

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STUDY SESSION OF THE BOARD OF TRUSTEES
June 9, 2021

Closed Session at 5:00 p.m.; Open Session at 6:00 p.m.

This meeting will be held telephonically via Zoom.

Members of the public should **NOT** come to District Office to participate.

Join this Zoom Meeting – <https://smccd.zoom.us/j/85134254544>

Dial-In: 1-669-900-9128 – Webinar ID: 851 3425 4544

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

Observing the Meeting

Members of the public who wish to observe the meeting may do so by accessing the link or calling the following telephone number above at the beginning of the meeting.

Providing Public Comment During the Meeting on NON-AGENDA Items

To make a comment regarding a non-agenda item, members of the public, once in the Zoom meeting (via above link), can utilize the “raise hand” function on the bottom right corner of the screen. This will allow for the Board President to recognize members for comment and will allow staff to activate audio access to individual participants. Members of the public who “raise their hand” will be called upon in the order they appear. Members of the public making comment are reminded of the 3-minute time limit for comment.

For members of the public who do not have access to a computer or smart device, time will be allotted at the end of public comments for members of the public to comment using a phone.

Providing Public Comment During the Meeting on AGENDA Items

To make a comment regarding an item on the published agenda, members of the public, once in the Zoom meeting (via above link), can utilize the “raise hand” function on the bottom right corner of the screen. This will allow for the Board President to recognize members for comment and will allow staff to activate audio access to individual participants. Members of the public who “raise their hand” will be called upon in the order they appear. Members of the public making comment are reminded of the 3-minute time limit for comment.

For members of the public who do not have access to a computer or smart device, time will be allotted at the end of public comments on the agenda item for members of the public to comment using a phone.

Accommodations

Persons with disabilities who require an accommodation or service should contact the contact the Chancellor’s Office at (650) 358-6877 at least 24 hours prior to the Board meeting.

5:00 p.m. Call to Order

CLOSED SESSION ITEMS FOR DISCUSSION

1. Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2): Two Cases
2. Employee Discipline, Dismissal, Release

PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY

RECESS TO CLOSED SESSION

RECONVENE TO OPEN SESSION

6:00 p.m. Call to Order / Roll Call / Pledge of Allegiance

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

- 21-06-01 Approval of the Minutes of the May 12, 2021 Regular Meeting
- 21-06-02 Approval of the Minutes of the May 18, 2021 Special Meeting

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

- 21-06-01A Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel *(Time Allotted: 5 minutes)*
- 21-06-02A Approval of the Allocation of Total Compensation and Adoption of Salary Schedules for Non-Represented Employees on Salary Schedules 10 (Executive) and 20 (Management) for FY 2020-2021 *(Time Allotted: 5 minutes)*

Other Recommendations

- 21-06-101B Approval of Service Award for 2020-2021 Student Trustee *(Time Allotted: 5 minutes)*
- 21-06-102B Acceptance of Grant Funds from the Department of Energy for the Pathways to Improved Representation in Advanced Nuclear Science Project *(Time Allotted: 5 minutes)*
- 21-06-103B Approval of Components to Create New Operating Model for San Mateo Athletic Club and Any Future Athletic Club at Cañada College *(Time Allotted: 30 minutes)*

STUDY SESSION

- 21-06-01C District Strategic Plan Update *(Time Allotted: 75 minutes)*

INFORMATION ITEMS

- 21-06-02C Discussion of Return to In-Person Board Meetings *(Time Allotted: 10 minutes)*
- 21-06-03C Review of Policy Recommendations for COVID-19 Recovery Plan *(Time Allotted: 45 minutes)*
- 21-06-04C Board Retreat Planning *(Time Allotted: 20 minutes)*
- 21-06-05C Receipt of Sunshine Proposal for Contract Re-openers from CSEA

COMMUNICATIONS

STATEMENTS FROM BOARD MEMBERS

RECONVENE TO CLOSED SESSION (if necessary)

RECONVENE TO OPEN SESSION (if necessary)

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

ADJOURNMENT

**Minutes of the Regular Meeting of the Board of Trustees
San Mateo County Community College District
May 12, 2021 – San Mateo, CA**

This was conducted remotely via Zoom. A video recording of the meeting can be accessed at:
<https://smccd.edu/boardoftrustees/meetings.php>.

The meeting was called to order at 5:07 p.m.

Board Members Present: President Thomas A. Nuris, Vice President Richard Holober, Trustee Maurice Goodman, Trustee Lisa Petrides, Trustee John Pimentel

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Nuris said that during closed session, the Board will take up items as listed on the printed agenda, including: (1) Hold a Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2): Two cases, and (2) Hold a Conference with Labor Negotiators for Employee Organizations: Unrepresented Employees.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None.

RECESS TO CLOSED SESSION

The Board recessed to closed session at 5:08 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to open session at 6:08 p.m.

Board Members Present: President Thomas A. Nuris, Vice President Richard Holober, Trustee Maurice Goodman, Trustee Lisa Petrides, Trustee John Pimentel, Student Trustee Jade Shonette

Others Present: Chancellor Michael Claire, Chief Financial Officer Bernata Slater; Skyline College President Melissa Moreno, College of San Mateo Interim President Kim Lopez, Cañada College President Jamillah Moore, District Academic Senate President Jeramy Wallace

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

(Time Stamp: 01:02:15)

President Nuris stated that no reportable actions were taken in Closed Session.

DISCUSSION OF THE ORDER OF THE AGENDA

(Time Stamp: 01:02:25)

There were no changes to the order of the agenda.

Approval of the Minutes of the April 14, 2021 Study Session (21-05-01)

Motion to Approve by: Vice President Holober

Second by: Trustee Petrides

Action: Approved, with all Trustees voting Aye

Summary of Edits or Corrections: None.

Approval of the Minutes of the April 19, 2021 Special Meeting (21-05-02)

Motion to Approve by: Vice President Holober

Second by: Trustee Petrides

Action: Approved, with all Trustees voting Aye

Summary of Edits or Corrections: None.

Approval of the Minutes of the April 28, 2021 Regular Meeting (21-05-03)

Motion to Approve by: Vice President Holober

Second by: Trustee Petrides

Action: Approved, with all Trustees voting Aye

Summary of Edits or Corrections: None.

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS**Contemporary Conversation Regarding Race, Class, Gender, Privilege and Equity: Presentation of Statements Regarding Anti-Asian Hate (21-05-01C)**

[\(Time Stamp: 01:07:29\)](#)

Summary of Discussion: Skyline President Moreno introduced the topic by reminding the Board that May was Asian American Pacific Islander Month. She noted that, as the Board has discussed on previous occasions, there has been an increase in violence and outward hate toward members of the Asian-American Pacific Islander communities, which has impacted students and colleagues. Dr. Moreno introduced the Filipinx Student Union (FSU) at Skyline College and Katipunan (KTP) at College of San Mateo who presented a statement regarding anti-Asian American violence. The student presenters were then joined by a group of faculty and staff from Skyline College in presenting a resolution adopted by the FSU, KTP, and Skyline College Academic and Classified Senates denouncing anti-Asian racism and violence. The FSU and KTP student presenters included: Angeli Ong, Tyler Castillo, Monica Dollezon-Yu, Asa Mobley, Caitlin Collantes, and the Skyline College faculty and staff presenters included: Golda Margate, Liza Erpelo, Sherrie Prasad, Nina Floro, Belinda Chan, Rika Yonemura-Fabian, Kennya Ruiz, Doris Garcia, and Karen Wong.

The student presenters noted that their goal was to inspire and encourage youth to understand how racism is played out in daily lives, to make connections to history of anti-Asian violence in the United States, and to learn from these lessons. Their presentation included condemning (1) Hate crimes and acts of violence against the AAPI community; (2) Being bystanders when witnessing an attack; (3) Racist comments and wrongful labeling of the AAPI community in relation to the COVID-19virus; (4) Institutions contributing to the ongoing attacks by not raising awareness; (5) The normalization of the model minority stereotype of Asian Americans; (6) Prioritizing personal image over standing with the AAPI community; and (7) Police brutality and lack of care towards AAPI life. They also explained that they were demanding: “(1) Do not allow police to be the first responders to mental health crises in order to help stop the police brutality happening against marginalized communities; (2) The administration at our colleges to denounce white supremacy and continue to properly inform students of recent events; (3) The creation of more ethnic studies classes and programs in both high schools and higher education aimed at inspiring the youth to understand and re-write history for our generation; and (4) Solidarity throughout our communities; not perpetuate Anti-Blackness, we need to come together if change is to happen.”

The resolution presented by the student presenters and faculty and staff presenters from Skyline College resolved that the Academic and Classified Senates champion a transformative solidarity; condemn

oppressive forces and denounce xenophobia and anti-Asian sentiment; prioritize the safety of the Asian community; provide dedicated space and programming that serve Asian students' needs; support consistently offering culturally responsive curriculum, events, installations, and professional learning and training; improve employment practices; and invest in programming and resources to promote and support activism among students in advocacy for Asian communities.

On behalf of the Board, President Nuris thanked the presenters for their important presentation and assured the presenters of the Board's support.

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

[\(Time Stamp: 01:28:25\)](#)

Student Trustee Shonette introduced Jose Gutierrez, outgoing Vice President of the Associated Students of Skyline College (ASSC) and Anthony Tran, incoming President of the Associated Students of Skyline College, who provided an update about ASSC activities for the spring 2021 semester. Mr. Gutierrez noted that the ASSC had conducted successful student elections, with 13 incoming student leaders, held 13 spring events with 35 different campus and community collaborators, and supported resolutions regarding Myanmar students and stopping Asian American hate. He noted that the ASSC also hosted events in recognition of Black History Month and Women's History Month and Love Notes for Our Asian Community. Mr. Tran noted that the ASSC held leadership programs, hosted a panel discussion regarding understanding our anti-Asian climate, and welcomed Dr. David Stovall as the spring college lecture speaker.

STATEMENTS FROM OTHER REPRESENTATIVE GROUPS

[\(Time Stamp: 01:37:01\)](#)

- ***AFT, Local 1493:*** Marianne Kaletzky announced that the members of the union had ratified the contract and she thanked the negotiating teams for their work. She also shared concerns from faculty regarding the COVID Recovery Plan, including safe return to work, ventilation in buildings, guidance for enforcement of safety regulations and the engagement of the campus health and safety committees.
- ***CSEA, Chapter 33:*** Annette Perot said that CSEA was appreciative of being included in the District's Emergency Operations Center and looks forward to working toward a safe return to work for employees.
- ***AFSCME, AFL-CIO, Local 829, Council 57:*** Joseph Puckett spoke about the need for communication, inclusion and upholding the Districts values as the COVID Recovery Plan is considered.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

[\(Time Stamp: 01:44:19\)](#)

- Sam Cheung spoke about allowing access for students to return to campuses for classes and services.
- Vera Quijano spoke about her proposal for a learn-to-swim and water safety program.

NEW BUSINESS

Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel (21-05-01A)

(Time Stamp: 01:54:50)

Motion to Approve by: Trustee Goodman

Second by: Trustee Vice President Holober

Action: Approved, with all Trustees voting Aye

Summary of Discussion: None.

Public Comment: None.

Ratification of Renewed Collective Bargaining Agreement between the District and the San Mateo Community College Federation of Teachers, AFT Local 1493 from July 1, 2019 – June 30, 2022 (21-05-02A)

(Time Stamp: 01:55:39)

Motion to Approve by: Trustee Goodman

Second by: Trustee Petrides

Action: Approved, with all Trustees voting Aye

Summary of Discussion: None.

Public Comment: None.

NEW BUSINESS: Approval of Consent Agenda

(Time Stamp: 01:56:38)

Approval of Curricular Additions, Deletions and Modifications – Cañada College and Skyline College (21-05-01CA)

Approval of Contract Award for Districtwide Pest Control Services (21-05-02CA)

Approval of Contract Award for Districtwide Moving Services (21-05-03CA)

Motion to Approve by: Trustee Pimentel

Second by: Trustee Petrides

Action: Approved unanimously, with all Trustees voting Aye

Summary of Discussion: Item 21-05-04CA was removed for the purpose of asking a question by Vice President Holober.

Acceptance of California Electric Vehicle Infrastructure Program Grant and Sole Source Agreement and Approval of Sole Source Agreement with PowerFlex (21-05-04CA)

Motion to Approve by: Trustee Pimentel

Second by: Trustee Petrides

Action: Approved unanimously, with all Trustees voting Aye

Summary of Discussion: Vice President Holober expressed his support of the program and asked for a future report on the utilization of the electric vehicle charging stations (pre-pandemic). Trustee Pimentel asked why the agreement was sole source rather than a bid and also who is responsible for the ongoing maintenance. Vice Chancellor Jose Nunez explained that the sole sourcing was part of the grant process and that the District would be responsible for future maintenance costs.

NEW BUSINESS: Other Recommendations

Approval of Contract Award for College of San Mateo Water Tank Replacement (21-05-101B) **(Time Stamp: 02:01:43)**

Motion to Approve by: Vice President Holober

Second by: Trustee Goodman

Action: Approved unanimously, with all Trustees voting Aye

Summary of Discussion: None.

Public Comment: None.

Approval of Menlo Park/Cañada College Community, Continuing and Corporate Education (CCCE) Collaborative Programming: Web Programmers/ Developers Continuing Education Certificate (21-05-102B)

(Time Stamp: 02:02:26)

Motion to Approve by: Trustee Pimentel

Second by: Trustee Holober

Action: Approved unanimously, with all Trustees voting Aye

Summary of Discussion: Trustee Pimentel asked, as a new trustee, for a briefing on the CCCE programs to become familiar with the work of that division.

Public Comment: None.

INFORMATIONAL ITEMS

Update on District Recovery of Operations Relating to COVID-19 and Policy Recommendations Relating to Vaccination Requirements for Employees and Students (21-05-02C)

(Time Stamp: 02:03:57)

Summary of Discussion: Chancellor Claire gave an introduction on the District Recovery of Operations Relating to COVID-19 and Policy Recommendations Relating to Vaccination Requirements for Employees and Students. Chancellor Claire emphasized that the District is committed to reopening as safely and quickly as possible and plans for a full reopening for Spring Semester 2021.

Chancellor Claire also mentioned the Governor's plan to reopen California on June 15th and he said checkpoints and contact tracing on campus will no longer be required. He acknowledged that the recovery phase of the COVID-19 pandemic is the most challenging phase and many faculty, staff, students and community members have varying opinions and levels of comfort. Chancellor Claire

also noted that the District continues to take the same recovery approach as other local California Community College Districts.

Dr. Aaron McVean, Vice Chancellor of Educational Services and Planning, presented the COVID-19 Recovery and Reopening Plan. Dr. McVean said the plan is health and safety focused and student data driven. Dr. McVean discussed decision-making lines of authority during the COVID-19 Pandemic including federal, state, county and District guidance. He also acknowledged the work of the District Emergency Operations Center (EOC).

Dr. McVean explained how COVID-19 has impacted continuity of instruction, specifically student enrollment. Overall, enrollment and headcount are down due the COVID-19 pandemic, but there are 1,500 more students who are enrolled in more than one college in the District. Dr. McVean said that regular (non-K-12) resident students and international students saw a continued decline of more than double the previous academic year. He also noted that COVID-19 has had a dramatic impact on low-income student enrollment. Dr. McVean also discussed student retention rates, student success and course success rates.

Dr. McVean also discussed continuity of instruction in regards to in-person classes. He said students have continued instruction in-person in critical areas such as healthcare and emergency services, STEM and career education (CE) courses, athletic conditioning and return to play, and hard to deliver online courses. He said it is projected that about 3,700 students will be on campus for in-person learning for Fall 2021.

Dr. McVean also discussed limited return of in-person essential student services for the Fall 2021 semester. Student survey responses indicated that, given a choice, students prefer services such as library, academic counseling, and learning centers/tutoring to be offered in-person. Dr. McVean also discussed other student survey responses including comfort levels returning to campus and opinions on requiring vaccinations. He also discussed possible return of business operations such as bookstore, facilities rental, and food service.

Dr. McVean shared the Chancellor's recommendation for summer 2021 and fall 2021. He said with the expectation that the state will move beyond the Blueprint for a Safer Economy on June 15th, employees who are fully vaccinated will be allowed to access their office space and work on campus. He also said the Chancellor is recommending that all employees working on site or accessing the campus be fully vaccinated by July 31, 2021. The Chancellor is also recommending that all employees and students be required to demonstrate proof of vaccination beginning January 3, 2022. Dr. McVean outlined policy changes in regards to these recommendations.

Trustee Petrides asked about in-person student services for fall 2021. Dr. McVean said this will depend on logistics such as tiered staffing, employee vaccinations, social distancing requirements, mask wearing, and how to schedule spaces for meetings. Trustee Petrides also asked if a Faculty survey has been distributed. Dr. McVean said the most recent survey is from February and March 2021.

Trustee Goodman asked if there was a plan to require vaccinations for on-site contractors, SMAC employees, SMAC members, and other visitors. Vice Chancellor of Auxiliary and Community Services Tom Bauer, said all SMAC employees are fully vaccinated and Pacific Dining staff will be required to be vaccinated when they return to campus. Dr. McVean discussed possible policy creation to require SMAC members, visitors and members of the community.

Trustee Goodman also asked if faculty, staff and students that have been on campus for the past

year have been vaccinated. Vice Chancellor of Facilities, Planning, Maintenance and Operations Jose Nunez, said most of the Facilities and Public Safety Department staff have made a personal decision to get vaccinated.

Ray Hernandez, Interim Director of Operations, said people have different reasons for vaccinating and not vaccinating. He said as a District we have campaigning to do to encourage vaccinations and fall 2021 is a great opportunity for that.

Trustee Pimentel acknowledged the hard work and expressed appreciation for the heroic efforts of faculty, staff and students during the COVID-19 pandemic. He asked if faculty and staff are represented in the Emergency Operations Center (EOC). Chancellor Claire said the EOC is a very prescribed operation, but as the pandemic has evolved, it has become increasingly important to hear perspectives from various constituencies. Ben'Zara Minkin, Emergency Preparedness Manager, said there is also feedback from each College's Safety Committee being received by the EOC.

Trustee Pimentel asked about the possibility of a vaccination center on campus. Ray Hernandez said there are some physical infrastructure limitations to accomplishing this, but acknowledged that the District intends to explore providing vaccinations or partner with another organization to provide them.

Jeremy Wallace addressed the concerns expressed in the public comments. Mr. Wallace said he has represented faculty in the EOC for two months along with members of the District Academic Senate. Mr. Wallace also acknowledged that some students are hesitant to receive the vaccine. He recommended using the Fall 2021 to educate students about the vaccine and provide vaccines on-campus available to students.

Vice President Holober recognized the tremendous work that has gone into COVID-19 Recovery and Reopening Plan. He encouraged staff to include more participants in decision making. Trustee Holober said he is very concerned with enrollment decline and believes more courses should be in-person for Fall 2021. Trustee Goodman encouraged more inclusion and representation in the EOC. Trustee Petrides agreed and encouraged staff to look at what California State Universities (CSUs) are doing to reopen.

Trustee Pimentel said employee safety is of utmost importance and encouraged staff to improve ventilation in older buildings. He also encouraged educating students about the vaccine and using it as a recruiting tool. Trustee Pimentel said he supports maximizing on-campus education as soon as possible.

President Nuris commended the efforts of the EOC and said the District has extremely qualified employees working diligently to keep us all safe. President Nuris said we all have the same goal in mind to return to campus as safe and quick as possible.

Chancellor Claire reiterated that the COVID-19 Recovery and Reopening Plan is a draft. He acknowledged varying opinions and levels of comfort. Chancellor Claire recommended that another Student Survey be distributed to students and ask what learning modality they prefer for fall 2021. Chancellor Claire also mentioned HyFlex Classrooms which can give students options for in-person or online learning.

Public Comment:

- Jennafer Carson asked for more flexibility in the COVID-19 Recovery and Reopening Plan.

She asked for more access to outdoor services and spectators at athletic events.

- Rena Korb said safe reopening is possible right now and students deserve the full extent of a college experience.
- Tina Acree, AFSCME Business Agent, expressed dissatisfaction with AFSCME being excluded from the EOC. She said the COVID-19 Recovery and Reopening Plan lacks transparency and common courtesy for all stakeholders.
- Sam Chuang asked for a change in some wording in the COVID-19 Recovery and Reopening Plan. He also asked for a more transparent process.
- Arielle Smith said faculty at CSM are concerned about ventilation systems in older buildings. She asked the Board to put the health and safety of faculty, staff and students above all else and encouraged Fall 2021 to remain online.
- Katharine Harer shared concerns from faculty members regarding reopening of campuses. She encouraged faculty input and a more collaborative process.
- Rosemary Bell expressed disappointment in the COVID-19 Recovery and Reopening Plan. She advocated for improved ventilation systems at Skyline College Building 1.
- Jessica Truglio encouraged thoughtful consideration in returning to campus and said many faculty and staff are not comfortable returning before Spring 2022.
- Jenna French said faculty and staff need time to plan for return to campus and Fall 2021 is too soon. She suggested using Fall 2021 to prepare for return in Spring 2022.
- Annette Perot said staff have concerns about returning to campus.

