

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES AGENDA - SPECIAL MEETING  
Wednesday, May 15, 2019 – 4:00 PM  
Mendocino College – 1000 Hensley Creek Road, Ukiah, CA 95482**

**CALL TO ORDER /PLEDGE OF ALLEGIANCE**

**1. APPROVAL OF AGENDA AND MINUTES**

- 1.1 Agenda Approval
- 1.2 Approval of Minutes of the regular meeting held on April 10, 2019

**PUBLIC COMMENTS ON CLOSED SESSION ITEMS**

This time is set aside for general public comments. Additionally, comments may be made at the time of discussion of any item. After being recognized by the Chair, those wishing to make comments are asked to stand at the podium, give their name, place of residence and affiliation, if any, and address their comments to the Board President. Trustees may ask questions of the speaker for clarification but will not discuss items that are not on the agenda. If appropriate, the Board may choose to refer the subject to College staff for research or for the item to be placed on a subsequent agenda.

**2. CLOSED SESSION**

- 2.1 Collective Bargaining/Meet and Confer – Pursuant to Government Code section 54957.6  
Designated Representatives: Reyes, Polak, Cichocki, Velasco and Marin  
Employee Organizations: MCFT, MPFA, Management/Supervisory/Confidential, MLCCCBU and Superintendent/President
- 2.2 Conference with Legal Counsel – Anticipated Litigation – Pursuant to Government Code section 54956.9(d) 1 case  
Case names unspecified: Disclosure would jeopardize anticipated settlement negotiations
- 2.3 Public Employee Discipline/Dismissal/Release – Pursuant to Government Code section 54957  
Case names unspecified: Disclosure would jeopardize existing settlement negotiations
- 2.4 Public Employee Performance Evaluation – Pursuant to Government Code section 54957  
Superintendent/President

**RETURN TO OPEN SESSION**

**REPORT OF ACTION TAKEN IN CLOSED SESSION**

**PUBLIC COMMENTS**

This time is set aside for general public comments. Additionally, comments may be made at time of discussion of any item. After being recognized by the Chair, those wishing to make comments are asked to stand at the podium, give their name, place of residence and affiliation, if any, and address their comments to the Board President. Trustees may ask questions of the speaker for clarification but will not discuss items that are not on the agenda. If appropriate, the Board may choose to refer the subject to College staff for research or for the item to be placed on a subsequent agenda.

**RECOGNITION OF RETIREES**

Daniel Jenkins will be recognized by the Board for his years of service

**3. PRESIDENT AND ADMINISTRATION REPORT**

- 3.1 A report from Superintendent/President Reyes is presented as information

**CONSENT AGENDA**

**4. Personnel**

- 4.1 Consideration to Approve Personnel List – Short-Term Non-Continuing Employees

- Recommendation to approve the short-term non-continuing personnel list as presented
- 4.2 **Consideration to Approve Personnel List – Part-Time Faculty**  
Recommendation to approve the part-time faculty personnel list as presented
- 4.3 **Consideration to Approve List of Volunteers**  
Recommendation to approve the list of volunteers as presented
- 4.4 **Consideration to Approve Personnel List – Management/Supervisory/Confidential**  
Recommendation to approve the Management/Supervisory/Confidential list as presented
- 4.5 **Consideration to Ratify Resignation/Retirement – Management/Supervisory/Confidential**  
Recommendation to ratify the resignation/retirement as presented
- 4.6 **Consideration to Approve Four 10-Hour Day Work Week**  
Recommendation to authorize the signing of the agreement with the classified employee unit, MLCCCBU regarding working four ten-hour days from 5/28/19 through 8/2/19.
- 4.7 **Equal Employment Opportunity Plan 2019/2022**  
Recommendation to approve the 2019/2022 Equal Employment Opportunity Plan as presented
- 4.8 **Equal Employment Opportunity (EEO) Fund Multiple Method Allocation Model Certification Form – Fiscal Year 2018/19**  
Recommendation to approve the Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form - Fiscal Year 2018/19 as presented

**5. Other Items**

- 5.1 **Fiscal Report as of March 31, 2019**  
Recommendation to accept the report as presented
- 5.2 **Donations**  
Recommendation to accept the donated items as presented
- 5.3 **Quarterly Fiscal Status Report – AB 2910**  
Recommendation to accept the report as presented
- 5.4 **Student Trustee Privileges**  
Recommendation to adopt/maintain the Student Trustee privileges as presented

**6. INFORMATIONAL/ACTION ITEM**

- 6.1 **Board of Trustees/Foundation Board Ad-Hoc Committee**  
An update from the ad-hoc committee will be presented with possible action to be determined at the meeting.
- 6.2 **Board of Trustees Student Housing Ad-Hoc Committee**  
An update from the ad-hoc committee will be presented with possible action to be determined at the meeting.

