,047	1,750,143	40,904	2.34%
Textbook Rental Income	118,324	136,348	(18,024)	-13.22%
Production Service Income	74,621	85,205	(10,584)	-12.42%
Total Sales	\$ 1,983,992	\$ 1,971,696	\$ 12,296	0.62%

Regular merchandise sales have increased slightly by 2.62% this year compared to last year due largely to an increase in the sale of Inclusive Access web codes. Traditional textbook sales are down over last year due to a number of factors including the decline in enrollment, faculty transitioning to on-line materials, and less expensive inclusive access materials that are sold by the bookstores at lower prices and tighter margins. Textbook rentals are not represented as sales and, therefore, the more textbooks that are rented, the fewer textbooks sold. In fact, the bookstores are realizing the gross margin they would make from the sale of a new book on the rental of any book. Textbook rental fee revenue declined this year over last year as the program has matured at all three colleges and enrollment has declined. It is important to understand that as faculty increasingly choose options other than traditional textbooks for use in the classroom, textbook sales and rentals will continue to decline. The sale of Inclusive Access web codes increased dramatically from \$211,845 last year to \$326,210 this year. This increase, along with increases in the sale of course kits, is primarily responsible for the overall regular merchandise sales increase.

The bookstore team will continue to focus on providing “Inclusive Access” (IA) materials at all three colleges. IA is a content delivery model available for courses that require access to online resources and/or homework managers chosen by faculty teaching the course. The program provides access to these faculty-required educational materials on the first day of class at a lower cost than can be obtained directly from the publisher or traditional packages sold in the bookstores. Piloted at Cañada Bookstore in 2016-17, the program is now operating at all three colleges. It is important to note that as this program continues to grow, the financial pressure on the bookstores grows as well. At a significantly lower selling price along with a minimal margin, the impact on the bookstores’ financial position has been and will continue to be significant.

Comparative figures are shown below:

Bookstore Recap	2019-20	2018-19	\$ Change	%Change
Operations				
Sales				
Merchandise Sales	\$ 1,791,047	\$ 1,750,143	\$ 40,904	2.34%
Textbook Rental Income	118,324	136,348	(18,024)	-13.22%
Production Service Income	74,621	85,205	(10,584)	-12.42%
Total Sales	\$ 1,983,992	\$ 1,971,696	\$ 12,296	0.62%
Less: Cost of Sales	1,254,429	1,093,670	160,759	14.70%
Gross Profit from Operations	\$ 729,563	\$ 878,026	\$ (148,463)	-16.91%
Total Operating Expenses	747,724	776,227	(28,504)	-3.67%
Net Income/(Loss) from Operations	\$ (18,161)	\$ 101,799	\$ (119,959)	-117.84%
Other Income	(9,676)	15,245	(24,922)	-163.47%
Net Operation Profit/(Loss)	\$ (27,837)	\$ 117,044	\$ (144,881)	-123.78%
Non Operational Income/(Expenses)				
Non Operational Income	\$ 30,482	\$ 144,273	\$ (113,791)	-78.87%
Non Operational Expenses				
Admin Salary & Benefits	41,432	38,260	3,172	8.29%
Other Expenses	18,918	20,593	(1,675)	-8.14%
Total Non-Operational Income/(Expenses)	\$ (29,868)	\$ 85,420	\$ (115,288)	-134.97%
Net Change in Fund Balance	\$ (57,705)	\$ 202,463	\$ (260,169)	-128.50%

Cost of goods sold increased 14.70% this year as the sale of lower margin inclusive access materials has increased. Total direct operating expenses decreased slightly by 3.67% over this same period last year, which is also in line with the sales decrease in traditional textbooks, which incur freight costs and other handling charges. All other expense categories are relatively comparable to last year.