The Board recessed for a short break at Break 04:16:32.

Update on 2021-22 Tentative Budget Development for Unrestricted General Fund (21-05-03C)
(Time Stamp: 04:27:36)

Summary of Discussion: Chancellor Claire noted that this was another opportunity to get feedback from the Board before the tentative budget is presented in June.

Chief Financial Officer Bernata Slater provided a brief presentation that highlighted potential changes in the tentative budget and the timeline for the budget process. She noted that the District does not anticipate any negative impact from the governor's May Revise budget due to recent federal funding packages. She also explained that the District uses an allocation model to distribute funds to the colleges and District sites.

CFO Slater explained that the tentative budget is based on various assumptions, including a 4.54 percent county property tax increase, full-time equivalent student enrollment of 14,087, non-resident tuition at \$307 per unit and state inflation at 1.57 percent. She also noted that like with most educational organization budgets, the majority of the expenses relate to personnel costs – salary and benefits.

It was explained by Ms. Slater that there was only a slight variance in the income and expense projections for the District's unrestricted general fund budget since the last presentation to the Board, with a \$219,032,911 unrestricted general fund budget anticipated. She also explained that the District continues to adhere to the Board's direction in funding applicable to the 50 percent law, with \$1.5 million being allocated in this budget to be applied to part-time faculty parity. Ms. Slater also reviewed key District initiatives, including the Promise Scholars Program, the Equity Institute, the Food Insecurity Initiative, and COVID-19 mitigation, which includes funding for both students and the District/colleges. She reminded the Board of the budget calendar which includes analyzing the governor's May Revise on May 14, presentation and adoption of the Tentative District Budget on June 23 and presentation and adoption of the Final District Budget on September 9.

Trustee Pimentel asked about the ability to reserve federal funds received through the CARES Act and HEERF programs to support priority initiatives relating to access, support, affordability for students, including programs like Middle College, Dual Enrollment and Promise Scholars. Ms. Slater noted that the funds from the federal programs have two purposes (1) to provide direct support to students, and (2) to provide institutional support for COVID-related issues. Trustee Pimentel also asked about the allocation of funds for the Food Insecurity program and the Equity Institute. Ms. Slater noted responded that the Food Insecurity program was funded based on projected need pre-COVID and that there have also been state funds that have been available to supplement District funds. As it relates to the Equity Institute, she explained that that allocation was made from one-time dollars and not ongoing funds. Trustee Pimentel said that he would have difficulty supporting a budget that does not have the ability to apply additional funding to accessibility, access and affordability initiatives for students and that he noticed staff that a proposal regarding free college should be produced by staff, not the Board and expressed interest in seeing such a proposal in the near future.

Vice President Holober noted that in his experience, budgets traditionally have fixed costs that roll from budget to budget, such as personnel costs relating to wages and benefits. He said that he believes there is more room to fund initiatives and that a comparison of prior year budgets versus actual expenses in those areas of personnel costs would likely show a great variance. He suggested that the Board consider matching the recent \$2 million allocation from the Board of Supervisors to support the Promise Scholars program.

Trustee Petrides said that she believes that it is not simply a student pipeline issue, but that the District must also focus on completion, transfer and student success. She also commented that the District's strategic plan was nearing its end and inquired if there was alignment with the new plan to the budget.

Public Comment: None.

Update on Senate Bill 659 (21-05-04C)

(Time Stamp: 05:08:33)

Summary of Discussion: Chief of Staff Mitchell Bailey provided the Board with a brief update on Senate Bill 659, which the Board endorsed at a prior meeting. The Bill works to achieve some of the policy goals the Board has in having flexibility to reduce fees, use unrestricted general fund dollars to support student basic needs and to support expansion of the Promise Program. Mr. Bailey noted that the Bill had passed through the Senate Education Committee but had since been placed on the Senate Appropriations Committee Suspense File. He sought guidance from the Board about its interest in pursuing a District-only bill, which would create a special statute specific to

SMCCCD, if that was the only remaining avenue to release the Bill from the Suspense File, should other proposed amendments not be successful. Trustees provided their consent to this approach.

Public Comment: None.

Review of Internal Auditor Position Description (21-05-05C)

(Time Stamp: 05:19:18)

Summary of Discussion:

Chancellor Claire introduced the topic and thanked Vice President Holober and Trustee Pimentel for their work on the Board subcommittee for this item. Chancellor Claire mentioned that he started with the existing Compliance Officer position description and added many of the internal audit duties from Antelope Valley College to develop the proposed duties of the internal auditor. Chancellor Claire stated that he met with Vice President Holober and Trustee Pimentel to review and edit the proposed duties, which are included in the Board Packet. Chancellor Claire also stated that staff would be prepared to bring an internal audit position to the Board for consideration at the next available Board meeting if that is the direction of the Board.

Vice President Holober provided clarification that the proposed duties are common to many of the community colleges that the Board ad-hoc committee reviewed not just Antelope Valley College. There were no further Board member comments. Vice President Holober stated that he would like to bring the position for Board action at the next meeting. Trustee Holober asked Chancellor Claire to share the possible pay level with Board. Chancellor Claire stated that given the scope of duties and responsibilities his recommendation would be to bring the position to the Board at the pay level of a dean or a vice president. The Board directed Chancellor Claire to bring the proposed position to the Board for consideration at the next available Board meeting.

Public Comment: None.

Update on San Mateo Athletic Club RFP and Vision for District Athletic Clubs (21-05-06C)

(Time Stamp: 05:26:04)

Summary of Discussion: Chancellor Claire stated that it was important to begin this conversation now given that the extension with EXOS will expire on June 30. Chancellor Claire stated that the District will continue to work on the RFP unless otherwise directed by the Board. Chancellor Claire also stated that he has also engaged representatives of the kinesiology faculty and the deans at all three colleges to get their feedback on a vision for the athletic club function.

General Services Director Yanely Pulido provided an update on the status of the RFP. Ms. Pulido requested further guidance from the Board before proceeding.

Trustee Goodman stated at the last meeting that the administration was given an extension to work on the RFP process. Trustee Goodman said that there are other options, not just to extend or close. Trustee Goodman stated that his first priority is our students. Trustee Goodman stated that he expects the leadership to present a solution that takes into account the needs of all constituencies, being especially mindful of our student needs. Chancellor Claire agreed with Trustee Goodman's comments and is committed to finding the right balance.

Trustee Petrides stated that she feels that the majority of the Board has been clear on the direction: students first, faculty and employees, and then the community. Trustee Petrides stated that she has heard from many and it is time to resolve this issue. Trustee Petrides said that she would like to see

the operation brought in-house.

Trustee Pimentel made the following suggestions: (1) suspend the RFP; (2) extend the current agreement with EXOS until October or December to allow for a smooth transition; (3) hire a person who can develop a model and guide a transition to a new model; and (4) consider the model for both the CSM and the Cañada sites. Trustee Pimentel stated that the Board should stop spending time on this matter. He referred to a memo that he has shared and suggested several ideas from that memo that should be considered for implementation.

President Nuris stated that we should not lose sight of the income generation of the facility and feels that it is better to continue with an external vendor. He urged the Board to work with what we have to make it better.

Vice President Holober stated that when the new RFP subcommittee was formed at the start of the year, part of the conversation was to include the opportunity to move to a hybrid or an in-house model. Trustee Holober stated that at the time Chancellor Claire asked for direction from the Board with the caveat that any model needs to operate at a break-even level. Trustee Holober stated that he supports the overall view outlined by Trustee Pimentel. Vice President Holober also stated that it will take several months to transition to a new model. He also reiterated the point that our students and program needs should be prioritized. Vice President Holober stated that his preference would be to use employees to provide the services required. He also referenced using a Community Education model to provide classes to the general public in consultation with faculty.

Trustee Goodman stated that he agreed with Trustee Pimentel and Vice President Holober. President Nuris stated his opposition to this direction. Trustee Petrides also supported the position of Vice President Holober and Trustee Pimentel. Trustee Petrides stated that she would like to see a similar plan for the Cañada site.

Trustee Holober stated that he supports the idea of bringing in outside expertise to assist with the transition.

Chancellor Claire thanked the Board for the discussion and summarized the position of the Board as a whole: (1) extend the EXOS contract to provide time for a transition, and (2) begin to take action to build an organization that reflects the Board's direction.

Public Comment:

- Vera Quijano stated that it is important to keep in mind that there was no disruption to classes when SMAC was implemented at CSM. However, at Cañada there has been a major disruption. She also stated that adjunct faculty input has been excluded.
- Frank Elliot stated that until a new vision is articulated his preference would be to stay with the current model, and asked the Board to consider working with fitness experts before changing the model.
- Sam Chuang stated that the District has university-level fitness facilities and should be treated like a university facility. He asked the Board to consider a university model.
- Nancy Littlefield stated that she believes that we all share the same long-term vision.

COMMUNICATIONS

(Time Stamp: 06:18:25)

None.

STATEMENTS FROM BOARD MEMBERS

(Time Stamp: 06:18:50)

President Nuris: None.

Vice President Holober: None.

Trustee Goodman: None.

Trustee Petrides: None.

Trustee Pimentel: Asked about the process for creating a Free Community College Board sub-committee and an Audit sub-committee; asked for an update on student housing presentation; requested a presentation at a future meeting on District marketing; requested an update on progress on a Whistleblower hotline; and asked for a report on the frequency of harassment claims.

Student Trustee Shonette: None.

President Nuris announced that the next meeting of the Board of Trustees would be a study session on June 9, 2021, conducted via Zoom.

ADJOURNMENT

The meeting adjourned by consent at X p.m.

Submitted by

Michael Claire, Secretary

**Minutes of the Special Closed Session Meeting of the Board of Trustees
San Mateo County Community College District
May 18, 2021 – San Mateo, CA**

This was conducted remotely via Zoom. A video recording of the meeting can be accessed at:
<https://smccd.edu/boardoftrustees/meetings.php>.

The meeting was called to order at 8:36 p.m.

Board Members Present: President Thomas A. Nuris, Vice President Richard Holober, Trustee Maurice Goodman, Trustee Lisa Petrides, Trustee John Pimentel

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Nuris said that during closed session, the Board will take up items as listed on the printed agenda, including: Employee Discipline, Dismissal, Release.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None.

RECESS TO CLOSED SESSION

The Board recessed to closed session at 8:37 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to open session at 9:39 p.m.

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

(Time Stamp: 00)

President Nuris stated that in Closed Session, the Board voted to suspend an employee, without pay, pursuant to the provisions of Education Code Section 88123.

ADJOURNMENT

The meeting adjourned by consent at 9:39 p.m.

Submitted by

Michael Claire, Secretary

BOARD REPORT NO. 21-06-01A

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: Cheng Yu Hou, Chief Human Resources Officer
David Feune, Director, Human Resources

APPROVAL OF PERSONNEL ITEMS

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

**A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT
(NP = New position, * = New Employee)**

Cañada College

Andrea Garcia-Rittgers* Interim Director of Financial Aid Services Enrollment Services

New interim classified supervisory (exempt) employment (Grade 192E of the Academic-Classified Exempt Supervisory Salary Schedule 35; Salary Range: \$122,688 - \$155,388), effective June 21, 2021, replacing Margie Carrington who currently serves as the interim Director of Financial Aid Services.

College of San Mateo

Jeanne Marie Velickovic* Dean of Creative Arts and Social Science Creative Arts and Social Science

New administrative employment (Grade AD of the Management Salary Schedule 20; Salary Range: \$162,108 - \$205,980), effective July 12, 2021, replacing Laura Demsetz who will be returning to faculty status.

Skyline College

Danni Redding Lapuz Interim Vice President of Instruction Office of the Vice President
Of Instruction

Reassigned from Dean of Social Science and Creative Arts (Grade AD of the Management Salary Schedule 20; Salary Range: \$162,108 - \$205,980) into this interim administrative assignment (Grade AB of the same salary schedule; Salary Range: \$172,752 - \$221,916), effective July 1, 2021, replacing Jennifer Taylor-Mendoza who will be reassigned.

B. PUBLIC EMPLOYMENT

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

Cañada College

Jannet Rios* Program Services Coordinator (Dream Center) (NP) Enrollment Services

New full-time, 12-month classified employment (Grade 27 of the Classified Salary Schedule 70; Salary Range: \$68,580 - \$87,504), effective June 21, 2021. This position was previously Board approved on March 10, 2021.

District Office

Augustin Calderon* Groundskeeper Facilities

New full-time, 12-month classified employment (Grade BA of the Buildings and Grounds Salary Schedule 70; Salary Range: \$53,820 - \$66,972), effective June 14, 2021, replacing Thomas Cabrera who resigned.

Kelvin Liang* Utility Engineer Facilities

New full-time, 12-month classified employment (Grade DD of the Buildings and Grounds Salary Schedule 70; Salary Range: \$61,908 - \$76,944), effective June 14, 2021, replacing David McCargar.

2. Re-Employment

None

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

Anthony Burrola Utility Engineer Facilities

Reassigned from a full-time Custodian (Grade AA of the Buildings and Grounds Salary Schedule 70; Salary Range: \$50-6048 - \$62,736) into this full-time classified assignment at Grade DD of the same Salary Schedule; Salary Range: \$61,908 - \$76,944, effective June 10, 2021. This position was previously vacant.

Nicolas Chavez Utility Engineer Facilities

Reassigned from a full-time Custodian (Grade AA of the Buildings and Grounds Salary Schedule 70; Salary Range: \$50-6048 - \$62,736) into this full-time classified assignment at Grade DD of the same salary schedule; Salary Range: \$61,908 - \$76,944, effective June 10, 2021, replacing Jose Cortez Arias who was reassigned.

Omar Guzman Lopez Utility Engineer Facilities

Reassigned from a full-time Custodian (Grade AA of the Buildings and Grounds Salary Schedule 70; Salary Range: \$50-6048 - \$62,736) into this full-time classified assignment at Grade DD of the same salary schedule; Salary Range: \$61,908 - \$76,944, effective June 10, 2021, replacing Miguel Gonzalez who retired.

Skyline College

Joseph Jaballa Program Services Coordinator Counseling

Reassigned from a part-time Office Assistant II (Grade 18 of the Classified Salary Schedule 60; Salary Range \$55,104 - \$70,248) into this full-time classified assignment at Grade 27 of the same salary schedule; Salary Range: \$68,580 - \$87,504, effective date June 10, 2021, replacing Grace Beltran who was reassigned.

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT

None

E. CHANGES IN STAFF ALLOCATION

Cañada College

1. Recommend a change in staff allocation to add one full-time Program Supervisor position (Grade 180S of the Classified Professional/Supervisory Salary Schedule 40; Salary Range: \$78,936 - \$100,860) for the Funeral Services Program in the Science and Technology Division, effective June 10, 2021.

College of San Mateo

2. Recommend a change in staff allocation to add two part-time (40%) Staff Announcer/Producer positions (Grade 25 of the Classified Salary Schedule 60; Salary Range: \$65,196 - \$83,484) at KCSM, effective June 10, 2021.
3. Recommend approval of a temporary increase in staff allocation for two 10-month Child Development Center Aide III positions in the Child Development Center, effective July 1, 2021 through July 31, 2021.

<u>Allocation</u>	<u>Incumbent</u>	<u># of Days</u>
Child Development Center	Yovanka Crossley	22 days
Child Development Center	Lori Ann Pilster	22 days

4. Recommend approval of a temporary increase in staff allocation for two 10-month Child Development Center Aide II positions in the Child Development Center, effective July 1, 2021 through July 31, 2021.

<u>Allocation</u>	<u>Incumbent</u>	<u># of Days</u>
Child Development Center	Maricela Claudio	22 days
Child Development Center	Faridah Nejrabi	22 days

5. Recommend approval of a temporary increase in staff allocation for two 10-month Child Development Center Aide I positions in the Child Development Center, effective July 1, 2021 through July 31, 2021.

<u>Allocation</u>	<u>Incumbent</u>	<u># of Days</u>
Child Development Center	Izamar Nieto	22 days
Child Development Center	Clara Valdez Chon	22 days

Skyline College

6. Recommend approval of a temporary increase in staff allocation for three 10-month Child Development Center Aide III position in the Business, Education and Professional Programs Division, effective July 1, 2021 through July 31, 2021.

<u>Allocation</u>	<u>Incumbent</u>	<u># of Days</u>
BEPP	Michelle Amaral	17 days
BEPP	Steven Chan	17 days
BEPP	Nataliya Gamburg	17 days

District Office

7. Recommend creation of a new classification titled, “Internal Auditor” at Grade 200E (salary range: \$177,984 - \$225,492) of the Academic-Classified Exempt Supervisory Salary Schedule (35), effective June 10, 2021. In addition, recommend a change in staff allocation to add one full-time, 12-month Internal Auditor position in the Chancellor’s Office, effective June 10, 2021.

F. PHASE-IN RETIREMENT**Skyline College**

Rosemary Bell Professor Social Science/Creative Arts

Recommend approval of participating in the Phase-In Retirement Program, effective August 16, 2021. Confirmation of employee eligibility and final approval of the employee’s proposed workload reduction is managed by the State Teachers Retirement System.

Masao Suzuki Professor Social Science/Creative Arts

Recommend approval of participating in the Phase-In Retirement Program, effective August 16, 2021. Confirmation of employee eligibility and final approval of the employee’s proposed workload reduction is managed by the State Teachers Retirement System.

G. LEAVE OF ABSENCE**District Office**

Ingrid Melgoza Human Resources Representative Human Resources

Recommend approval of a leave of absence without pay with benefits, effective June 14, 2021 through August 31, 2021.

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

Alisa Clancy FM Program Director KCSM

Retiring effective July 5, 2021, with 28.5 years of District service. Eligible for District retiree benefits.

Amy Sobel Professor Language Arts

Retiring as Professor Emerita, effective May 28, 2021, with 24 years of District service. Eligible for District retiree benefits.

Anne Stafford Professor Language Arts

Retiring as Professor Emerita, effective May 28, 2021, with 21 years of District service. Eligible for District retiree benefits.

District Office

Kinghung Lau Custodian Facilities

Retiring effective August 2, 2021, with 20 years of District service. Eligible for District retiree benefits.

Skyline College

Eloisa Briones Vice President, Administrative Services Administrative Services

Retiring effective December 30, 2021, with 27 years of District service. Eligible for District retiree benefits.

2. Post-Retirement

None

3. Resignation

College of San Mateo

Samantha Martinez Cosmetology Aide Business / Technology

Resignation effective June 11, 2021 with 1.5 years of District service.

District Office

Isaac Knipfing Utility and Sustainability Specialist Facilities

Resignation effective June 16, 2021 with 3.5 years of District service.

Cassandra Lopez Public Safety Assistant Public Safety

Resignation effective May 21, 2021 with 4 months of District service.

Skyline College

Jazmin Milton Office Assistant II Language Arts

Resignation effective June 30, 2021 with 1.5 years of District service.

Alyssa Wong-Conway Program Services Coordinator Science, Technology, Engineering, & Math

Resignation effective May 31, 2021 with 2 years of District service.