**7. ACTION ITEMS**

- 7.1 **Vision for Success Goals**  
Recommendation to approve the Vision for Success Goals for the Mendocino-Lake
- 7.2 **Board Policy Additions and Revisions – Second Reading**  
Recommendation to adopt the board policy additions and revisions as presented

**8. BIG PICTURE**

- 8.1 **Marketing and Outreach at Mendocino College**  
A presentation by Janelle Bird, Director of Community Relations and Communications and Manuel Galicia, HSI program Outreach Specialist

**9. INFORMATIONAL ITEMS AND REPORTS**

- 9.1 **Mendocino College Foundation, Inc.**  
Mendocino College Foundation informational report
- 9.2 **Constituent Group Reports**  
Reports from constituent groups are presented as information
- 9.3 **Board Policy Additions and Revisions – First Reading**  
Revisions and additions to Board policies are presented for information and review

## **10. TRUSTEE COMMUNICATIONS**

### **10.1 Trustee Reports**

Written and oral reports from Trustees are presented as information

### **10.2 Future Agenda Items**

Board discussion about topics to be included on future agendas

## **11. ADJOURNMENT**

**ADA Compliance:** Persons with disabilities needing assistance, please notify the Superintendent/President's Office at 468-3071 no later than 24 hours prior to the scheduled meeting. Meetings are held in locations which are wheelchair accessible.

**Agenda Packet and Supporting Documents Notice:** The agenda packet and supporting materials can be viewed in the President's Office, Room 1070, Mendocino College, 1000 Hensley Creek Road, Ukiah CA

### ***Future Board Meetings:***

- *Regular Meeting – Wednesday, June 12, 2019, 4:00 PM, Mendocino College, 2565 Parallel Drive, Lakeport, CA 95453*

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT**  
**MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES**

A regular meeting of the Mendocino-Lake Community College District Board of Trustees was convened on Wednesday, April 10, 2019 at Mendocino College, 372 E. Commercial Street, Willits, CA.

**GENERAL MATTERS**

*Call to Order & Pledge of Allegiance*      Trustee Pinoli, Board President, called the meeting to order at 4:00 PM which was followed by the Pledge of Allegiance led by Trustee Ubelhart.

<i>Board Members</i>	President	Robert Jason Pinoli	present
	Vice President	Marie L. Myers	present
	Clerk	Ed Nickerman	present
	Trustee	Paul Ubelhart	present
	Trustee	Xochilt Martinez	arrived at 4:05 pm
	Trustee	Dave Geck	present
	Trustee	John Tomkins	present
	Student Trustee	Rickie Farah	arrived at 5:15 pm

*Secretary*      Arturo Reyes, Superintendent/President

*Support Staff*      Mary Lamb, Executive Assistant to the Superintendent/President

*Staff Representatives*      Debra Polak, Vice President of Academic Affairs (present)  
Eileen Cichocki, Assistant Superintendent/Vice President of Administrative Services (present)  
Ulises Velasco, Vice President of Student Services (present)  
Nicole Marin, Director of Human Resources (present)

<i>Constituent Representatives</i>	Academic Senate	Catherine Indermill, President (absent)
	Classified Senate	Tony Novelli, President (present – arrived at 5:30pm)
	Management/Supervisory/Confidential	Matthew Gordon, President (present – arrived at 5:30pm)

*Agenda Approval*      M/S (Tomkins/Nickerman) to approve the agenda as presented/amended. The matter was approved via the following vote:

Ayes	Tomkins, Geck, Ubelhart, Pinoli, Myers, and Nickerman
Noes	None
Abstentions	None
Absent	Martinez

*Minutes Approval*      M/S (Myers/Tomkins) to approve the minutes of the regular Board meeting held on March 13, 2019 as presented. The matter was approved with the following vote:

Ayes	Tomkins, Pinoli, Nickerman, and Myers
Noes	None
Abstentions	Geck and Ubelhart
Absent	Martinez

*Public Comments on  
Closed Session Items*

- There were no comments from members of the public at this time.