The added competition from numerous external entities, particularly on textbook sales, places significant pressure on the bookstores' overall financial performance. All District Auxiliary and Enterprise Operations are dependent on a strong, stable enrollment for continued success. Exacerbated by the year-over-year reductions in textbook sales along with increasing salary, benefit, and other costs, the bookstores had an operational loss in the first quarter of \$(27,837) compared to a surplus of \$117,044 from the same period last year. There continues to be numerous factors that have an impact on the operation this year but the reduction in sales and overall profit is not indicative of the efforts made by bookstore staff.

The bookstores will continue its commitment to focus on all efforts to improve service, obtain as many used textbooks as possible where it will make a difference, continue to grow the rental program where it makes sense, continue to market IA digital content delivery at all three colleges which provides students with access to required materials on the first day of class, increase the amount of custom and institutionally adopted textbooks districtwide, and further maximize the interest and other income potential of all the campus bookstores. The bookstores are facing significant financial challenges in the years ahead with the shift to digital materials, increasing salary and benefit costs, and declining enrollments. Focus will continue to on providing exceptional service and improving access for all students.

CAFETERIAS

Beverage, Snack and Food Service Vendors:

- The District's beverage vending service partner is Pepsi Bottling Group. The contract was awarded effective July 1, 2017, ending on June 30, 2024 with the option of renewing for three one-year terms at the discretion of the District.
- The District's snack vending partner is Compass Group USA through its Canteen Vending Services Division. The contract was effective July 1, 2017, ending on June 30, 2022.
- The District's food service partner is Pacific Dining Services. The contract was awarded on July 1, 2017 through June 30, 2022 with an option for one five-year renewal at the discretion of the District.

First quarter comparisons are noted below:

Cafeteria Recap	2019-20	2018-19	\$ Change	%Change
Operations				
Revenues				
Food Service Income	\$ 51,260	\$ 49,540	\$ 1,721	3.47%
Interest Income	4,285	3,717	568	15.28%
Event Rental	21,763	26,830	(5,068)	-18.89%
Total Revenues	\$ 77,308	\$ 80,086	\$ (2,779)	-3.47%
Expenditures	\$ 36,906	\$ 35,662	\$ 1,244	3.49%
Net Change in Fund Balance	\$ 40,402	\$ 44,424	\$ (4,023)	-9.06%

FOOD SERVICE INCOME	2019-20	2018-19	\$ Change	% Change
PACIFIC DINING				
Skyline	16,357	15,020	1,337	8.90%
Cañada	8,480	7,060	1,420	20.11%
CSM	20,647	22,036	-1,389	-6.30%
Le Bulldog	5,777	5,424	353	6.50%
Total Food Service Income	51,260	49,540	1,721	3.47%

Compared to the first quarter of 2018-19, the cafeteria fund operations which includes food service income, interest income and event rental revenue has decreased by 9.06%, or \$4,023. Food service income increased by 3.47% despite declining enrollment across the District. Overall expenditures have increased by 3.49% and are expected to continue to rise with maintenance being done on refrigeration systems at the three colleges. These expenses will be incurred later in the year.

Event rental income decreased by 18.89% so far this year due to fewer events being hosted where rental fees are paid. The organization continues to host numerous outside events including community, corporate, and county sponsored events. However, not all of the events held in the Bayview Dining Room paid full price for rental fees. A number of events fall into one of the following categories: internal CSM events which incur no rental fees, non-profit organizations with a 50% discounted rate, or an employee rented the space with reduced fees. Event rental fees are reinvested into the facility for continued upgrade, upkeep, and enhanced maintenance allowing for maintenance of the facility.

Income from food service and vending contracts enables the District to provide food and beverage services to students. These combined resources, along with interest income, also provide a stable Cafeteria Fund not requiring support from the General Fund. In addition, all of the commission dollars from the Pepsi and Canteen vending machines located throughout the District is returned directly to each College's Associated Student Body for use with approved student-related activities.