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS**Cañada College****Rebekah Sidman-Taveau**

English

Humanities and Social Science

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

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>
Cañada College	Business, Design, and Workforce (ECE)	5	07/01/2021	12/18/2021	Professional Expert: ECE Practicum Mentor: These positions will facilitate a Community of Practice (CoP) each week while they are in the class. They will meet with their CoP at a time that they and their assigned students agree upon. During the CoP meetings the practicum mentors and the students will review assignments that may be written, self -videos or other activities that will be pre-organized by the primary course instructor. Requesting Manager: Hyla Lacefield.
Cañada College	Business, Design and Workforce	7	07/01/2021	06/30/2022	Professional Expert: Consultant (Non-Instructional): Facilitate Training for Foster parents and kinship caregivers. Requesting Manager: Hyla Lacefield.
College of San Mateo	Business/Technology (FIRE)	20	07/01/2021	06/30/2022	Professional Expert: EMT Skill Proctor: The Emergency Medical Technician (EMT) courses require the training and testing of manipulative skills for successful completion. The Fire Technology department will need professional experts to come in periodically to assist with this hands-on training and testing. Because these people are active public safety personnel and not always available to participate on scheduled skills days, we would like to build a pool of 20 individuals. In general, there would only be 1 - 3 professional experts scheduled to

					assist during a skills day, however the skills final requires 12 - 15 people to proctor the various stations. Requesting Manager: Francisco Gamez.
College of San Mateo	Creative Arts / Social Science	60	08/18/2021	05/31/2022	Professional Expert: Art Models These positions are for various Art Studio classes including: ART 206, ART 207, ART 208, ART 209, ART 215, ART 213, ART 216, and ART 230, for Fall 2021 and Spring 2022. Requesting Manager: Laura Demsetz.
College of San Mateo	Creative Arts / Social Science	15	08/18/2021	05/31/2022	Professional Expert: Music: These positions are for various Music courses including: Music 501, Music 502, Music 503, and Music 504. Studio Lessons I, II, III, and IV. (piano, jazz piano, guitar, voice, violin, low bass, oboe, clarinet, trumpet, jazz trumpet, drums, percussion, saxophone, flute, and French horn). Requesting Manager: Laura Demsetz.
Skyline College	Business/Technology (FIRE)	10	07/01/2021	12/31/2021	Professional Expert: EMT Skill Proctor: The Emergency Medical Technician (EMT) courses require the training and testing of manipulative skills for successful completion. The Emergency Medical Care department will need professional experts to come in periodically to assist with this hands-on training and testing. Because these people are active public safety personnel and not always available to participate on scheduled skills days, we would like to build a pool of 10 individuals. In general, there would only be 1 - 3 professional experts scheduled to assist during a skills day, however the skills final requires up to 10 people to proctor the various stations. Requesting Manager: Michael Kane.
Skyline College	BEPP / ECE	5	08/16/2021	12/18/2021	Professional Expert: ECE Practicum Mentor: These positions will facilitate a Community of Practice (CoP) each week with student teachers. They will meet with their CoP at a time

					that they and their assigned students agree upon, and conduct team meetings during the Practicum Seminar pre-organized by the primary course instructor. During CoP meetings the practicum mentors and the students will review assignments such as weekly discussion posts, self-videos of curriculum planning and teaching applications, and other activities that will be pre-organized by the primary instructor. Requesting Manager: Michael Kane.
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K. SHORT-TERM, NON-CONTINUING 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>
Cañada College	Business, Design and Workforce – Fashion Design	2	07/01/2021	12/18/2021	Fashion Design Program Assistant: <i>Previously Requested Position</i> Job duties consist of recruitment in Fashion Design and Merchandising Department at the high schools in San Mateo County, perform clerical duties, include email to students, creation of documents, and marketing materials. Greet new and continuing clients, assist in classroom, repair of sewing machines, etc. This grant does not allow the department to supplant a permanent part-time nor full-time employee of the District. These positions require highly technical skills and training in all aspects of fashion design and merchandising. Requesting Manager: Hyla Lacefield.
Cañada College	TRIO Upward Bound	2	06/14/2021	08/13/2021	Instructional Aide II: <i>Previously Requested Position</i> TRIO Upward Bound (UB) is grant-funded through the US Dept. of Education for low-income, first-generation, and at-risk high school students. This position is for a unique online academic summer Bootcamp for high school students. Duties include facilitation workshops, record keeping, and student support in virtual classrooms. TRIO UB students are new to online learning, especially

					concurrent enrollment courses, and need additional and intrusive support to be successful. This position will work closely with program staff to meet academic goals. Requesting Manager: Manuel Perez.
College of San Mateo	KCSM	3	07/01/2021	12/31/2021	FM Announcers: <i>Previously Requested Position</i> These positions will select music, create lists of music scheduled for play; hosts radio programs, produces promotional announcements; operates specialized station equipment. Requesting Manager: Dante Betteo.
District Office	Payroll Department	2	07/01/2021	12/31/2021	Accounting Technician: <i>Previously Requested Position</i> These positions will assist the Payroll department with the upcoming COLA – Retro process. Duties include retro retirement reporting, redistributions, assist with year-end closing, audit preparation, account reconciliations, journal entries, and general account work. Requesting Manager: Bernata Slater.
District Office	ITS	1	06/10/2021	08/31/2021	IT Support Technician I: This position will assist in implementation of HyFlex classroom projects as well as the updating of labs & classrooms and updating technology in preparation for campuses reopening. Requesting Manager: Yoseph Demissie/ Daman Grewal
Skyline College	Social Science / Creative Arts	1	07/01/2021	12/31/2021	Instructional Aide II: This position will prepare and maintain music lab classrooms for rehearsals, including ensemble set-up, organization, and distribution of music sheet, coordination of rehearsal schedule, and recommend equipment maintenance as needed. This position will schedule and track music labs' practice rooms, performance spaces, studio lessons, and musical instruments. This position will coordinate instrument and music sheet check-out for students and faculty remote-teaching kit (mics/green screens/cameras. This position will

					schedule and coordinate students' access to music practice rooms during COVID-19. Requesting Manager: Danni Redding Lapuz.
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BOARD REPORT 21-06-02A

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: Cheng Yu, Chief Human Resources Officer
David Feune, Director, Human Resources

APPROVAL OF THE ALLOCATION OF TOTAL COMPENSATION AND ADOPTION OF SALARY SCHEDULES FOR NON-REPRESENTED EMPLOYEES ON SALARY SCHEDULES 10 (EXECUTIVE) AND 20 (MANAGEMENT) FOR FY 2020-2021

Staff is bringing compensation items for the non-represented employees on salary schedules 10 (Executive) and 20 (Management) before the Board for consideration. Per the District's total compensation formula, the District's employee groups are notified of their respective available funds to collectively allocate within their group. The non-represented employees, including Executives (Salary Schedule 10) and Management (Salary Schedule 20) receive a compensation amount for fiscal year 2020-2021 according to the same total compensation formula offered to other employee groups.

With the District's Total Compensation Formula, the District allocates 80% of every new dollar of assessed value of property taxes to total compensation adjustments. This allocation is done based on the prorated share of the position control budget as compared to the total workforce for each employee group (AFSCME, AFT, CSEA, Non-Represented). The District deducts costs for PERS/STRS, step and column increases and any other regulatory rate (i.e., worker's compensation, Social Security, and Medicare) increases. The remaining apportionment to the respective employee groups is then allocated in the manner determined by the respective employee groups.

Non-represented employees group, which consists of those employees on Salary Schedule 35 (Academic Supervisors and Classified Supervisors), Salary Schedule 40 (Classified Professionals/Supervisors), Salary Schedule 50 (Classified Confidential), Salary Schedule 20 (Management) and Salary Schedule 10 (Executive), were consulted (via a survey) to determine how they collectively wanted to allocate the available compensation funds for their group. The group determined that they wanted to (1) increase the employer-paid medical premium cap by \$150 for the single party plan, \$300 for the two-party plan, and \$450 for the family plan, and (2) apply the remaining available funds to salary resulting in a 4.66% increase for FY 2020-2021.

At the July 22, 2020 Board meeting, the Board approved the increase to the employer-paid medical premium and the increase in salary for FY 2020-21 for the non-represented Academic Supervisors and Classified Supervisors (Exempt) (both on Salary Schedule 35), Classified Professionals/Supervisors (non-exempt) employees (Salary Schedule 40), and Classified Confidential employees (Salary Schedule 50). Total Compensation Formula allocations have been made to all employee groups for FY 2020-2021, with the exception of the Executive and Management groups (Salary Schedules 10 and 20), which are now presented for consideration, consistent with the District's Total Compensation Formula.

RECOMMENDATION

It is recommended that the Board of Trustees approve the allocation of available compensation for the following non-represented employees and adopt the attached salary schedules for FY 2020-2021 for: Executives (Salary Schedule 10) and Management (Salary Schedule 20) as described above and adopt the attached salary schedules.

San Mateo County Community College District
Executive Salary Schedule (10)
Effective Date: 01-JUL-2020

GRADE	STEP	1	2	3	4	5	6
CL	Ann	340000.00	340000.00	340000.00	340000.00	340000.00	340000.00
	Mon	28333.33	28333.33	28333.33	28333.33	28333.33	28333.33
	A1001	Chancellor					
		*Not eligible for COLA in FY 20/21 per employment contract					
EC	Ann	249912.00	261036.00	272172.00	284676.00	297204.00	311088.00
	Mon	20826.00	21753.00	22681.00	23723.00	24767.00	25924.00
	A1002	President					
	A1008	Provost, International Education					
	A1010	Vice Chancellor, Chief of Staff					
	A3019	Executive Vice Chancellor for Administrative Services					
	A3021	Vice Chancellor, Education Services & Planning					
	A3025	Vice Chancellor, Facilities					
	A3027	Vice Chancellor, Auxiliary Services & Enterprise Operations					

**San Mateo County Community College District
Management Salary Schedule (20)
Effective Date: 01-JUL-2020**

GRADE STEP		1	2	3	4	5	6
AA	Ann	217920.00	227664.00	237384.00	248532.00	259632.00	270780.00
	Mon	18160.00	18972.00	19782.00	20711.00	21636.00	22565.00
	A1013	Chief Technology Officer					
	A2050	Chief Human Resources Officer					
	A3022	Chief Financial Officer					
AB	Ann	180804.00	190512.00	200256.00	210000.00	221112.00	232260.00
	Mon	15067.00	15876.00	16688.00	17500.00	18426.00	19355.00
	A2005	Vice President, Instruction					
	A2006	Vice President, Student Services					
	A3001	Vice President, Admin Services					
	A3002	Vice President, Planning, Research and Institutional Effectiveness					
	A3031	Vice President, Special Projects					
AC	Ann	177984.00	186336.00	196104.00	205824.00	215580.00	226704.00
	Mon	14832.00	15528.00	16342.00	17152.00	17965.00	18892.00
	A2020	Executive Director, Foundation					
	A3028	Executive Director, Facilities Planning & Operations					
AD	Ann	169668.00	177984.00	186336.00	196104.00	205824.00	215580.00
	Mon	14139.00	14832.00	15528.00	16342.00	17152.00	17965.00
	A1009	Dean, Planning, Research, Innovation, and Effectiveness					
	A2010	Dean, Counseling, Advising and Matriculation					
	A2011	Dean, Division					
	A2044	Dean, Kinesiology, Athletics and Dance					
	A2045	Dean, Academic Support and Learning Technologies					
	A2046	Dean, Global Learning Programs					
	A2047	Dean, Student Equity and Support Programs					
	A2048	Dean, Enrollment Services and Support Programs					
	A2049	Dean, Strategic Partnerships and Workforce Development					

AE	Ann	161328.00	169668.00	177984.00	186336.00	196104.00	205824.00
	Mon	13444.00	14139.00	14832.00	15528.00	16342.00	17152.00
	A2016	Director of Human Resources					
	A2023	Director of General Services					
	A2024	Director of Operations					
	A3015	Director of Maintenance and Operations					
	A3029	Director of Capital Projects (Measure H)					
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AF	Ann	152988.00	161328.00	169668.00	177984.00	186336.00	196104.00
	Mon	12749.00	13444.00	14139.00	14832.00	15528.00	16342.00
	A2042	Dean, Enrollment Services					
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AG	Ann	146004.00	152988.00	161328.00	169668.00	177984.00	186336.00
	Mon	12167.00	12749.00	13444.00	14139.00	14832.00	15528.00
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AH	Ann	139056.00	146004.00	152988.00	161328.00	169668.00	177984.00
	Mon	11588.00	12167.00	12749.00	13444.00	14139.00	14832.00
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AI	Ann	132120.00	139056.00	146004.00	152988.00	161328.00	169668.00
	Mon	11010.00	11588.00	12167.00	12749.00	13444.00	14139.00
	A2041	Director of Development					
	A3013	Director of Planning and Research					
<hr/>							
AJ	Ann	125172.00	132120.00	139056.00	146004.00	152988.00	161328.00
	Mon	10431.00	11010.00	11588.00	12167.00	12749.00	13444.00
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BOARD REPORT NO. 21-06-101B

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

APPROVAL OF SERVICE AWARD FOR 2020-2021 STUDENT TRUSTEE

Currently, the Student Trustee earns a maximum of \$417 per month for serving as Trustee. Prior to February 2021, when the Board received a compensation increase, the Student Trustee earned a maximum of \$397 per month. The Student Trustee is eligible, at the Board's discretion, for a service award if they have fulfilled the duties of the position for a 12-month period, in an amount equal to the total already earned during their 12-month term.

Student Trustee Jade Shonette has served as Student Trustee for the past 12 months and has fulfilled all requirements of the office as specified in the Education Code and Board Policies.

RECOMMENDATION

It is recommended that the Board authorize payment of a service award to Student Trustee Jade Shonette, in accordance with Board Policy 1.05, as described above.

BOARD REPORT NO. 21-06-102B

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

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

**ACCEPTANCE OF GRANT FUNDS FROM THE DEPARTMENT OF ENERGY
FOR THE PATHWAYS TO IMPROVED REPRESENTATION IN ADVANCED NUCLEAR
SCIENCE PROJECT**

Skyline College has been awarded a Department of Energy grant in the amount of \$450,000 for the College's *Pathways to Improved Representation in Advanced Nuclear Science* project. The funding period is from July 1, 2021 to June 30, 2023.

The primary goal of *Pathways to Improved Representation in Advanced Nuclear Science* project is to foster Skyline College student involvement in ongoing research and development for the next Enriched Xenon Observatory (nEXO) for double-beta decay. An international collaboration comprising some 150 individuals representing 40 institutions, nEXO's mission is to perform a nuclear physics experiment that will search for and possibly discover neutrinoless double-beta decay in a common isotope of xenon.

Over the two-year project period, the College will support a total of eight student trainees, and each trainee will be given an opportunity to develop small-scale hardware and software products to support nEXO R&D in some or all of the following technical areas: a) purity tests of candidate detector materials; b) radon mitigation technology; c) TPC design; d) vacuum and xenon gas management, e) thermal management and detector readout electronics; f) high voltage cabling and power management; g) barium tagging; and h) data analysis. During each program year, two students will work with the SLAC group and two students will work with the Stanford University group.

The main outcome is to increase the number of students from underrepresented populations who choose to pursue graduate studies in nuclear physics. Success will be assessed by observing whether trainees have achieved the learning outcomes and skills at the end of their programs. Learning outcomes for the trainees include: (1) familiarity with the field of experimental nuclear physics; (2) confidence in trainees' individual ability to independently pursue graduate studies in experimental nuclear physics; (3) a clear sense of the career possibilities in nuclear physics; and (4) firsthand understanding of how a modern experimental nuclear physics project is run. Skills that the trainees will acquire include: (1) computer programming; (2) electronics test and assembly; (3) rapid prototyping; and (4) design of experiments.

RECOMMENDATION

It is recommended that the Board of Trustees authorize acceptance of the grant funds in the amount of \$450,000 from the Department of Energy for the *Pathways to Improved Representation in Advanced Nuclear Science* project.

BOARD REPORT NO. 21-06-103B

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Yanely Pulido, Director of General Services

APPROVAL OF COMPONENTS TO CREATE NEW OPERATING MODEL FOR SAN MATEO ATHLETIC CLUB AND ANY FUTURE ATHLETIC CLUB AT CAÑADA COLLEGE

On May 12, 2021, the Board of Trustees provided guidance to staff to cancel the reissuance of a new RFP to engage a third-party vendor to operate the San Mateo Athletic Club and Aquatic Center (SMAC) located on the campus of College of San Mateo and to seek a short-term extension of the current contract with EXOS to facilitate a transition. Additionally, the Board of Trustees provided guidance to staff of its desire to transition SMAC and any future athletic club at Cañada College into an in-house operation with District staff and certain programmatic and community use elements.

Given the guidance of the Board of Trustees, staff has prepared an amendment (Attachment #01) to the contract with EXOS for the continued operation of SMAC to allow time for staff to develop a new operating model and transition plan. The contract amendment proposed in this Board Report contains language to extend the term of the contract to December 31, 2021. In the event additional time is required to complete the transfer of the management of the SMAC Facilities to the District, the contract will automatically extend for a period not exceeding three (3) months.

RECOMMENDATION

It is recommended that the Board of Trustees authorize the Chancellor, or his designee, to (1) cancel the reissuance of a new RFP to engage a third party vendor to operate the San Mateo Athletic Club, and (2) execute an amendment to the contract with EXOS Community Services, LLC to extend the contract for an additional six months ending on December 31, 2021, in an amount not to exceed \$182,322, with an option to extend an additional three months if needed by the District.

Further, it is recommended that the Board direct the Chancellor to take necessary steps to initiate and implement a process to transition operation of the San Mateo Athletic Club and any future athletic club at Cañada College to an in-house operation.

**FIFTH AMENDMENT TO AGREEMENT BETWEEN
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT AND
EXOS COMMUNITY SERVICES, LLC**

This Amendment to Agreement (“Amendment”) is made and entered into as of this **10th day of June 2021 (“Effective Date”)** between San Mateo County Community College District, a political subdivision of the State of California (hereinafter District) and EXOS Community Services, LLC (hereinafter “Contractor”).

WHEREAS, District and Contractor have heretofore entered into an agreement (hereinafter Agreement) dated July 1, 2015, for management and supervision of the San Mateo Athletic Club (“SMAC”).

WHEREAS, the parties desire to amend the Agreement in the manner hereinafter set forth.

NOW, THEREFORE, in consideration of the mutual covenants contained herein and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. The terms in this Amendment shall have the same meaning as like terms in the Agreement. In case of any inconsistencies between the terms and conditions contained in the Agreement and the terms and conditions contained herein, the terms and conditions herein shall control. Except as set forth below, all provisions of the Agreement remain unchanged and in full force and effect.
2. **TERM OF CONTRACT**. Paragraphs 1.1 and 1.2 of the Agreement are hereby amended in their entirety to read as follows:
 - 1.1 **Extension of Term**. The term of Agreement is extended for a period of eighteen (18) months, beginning on July 1, 2020 and ending on December 31, 2021, unless terminated earlier as provided in the Agreement. In the event that additional time is required by both parties to complete the transfer of the management of the Facilities to the District, the Contractor agrees to continue to provide services to the District for a period not to exceed three (3) months.
 - 1.2 **Transition Period**. Notwithstanding anything to the contrary in this Agreement, the Contractor agrees to exercise its best efforts and cooperation to effect an orderly and efficient transition to the District. Upon District’s written notice, the Contractor shall negotiate in good faith a plan with the District to determine the nature and extent of transition services required. The transition plan shall be subject to the District's approval.
3. This Amendment, together with all Exhibits and amendments thereto through the date hereof, shall constitute the entire Agreement.

IN WITNESS WHEREOF, the parties have caused this Amendment to be executed on the day and year indicated.

EXOS COMMUNITY SERVICES, LLC

**SAN MATEO COUNTY COMMUNITY
COLLEGE DISTRICT**

Signature

Signature

Name/Title of Authorized Signatory

Yanely Pulido, Director of General Services
District Authorized Signatory

Date

Date

BOARD REPORT NO. 21-06-01C

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Dr. Aaron McVean, Vice Chancellor for Educational Services and Planning

DISTRICT STRATEGIC PLAN UPDATE

The updated and revised District Strategic Plan will be presented to the Board of Trustees for a first review at this study session. The Board will receive a presentation outlining the process that was undertaken to update and revise the plan, the environmental scanning information that was considered during that revision process, and ultimately the updated Strategic Goals and Districtwide Strategies. The Board will also be presented with the conceptual framework of *Free Community College* as a strategic initiative of the District Strategic Plan. Time for feedback, comments, and questions will be provided, with the goal of returning the final plan for adoption by the Board at its June 23rd meeting.

A draft summary of the plan update is attached.

EQUITY, SOCIAL JUSTICE, AND COMPLETION

A STRATEGIC PLAN OF THE SMCCCD

EXECUTIVE SUMMARY

The San Mateo County Community College District (SMCCCD) is committed to the principles of social justice and equity with an intentional focus on ensuring students complete their educational goals, from certification in career education to associate degrees and transfer to four- year universities... on-time! This focus on completion comes from a recognition that the most important factor that contributes to upward social and economic mobility is the attainment of higher education, and this lays the foundation for the District's Strategic Plan.

This Strategic Plan is organized around four Strategic Goals and attending Districtwide Initiatives that provide a blueprint and focus for the work of the District and its Colleges.

STRATEGIC GOAL 1: Develop and strengthen educational offerings, interventions, and support programs that increase student access, success, and completion.

STRATEGIC GOAL 2: Establish and expand relationships with school districts, 4-year college partners, community-based organizations and employers to increase higher education attainment and economic mobility in San Mateo County.

STRATEGIC GOAL 3: Promote innovation and excellence in instruction to support student learning and success.

STRATEGIC GOAL 4: Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations. Protect community-supported status, and undertake the development of alternative sources of revenue that support educational programs beyond what is available from community and state allocations.

Taken together, these Strategic Goals are intended to continue the work of the SMCCCD to be an innovative, effective, and equity-focused institution of higher education. The District Strategic Plan will serve as a guide over the next five years as the District invests in the strategic development and allocation of resources in support of these goals.

A FOCUS ON EQUITY AND SOCIAL JUSTICE

The previous iteration of the District Strategic Plan also included a focus on equity and social justice, which is carried through to this update. Social justice is not a passive statement, but instead requires focused action to dismantle systemic barriers that have prevented, in particular, low-income communities and communities of color from accessing and succeeding in higher education. A true commitment to equity means being willing to invest more in communities and students that have been historically marginalized and have experienced disproportionately negative impacts from systemic racism and other institutionalized systems of oppression. Through the implementation of the Strategic Plan, the SMCCCD

demonstrates its commitment to dismantling barriers to access, success, and completion of higher education.