**CLOSED SESSION**

The Board adjourned to Closed Session at 4:04 PM with Board President Pinoli stating items 2.1, 2.2, 2.3 and 2.4 will be discussed in closed session.

**OPEN SESSION**

*Report of Action  
Taken in Closed  
Session*

The Board returned to open session at 5:15 PM with Board President Pinoli reporting the following action taken in closed session:

“This evening in closed session, by a vote of 7 (Trustees Tomkins, Pinoli, Nickerman, Geck, Ubelhart, Martinez and Myers) to 0, the Board of Trustees accepted the resignation of a permanent academic employee as part of the resolution of a disciplinary action. This resolution included monetary and non-monetary provisions.”

*Public Comments*

- Patrick Hickey representing SEIU #1021 addressed the board regarding item #9.3 on the agenda – the first reading of the Nondiscrimination policy.
- Erin Schon-Brenner addressed the board regarding the upcoming Spring Dance Festival.

**PRESIDENT AND ADMINISTRATION REPORT**

A written report was presented by Superintendent/President Reyes.

In addition, President Reyes informed the board members that at their meeting on Tuesday, April 9<sup>th</sup>, the Mendocino County Board of Supervisors approved the addition of a traffic signal at the corner of Hensley Creek Road and N. State Street. They also approved the addition of a digital sign on the northwest side of the same intersection (opposite from the CalFire station).

President Reyes also reminded the board members that commencement will be held on Friday, May 24<sup>th</sup>. Board members need to be on campus by 5:00pm in order to be ready for the evening festivities.

**CONSENT AGENDA**

M/S (Geck/Myers) Board of Trustees does hereby approve the Consent Agenda as presented. The consent agenda was approved with the following vote:

Ayes	Tomkins, Pinoli, Martinez, Nickerman, Geck, Ubelhart and Myers
Noes	None
Abstentions	None
Absent	None

Items with an asterisk \* were approved by one motion as the Consent Agenda.

**Personnel**

*Consideration to  
approve the  
personnel list –  
Short-Term Non  
Continuing (STNC)  
Employees*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby ratify the employment of the short-term non-continuing (STNC) employees as submitted and presented at the meeting pending receipt of all necessary employment eligibility requirements.

*Consideration to  
approve the  
personnel list –  
Part-Time Faculty*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve the list of part-time faculty as submitted and presented at the meeting pending receipt of all necessary employment eligibility requirements.

*Consideration to  
approve  
Transfer/Promotion/  
Reassignment -  
Classified*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve the transfer and promotion of Darletta Fulwider, Financial Aid Technician, effective May 1, 2019.

*Consideration to  
approve the  
personnel list –  
Temporary, Non-  
Tenure Track,  
Categorically  
Funded, Full-Time  
Faculty*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby employs Shanti Adhikari as a temporary, non-tenure track, categorically funded, full-time Nursing faculty effective August 19, 2019 through May 22, 2020.

*Consideration to  
approve Increase in  
the Number of Hours  
Worked Per week –  
Classified Employee*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve the increase in the number of hours worked per week from 20 to 25 for the Curriculum Technician effective April 1, 2019.

*Consideration to  
ratify Resignation/  
Retirement – Full  
Time Faculty*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby ratifies the retirement of Daniel Jenkins, Full-Time Faculty, Human Services, effective May 27, 2019.

*Consideration to  
receive the  
Mendocino-Lake  
Community College  
Classified  
Bargaining  
Unit/SEIU  
(MLCCCBU) Local*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby receive the initial 2019/20 collective bargaining proposal from the Mendocino-Lake Community College Classified Bargaining Unit (MLCCCBU) and directs the Superintendent/President to receive public comments to this proposal prior to the May Board meeting.

1021, 2019/20

*Reopeners*

*Consideration to  
receive the  
Mendocino College  
Federation of  
Teachers  
(MCFT/AFT),  
2020/21 Reopeners*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby receive the initial 2020/21 collective bargaining proposal from the Mendocino College Federation of Teachers (MCFT/AFT) and directs the Superintendent/President to receive public comments to this proposal prior to the May Board meeting.