As part of the Enterprise Fund, the cafeteria and vending operations are fully self-supporting. The fund is also responsible for the long-term maintenance and upgrading of aging facilities and equipment, as well as all expenses relating to the ongoing operational requirements under the food service and vending contracts.

SAN MATEO ATHLETIC CLUB

Operating as an enterprise through Auxiliary Services and Enterprise Operations, the San Mateo Athletic Club (SMAC) is a wholly District-owned, self-sustaining, student and community centered, fee-based operation offering numerous service options to the San Mateo campus community and the community-at-large. The concept of a multi-use space enables the District to maximize the use of facility resources and consequently create a revenue stream that supplements the facilities budgetary needs, including equipment maintenance and replacement while supporting numerous academic and student programs at the three colleges including the Promise Scholars Program that has gained the attention of other community colleges throughout the State. The San Mateo Athletic Club provides the community broader access to the College of San Mateo and demonstrates in a tangible way that the District is a community-based organization serving a wide spectrum of educational and training opportunities.

First quarter comparisons are noted below:

San Mateo Athletic Club and Aquatic Center	2019-20	2018-19	\$ Change	%Change
Operating Revenues				
Registration & Membership	\$ 952,869	\$ 896,480	\$ 56,388	6.29%
Personal Training	116,890	107,692	9,198	8.54%
Aquatics	312,495	270,163	42,333	15.67%
Parking	16,843	19,011	(2,168)	-11.40%
Group Exercise	77,718	65,380	12,338	18.87%
Retail	7,885	7,964	(79)	-0.99%
Other Income	2,680	2,165	515	23.79%
Total Operating Revenue	\$ 1,487,379	\$ 1,368,854	\$ 118,525	8.66%
Operating Expenses	\$ 1,188,183	\$ 1,022,381	\$ 165,802	16.22%
Net Operating Income/(Loss), prior to District and College Support	\$ 299,196	\$ 346,473	\$ (47,277)	-13.65%
District Support				
District Support Income				
Interest Income on Investments	32,909	27,241	5,668	20.81%
Operating Expenses charge back to District	28,572	17,238	11,335	65.75%
Total District Support Income	61,481	44,478	17,003	38.23%
District Support Expense				
Admin Salaries & Benefits	134,536	123,231	11,305	9.17%
Equipment Use Fee & Depreciation	14,947	14,090	857	6.08%
Miscellaneous Expenses	6,475	2,787	3,688	132.34%
Pool Maintenance	12,075	11,959	116	0.97%
Total District Support Expense	168,033	152,067	15,966	10.50%
Net Income/(Loss) after District Support, prior to College Support	\$ 192,644	\$ 238,884	\$ (46,240)	-19.36%
College Support Expense				
Operating Expense charge back waived	\$ 28,572	\$ 17,238	\$ 11,335	65.75%
Donation to College	4,391	2,017	\$ 2,374	117.67%
Total College Support Expense	\$ 32,963	\$ 19,255	\$ 13,708	71.19%
Net Income/(Loss) after District & College Support	\$ 159,681	\$ 219,629	\$ (59,948)	-27.30%

Total operating revenue is 8.66% or \$118,525 ahead of last year. The net operating income prior to the allocation of all direct and indirect expenses is down by \$47,277 or 13.65% with increases in salary and benefit costs, the timing of some expense allocations, and the addition of one staff position. It is projected that the fiscal year will close with a surplus above \$1 million dollars before the allocation of district and college expenses.

One of the many benefits of this enterprise is that the District is in a position to replace equipment that is aging or replace equipment with equipment outfitted with superior technology with Enterprise funds. Prior to creating SMAC, equipment used by students in the Kinesiology/PE academic program was used far in excess of its useful life due to limited resources for equipment replacement. The District has begun replacing

aging equipment this year and has added new treadmills, spin bikes, and other equipment that is used and enjoyed by students and members alike. The money generated by this enterprise supports numerous programs throughout the colleges and underwrite a number of other expenses that would otherwise be supported by the general fund.