FREE COMMUNITY COLLEGE IN THE SMCCCD

The environmental scan data presented later in this Strategic Plan highlights the essential role that the SMCCCD plays by providing THE point of access to public higher education in San Mateo County. In support of the focus on Equity, Social Justice, and Completion, a strategic initiative of the District over the life of this Strategic Plan is to make Free Community College in the SMCCCD a reality. Some of the key components that combine to make Free Community College a possibility for San Mateo County that are also captured in the Goals and Districtwide Strategies of this plan include the accelerated expansion of Dual Enrollment, the Promise Scholars Program (PSP), and Open Educational Resources (OER) for Zero Textbook Cost (ZTC) degree programs, all within a Guided Pathways framework. A portfolio of components for a Free Community College initiative is included as Appendix B.

RESOURCE DEVELOPMENT AND STEWARDSHIP

San Mateo County is one of the wealthiest, and also one of the most expensive, counties in the state of California, reflected in a median home price of more than \$1.8 million as of March 2021. This wealth is in large part generated by the robust economy of the Silicon Valley and greater Bay Area, from San Francisco through San Mateo and down to Santa Clara County. The SMCCCD is fortunate to benefit from this economy that causes it to be one of the handful of community supported (i.e., Basic Aid) districts in the California Community College System. As outlined in Strategic Goal 4, maintenance of this status is essential to the long-term stability of the District. However, just as important, is the strategic development of additional resources and the responsible stewardship of existing ones. The strategic development of partnerships with governmental agencies such as the San Mateo County Board of Supervisors and local city councils, expansion of philanthropic efforts through the San Mateo County Community College Foundation (SMCCCF), and the development of alternative revenue sources combined with legislative and policy changes, will all be necessary to implement the Districtwide Strategies outlined in this Strategic Plan. Responsible and effective stewardship of these resources, and the willingness to prioritize their allocation and expenditure, will be needed to fully realize the goals of the District.

THE COVID-19 PANDEMIC

It is important to note that during the update of the District Strategic Plan, the COVID-19 global pandemic disrupted not only the timeline for the revision of this plan, but the entire District, its colleges, and the lives of every student and employee. Emerging from this pandemic has led to a reexamination of what the implementation of the District Strategic Plan can look like, from what types of professional development are needed, to what does innovation in teaching and learning look like, and even to what does sustainability mean in the face of such a disruption?

THE DISTRICT STRATEGIC PLAN UPDATE PROCESS

The District Strategic Plan (DSP) follows a regular cycle of review and update as shown below. Beginning in the 2019-20 academic year, a District Strategic Plan Steering Committee (DSPSC) was formed in order to lead the update process. Originally scheduled to be completed by the beginning of the 2020-21 academic year, the COVID-19 global pandemic forced the timeline to be extended.

District Strategic Plan Review Cycle							
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
SMCCCD Strategic Plan 2015-2020	Plan Completed (Year 1)	Implement (Year 2) — Review — Assess	Implement (Year 3) — Mid-Term Review — Assess	Implement (Year 4) — Review — Assess —	Plan Update (Year 5) — Review — Assess	Plan Update Continued (Year 6)	Comprehensive Plan Update Completed (Year 1)

Table 1

STEERING COMMITTEE MEMBERSHIP

The District Strategic Plan Steering Committee (DSPSC) was formed to guide the process for update and revision of the District Strategic Plan. The DSPSC included representation from the Board of Trustees and appointees from each of the Colleges. The Deans of Planning, Research and Intuitional Effectiveness (PRIE) were key members that were included to promote alignment between the local college Strategic Plans and Educational Master Plans and the revised District Strategic Plan. The committee membership was as follows:

Name	Title
Aaron McVean (Chair)	Vice Chancellor, Educational Services and Planning
Dave Mandelkern Tom Nuris	Trustees
Jamillah Moore	President (Cañada College)
Jeremy Wallace	District Academic Senate President (CSM)
Golda Margate	CSEA Representative (Skyline College)
Jordan Chavez (2019-20) Jade Shonette (2020-21)	Student Trustees
Karen Engel	Dean of PRIE (Cañada College)
Hilary Goodkind	Dean of PRIE (CSM)
Ingrid Vargas	Dean of PRIE (Skyline College)

Table 2

Over the course of the update period, the DSPSC met regularly to review relevant information that informed the current Strategic Goals and Districtwide Strategies. Once an updated set of Goals and Districtwide Strategies were developed, input was solicited from Academic and Classified Senates, as well as governance committees involved in local strategic planning and resource allocation at each of the three Colleges. From that input, additional changes were made to the final set of goals and strategies contained within this Strategic Plan.

Date	Activity	Location
2019		
October 15 th	First meeting of the DSP Steering Committee	District
November 13 th	DSPSC #2: District Mission and College Strategic Plans	District
December 9 th	DSPSC #3: Environmental Scan and SWOT Analysis	District
2020		
January 28 th	DSPSC #4: Strategic Goals and Districtwide Strategies Review	CSM
February 18 th	DSPSC #4.5: Strategic Goals and Districtwide Strategies Review cont.	District
COVID-19		
October 7 th	DSPSC #5: District Strategic Plan Metrics Review	Zoom
October 14 th	Board Study Session: District Strategic Plan Progress	Zoom
November	College Planning Council Presentations	Zoom
2021		
January - March	Academic Senate Presentations Classified Senate Presentations	Zoom
March 3 rd	DSPSC #6: Final Review	Zoom
June 9 th	Board Presentation	Zoom
June 23 rd	Board Adoption	TBD

Table 3

STRATEGIC GOALS AND DISTRICTWIDE STRATEGIES

The following set of Strategic Goals and Districtwide Strategies was developed following the process outlined above. The first section of the District Strategic Plan focuses on Districtwide Strategies that cut across all Strategic Goals and provide a timely focus for District and College efforts. Reflecting emerging issues and priorities across the District, the following set of Districtwide Strategies were identified for the 2021-2026 District Strategic Plan.

Districtwide Strategies
<ul style="list-style-type: none"> Continually explore and implement interventions that benefit all students and help them to achieve their specific educational goals.
<ul style="list-style-type: none"> Measure the impact of new and existing Districtwide efforts to increase access, success, and completion while reducing equity gaps for disproportionately impacted student groups.
<ul style="list-style-type: none"> Support the Colleges by providing resources for innovative teaching and learning that is designed to increase student success.
<ul style="list-style-type: none"> Fully implement and optimize the Salesforce CRM and associated products in order to integrate technology systems for better communication to students, staff, and faculty.
<ul style="list-style-type: none"> Support the implementation of the District’s sustainability initiatives to address its program goals as part of the District’s response to climate change.
<ul style="list-style-type: none"> Support the work of the District Anti-Racism Council to radically reimagine how we commit to anti-racism and how we can transform the educational experiences for all students, especially hyper-marginalized students.
<ul style="list-style-type: none"> Expand the Promise Scholars Program to serve all students who are interested and qualify for this completion focused program.

Strategic Goal #1 and the accompanying Districtwide Strategies focus on increasing student access, success, and completion. Although the District Strategic Plan is intended to set the strategic direction for the District for the next five years, it is impossible to not consider the current COVID-19 pandemic when reviewing the revised strategies below. The importance of continuing to develop and implement on-line support services and to provide professional development, for example, are both made more apparent in the current operating environment.

Strategic Goal #1
DEVELOP AND STRENGTHEN EDUCATIONAL OFFERINGS, INTERVENTIONS, AND SUPPORT PROGRAMS THAT INCREASE STUDENT ACCESS, SUCCESS, AND COMPLETION
Districtwide Strategies
<ul style="list-style-type: none"> Encourage the development of methodologies that increase the number of students who utilize support services that enable them to stay in school and succeed.

<ul style="list-style-type: none"> • Create on-line and web-based options for students to access advising and counseling services, interactive scheduling, and educational plans.
<ul style="list-style-type: none"> • Strengthen the alignment of career education programs with projected workforce needs.
<ul style="list-style-type: none"> • Provide professional development resources for faculty, staff, and administration to ensure program effectiveness and excellence in teaching and learning.
<ul style="list-style-type: none"> • Establish a dedicated budget for new program development in order to increase access, success, and completion, and eliminate equity gaps.
<ul style="list-style-type: none"> • Review student placement processes and incorporate multiple measures of assessing the preparedness of new students for college level work with the goal of decreasing time needed to achieve one’s goal.
<ul style="list-style-type: none"> • Use emerging practices to accelerate student progression of ESL sequences into transfer-level courses.
<ul style="list-style-type: none"> • Evaluate the implementation of revised placement processes for English, and math, ensuring students are successful in transfer-level coursework.
<ul style="list-style-type: none"> • Systematically evaluate the effectiveness of academic and student support programs in all areas and develop, strengthen, or eliminate programs to support student success.

Strategic Goal #2 and the accompanying Districtwide Strategies focuses on the continuum of strategic partnerships and pathways from feeder high schools through the District and onto four-year universities. The continued focus of the District and its colleges to implement Guided Pathways and increase Dual Enrollment opportunities is part of the intentional work to increase access to higher education for historically underserved communities and to increase their successful completion and transfer.

Strategic Goal #2
<p>ESTABLISH AND EXPAND RELATIONSHIPS WITH SCHOOL DISTRICTS, 4-YEAR COLLEGE PARTNERS, COMMUNITY-BASED ORGANIZATIONS AND EMPLOYERS TO INCREASE HIGHER EDUCATION ATTAINMENT AND ECONOMIC MOBILITY IN SAN MATEO COUNTY</p>
Districtwide Strategies
<ul style="list-style-type: none"> • Increase collaboration, interaction, and alignment with high school partners to increase successful transitions from local high schools to ensure higher education is accessible for all San Mateo high school students.
<ul style="list-style-type: none"> • Continue to expand and support Middle College and Early College opportunities.
<ul style="list-style-type: none"> • Expand dual enrollment opportunities and make processes more efficient and accessible for secondary schools and their students.
<ul style="list-style-type: none"> • Create faculty-to-faculty collaboration as part of high school partnerships for Dual Enrollment and Guided Pathways to better align curricula and to create seamless transitions from secondary to postsecondary education.

- Work with feeder high schools to streamline processes for sharing transcript information to facilitate placement of more students into the appropriate transfer-level credit courses.
- Create an active campus environment that creates a sense of belonging and engagement for students.
- Increase and articulate Guided Pathways, programs, and services to improve career development and job placement to help students meet their stated goals.
- Increase/expand partnerships with four-year colleges and universities to increase seamless curriculum alignment and direct program transfer, as well as develop opportunities to complete four-year degrees in San Mateo County.
- Share data and information, especially about student success, with community partners.

Strategic Goal #3 and the accompanying Districtwide Strategies focuses on the development of innovation in teaching and learning, including the use of emerging technologies. The need for this focus has again been highlighted by the COVID-19 pandemic, which has immediately shifted the operating environment of the District and has changed the future of higher education in ways that are not yet fully understood. Regardless, the continued investment in innovation is essential for the District to remain relevant and competitive for future generations of students.

Strategic Goal #3
PROMOTE INNOVATION AND EXCELLENCE IN INSTRUCTION TO SUPPORT STUDENT LEARNING AND SUCCESS
Districtwide Strategies
<ul style="list-style-type: none"> • Expand program delivery options, including accelerated completion options, for all students including online students, e.g., College for Working Adults; short-term classes; intersession classes; cohort classes; and continuing, corporate and community education. • Promote strategic development of online education to increase the development and delivery of quality, fully online certificate and degree programs. • Support professional development for faculty and staff to incorporate advances in teaching, learning, and effective use of technology. • Increase technology use in the classroom and develop the overall District technology infrastructure to support innovative practices in teaching and learning. • Integrate technological systems to ensure a seamless and efficient experience for students, faculty, and staff. • Ensure student and academic support services are accessible to all students in the online environment.

- Support innovation and excellence by increasing the availability of data and information to inform the effectiveness of programs and interventions designed to increase student success, equity, and achievement.
- Support the International Student Programs and expand International Education to provide a global education and campus culture that benefits all students.
- Foster an environment that continues to attract and retain highly qualified and dedicated faculty, staff, and administration that share the District’s values of equity and social justice.
- Accelerate the development and adoption of Open Educational Resources (OER) and expand Zero Textbook Cost (ZTC) course offerings for students across all modalities.

Finally, Strategic Goal #4 and the accompanying Districtwide Strategies focuses on the maintenance and development of resources to support the innovation, programs, and services identified in the previous strategic goals. The COVID-19 pandemic has also created a less certain future funding outlook that will require additional alternative sources of revenue and strategic development efforts.

Strategic Goal #4
ENSURE NECESSARY RESOURCES ARE AVAILABLE TO IMPLEMENT THIS STRATEGIC PLAN THROUGH SOUND FISCAL PLANNING AND MANAGEMENT OF ALLOCATIONS. PROTECT COMMUNITY-SUPPORTED STATUS AND UNDERTAKE THE DEVELOPMENT OF ALTERNATIVE SOURCES OF REVENUE THAT SUPPORT EDUCATIONAL PROGRAMS BEYOND THAT WHICH IS AVAILABLE FROM COMMUNITY AND STATE ALLOCATIONS.
Districtwide Strategies
<ul style="list-style-type: none"> • Protect and solidify District funding, predominately in the form of property taxes, through interaction and advocacy with key county and state legislators and the State Chancellor’s Office. To ensure this is achieved, build coalitions among other community-supported districts and statewide associations. • Increase actions across the District to provide alternative revenue sources to support programs that increase student success, equity, and achievement. • Expand the development, management, and grant funding strategy and infrastructure for the Districts and its Colleges. • Increase philanthropic development efforts in order to provide resources that can be used to support programs and efforts that increase student success, equity, and achievement. • Increase Community, Continuing and Corporate Education (CCCE) training and services to San Mateo County residents, families and public and private sector organizations through increased lifelong learning and professional certifications for adults, expanded academic and fitness programming for youth, and customized workforce training for public and private-sector organizations.

- Increase credit-based enrollments through new credit/non-credit hybrid programming.
- Contribute to the economic development of San Mateo County through collaborative partnerships with industry and workforce/economic development agencies.
- Partner with local, regional, and state level governmental and other agencies in order to achieve the strategic goals of the District.
- Review allocations and evaluate the investment of resources in order to align resource allocation with District goals and Districtwide strategies that increase student success, equity, and achievement.

ENVIRONMENTAL SCAN DATA

Informing the update and revision of the current District Strategic Plan is a robust set of environmental scanning data that was reviewed and considered in detail by the DSPSC and shared with the broader District community during discussion of the updated goals and strategies. Data from both the external and internal environment was reviewed and analyzed. The data presented below represent the most relevant information for the planning context that informed the update and revision of this District Strategic Plan.

EXTERNAL CONTEXT

The relevant external context for the update and revision of the District Strategic Plan includes the broader trends in San Mateo County and the Silicon Valley, with particular focus on high schools and the economic conditions related to, and impacted by, higher education. Unless otherwise noted, environmental scanning data for the external context was pulled from the [Silicon Valley Index 2021](#), an annual report published by Joint Venture Silicon Valley.

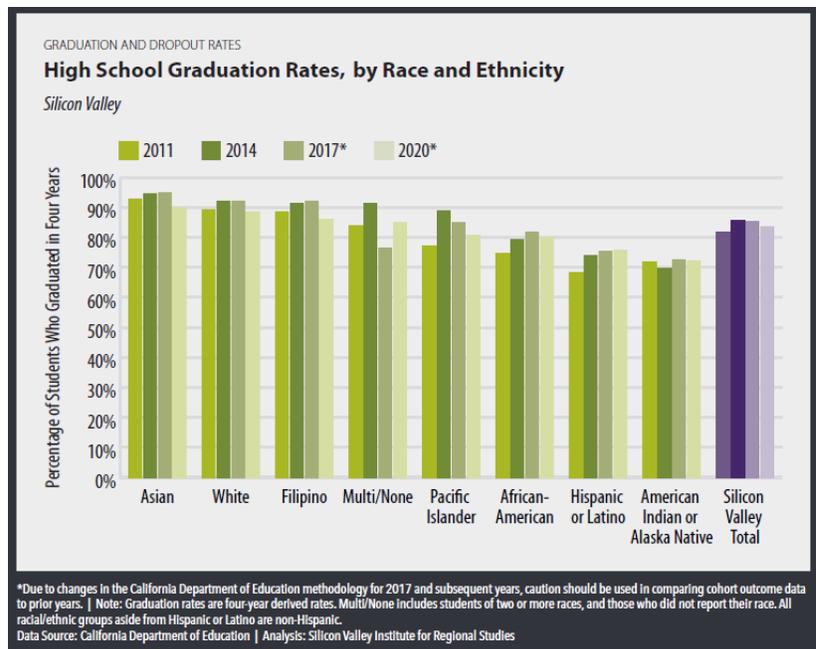


Figure 1

High school data included here highlight one of the major equity issues that several of the Districtwide Strategies are intended to address. Beginning with high school graduation rates (Figure 1), though relatively high across all groups there are noted discrepancies based on the race and ethnicity of students. The largest equity gaps exist for Hispanic/Latinx, American Indian or

Alaskan Native (AIAN), and African American students, when compared to White and Asian students. This highlights a systemic issue that is resulting in institutions being less successful in serving these student populations. These data, when combined with data on the share of high school graduates who meet UC/CSU requirements (see Figures 2 and 3), also known as “a-g” requirements, reinforce the critical need to invest in strengthening and streamlining pathways from local high schools to the Colleges of the SMCCCD. Again, while generally high when compared to the overall state rates, there are gross disparities based on the race and ethnicity of students with regard to the completion of UC/CSU requirements.

The lowest rates of completion of UC/CSU requirements are seen in the Hispanic/Latinx, Pacific Islander, African-American, and American Indian or Alaska Native student

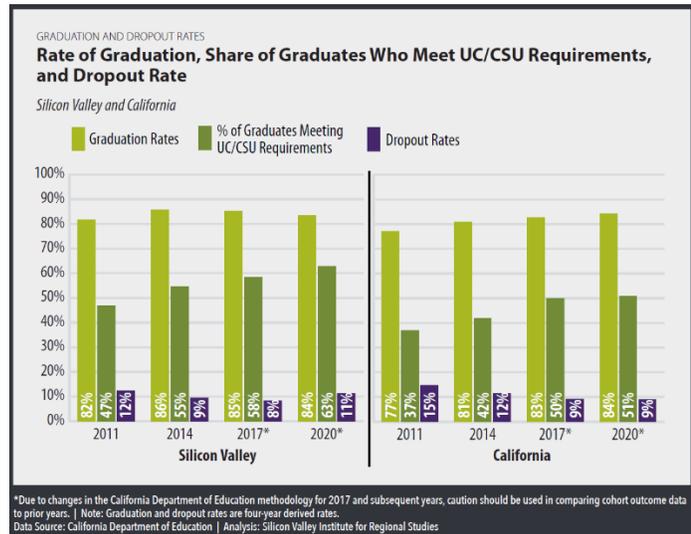
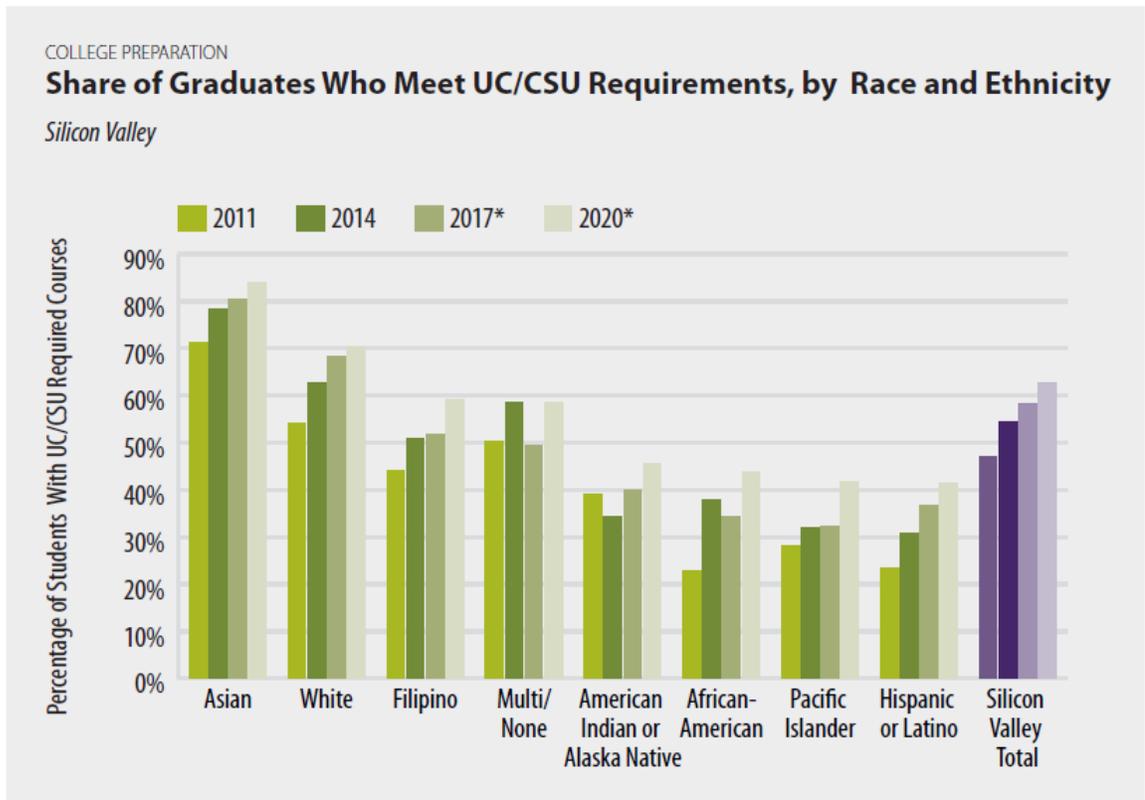


Figure 2



*Due to changes in the California Department of Education methodology for 2017 and subsequent years, caution should be used in comparing cohort outcome data to prior years. | Note: Multi/None includes students of two or more races, and those who did not report their race. All racial/ethnic groups aside from Hispanic or Latino are non-Hispanic. | Data Source: California Department of Education | Analysis: Silicon Valley Institute for Regional Studies

Figure 3

populations. Taken in totality, these three figures highlight a persistent systemic issue that this District Strategic Plan is focused on addressing. The expansion of Dual Enrollment, as part of Strategic Goal #2 and a key component of the Free Community College initiative, is specifically intended to address this issue. If students do not complete the UC/CSU requirements in high school, the SMCCCD is likely the only point of access to higher education available. The other Districtwide Strategies under Goal #2 that identify engagement with high schools and streamlining of data and information sharing are all in recognition of the importance of increasing the successful transition of high school students, and specifically students of color, into higher education.