*Consideration to  
present the  
Mendocino-Lake  
Community College  
District Reopeners  
to the Mendocino-  
Lake Community  
College Classified  
Bargaining  
Unit/SEIU, Local  
1021 (MLCCCBU)  
2019-20*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby presents the District's initial 2019/20 collective bargaining proposal to Mendocino-Lake Community College Classified Bargaining Unit/SEIU, Local 1021 (MLCCCBU), and directs the Superintendent/President to receive any related public comments prior to the May Board meeting.

*Consideration to  
present the  
Mendocino-Lake  
Community College  
District Reopeners  
to the Mendocino  
College Federation  
of Teachers  
(MCFT/AFT)  
2020/21*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby presents the District's initial 2020/21 collective bargaining proposal to Mendocino College Federation of Teachers (MCFT) and directs the Superintendent/President to receive any related public comments prior to the May Board meeting.

*Fiscal Report as of  
February 28, 2019*

#### **Other Items**

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby accept the fiscal report as of February 28, 2019 as presented.

*Donation*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby accept the donated items from Connie Sackman as presented.

*Board of  
Trustees/Foundation  
Ad-Hoc Committee*

#### **INFORMATIONAL/ACTION ITEM**

An update from the ad-hoc committee was presented by Trustee Geck.

The ad-hoc committee met on March 27<sup>th</sup> with the 3 members of college board and the 3 members from Foundation board present. Feelings expressed at the meeting indicated a good-faith effort on both sides will help to improve the relationship between the Foundation and the College. The committee will be continuing to meet with their next meeting scheduled to take place on

Wednesday, April 17<sup>th</sup>.

The takeaway from the meeting was it is in the best interest of both entities to move forward and find a way to continue to work together for the students of Mendocino College.

**ACTION ITEMS**

*2018-2019 April  
Revise Budget*

After reviewing the information presented, the board took the following action:

M/S (Geck/Martinez) that the Mendocino-Lake Community College District Board of Trustees does hereby adopt the proposed 2018/2019 April Revised Budget as presented and shown on attachments A1 through I.

Ayes	Tomkins, Myers, Pinoli, Geck, Ubelhart, Martinez and Nickerman
Noes	None
Abstentions	None
Absent	None

*Contracts and  
Agreements –  
Quarterly  
Ratification*

After reviewing the information presented, the board took the following action:

M/S (Nickerman/Myers) that the Mendocino-Lake Community College District Board of Trustees does hereby ratify the contracts and agreements as presented with the following vote:

Ayes	Tomkins, Myers, Pinoli, Martinez Geck, Ubelhart, and Nickerman
Noes	None
Abstentions	None
Absent	None

*Awarding of Audit  
Contract for Fiscal  
Year Ending June  
2019*

After reviewing the information presented, the board took the following action:

M/S (Ubelhart/Nickerman) that the Mendocino-Lake Community College District Board of Trustees does hereby award the audit contract for the fiscal year ending June 30, 2019 at a price of \$34,880/District and \$8,005/Foundation to the Certified Public Accounting firm Cossolias, Wilson Dominquez, Leavitt (CWDL) as presented with the following vote:

Ayes	Tomkins, Myers, Pinoli, Martinez Geck, Ubelhart, and Nickerman
Noes	None
Abstentions	None
Absent	None

*Northern California  
Community Colleges  
Self Insurance  
Authority  
(NCCCSIA)*

After reviewing the information presented, the board took the following action:

M/S (Myers/Nickerman) that the Mendocino-Lake Community College District Board Trustees does hereby adopt Resolution 04-19-01 – Designation of District Alternate as presented with the following vote:



*Designation of  
District Alternate –  
Resolution #04-19-  
01*

Ayes	Tomkins, Myers, Pinoli, Martinez Geck, Ubelhart, and Nickerman
Noes	None
Abstentions	None
Absent	None

*Vice President's  
Salary Schedule*

After reviewing the information presented and discussion, the board took the following action:

M/S (Nickerman/Geck) that the Mendocino-Lake Community College District Board of Trustees does hereby approve the salary schedule for the Vice Presidents as presented with the following vote:

Ayes	Geck, Martinez, Nickerman, Pinoli, Ubelhart and Tomkins.
Noes	Myers
Abstentions	None
Absent	None

*Classified  
Professionals Week  
– Resolution# 04-19-  
02*

After reviewing the information presented, the board took the following action:

M/S (Myers/Tomkins) that the Mendocino-Lake Community College District Board of Trustees does hereby adopt Resolution 04-19-02 in honor of Classified Professionals Week as presented with the following vote:

Ayes	Tomkins, Myers, Pinoli, Martinez Geck, Ubelhart, and Nickerman
Noes	None
Abstentions	None
Absent	None

*Big Picture –  
Partnerships Small  
Schools – What are  
we doing currently  
and what more can  
be done?*

Vice President of Academic Affairs Polak presented an overview of the many partnerships currently in place with the various K-12 small schools in our district.