As a “mature” club, it will not be able to continue growing at the same explosive rate as seen in the past several years, due to the size of the facility and some scheduling limitations; however, the organization will continue to maximize its membership. In addition, the District will continue to explore new partnerships and offer more continuing education programs and certification classes to add to the workforce development part of the mission.

Management is very proud of the accomplishments made at SMAC over the last nine years. With just over 6,300 members, SMAC is positively impacting the lives and health of our students and members. SMAC offers not only a place to exercise, but also a place to teach; learn; and develop habits, knowledge, skills, and abilities that will benefit all those served for a lifetime.

CONTINUING, COMMUNITY AND CORPORATE EDUCATION

Formerly known as Community Education; Community, Corporate and Continuing Education (CCCE) was renamed and brought into the Auxiliary Services organization in December of 2014 with the intent to restore and transform it into a financially self-sustaining powerhouse of programs and initiatives creating an impact for San Mateo County residents, families, businesses, nonprofits, and governmental agencies, as well as for international students seeking increased educational opportunities within the San Mateo County Community College District.

Below represents the financial performance of CCCE and Silicon Valley Intensive English Program (SVIEP) through September 2019:

Community, Continuing & Corporate Education (with SVIEP)	2019-20	2018-19	\$ Change	% Change
Operating Revenues	\$ 496,588	\$ 501,346	\$ (4,757)	-0.9%
Operating Expenditures				
Salaries and Benefits	\$ 237,055	\$ 210,241	\$ 26,814	12.8%
Other Operating Expenses	\$ 188,616	\$ 249,986	(61,370)	-24.5%
Total Operating Expenses	\$ 425,671	\$ 460,227	\$ (34,555)	-7.5%
Net Operating Profit/(Loss) before College Support Income	\$ 70,917	\$ 41,119	\$ 29,798	72.5%
College Support Income	\$ -	\$ -	\$ -	100.0%
Net Change in Fund Balance	\$ 70,917	\$ 41,119	\$ 29,798	72.5%

The chart above illustrates the total financial performance of the Community, Continuing and Corporate Education (CCCE) program, including the Silicon Valley Intensive English Program (SVIEP). As illustrated in the chart above, CCCE year-over-year first quarter revenues remained steady, with a modest increase in

salaries and benefits and a sharp decrease in other operating expenses – yielding a 72.5% increase in net operating profit.

Profitability for CCCE in the first quarter was driven largely by increased performance in both the Bay Area Pathways Academy (BAPA) and Corporate Education, reflecting growing community engagement and support for these high-impact programs. Community Education profitability declined for this quarter, representing a decline in enrollments that is currently being addressed through a strategic overhaul of the program. While SVIEP matriculation numbers continued to increase, as described below, SVIEP profitability declined due to reduced enrollments in tandem with declines concurrently experienced by similar intensive English programs throughout the Bay Area. Despite these declines, SVIEP remains strongly focused on international recruitment in close alignment with District recruitment efforts, with an enhanced focus and commitment to cost-containment and bringing additional revenue streams to fruition.

Since opening in 2016, SVIEP has successfully matriculated 90 international students across the District to the three colleges, yielding a significant financial benefit for the District. Students in SVIEP are those who do not meet the admission requirements to the colleges because their English skills were not sufficient for admission. The program brought these 90 students to a level of proficiency that enabled them to matriculate to one of the three colleges.

Through continued strategic investment in time, energy and resources, CCCE anticipates results leading to continued expansion of its multi-year growth curve. Moving forward, CCCE will continue its focus on further development and exploration of international and local/regional training opportunities, new program development, and strategic partnerships both internally and externally. Growth will further expand in 2019-20 through new short-term international training programs, corporate education, new program development, a restructured Community Education, and other new initiatives.