THE IMPORTANCE OF COMPLETION

Increasing access to higher education in the SMCCCD is only one component of the District Strategic Plan, but the overarching focus is on increasing completion of educational goals, and in particular completion of certificates, degrees, and eventual transfer to a four-year university. The next set of external environmental scanning data, taken together, highlight the importance of degree and transfer completion

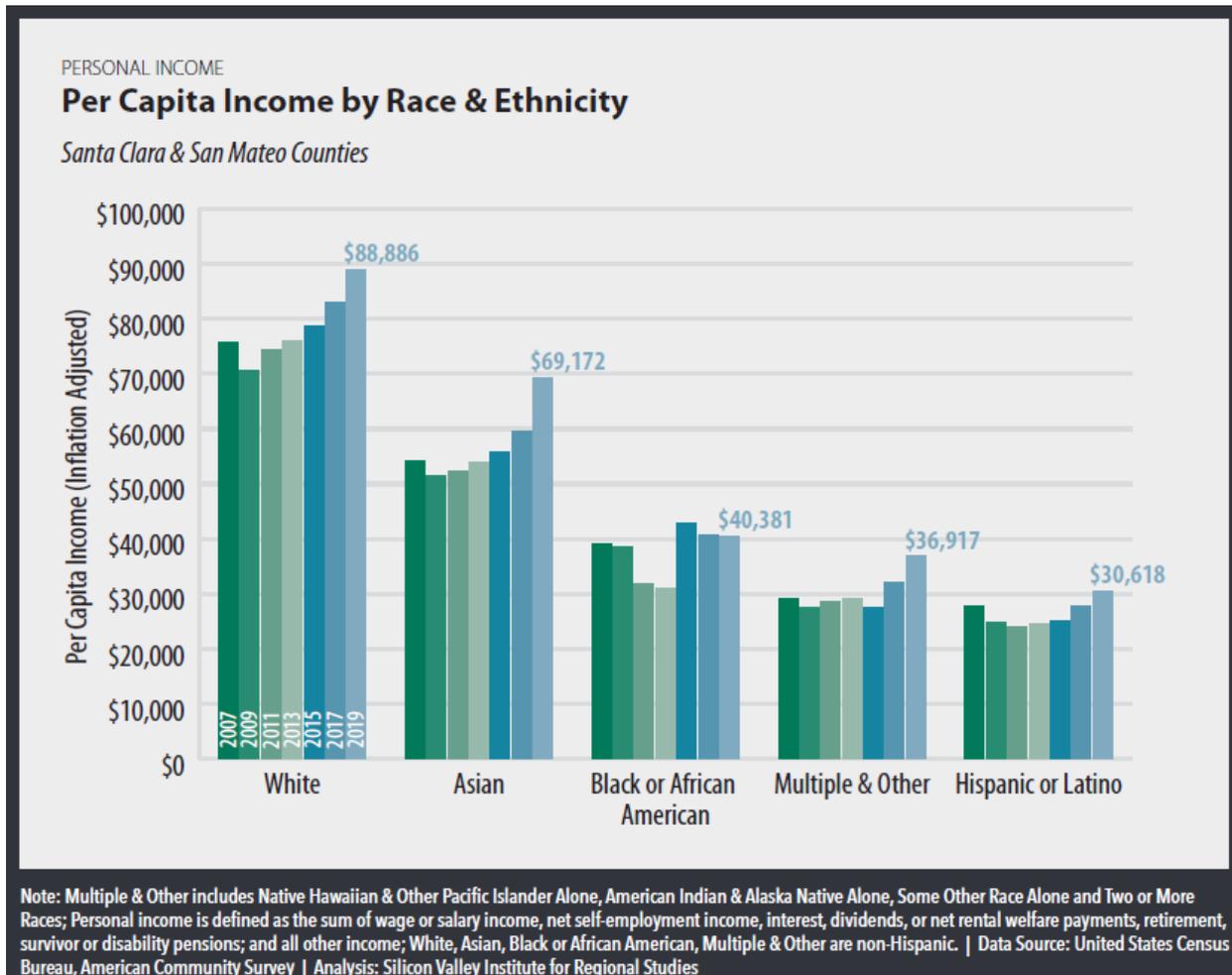


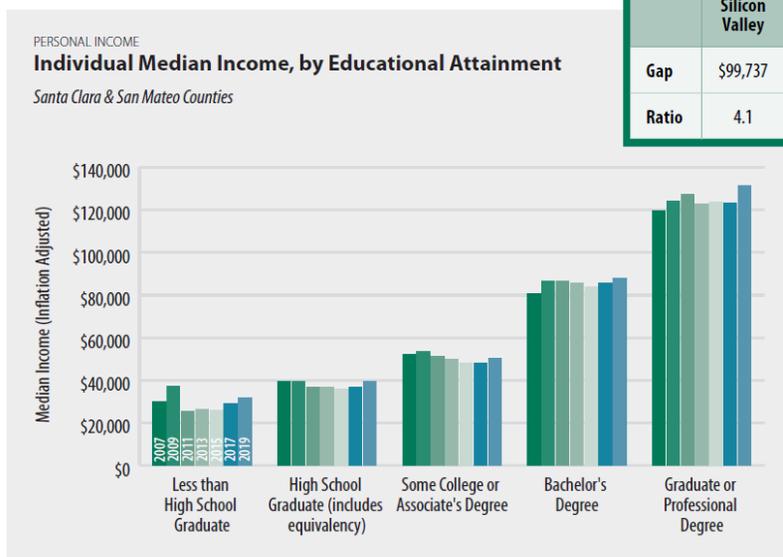
Figure 4

in particular for individuals in the Silicon Valley and San Mateo in order to gain access to the economies of the region. Beginning with Figure 4, there are wide disparities in per capita income between racial and ethnic groups in the Silicon Valley. African-American and Hispanic/Latinx communities earn substantially less than White and Asian communities. As shown in Figure 5 at right, these disparities have increased over the past decade, with communities of color not benefiting as much from the substantial growth in the overall incomes as a result of the growth in the economies of the Silicon Valley.

Percent Change in Inflation-Adjusted Per Capita Income, by Race & Ethnicity	
Santa Clara & San Mateo Counties, 2009-2019	
Asian	+35%
Multiple & Other	+34%
White	+26%
Hispanic or Latino	+23%
Black or African American	+5%
ALL	+25%

Figure 5

Although not the only reason for these disparities, a significant factor that prevents individuals from accessing the economy and reaching higher per capita income levels is educational attainment. As shown below, achieving a bachelor’s degree is essentially a minimum level of educational attainment in order to earn a median income level that is sustainable in the Silicon Valley. The ratio presented also highlights that level of educational attainment has a greater impact on median income levels in the Silicon Valley, San Mateo County, and San Francisco, than the state of California in general (see Figure 6).



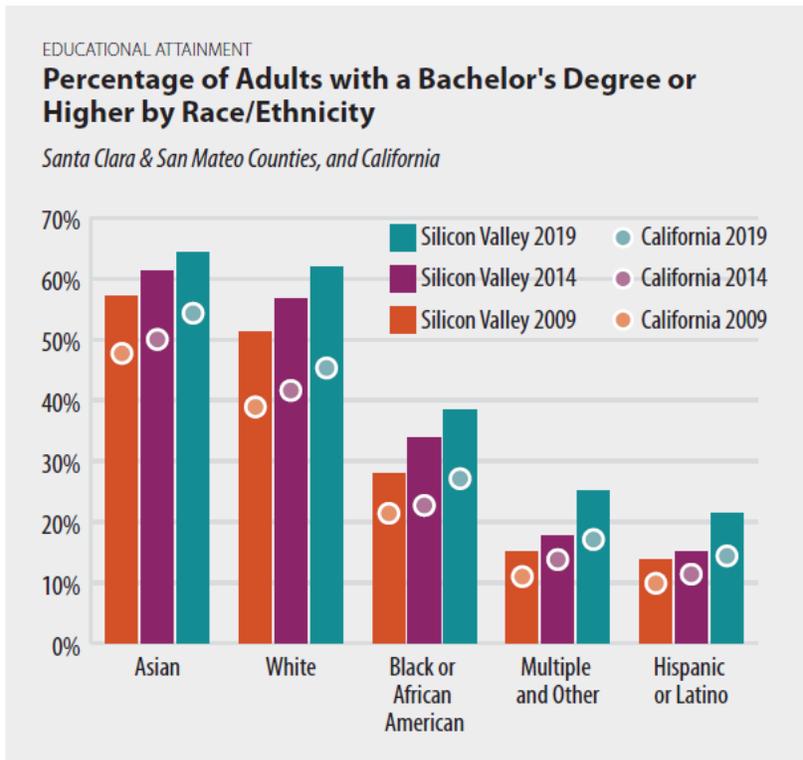
Note: Some College includes Less than 1 year of college; Some college, 1 or more years, no degree; Associate degree; Professional certification.
Data Source: United States Census Bureau, American Community Survey | Analysis: Silicon Valley Institute for Regional Studies

Figure 6

Disparity in Median Income between Highest and Lowest Educational Attainment Levels				
2019				
	Silicon Valley	San Francisco	California	United States
Gap	\$99,737	\$96,037	\$66,385	\$49,619
Ratio	4.1	4.8	3.6	2.9

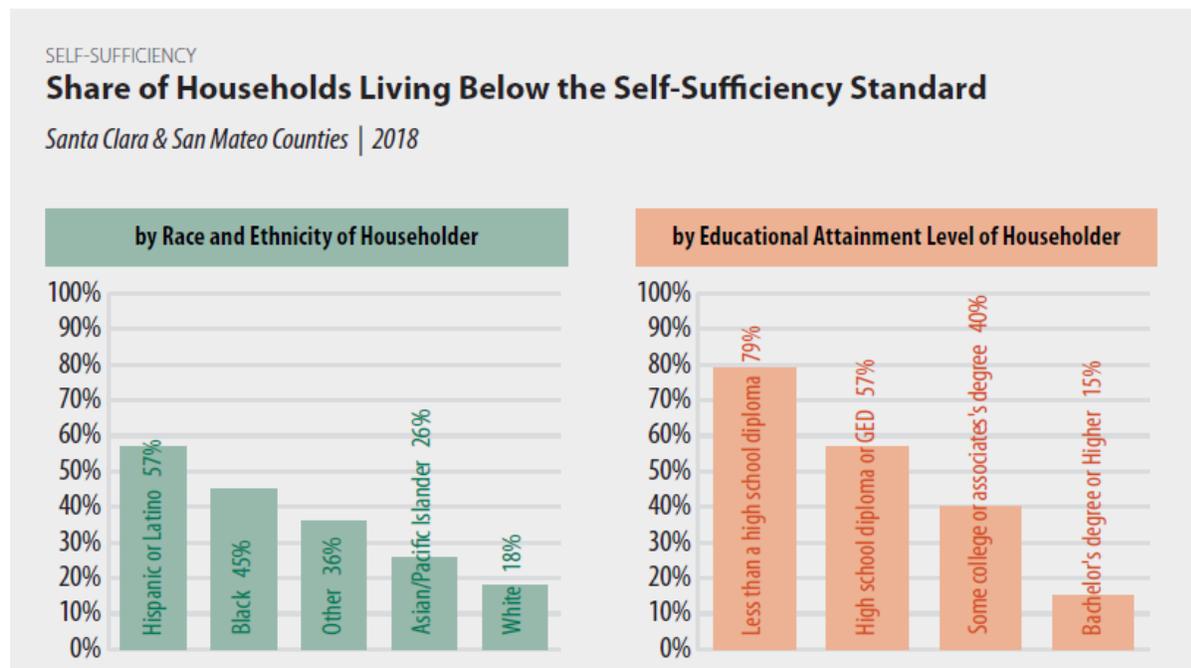
The income gap between residents of varying educational attainment levels is much wider in Silicon Valley and San Francisco than in California or the United States as a whole, and has expanded significantly since prior to the Great Recession.

As suggested in the high school data presented earlier, the culmination of systemic barriers has led to disparities in educational attainment and therefore per capita and median income for communities of color. Bachelor’s Degree attainment, or higher, is lowest among Hispanic/Latinx communities, follow by those with multiple racial identities, and the African American communities of the Silicon Valley (Figure 7). These factors directly result in far greater proportions of Hispanic/Latinx and African American households living below the self-sufficiency standard for San Mateo County (see Figure 8).



Note: Categories Black or African American, Asian, and White are non-Hispanic or Latino. | Data Source: United States Census Bureau, American Community Survey | Analysis: Silicon Valley Institute for Regional Studies

Figure 7



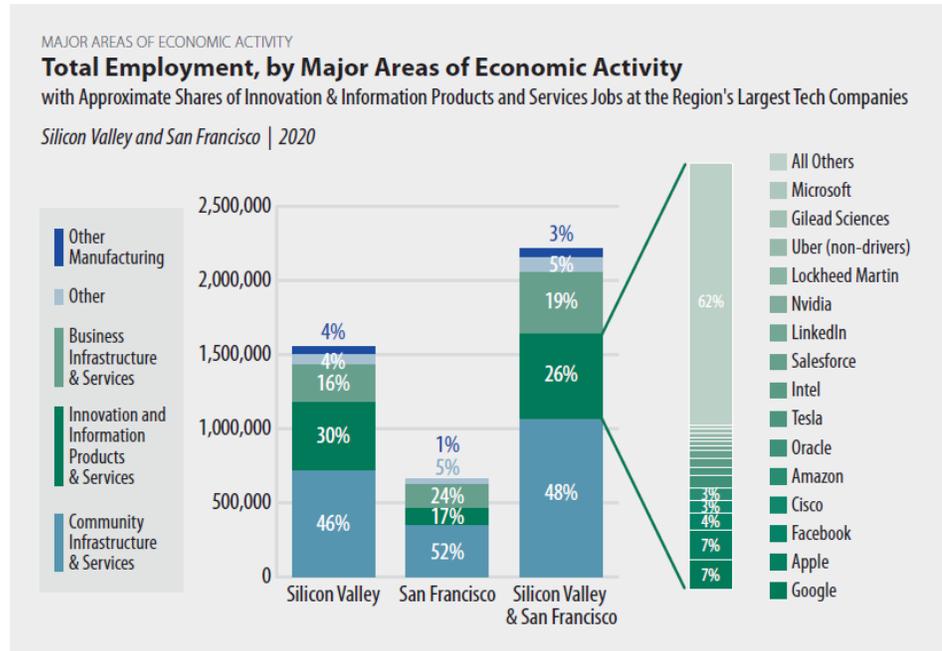
Note: The Self-Sufficiency Standard defines the amount of income necessary to meet basic needs without public subsidies or private/informal assistance. Asian/Pacific Islander, Black, White, and Other are non-Hispanic or Latino. | Data Source: Center for Women's Welfare, University of Washington
Analysis: Silicon Valley Institute for Regional Studies

Figure 8

The set of environmental scanning data presented above highlights the need for educational attainment in order to access the economies of the Silicon Valley. Strategic Goals #2 and #3 both include Districtwide Strategies for more and better alignment with workforce needs and employment opportunities, whether through traditional credit-based programs or through the Districts Community, Continuing, and Corporate Education (CCCE; [CommEd](#)).

Therefore, it was also worth examining areas of economic activity or employment sectors provide living, sustainable wages that allow individuals and households to achieve the self-sufficiency standard.

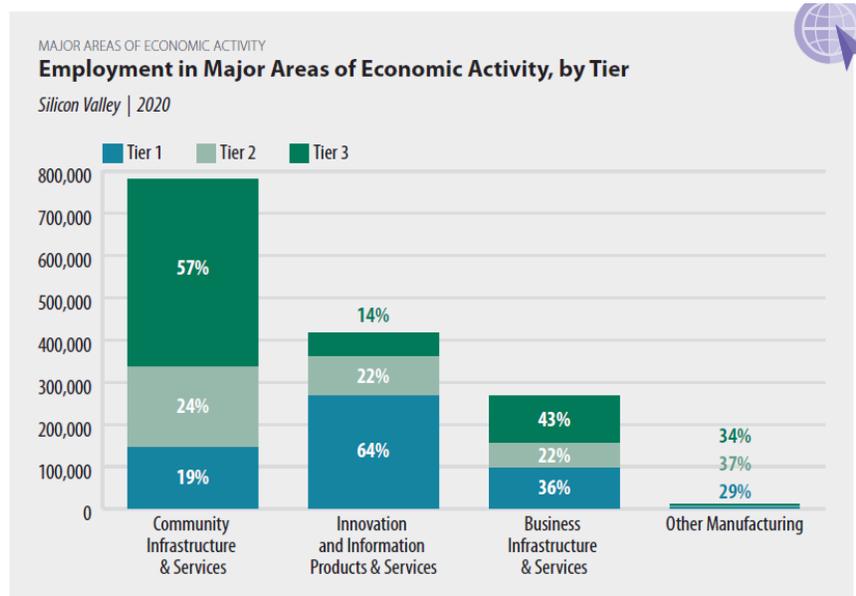
The largest general employment sector for both San Mateo County and the Silicon Valley is Community Infrastructure and Services, followed by Innovation and Information Products and Services, with the latter area containing what is commonly referred to as the Tech Industry (see breakout in Figure 9). Within each area, however, there is a wide range of jobs that require various levels of training and education (i.e., Tiers), and as a result the median income varies within and across each area (see Figure 10). While the largest employment sector is in Community Infrastructure and Services, the proportion of those jobs that require



Note: Definitions of the major areas of economic activity are included in Appendix A. | Data Sources: BW Research; U.S. Bureau of Labor Statistics Quarterly Census of Employment and Wages; EMSI; *Silicon Valley Business Journal*; LinkedIn | Analysis: BW Research; Silicon Valley Institute for Regional Studies

Figure 10

Community Infrastructure and Services, followed by Innovation and Information Products and Services, with the latter area containing what is commonly referred to as the Tech Industry (see breakout in Figure 9). Within each area, however, there is a wide range of jobs that require various levels of training and education (i.e., Tiers), and as a result the median income varies within and across each area (see Figure 10). While the largest employment sector is in Community Infrastructure and Services, the proportion of those jobs that require



Note: Definitions of the major areas of economic activity, and of Tier 1 (high-skill/high-wage), Tier 2 (mid-skill/mid-wage), and Tier 3 (low-skill/low-wage) jobs are included in Appendix A. | Data Sources: BW Research; U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages; California Employment Development Department; FMSI | Analysis: BW Research

Figure 9

high-skilled workers with greater educational attainment is far less than what is available in the Innovation and Information Products and Services area (19% vs 64% of jobs). What this translates into is a focus on preparing the students served by the SMCCCD and its Colleges to access at least Tier 2, but ideally Tier 1 jobs, in order that they can achieve a median wage that provides for self-sufficiency in San Mateo County and the Silicon Valley (see Figure 11).