Entrepreneurial programs like CCCE and the San Mateo Athletic Club are examples of how the District outreaches beyond its walls to engage with learners of all ages who have varied interests and goals and attract them into the community for the betterment of all. The programs will continue to work with the colleges and the District to identify additional ways and avenues in which they can partner and develop, and will continue to use the District Strategic Plan as the roadmap for continued success.

BOARD REPORT NO. 19-12-6C

TO: Members of the Board of Trustees

FROM: Michael Claire, Interim Chancellor

PREPARED BY: Bernata Slater, CFO, 358-6755

DISTRICT FINANCIAL SUMMARY FOR THE QUARTER ENDING SEPTEMBER 30, 2019

In accordance with Education Code Section 72413, the State Chancellor's Office requires submission of a Quarterly Financial Status Report (Form CCFS-311Q) and a copy of the District's financial report.

Attached are:

- Form CCFS-311Q (Exhibit A) for the quarter ending September 30, 2019, which was forwarded to the State Chancellor's Office on November 15, 2019
- Cash Flow Statement for quarter ending September 30, 2019 (Exhibit B).

General Fund—Unrestricted: Below is financial data for the unrestricted portion of the General Fund for the quarters ending September 30, 2018 and September 30, 2019.

	<u>Amount</u>		<u>Difference</u>	
	<u>9/30/19</u>	<u>9/30/18</u>	<u>Amount</u>	<u>Percentage</u>
<u>INCOME:</u>				
State Aid	1,269,107	928,291	\$ 340,816	36.71
Enrollment Fees	5,185,240	6,157,909	\$ (972,669)	(15.80)
Non-Resident Tuition	4,938,919	5,035,808	\$ (96,890)	(1.92)
Property Tax	766,886	490,300	\$ 276,586	56.41
Interfund Transfer	910,000.00	500,000.00	\$ 410,000	82.00
Other Income	465,885	15,480	\$ 450,405	2,909.59
Total Income	\$ 13,536,036	\$ 13,127,787	\$ 408,249	3.02
% of Budget	6.69%	7.00%		
<u>Expenses:</u>				
Academic Salaries	\$ 13,137,456	\$ 12,864,617	\$ 272,839	2.12
Classified Salaries	10,202,343	9,551,604	\$ 650,739	6.81
Administrative Salaries	2,656,626	2,561,375	\$ 95,251	3.72
Fringe Benefits	10,574,797	9,978,351	\$ 596,446	5.98
Supplies & Materials	559,030	537,124	\$ 21,906	4.08
Operating Expenses	3,027,387	1,745,205	\$ 1,282,182	73.47
Capital Outlay	295,521	66,393	\$ 229,128	345.11
Transfer Accounts	2,553,386	1,764	\$ 2,551,622	144,610.40
Bills & Salaries	\$ 43,006,546	\$ 37,306,433	\$ 5,700,113	15.28
% of Budget	19.97%	18.84%		
Net	\$ (29,470,510)	\$ (24,178,646)		

The variance in revenue is mainly due to decline in FTES and an increase in waivers of fees for Promise Scholarships. As FTES decline, state allocations for lottery, mandated cost claims and Prop 55 allocations decline as well. These reductions are slightly offset by property tax increases as well as a transfer-in of one-time funds for the Equity Institute. Expenses increased overall by 15.28% mainly due to salaries and benefit costs increases, including COLA, as well as the timing of insurance payments and support to the Parking Fund coupled with expenditures associated with the CRM initiative as compared to the prior year.

OTHER FUNDS: Below is financial data for all other funds. Total income and expenditures, comparing the same period for 2018-2019 and 2019-2020, are listed below:

Restricted General and Other Funds				
	Amount		Difference	
Summary:	9/30/19	9/30/18	Amount	Percentage
Income	\$ 21,495,424	28,106,811	(6,611,386.98)	(23.52)
Bills & Salaries	\$ 88,456,969	88,420,450	36,519.21	0.04
Net	\$ (66,961,545)	\$ (60,313,639)		

Revenue decreases were mainly due to decreases in State and Federal Grants. Expenditures decreased in the Capital Outlay Fund which were offset by planned increases associated with debt service payments on the General Obligation Bonds. It should be noted that debt service payments are funded by ad valorem taxes collected by San Mateo County.