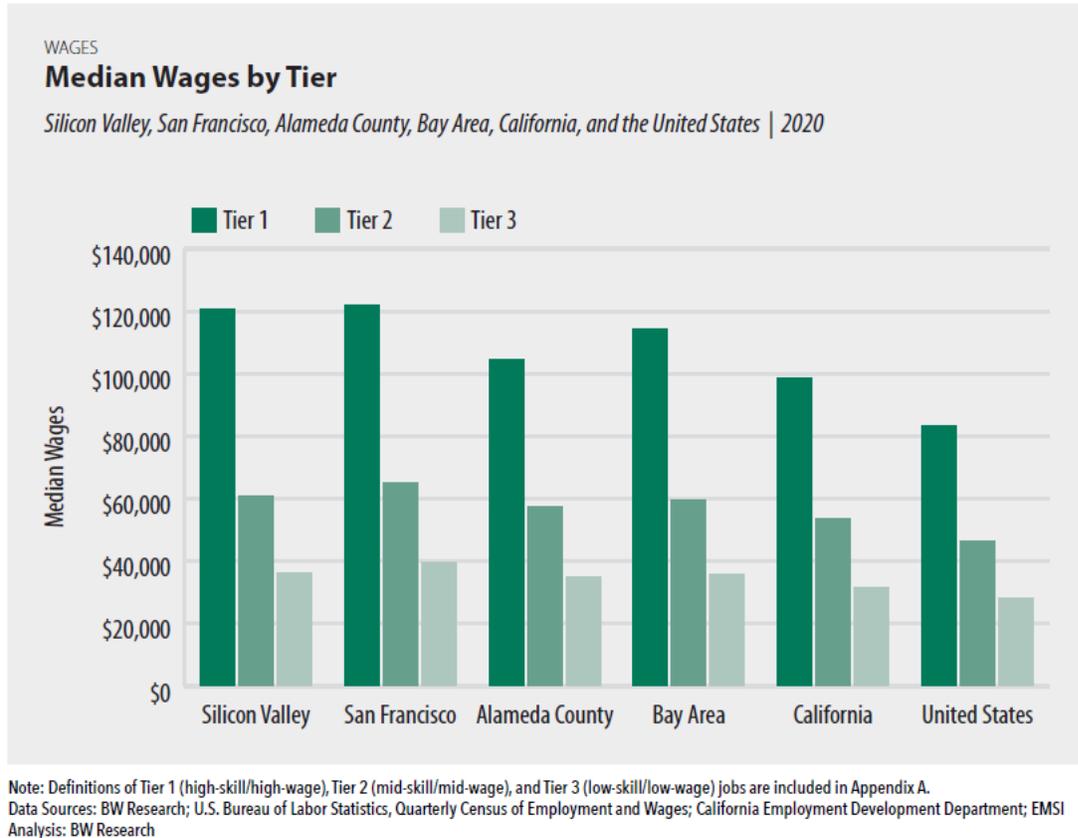


Figure 11

DISTRICT CONTEXT

As part of the process to update and revise this District Strategic Plan, environmental scan data from the internal District context was also reviewed and considered. The most prominent factor that was considered, and one that underlies the focus of the Strategic Goals, Districtwide Strategies, and Free Community College initiative, was the persistent decline in enrollment that the District has experienced over the past decade. As shown in Figure 12 below, the District has seen a decline of 23% in the number of unique students (headcount) served each academic year. At the same time, the District has also experienced a decline of almost 28% of Full-time Equivalent Students (FTES), which means that students on average are also taking fewer units. While this decline was severely exacerbated by the COVID-19 global pandemic in the 2020-21 academic year, the overall trend is cause for concern.

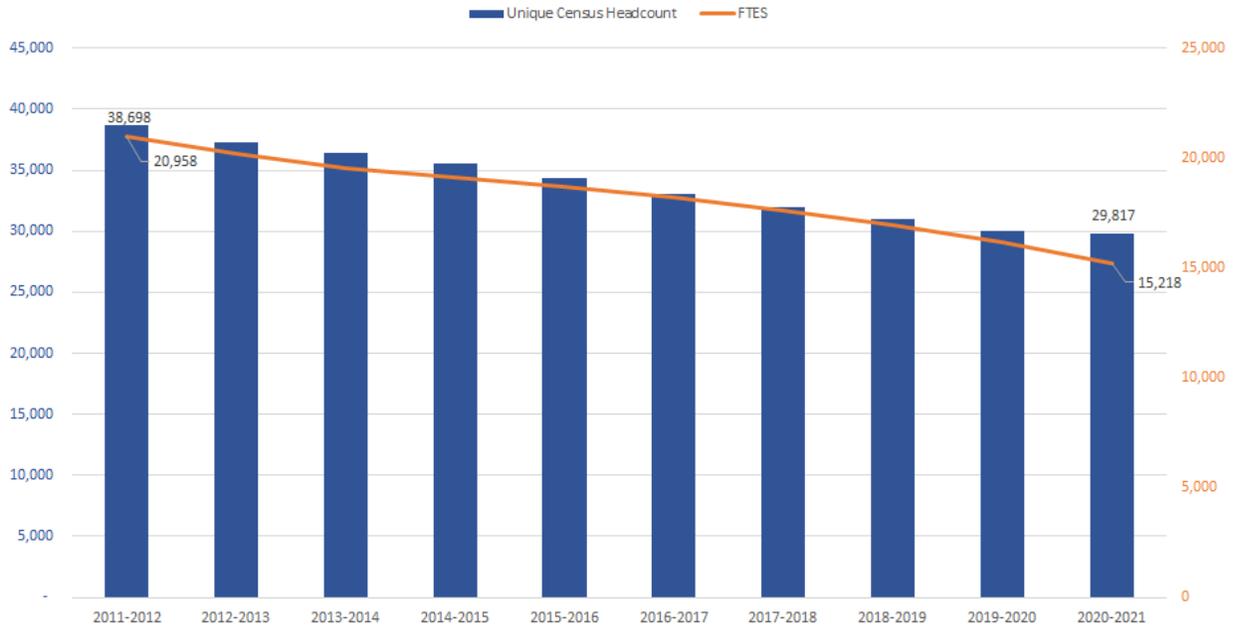


Figure 12

The only source of consistent growth in students and enrollment in the most recent academic years has been in concurrent and dual enrollment of high school students in the District (see Figure 13 below). As identified explicitly in Strategic Goal #2, and as a key component of the Free Community College initiative, the expansion of dual enrollment is a Districtwide Strategy and priority. Dual enrollment in particular is not only a promising source of new enrollment in the District, but as identified in the environmental scan data from the

external context presented above, it is one way to address the equity gaps that exist in both higher education attainment and ultimately per capita income in particular for students and communities of color.

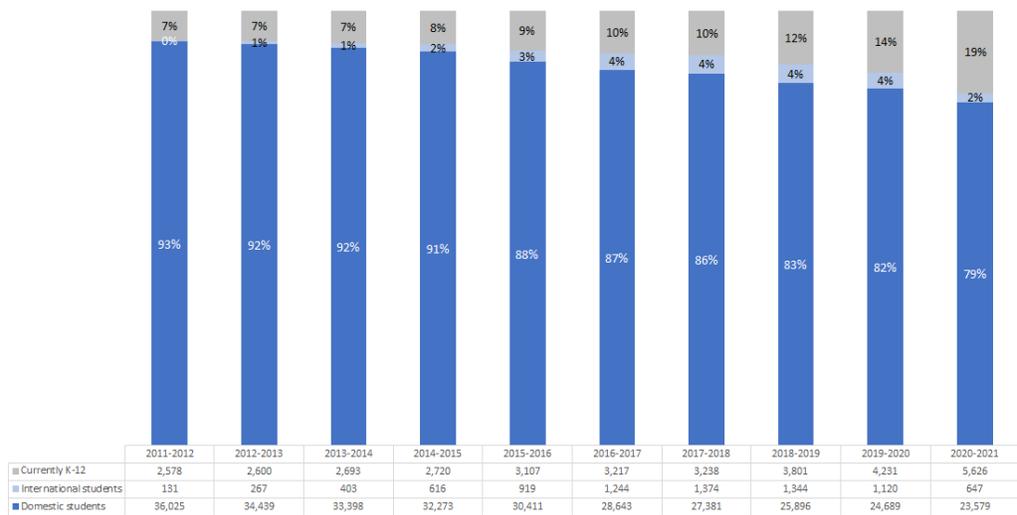


Figure 13

Also shown in Figure 13 is both the growth and decline of the international student population in the SMCCCD over the past decade. Strategic Goal #3 also includes a Districtwide Strategy to support the expansion of international education recognizing its contribution to providing a global education and campus culture that benefits all students.

Over the same time period that the District has experienced enrollment declines, there has been a gradual shift in enrollment patterns with regard to the unit load carried by students. Although the number of students who are enrolled full-time (greater than or equal to 12 units), part-time (at least 6 units but less than 12 units) or less-than-part-time (less than 6 units) have all decreased over the past ten years, the balance has shifted toward proportionately more full-time students (see Figure 14).

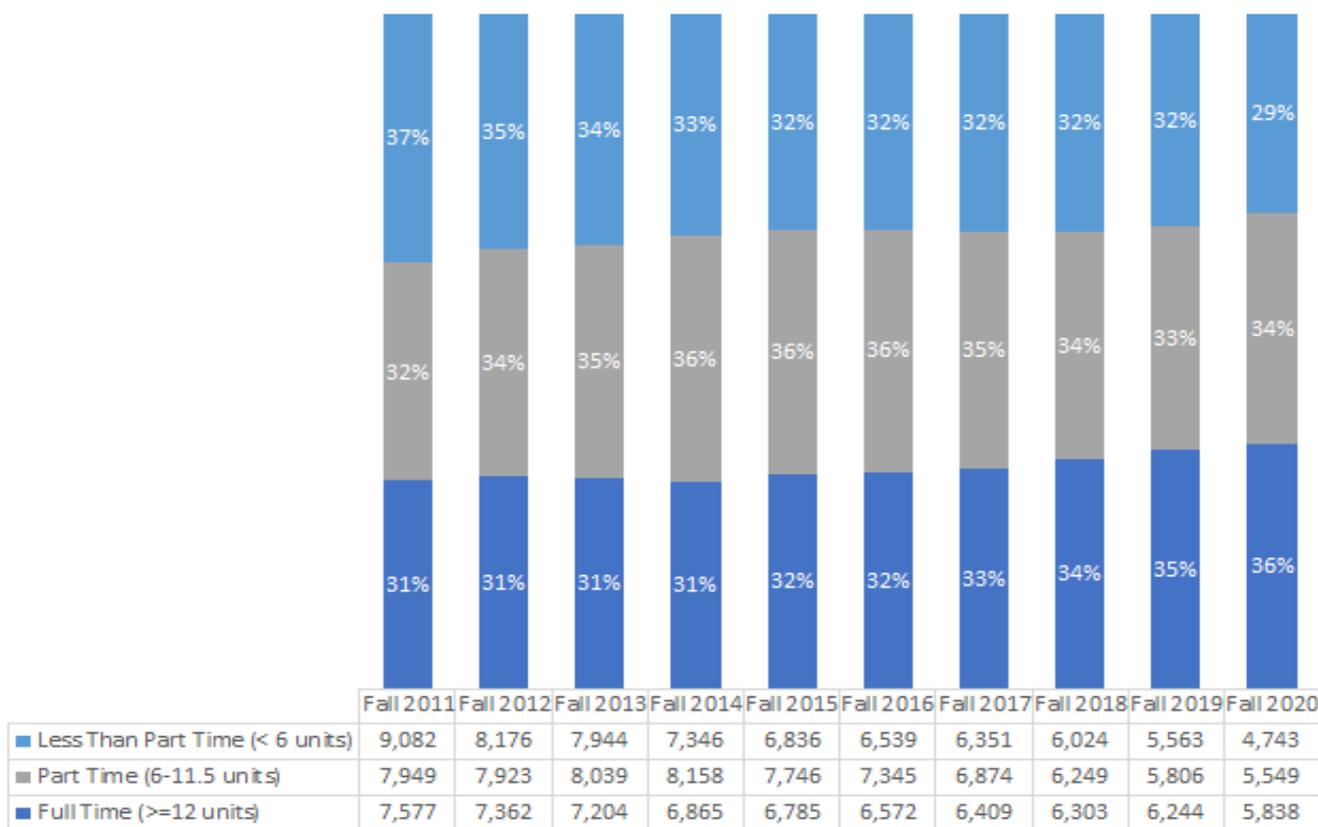


Figure 14 – NOTE: Excludes International students and K-12 High School students

As identified in Strategic Goal #3, this data taken together, and further highlighted by the COVID-19 global pandemic, puts a focus on the need to expand program delivery options such as greater online and hybrid course offerings. Furthermore, the Free Community College initiative is explicitly intended to engage students while they are still in high school, remove financial barriers to enrolling in the District, and provide the structure of the Promise Scholars Program to assist as many students as qualify to complete their educational goals. Through the combination of these efforts, and others identified in the Strategic Goals and Districtwide Strategies, that enrollment will begin to return to the Colleges of the SMCCCD.

The last piece of environmental scan data from the District context that is presented here reinforces the Districts intentional and explicit focus on promoting equity and social justice. The District and its Colleges

serve a majority of communities and students of color (Figure 15), and therefore have a responsibility to ensure that those students complete their educational goals in order to increase overall educational attainment and provide access to the economies of San Mateo County and the Silicon Valley. All three of the District’s colleges are federally designated as Hispanic Serving Institutions (HSIs), with Skyline College and Cañada College having the additional designation of Minority Serving Institutions (MSIs).

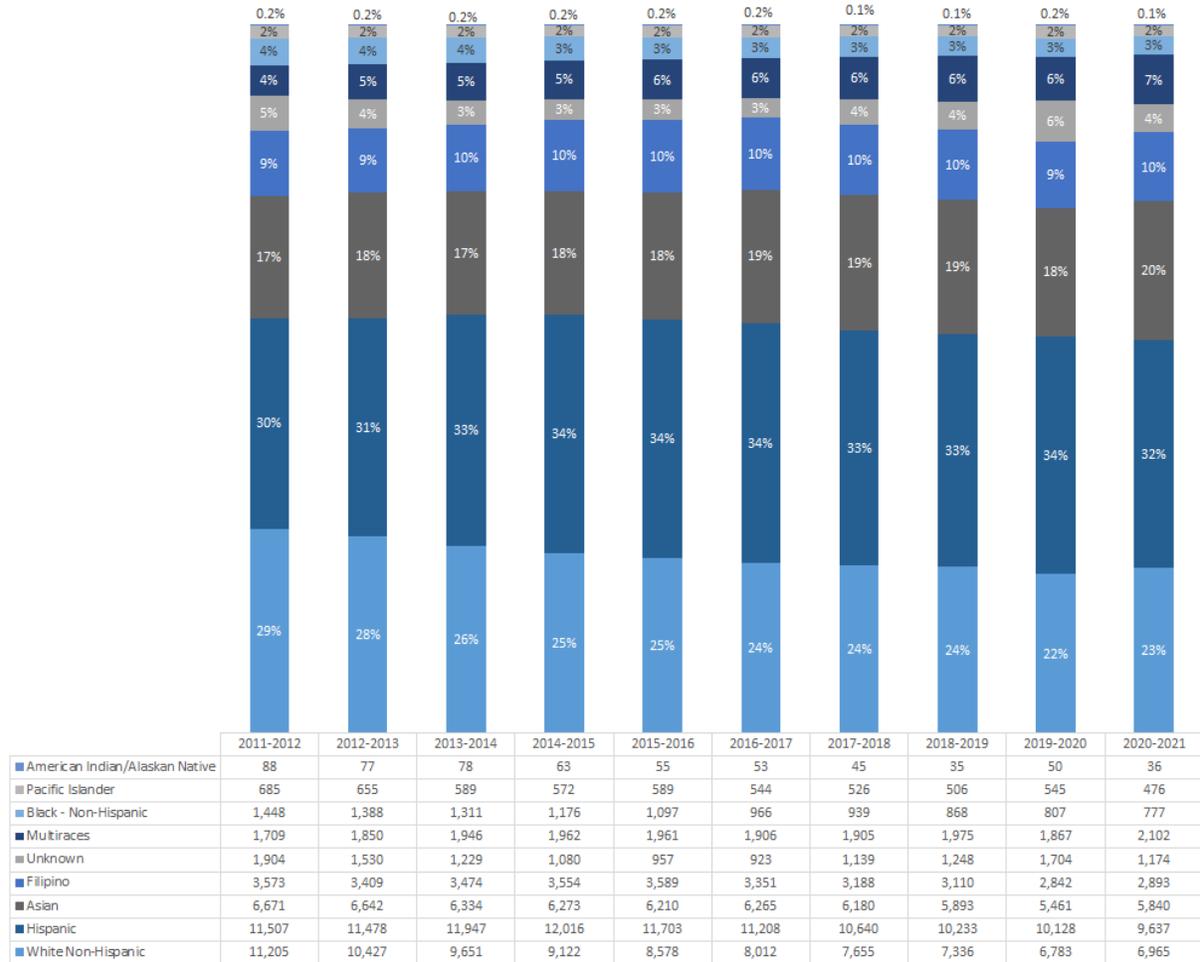


Figure 15 – Districtwide student demographics.

As identified in the overarching Districtwide Strategies, a specific focus of the District during this strategic plan cycle, for example, will be to support the work of the District Anti-Racism Council to radically reimagine how we commit to anti-racism as a District in order to transform the educational experiences for all students, especially hyper-marginalized students.

SUMMARY AND CONCLUSIONS

This District Strategic Plan is organized around four Strategic Goals and related Districtwide Initiatives that provide a blueprint and focus for the work of the District and its Colleges over the next five years. The principles of equity and social justice remain an intentional and unapologetic focus of the District and its

Colleges. A renewed focus on completion is evident throughout the Strategic Goals and Districtwide Strategies of this plan, and is highlighted by the Free Community College initiative that will be pursued as part of the implementation of this plan. The environmental scan of the external context reinforces that completion must be a focus if the students and communities served by the District and its Colleges are to be able to access the economies of San Mateo County, the Silicon Valley, and the greater Bay Area in order to obtain the per capita income and household wages that allow for self-sufficiency. The environmental scan of the internal District context puts a focus on the need to address enrollment decline through innovation to provide alternative access points to the District. Dual enrollment as a key component of the Free Community College initiative has been the sole consistent source of growth in recent years, and holds the promise to address equity gaps in higher education access and attainment shown in the high school data presented. The need to increase the number, type, and indeed quality of online, hybrid, and HyFlex courses was understood at the outset of the update and revision of this Strategic Plan, but the COVID-19 global pandemic has brought that need into sharper focus. As part of an overall effort to increase enrollment in the District, additional flexibility in scheduling will also need to be considered.

Though evidenced throughout the Strategic Goals and Districtwide Strategies included in this updated and revised District Strategic Plan, it is worth restating that the SMCCCD is committed to not only ensuring access to higher education, but to doing everything possible to help students complete their educational goals, with a particular focus on certificates, degrees, and eventual transfer to four-year colleges and universities. Completion is an equity issue. Social justice means working to dismantle systems that have resulted in the inequitable outcomes for students and communities of color served by the District and its Colleges. Free Community College is a key strategic initiative that can focus efforts to specifically dismantle and remove those systemic barriers. It is with that focus that this District Strategic Plan is presented.

APPENDIX A – DISTRICT STRATEGIC PLAN METRICS

Below are the metrics annually presented to and reviewed by the Board of Trustees to assess the progress and impact of the implementation of the District Strategic Plan.

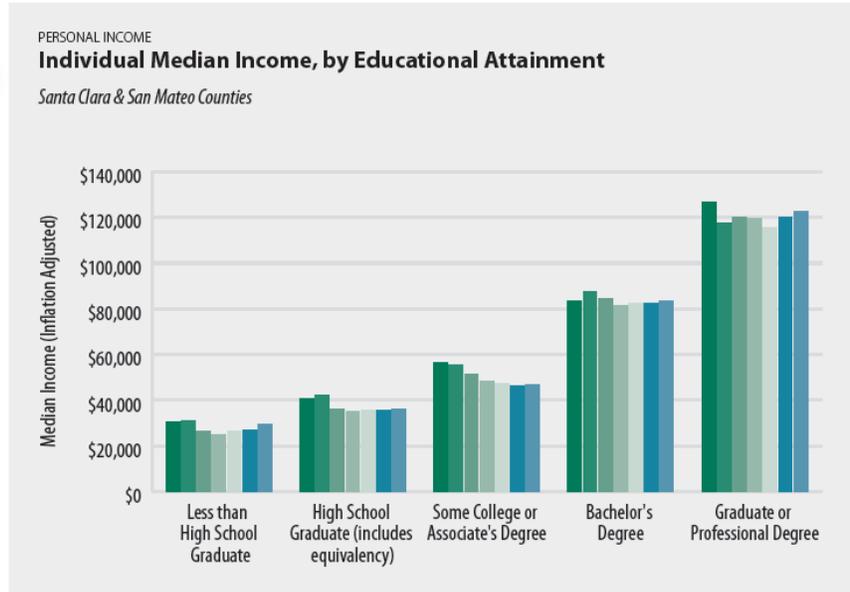
Districtwide Strategic Metrics	First-Time Full-Time Cohort Based	First Time Part-Time Cohort Based	Non-Cohort Based
% of students completing SEP	✓•	✓•	
Fall-to-Spring persistence	✓•	✓•	
Fall-to-Spring-to-Fall persistence	✓•	✓•	
% of students earning 20+ units in first year (Fall and Spring)	✓•	✓•	
% completing transfer level MATH within first year	✓•	✓•	
% completing transfer level ENGLISH within first year	✓•	✓•	
% of students completing a degree within two years.	✓•	✓•	
% of students transferring, with a degree, to a 4-year University within two years.	✓•	✓•	
% of students transferring, without a degree, to a 4-year University within two years.	✓•	✓•	
% of students transferring, with or without a degree, to a 4-year University within two years.	✓•	✓•	
% of students completing a degree and/or transferring to a 4-year University within two years.	✓•	✓•	
% of students completing a degree within three years.	✓•	✓•	
% of students transferring, with a degree, to a 4-year University within three years.	✓•	✓•	
% of students transferring, without a degree, to a 4-year University within three years.	✓•	✓•	
% of students transferring, with or without a degree, to a 4-year University within three years.	✓•	✓•	
% of students completing a degree and/or transferring to a 4-year University within three years.	✓•	✓•	
% of students completing a degree within four years.		✓•	
% of students transferring, with a degree, to a 4-year University within four years.		✓•	
% of students transferring, without a degree, to a 4-year University within four years.		✓•	

	First-Time Full-Time Cohort Based	First Time Part-Time Cohort Based	Non-Cohort Based
% of students transferring, with or without a degree, to a 4-year University within four years.		✓•	
% of students completing a degree and/or transferring to a 4-year University within four years.		✓•	
% of students completing a degree within five years.		✓•	
% of students transferring, with a degree, to a 4-year University within five years.		✓•	
% of students transferring, without a degree, to a 4-year University within five years.		✓•	
% of students transferring, with or without a degree, to a 4-year University within five years.		✓•	
% of students completing a degree and/or transferring to a 4-year University within five years.		✓•	
Average time to completion of Associate (semesters*) * Summer = 0.5 semesters	✓•	✓•	
Districtwide Strategic Metrics			
Associate Degree Completers			✓•
Median number of Units Attempted by Associate Degree Completers			✓•
Median number of Units Earned by Associate Degree Completers			✓•
Baccalaureate Degree Completers			✓•
Certificate Completers			✓•
CSU transfers			✓•
UC transfers			✓•
San Mateo County High School Take Rate			
Districtwide Strategic Metrics			
100% Online Associate Degree Completers			✓•
100% Online Certificate Completers			✓•

A STRATEGIC INITIATIVE FOR FREE COMMUNITY COLLEGE

OVERVIEW

San Mateo County is one of the wealthiest counties in the state of California, reflected in a median home price of more than \$1.8 million as of March 2021. This wealth is in large part generated by the robust economy of the Silicon Valley and greater Bay Area, from San Francisco through San Mateo and down to San Jose. Access to this economy, and its benefits, is largely dictated by educational attainment, with a bachelor’s degree increasingly becoming necessary to achieve a



*The 2008 value for Graduate or Professional Degree is for San Mateo County only. | Note: Some College includes Less than 1 year of college; Some college, 1 or more years, no degree; Associate degree; Professional certification. | Data Source: United States Census Bureau, American Community Survey Analysis: Silicon Valley Institute for Regional Studies

sustainable income. The San Mateo County Community College District (SMCCCD) provides THE point of access to higher education for the communities of San Mateo County who wish to improve their lives, and the lives of their families, through educational attainment.

THE COMPONENTS OF FREE COMMUNITY COLLEGE

The three colleges of the SMCCCD, Cañada College, College of San Mateo, and Skyline College serve the communities of San Mateo County as fully accredited, comprehensive community colleges. Each college employs hundreds of faculty, staff, and administrators in order to offer a diverse array of programs and services. This brief focuses on some of the key components that combine to make *Free Community College* a possibility for San Mateo County, including Dual Enrollment, the Promise Scholars Program (PSP), and Open Educational Resources (OER) for Zero Textbook Cost (ZTC) degree programs, all within a Guided Pathways framework. Ultimately, this brief recommends an investment of **\$6.75 million** in both ongoing and one-time resources to establish the sustainable infrastructure to support the goal of *Free Community College* in the SMCCCD.

GUIDED PATHWAYS

As an overarching structure, the implementation of Guided Pathways is essential for the early connection to, and eventual completion of, students who attend the SMCCCD. Clarity in pathways that begin in the high schools of San Mateo County, that allow for first-time students to complete their educational goal

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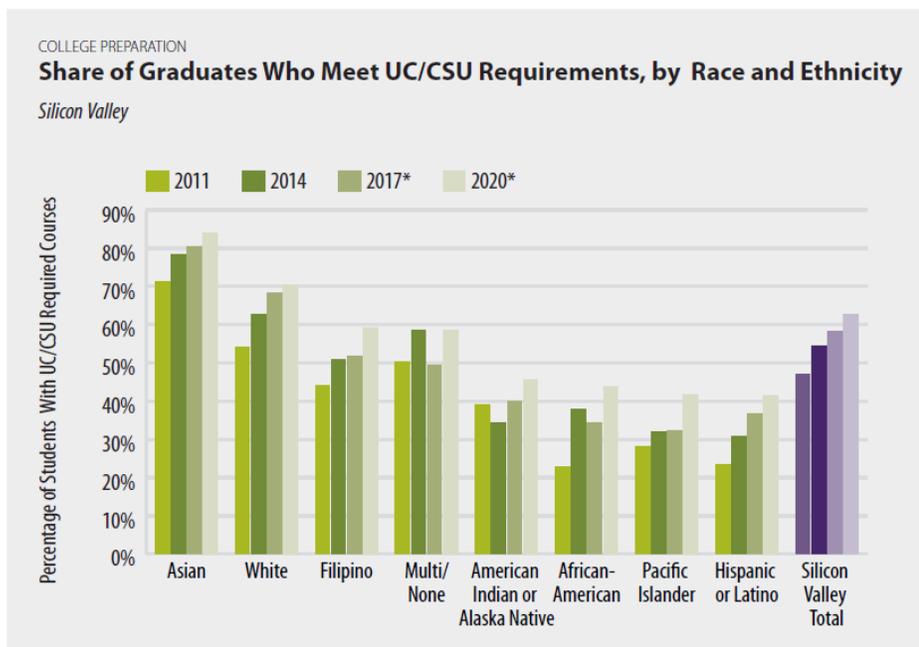
Cañada College • College of San Mateo • Skyline College

on-time, and that allow returning students to advance their careers, are essential to increasing overall college completion and educational attainment. Pathways should be explicit and guaranteed to remove any confusion or uncertainty for students as they navigate the colleges of the District.

AB 288 – CCAP DUAL ENROLLMENT AND MIDDLE COLLEGE

The best way to expand access to higher education in San Mateo County and eventual completion of a degree and transfer to a four-year university, with no cost to students, is to offer dual enrollment opportunities in the high schools of the county. Dual enrollment, also referred to as College and Career Access Pathways (CCAP), allows students to enroll in college courses that are taught at their local high school as part of their regular high school schedule, and earn both college and high school credit. Dual enrollment has been demonstrated to be one of the critical components of an equity focused college access agenda. Enrolling students who are typically underrepresented and underserved in higher education allows them to see themselves as college students, and therefore increases the transition of these student populations to higher education. The need for expansion of dual enrollment opportunities is highlighted in the figure below, showing university preparation through completion of “a-g” requirements. The inequities in completion of those requirements are part of the systemic barriers faced by communities of color in San Mateo County that dual enrollment can help address.

The availability of dual enrollment was expanded following the passage of [Assembly Bill \(AB\) 288](#) in October of 2015. This bill made several changes, including allowing high school students to enroll in more dual enrollment units per term. Ideally, courses offered as part of a structured dual enrollment program will align with pathways established in the colleges of the SMCCCD, allowing for a seamless transition, and accelerated completion of degrees and transfer. Students can earn enough units while still in high school, at no cost, to decrease their time-to-completion by one or two semesters. These experiences can and should start as early as a student’s junior year in high school and continue in a structured pathway



*Due to changes in the California Department of Education methodology for 2017 and subsequent years, caution should be used in comparing cohort outcome data to prior years. | Note: Multi/None includes students of two or more races, and those who did not report their race. All racial/ethnic groups aside from Hispanic or Latino are non-Hispanic. | Data Source: California Department of Education | Analysis: Silicon Valley Institute for Regional Studies

Figure 1

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through their senior year. The Automotive, Biotechnology, and Respiratory Care programs at Skyline College are examples of the alignment of Guided Pathways at the college with dual enrollment starting in the high schools.

The potential for growth in dual enrollment is tremendous. Although there are specific programs that are only available at one or two colleges in the District (e.g., Respiratory Care, Cosmetology, etc.), each college is well positioned to partner with specific unified and high school districts in their region within the county. Jefferson Union HSD and South San Francisco USD are well served by Skyline College, as is San Mateo Union HSD. College of San Mateo is positioned to serve San Mateo Union and Cabrillo USD, with Cañada ideally positioned to serve the students of the Sequoia USD. Skyline College offered 148 sections with 3,638 enrollments in the Spring 2021 semester. Both CSM and Cañada College could achieve similar levels of dual enrollment, and as a District there should be a short-term goal of 5,000 dual enrollment students across the three colleges.

The infrastructure to support a robust dual enrollment program across the three colleges requires the commitment of substantial ongoing resources. Currently, the rapid growth of dual enrollment at Skyline College has been made possible through a combination of Strong Workforce funding, one-time monies, and innovative leadership. Sustaining the level of dual enrollment currently achieved, and expanding opportunities at CSM and Cañada College to achieve proportionate levels of enrollment, will require a District investment of at least **\$2.5 million annually**. The majority of these costs come from the need to commit key positions to the sustainable growth of dual enrollment. A dedicated Director with key professional staff positions, faculty compensation to teach dual enrollment sections, and support for engagement with high school district partners on a regular schedule are all part of the funding need.

Middle College provides another model to offer dual enrollment opportunities to high school students that is located on the campus of each of the colleges of the SMCCCD. Middle College provides an alternative for students who may have struggled within a traditional high school setting but have the potential to excel in a college environment with the proper support. While the three Middle College programs are essential programs in the District, they do not currently offer the same expansion opportunities that exist for dual enrollment due primarily to space limitations. Nonetheless, the Middle College programs also provide a unique point of access to higher education and the colleges of the District, and when opportunity allows should also be considered for expansion.

PROMISE SCHOLARS PROGRAM (PSP)

The Promise Scholars Program (PSP) is the essential component of a free community college initiative that is focused on degree completion. The Promise Scholars Program provides up to three years of financial support, academic and personalized student services for first time, full-time SMCCCD students whose educational goal is to earn a certificate or associate degree. The program includes the Promise Scholarship, a dedicated counselor delivering personalized academic and socio-cultural support, and performance-centered interventions. Promise Scholars also receive a monthly incentive (either transportation support or meal plan support), a voucher for books and course materials, and access to loaned laptops. The SMCCCD Promise Scholars Program (PSP) is a replication of the City University of New York's Accelerated Studies for Associates Program (ASAP) – a proven model that significantly increases

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three-year graduation rates for full-time students. The PSP currently serves 2,000 students annually across the District, with the demand to serve as many as 6,000. Without additional allowances to waive fees, as discussed below in the section on Legislation and Policy, the current annual direct student aid calculation of approximately \$1,800 per Promise Scholar would require almost \$11 million to serve the full demand. The direct staffing required to support the program is also currently calculated at approximately \$1,600 per Promise Scholar, for an additional \$9,600,000 in annual support required. This makes the full cost of the Promise Scholars Program just over \$20 million annually to serve 6,000 students each year.

The San Mateo County Board of Supervisors has recently committed \$2 million over two years to the expansion of the Promise Scholars Program from 2,000 to 2,500 students annually. As a demonstration of its commitment, the District could consider a matching investment of an additional **\$3 million** to both support the third year of the County supported 500 student cohort expansion, and to continue the growth and development of the Promise Scholars Program. While currently dedicated to serving first time, full-time students, the PSP can be adapted to serve both part-time and returning college students who have a goal of certificate or degree completion. The part-time expansion model also became part of the City University of New York - Accelerates Study in Associate Programs (CUNY-ASAP) design as it evolved. A part-time model would require a similar staffing level as the full-time model, with a direct student aid cost in proportion to the full-time unit load cost of students. Additionally, a part-time PSP model is a necessary evolution in SMCCCD equity advancement efforts to serve students registered in campus Disability Resource Centers, former foster youth, and previously incarcerated students – all populations that have historically enrolled part-time.

AUTOMATIC ENROLLMENT IN THE PROMISE SCHOLARS PROGRAM

As part of a *Free Community College* initiative, students who participate in dual enrollment as part of a CCAP agreement or Middle College should be automatically enrolled in the Promise Scholars Program (PSP) as part of their Guided Pathway to higher education. Because participation in dual enrollment requires students to fill out a CCC Apply Application, students are already provided with a student ID number (i.e., Gnumber in the SMCCCD), and have submitted other required information for enrollment in the District. Completion of additional program application requirements (e.g., filling out a FAFSA or Dream Act application) would both incentivize dual enrollment participation, as well as facilitate increased transition of San Mateo County high school students into the colleges of the SMCCCD. The ability to establish this auto-enrollment will depend on the availability of resources to support the Promise Scholars Program. If the capacity for each incoming Fall cohort is 2,000 PSP students, this would result in a total program size of 6,000, and would likely accommodate an auto-enrollment of students who participate in dual enrollment.

AUTOMATIC ENROLLMENT IN THE DISTRICT

As part of an expanded outreach and recruitment strategy, the ability to automatically enroll San Mateo County high school seniors in the Colleges of the District should be explored. At a minimum, any student who participates in dual enrollment or Middle College has already submitted the required CCCApply

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application to the District and is officially a student of one of the Colleges. Expanding dual enrollment ensures that more students can receive all District communications and support that can facilitate their transition to the District following completion of high school. If the District is able to obtain permission and contact information for high school seniors, the District's Salesforce CRM platform can be utilized to regularly communicate with students to walk them through the process applying to and enrolling in the Colleges of the District. All options to streamline admission of high school students to the Colleges of the District should be considered and evaluated.

LEGISLATION AND POLICY

With the support of the SMCCCD, State Senator Becker has introduced Senate Bill (SB) 659 Community Colleges: California College Promise. SB 659 grants community college districts the option of waiving or charging lower enrollment fees based on policies adopted by respective boards of trustees. The bill also provides greater flexibility to community college districts to meet the needs of students' total cost of attendance (food, transportation, housing, mental health services, technology, family care, etc.) and to increase student enrollment in California College Promise Programs such as the Promise Scholars Program (PSP), by allowing districts to use unrestricted general fund dollars to support these initiatives.

This bill was passed through the Senate Education Committee and referred to the Senate Appropriations Committee, where it was placed on the Suspense File. The District, through Senator Becker, offered amendments that limited the bill to only the SMCCCD, in hopes of removing Appropriations Committee concerns about statewide fiscal impacts. At a recent hearing, the bill was not removed from the Suspense File. The District is exploring alternative opportunities to pursue this legislative policy goal with Senator Becker.

Assuming eventual the passage of the components of SB 659, the Board would have the opportunity to adopt policies that would further waive enrollment fees for students who do not currently qualify for the California College Promise Grant (CCPG) fee waiver. This would be a critical step toward increasing the capacity of the Promise Scholars Program to meet the demand to serve 6,000 students annually. Waiving fees, although a revenue loss to the District, reduces the need to raise funds from other sources, such as the SMCCC Foundation or auxiliary services, to pay for these enrollment fees.

Further assuming the flexibility of SB 659, the Board would also be in a position to dedicate unrestricted general fund monies to the support of the Promise Scholars Program to pay for costs such as textbooks, the monthly incentive, and other program components. Supporting students' total cost of attendance, as part of a *Free College* initiative, could also include support for Basic Needs such as food security, transportation, housing, or family care assistance. These supports could be narrowly restricted to successful participation in the PSP, or more broadly available at the discretion of the Board through adoption of policy.

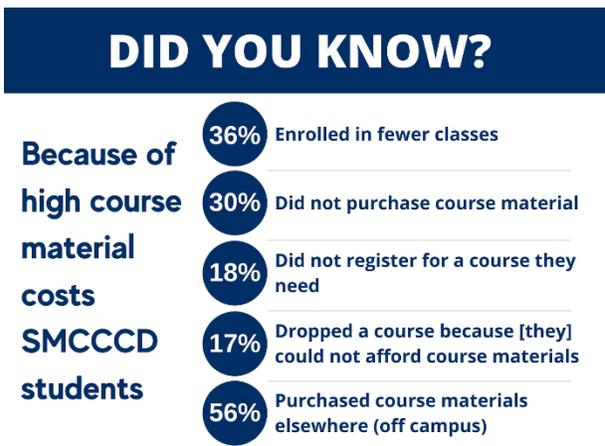
The Board also has existing flexibility that it could exercise to waive additional fees for services such as parking and health center use. Students who qualify for the CCPG waiver already have their health service fee waived, and this waiver could be extended to additional students based on income levels or other criteria.

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OPEN EDUCATIONAL RESOURCES (OER) AND ZERO TEXTBOOK COST (ZTC)

A significant cost of the Promise Scholars Program, and of any student’s pursuit of higher education in general, remains the cost of textbooks and course materials. The expansion of the use and availability of Open Educational Resources (OER) to create Zero Textbook Cost (ZTC) pathways to certificate and degree completion will reduce costs for all students, and will allow for expansion of the PSP and other programs as a result. At its core the OER/ZTC efforts are part of the equity focus of the District, as they remove financial barriers that prevent students from accessing and continuing their education.



Source: SMCCCD Open Education Week 2021 Student Survey, n=505

The expansion of OER will require a significant investment of resources in order to accelerate the pace of adoption and achieve multiple complete Degree Programs that have zero textbook costs. An investment of **\$1.25 million annually** would allow for the establishment of an infrastructure to support the work of OER. This would include committing library faculty at each of the colleges to assist discipline faculty in curating existing resources to replace traditional textbooks, identifying open source materials that can be used for development of resources when they do not exist, and assisting to maintain the currency of materials and sources over time. This also includes professional staff to support coordination among the essential components of a robust OER initiative, including professional development, online education, bookstores, marketing and communications, accessibility, and research. In addition to the commitment of ongoing funds for positions, one-time resources are needed to provide incentives and support for faculty in the development and adoption of OER.

SUMMARY

Free Community College in the SMCCCD is possible to achieve with the strategic focus of program implementation, dedication of resources, and Board policy adoption that allows for all the critical components described in this brief. With Guided Pathways as the framework, all high schools in San Mateo County should have dual enrollment opportunities available for juniors and seniors to earn college credit at no cost. With the availability of sufficient resources, students can be automatically enrolled in the Promise Scholars Program. After completing requirements, they will join a three year, evidence-based, completion focused program that covers all student fees, textbook costs, and basic needs. With the passage of legislation and Board policy, sufficient fees can be eliminated and resources dedicated to meet the demand to serve 6,000 students districtwide. Work to expand efforts to eliminate additional costs, through OER/ZTC expansion, allows the District to shift resources to support that demand. Taken as a whole, these components form the building blocks of a comprehensive *Free Community College* initiative in the SMCCCD.

BOARD REPORT NO. 21-06-02C

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

DISCUSSION OF RETURN TO IN-PERSON BOARD MEETINGS

As the state will be transitioning away from its Blueprint for a Safer Economy on June 15, 2021, various restrictions on gatherings and distancing protocols will be lifted. Also, staff anticipates the eventual termination the Governor's Executive Order N-29-20, which provides flexibility to state and local agencies and boards to conduct their business through virtual public meetings during the COVID-19 pandemic. Staff has confirmed that Executive Order N-29-20 will not terminate on June 15 (see attached).

The District has the technical capability to broadcast all Board meetings and to provide a searchable video archive of all Board meetings. The new technology also provides a capability for the public to make comments from a remote location.

With this as context, the Board will discuss an interest in returning to in-person Board meetings in the coming months. Staff also requests policy direction from the Board regarding the ability for the public to make public comments from a remote location.