REPORT ON INVESTMENTS: As of September 30, 2019, the District has a deposit of \$43,651,614 in total investments with the Local Agency Investment Fund (LAIF) of the State Treasurer's Office, County Pool Investment, and Money Market Account with local banks. The average yields on LAIF, County Pool, Money Market Account, and Oil Well Bond Account were 2.45%, 2.19%, 1.13%-1.65% (depending on length of term of investment) and 0.05%, respectively. These deposits consisted of the following sources:

Investment Type	LAIF Investment	County Pool Investment	Money Market, CD Investment	Speccial Deposit Bond	Total Investment
Unrestricted Gen. Fund	\$ 603		\$ 30,163,357		\$ 30,163,961
Capital Outlay Fund	0			5,000	5,000
Agency Fund	-	13,482,653			13,482,653
Total Investment	\$ 603	\$ 13,482,653	\$ 30,163,357	\$ 5,000	\$ 43,651,614

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-31 | Q
VIEW QUARTERLY DATA

CHANGE THE PERIOD

Fiscal Year: 2019-2020

Quarter Ended: (Q1) Sep 30, 2019

District: (370) SAN MATEO

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2016-17	Actual 2017-18	Actual 2018-19	Projected 2019-2020
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	170,906,514	180,413,368	202,864,193	203,903,895
A.2	Other Financing Sources (Object 8900)	359,065	331,747	845,529	911,831
A.3	Total Unrestricted Revenue (A.1 + A.2)	171,265,579	180,745,115	203,709,722	204,815,726
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	150,313,244	157,381,147	170,206,128	173,762,295
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	19,255,169	19,069,344	28,521,514	31,721,635
B.3	Total Unrestricted Expenditures (B.1 + B.2)	169,568,413	176,450,491	198,727,642	205,483,930
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	1,697,166	4,294,624	4,982,080	-668,204
D.	Fund Balance, Beginning	32,185,619	33,882,785	38,177,409	43,159,488
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	32,185,619	33,882,785	38,177,409	43,159,488
E.	Fund Balance, Ending (C. + D.2)	33,882,785	38,177,409	43,159,489	42,491,284
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	20%	21.6%	21.7%	20.7%

II. Annualized Attendance FTES: This data is being captured in CCFS-320 and is no longer required here.

G.1	Annualized FTES (excluding apprentice and non-resident)				
-----	---------------------------------------------------------	--	--	--	--

III. Total General Fund Cash Balance (Unrestricted and Restricted)

	Description	As of the specified quarter ended for each fiscal year			
		2016-17	2017-18	2018-19	2019-2020
H.1	Cash, excluding borrowed funds		36,129,082	47,266,053	55,674,169
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	23,147,648	36,129,082	47,266,053	55,674,169

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I. Revenues:					
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	201,540,815	201,555,605	12,625,579	6.3%
I.2	Other Financing Sources (Object 8900)	0	910,000	910,458	100.1%
I.3	Total Unrestricted Revenue (I.1 + I.2)	201,540,815	202,465,605	13,536,037	6.7%
J. Expenditures:					
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	206,575,099	207,674,632	40,453,108	19.5%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	7,894,085	7,940,914	2,553,438	32.2%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	214,469,184	215,615,546	43,006,546	19.9%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-12,928,369	-13,149,941	-29,470,509	
L.	Adjusted Fund Balance, Beginning	43,159,488	43,159,488	43,159,488	
L.1	Fund Balance, Ending (C. + L.2)	30,231,119	30,009,547	13,688,979	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	14.1%	13.9%		

V. Has the district settled any employee contracts during this quarter? **YES**

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify YYYY-YY)	Management		Academic		Classified	
	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:						
Year 1: 2019-20	1,088,182	3.2%			150,665	2.2%
Year 2:						

Year 3:								
b. BENEFITS:								
Year 1: 2019-20	330,623						170,074	
Year 2:								
Year 3:								

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

District is planning to fund increases in salaries and benefits from increases in assessed valuation/local revenue (property taxes, account code 8811). Classified only includes AFSCME and we are still negotiating with CSEA. The reason for higher cost of benefits is because AFSCME elected to reduce COLA to increase the district's medical cap.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? **NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed? **NO**

This year? **NO**

Next year? **NO**

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

San Mateo County Community College District
DISTRICT CASH FLOW SUMMARY
FOR THE QUARTER ENDING SEPTEMBER 30, 2019

	<u>GENERAL FUND</u>	<u>Payroll Fund</u>	<u>GENERAL RESTRICTED FUND</u>	<u>INSURANCE & Debt Services FUND</u>	<u>CAPITAL OUTLAY FUND</u>	<u>CHILD CARE FUND</u>	<u>STUDENT AID FUND</u>	<u>POST- RETIREMENT RESERVES</u>
Beg. Cash Balance in County Treasury	19,504,739.52	4,333,239.15	35,524,514.25	75,626,419.30	373,190,327.42	82,972.29	33,632.38	-
Cash inflow from operations:								
Year-to-date Income	13,536,036.23		10,319,497.59	2,191,480.41	433,412.43	335,244.45	7,057,361.71	1,158,427.08
Accounts Receivable	5,163,581.97	16,101.99	13,667.11	379,513.24	(23,035,762.92)	3,414.00	38,036.74	(112,695.73)
Advances / Prepaid	566,820.63	131,046.03	84,189.78		1,471,131.60			
Cash awaiting for deposit								
Total Income	38,771,178.35	4,480,387.17	45,941,868.73	78,197,412.95	352,059,108.53	421,630.74	7,129,030.83	1,045,731.35
Cash outflow for operations:								
Year to date expenditure	43,006,545.93		10,190,205.85	55,828,116.74	15,024,574.88	335,244.45	7,074,416.80	4,410.00
Deferred Income	8,293,478.32		(818,633.98)	50.50	111,168.00	62,098.00		
Account Payable	(23,136,250.77)	(2,624,781.57)	(1,396,125.91)	53,307.05	15,081,713.12	(54,242.78)	606,093.12	
Cash Balance From Operations	10,607,404.87	7,105,168.74	37,966,422.77	22,315,938.66	321,841,652.53	78,531.07	(551,479.09)	1,041,321.35
Other Cash inflow								
Medical Flex Plan / Revolv. Fund	-			-				
TRANS	-							
Trusts (JPA & 3CBG)								
Beg. Investment Balance								
LAIF Balance	599.79							-
County Pool Balance	-							12,441,331.83
Special Bond								-
C.O.P. & Others	30,158,533.85			-	5,000.00			-
Total Beg. Balance	30,159,133.64			-	5,000.00			12,441,331.83
Y.T.D. Investment Balance								
LAIF Balance	603.48							-
County Pool Balance	-							13,482,653.18
Special Bond								-
C.O.P./Bank CD	30,163,357.18			-	5,000.00			-
Y.T.D. Balance	30,163,960.66			-	5,000.00			13,482,653.18
Net Cash changes from Investment	(4,827.02)			-	-			(1,041,321.35)
Net changes from unrealized gain / (loss)	-			-	-			-
Cash Balance in County Treasury	10,602,577.85	7,105,168.74	37,966,422.77	22,315,938.66	321,841,652.53	78,531.07	(551,479.09)	0.00
Net Cash (Excluding TRANS & Trusts)	10,602,577.85	7,105,168.74	37,966,422.77	22,315,938.66	321,841,652.53	78,531.07	(551,479.09)	0.00