OFFICE OF THE GOVERNOR

June 2, 2021

VIA EMAIL

Graham Knaus, Executive Director
CA State Assoc. of Counties
gknaus@counties.org

Jean Kinney Hurst, Legislative Advocate
Urban Counties of CA
jhurst@counties.org

Carolyn Coleman, Executive Director
League of CA Cities
ccoleman@cacities.org

Laura Preston, Legislative Advocate
Assoc. of CA School Administrators
lpreston@acsa.org

Staci Heaton, Acting Vice President of
Government Affairs
Rural County Representatives of CA
sheaton@rcrcnet.org

Amber King, Vice President, Advocacy
and Membership
Assoc. of CA Healthcare Districts
amber.king@achd.org

Pamela Miller, Executive Director
CA Assoc. of Local Agency Formation
Commissions
pmiller@calafco.org

Danielle Blacet-Hyden, Deputy Executive
Director
CA Municipal Utilities Assoc.
dblacet@cmua.org

Niel McCormick, Chief Executive Officer
CA Special Districts Assoc.
neilm@csga.net

Kristopher M. Anderson, Esq., Legislative
Advocate
Assoc. of CA Water Agencies
krisa@acwa.com

RE: Transition Period Prior to Repeal of COVID-related Executive Orders

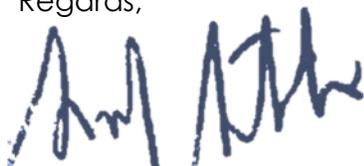
Dear Mr. Knaus, Ms. Miller, Ms. Hurst, Ms. Preston, Ms. Heaton, Ms. King, Ms. Coleman, Ms. Blacet-Hyden, Mr. McCormick, Mr. Anderson, and colleagues,

Thank you for your correspondence of May 18, 2021, inquiring what impact the anticipated June 15 termination of the Blueprint for a Safer Economy will have on Executive Order N-29-20, which provided flexibility to state and local agencies and boards to conduct their business through virtual public meetings during the COVID-19 pandemic.

Please be assured that this Executive Order Provision will not terminate on June 15 when the Blueprint is scheduled to terminate. While the Governor intends to terminate COVID-19 executive orders at the earliest possible date at which conditions warrant, consistent with the Emergency Services Act, the Governor recognizes the importance of an orderly return to the ordinary conduct of public meetings of state and local agencies and boards. To this end, the Governor's office will work to provide notice to affected stakeholders in advance of rescission of this provision to provide state and local agencies and boards time necessary to meet statutory and logistical requirements. Until a further order issues, all entities may continue to rely on N-29-20.

We appreciate your partnership throughout the pandemic.

Regards,

A handwritten signature in blue ink, appearing to read 'Ana Matosantos', written over a faint, illegible printed name.

Ana Matosantos
Cabinet Secretary

BOARD REPORT NO. 21-06-03C

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

REVIEW OF POLICY RECOMMENDATIONS FOR COVID-19 RECOVERY PLAN

Since March 17, 2020, the San Mateo County Community College District has been working largely in remote and online modalities in accordance with local, state and national health guidelines relating to the COVID-19 global pandemic. As conditions have improved, the District Emergency Operations Center has been working for several months to plan for and operationalize the full return of in-person services to the District's campuses and offices.

The District Administration presented draft plans to the Board of Trustees for its initial consideration at a meeting on May 12, 2021, and the Board provided direction to accelerate the District's plans to offer additional on-site classes and services for fall 2021. Based on that direction and additional guidance offered by the State, the Policy Group of the Emergency Operations Center presents the following draft of the policy considerations for a Recovery Plan 2.0 Framework. These policy items have been refined based on additional feedback received in-person and through surveys from District stakeholder groups (i.e. collective bargaining units, academic senates, classified senates, student associations, etc.).

The policy framework is attached to this report.

DRAFT RECOVERY PLAN 2.0 FRAMEWORK

(Note: These are policy considerations, not operational directives.)

Since March 17, 2020, the San Mateo County Community College District has been working largely in remote and online modalities local, state and national health guidelines relating to the COVID-19 global pandemic. The District has consistently maintained core essential functions on-site during this period, including facilities maintenance and operations, public safety, information technology, bookstore operations, and emergency food distributions. As allowable over time, the District has also added in-person classes for critical sector programs such as healthcare, emergency services and transportation over the summer and fall 2020 terms and the spring 2021 term. In total, 210 course sections with 2,952 students have been held on-site, to date, with an additional 276 course sections and 4,497 students anticipated in summer and fall 2021. Additionally, other administrative functions such as payroll, mail services, purchasing and capital projects have worked on-site in limited capacities.

The District Emergency Operations Center has been working for several months to plan for and operationalize the full return of in-person services to the District's campuses and offices. The District Administration presented draft plans to the Board of Trustees for its initial consideration at a meeting on May 12, 2021, and the Board provided direction to accelerate the District's plans to offer additional on-site classes and services for fall 2021. Based on that direction and additional guidance offered by the State to include permissibility of mass gatherings and elimination of social distancing requirements on June 15, 2021, and anticipated guidance from Cal/OSHA, the Policy Group of the Emergency Operations Center presents the following draft of the policy considerations for a Recovery Plan 2.0 Framework. These policy items have been refined based on additional feedback received in-person and through surveys from District stakeholder groups (i.e. collective bargaining units, academic senates, classified senates, student associations, etc.).

1. **Return to Worksites.** Classified personnel, managers and administrators return to campuses during week of August 2, 2021. The fall 2021 semester begins on August 16, 2021, and campuses will be accessible for all faculty, staff and students. If scheduled to teach in-person, faculty will teach on campus in accordance with their schedules. If scheduled to teach on-line, faculty may access campuses, at their discretion, but are not required to do so.
2. **Schedules.** Employee schedules for fall semester will be built to accommodate operational logistics, and student and business needs, while also considering employee circumstances that require medical accommodation.
3. **Employee Vaccinations.** Vaccines are required for all employees working on site, with the exception of those who seek and are granted one of the following accommodations currently permitted by federal or state guidelines: (1) medical issue or disability, (2) seriously-held religious belief, and/or (3) refusal based on emergency authorization of vaccine. Upon official approval of one or more vaccines by the U.S. Food and Drug Administration (FDA), exemption #3 will be removed. The District will enforce guidance provided by Cal/OSHA for those employees who are not vaccinated due to an accommodation listed above.
4. **Student Vaccinations.** Vaccines are required for all students taking classes or utilizing services on campuses, with the exception of those who seek one of the following accommodations currently permitted by federal or state guidelines: (1) medical issue or disability, (2) seriously-held religious belief, and/or (3) refusal based on emergency authorization of vaccine. Upon official approval of one or more vaccines by the U.S. Food and Drug Administration (FDA), exemption #3 will be removed. The District will enforce guidance provided by Cal/OSHA for those students who are not vaccinated due to an accommodation listed above.
5. **Classes.** Class schedules will be maximized to add as many in-person options as possible.

6. **Student Services.** Student support services will be maximized to offer as many in-person options as possible.
7. **Campus Access.** Access to campuses by members of the general public for personal, outdoor use (i.e. activities such as walking the campuses, using outdoor recreational space, etc., that require no interaction with or service from District staff, etc.) will be restored on May 18, 2021. On June 15, 2021, campus access points will be removed and campus facilities will be available for broader use by employees, students and patrons. Inside use of District facilities by members of the public will be available on August 2, 2021.
8. **Resources.** All campuses will develop plans to provide comprehensive vaccination resource referrals and COVID-19 testing capabilities.
9. **Worksite Assessment.** Worksites will be assessed and prepared for return-to-work, per Cal/OSHA guidelines.
10. **Full Return.** Full return to on-site instruction and student support services is expected by January 3, 2022.

NOTE: *Impacts from these policy positions, if adopted, will be bargained with the District's collective bargaining units.*

San Mateo County Community College District

June 9, 2021

BOARD REPORT NO. 21-06-04C

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

BOARD RETREAT PLANNING

The Board will be holding a retreat on July 17, 2021. With this agenda item, the Board will discuss objectives for the retreat, the Board self-evaluation process, and the topics to be covered. A draft Board self-evaluation document is included for the Board's consideration.

BOARD OF TRUSTEES' SELF-EVALUATION

Please circle what you consider to be the appropriate response to the following statements dealing with the performance of the full Board. A "comment" section has been added to each section, which will allow you to express any additional thoughts you wish concerning that particular area.

A. INSTITUTIONAL MISSION AND EDUCATIONAL POLICY

(References: District's Mission and Goals and Vision Statements)

1. The Board has a clear understanding of the statements of District institutional mission.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board has a clear understanding of educational policy at the State level.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board has a clear understanding of local and other educational policies.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board has established procedures for periodic review of the District mission and goals and District Rules and Regulations.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. In its statement of mission and goals, the Board is sufficiently responsive to the community's educational and service needs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. The Board sets priorities in the implementation of mission, goals and policy.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

B. INSTITUTIONAL PLANNING

(References: District Rules and Regulations Sections 2.06, Academic Senate; 2.07, Policy Development; 2.09, District Shared Governance Process; 1.10, Duties and Responsibilities of the Board)

1. The Board has adequate historical perspective (e.g., Higher Education Master Plan, community college legislation and finance) in the development of institutional planning.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board has and uses State and local information for current planning activities.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board ensures that sufficient and comprehensive long-range planning activities are underway.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board provides for effective integration of various interest groups in planning activities.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. The Board regularly reviews accountability measures and standards for the District.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. To assist in planning, the Board has made adequate provision for Districtwide information systems and research.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. The Board makes appropriate use of consultants and other outside resources in developing planning strategies.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

C. INSTRUCTIONAL/STUDENT SERVICES PROGRAMS

(References: Chapters VI and VII of District Rules and Regulations, District Mission and Goals and Vision Statements)

1. The Board has adequate information on the District's instructional and student services programs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board requires that the Colleges and Chancellor's Office have a process by which the educational program can be evaluated.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. Sufficient time is set aside in Board meetings for the discussion of the needs, goals and objectives of the instructional and student services programs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board demonstrates a concern for the educational success of all students.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. The Board is willing to make long-term investments in the development and improvement of instruction and services for students.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. The Board annually reviews the results of Districtwide program review studies.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

D. FACILITIES

(References: District Rules and Regulations Section 8.02, Delegation of Authority; Board Reports on Major/Minor Construction and Long-range Building Maintenance Programs)

1. The Board has a current Educational/Facilities Master Plan for the Colleges and Chancellor's Office which includes both present and anticipated needs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board requires the administration to provide adequate information on physical plant utilization before approving requests for remodeling or new construction.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board effectively delegates authority to the administrative staff for making operational decisions relating to buildings and grounds.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board provides resources for both emergency and preventive maintenance of the physical plant.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

E. FINANCIAL RESOURCES

(References: Chapter VIII, District Rules and Regulations)

1. The Board fully exercises its responsibility for prudent fiscal management.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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2. The Board requires the maintenance of adequate financial reserves.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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3. The Board is given sufficient opportunity to review and comment on the District budget plan, prior to adoption of the budget in September.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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4. The Board takes appropriate leadership in securing legislative assistance for financial support of the District.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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5. The Board ensures that the budget is consistent with the educational priorities and objectives of the District.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

6. The Board establishes written policies to ensure the efficient administration of business within the District.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

7. The Board reviews in some detail the annual audit report.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

F. BOARD OPERATIONS

(References: Chapter 1, District Rules and Regulations)

1. The Board understands the essential State laws, regulations and directives affecting district governing boards.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board conducts its meetings in an orderly, efficient manner and allows for sufficient public comment.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board has a process for the study of issues prior to Board action.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board is provided with materials sufficiently in advance of the official meeting to allow time for study.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. The Board regularly reviews consultative decision-making processes within the District.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. The Board deals primarily with policy issues and does not interfere with the administration of the District.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. Board members treat one another with respect and tolerance, both inside and outside of meetings.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

G. BOARD-CHANCELLOR RELATIONS

(References: Chapters I and II of District Rules and Regulations)

1. The Board and Chancellor work cooperatively and maintain a total District perspective.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board adheres to and demonstrates its responsibility for educational policy-making and delegates to the Chancellor and Presidents the full responsibility for implementing educational policy.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board has carefully defined the Chancellor's authority to act in emergency situations.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. A climate of mutual trust and support exists between the Board and the Chancellor.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. The Board has provided, through the Chancellor, a process by which the Presidents can communicate openly with the Board.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. The Board makes adequate provision for evaluating the Chancellor in order to improve performance.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. The Board has a carefully planned process for the selection and retention of the Chancellor.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

H. FACULTY/STUDENT/CLASSIFIED RELATIONSHIPS

(References: Employee Collective Bargaining Contracts; District Rules and Regulations Section 2.09, District Shared Governance Process; 2.15, Employer-Employee Relations; 2.16, Public Notice of Negotiations; 2.20, Policy on Equal Employment/Affirmative Action)

1. The Board, through the Chancellor, actively seeks advice and recommendations from faculty, students and classified staff in formulating basic educational policies.

Faculty:

Strongly Agree Agree Neutral Disagree Strongly Disagree

Students:

Strongly Agree Agree Neutral Disagree Strongly Disagree

Staff:

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board has established and maintains an appropriate process and climate for collective bargaining.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board has established policies in the following areas:

Health and Safety:

Strongly Agree Agree Neutral Disagree Strongly Disagree

Grievances/Complaints:

Strongly Agree Agree Neutral Disagree Strongly Disagree

Non-discrimination/Equal Opportunity:

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board has established and maintains an adequate process for employee evaluation.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. The Board has established and maintains a recognition program for long-service employees.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. The Board has a plan for the recruitment, selection and employment of employees in keeping with the need for diversity within the organization.

Strongly Agree Agree Neutral Disagree Strongly Disagree

BOARD OF TRUSTEES' SELF-EVALUATION**H. FACULTY/STUDENT/CLASSIFIED RELATIONSHIPS (*continued*)**

7. The Board demonstrates concern for organizational climate and treats students, faculty and classified staff with respect.

Strongly Agree Agree Neutral Disagree Strongly Disagree

8. The Board interacts with faculty, classified staff and students of the three Colleges in a way that informs the Trustees about the campus climate of each College.

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. The Board takes advantage of appropriate opportunities to interact with faculty, classified staff and students in order to experience firsthand the ways in which the Colleges are accomplishing the District's educational mission.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. The Board's interaction with faculty, classified staff and students leads to overall improvement in the quality of the District's system and educational mission.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

I. COMMUNITY RELATIONS

(References: District Rules and Regulations Sections 1.65, Community Relationships; 1.45, Agendas for Meetings; 1.35, Board Member Conduct)

1. The Board keeps itself well informed about the educational needs of the community.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board makes provision for keeping the community well informed of the Colleges' goals, activities and educational objectives.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board makes provision for appropriate use of citizen advisory committees by the Colleges.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board channels all criticisms of the Colleges through the Chancellor and Presidents for study and appropriate action.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. The Board participates actively in community events/affairs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. The Board encourages the public's participation/comments at Board meetings.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

J. GOVERNMENTAL RELATIONSHIPS

(References: District Rules and Regulations Section 1.70, Board Action on Legislative Issues)

1. The Board is informed about the inter-relationships which exist between the Board and other governmental bodies.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board has established policies for contractual or cooperative ventures with other governmental bodies.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board understands and influences the political climate in which it operates.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board shows an active interest in legislation and regulations affecting community colleges.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. The Board actively participates in organizations and programs affecting community colleges.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

SAMPLE
2020-2021 San Mateo Community College District
Board Self-Evaluation Instrument
 Drafted 5/13/2021 BWH

Board Operation	Excellent	Above Average	Average	Needs to Improve
<i>Please rate the performance of the Board in their leadership and oversight of the District according to the scale on the right.</i>				
1. The Board conducts discussions at public meetings so that all trustees have an opportunity to participate in the discussion and decision-making.				
2. The Board receives adequate information from staff on which to base decisions.				
3. The Board conducts its meetings in an orderly, efficient manner and encourages public comment.				
4. The Board effectively responds to input from members of the colleges and community.				
5. Board members treat one another with respect and civility, in public meetings and closed sessions.				
6. Board members share significant information about pertinent issues at public meetings.				
7. Once the Board reaches a decision, it acts as a whole.				
8. The Board understands and appropriately contributes to the accreditation process.				
9. New Board members are appropriately oriented and fellow Board members participate in that process.				
10. Board members participate in professional development through attendance at seminars, conferences and retreats.				
11. Board members behave in accordance with the Board code of ethics and other district policies and regulations.				
12. Board members uphold the confidentiality of discussions and actions taken in closed session.				

Financial Management	Excellent	Above Average	Average	Needs to Improve
<i>Please rate the performance of the Board in their financial oversight of the District according to the scale on the right.</i>				
1. The Board understands the finances of the District and its current fiscal condition.				
2. The Board is informed and discusses the fiscal aspects of the District on a regular basis.				
3. The Board strives to link the District planning with the allocation of resources.				
4. The Board regularly discusses the District finances and makes financial decisions to ensure the long-term financial health of the organization.				
5. The Board oversees the financing of new District facilities as well as the maintenance and repair of existing facilities.				

Mission of the District	Excellent	Above Average	Average	Needs to Improve
<i>Please rate the performance of the Board in their implementation of the Mission of the District according to the scale on the right.</i>				
1. The Board understands the Mission of the District.				
2. The Board periodically discusses the District Mission to ensure that it represents the needs of the community and students it serves.				
3. The Board ensures that the District Mission reflects the diversity of the community it serves.				
4. The Board develops policy and makes decisions consistent with the mission of the district and in accordance with appropriate local, state and federal law.				

Board Goals for 2020-2021	Excellent	Above Average	Average	Needs to Improve
<i>Please rate the performance of the Board in their work to achieve the following 2020-2021 Board goals.</i>				
1. (insert current board goal #1)				
2. (insert current board goal #2)				
3. (insert current board goal #3)				
4. (insert current board goal #4)				
5. (insert current board goal #5)				

Relationship with the Chancellor	Excellent	Above Average	Average	Needs to Improve
<i>Please rate the performance of the Board in their relationship with the District Chancellor according to the scale on the right.</i>				
1. The Board regularly communicates with the Chancellor on matters concerning the District.				
2. The Board regularly receives information from the Chancellor regarding matters concerning the district.				
3. Board members respect the role of the Chancellor as the Board’s employee responsible for the operation of the District.				
4. The Board works to maintain a climate of mutual trust with the Chancellor				
5. Individual Board members do not direct the actions of the Chancellor but work to achieve consensus and provide direction from the Board as a whole.				
6. Individual Board members inform the Chancellor of significant contacts with members of the college or community that impact the operation of the District.				
7. The Board effectively and regularly evaluates the Chancellor so that the Chancellor understands the Board’s opinion of his/her performance.				

Relationship with the Colleges	Excellent	Above Average	Average	Needs to Improve
<i>Please rate the performance of the Board in their relationship with the colleges of the District according to the scale on the right.</i>				
1. The Board understands the shared and participatory governance process of the District and colleges.				
2. The Board understands the division of responsibilities between the District office and the colleges.				
3. The Board understands the role of the faculty in the development of courses and curriculum and in related academic matters.				
4. The Board works to stay informed of the activities of the colleges and to keep open lines of communication between the Board, District and colleges.				

Relationship with the Community	Excellent	Above Average	Average	Needs to Improve
<i>Please rate the performance of the Board in their relationship with the community they represent according to the scale on the right.</i>				
1. The Board works to represent the constituents in the community they serve by understanding the education needs of the region.				
2. The Board listens to input from the community in their participation in community activities as well as in their regular meetings.				
3. The Board ensures that concerns from the community are appropriately communicated to other Board members and the Chancellor.				
4. The Board not only protects the interests of all members of the community but of special interest groups as well.				
5. Members of the Board work to effectively communicate the work of the District and colleges in the community.				
6. Members of the Board routinely attend community activities and meetings to stay connected with the community they represent.				

Open Ended Questions
<i>Please briefly answer the following open ended questions.</i>
1. What do you believe are the greatest strengths of the Board?
2. In what ways do you believe the Board could improve its performance?
3. As a member of the Board what gives you the greatest satisfaction.
4. As a member of the Board what is your greatest concern?

San Mateo County Community College District

June 9, 2021

BOARD REPORT NO. 21-06-05C

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Cheng Yu Hou, Chief Human Resources Officer

RECEIPT OF SUNSHINE PROPOSAL FOR CONTRACT RE-OPENERS FROM CSEA

The District has received the attached bargaining proposal from CSEA, per re-opener language in the Collective Bargaining Agreement between the District and the Union. Per District practice, this CSEA proposal is being sunshined and will be presented for public comment and Board acceptance at the June 23, 2021 meeting.

May 10, 2021

Michael Claire, Chancellor
San Mateo County Community College District
3401 CSM Drive
San Mateo, CA 94402

Re: Initial Proposal

Dear Chancellor Claire,

The California School Employees Association (CSEA) and its local Chapter #33 are submitting its "initial bargaining proposals" in accordance with California Government Code Section 3547 for the upcoming 2021-22 reopener contract negotiations.

CSEA respectfully submits the following bargaining proposals:

Article 10: Leaves

CSEA has an interest in increasing the number of personal necessity days unit members may use discretionary.

Article 11: Transfers and Reassignments

CSEA has an interest in improving the language and process around transfers and reassignments.

Article 17: Reclassification

CSEA has an interest in a more transparent and impartial system of reclassification.

Sincerely,

David Wood