**INFORMATIONAL REPORTS**

*Mendocino College  
Foundation, Inc.*

A written informational report was submitted by Katie Fairbairn, Executive Director of the Mendocino College Foundation. She shared a new flyer from the Foundation regarding ways to give.

*Constituents Group  
Reports*

**Academic Senate**

A written report was submitted by Academic Senate President Catherine Indermill.

**Classified Senate**

Classified Senate President Tony Novelli shared with the Board an introduction of Jeana Thompson who will be the Classified Senate President next year. He also stated they both just attended a President's workshop that focused on leadership development.

**Management/Supervisory/Confidential**

A written report was submitted by Management/Supervisory/Confidential President Matthew Gordon who stated he had nothing to add.

*Board Policy  
Additions and  
Revisions – First  
Reading*

Board policy 3410 – Nondiscrimination was presented for review and information. Voting on this policy will take place at the May 2019 board meeting.

*Vision for Success  
Goals*

An overview of the proposed Vision for Success goals was presented by Vice President Polak as information. Voting on the final version of these goals will take place at the May 2019 board meeting.

*Student Housing*

Bill Pauli addressed the board regarding the proposed student housing on the Ukiah campus.

The ad-hoc committee has not yet met but an email will be going out soon regarding their first meeting date and time. Board President Pinoli stated the goal of the committee will be to have a couple of meetings in the month of May and possibly June.

*Campus Climate and  
Student Satisfaction  
Inventory Update*

A copy of the in-depth report from Ruffalo Noel Levitz was shared with the board. The report discussed the action plans developed with Dr. David Trites during his final visit to our campus in March.

**TRUSTEE COMMUNICATION**

*Trustee Reports*

Trustees commented orally on their recent college-related activities.

*Future Agenda Items*

Future agenda items discussed and approved by the board members are as follows:

- Possible walk through of the proposed sites for the housing at the next meeting.

*Adjournment*

With agenda business concluded, Board President Pinoli declared the meeting adjourned at 7:00 PM.

Submitted by:  
Arturo Reyes, Superintendent/President  
Secretary, Board of Trustees

SUBJECT: PRESIDENT AND ADMINISTRATION REPORT

### **Academic Affairs**

#### **Major Exploration Events**

The Enrollment Management committee designed and sponsored two student-oriented events this spring called “Major Exploration.” Both events focused on connecting students with the faculty in their declared majors or areas of interest. The first event took place on April 30 in the LLRC and focused on programs in STEM, Business, and Career Education (CE) fields. The second event focused on programs in the Arts, Humanities, and Social Sciences and took place on May 9. Both events were well-received and provided an opportunity for students to converse with their instructors and meet informally with counselors. Students were also encouraged to use the newly created Math and English placement web form to get their new AB705 placements.

#### **Online Course Assessment**

This spring the faculty of the Distance Education (DE) Committee engaged in a review of all online courses to assess their level of regular substantive interaction with students. Vivian Varela, our DE coordinator, is following up with instructors and providing general education about how to improve this important area of online education which is outlined by Board Policy. Additionally, the DE Committee is sponsoring a more rigorous process for some courses – a Peer Online Course Review in which the selected courses are reviewed for alignment with the high standards of the Online Education Initiative’s Course Design Academy. Already, four of our courses have been “badged” by the Academy. The DE program hopes to continue to grow this professional development program in the future.

#### **Student Learning Outcomes (SLO) Committee**

The SLO Committee and acting SLO chair have been working on providing professional development related to SLOs this semester. The committee sponsored two SLO Clinics in April – opportunities for faculty members to get individual assistance in navigating the SLO process from writing SLOs to assessment. These clinics followed presentations by faculty members on their SLO process which were made during faculty meetings this semester and an in-service presentation on the same topic.

#### **Applied Academics**

The Chancellor’s Office Strong Workforce K-12 Program competitive grant recently announced awards to Anderson Valley USD and Potter Valley USD for proposals focused on career pathway sustainability and agriculture program innovations. Both K-12 School Districts will submit a work plan to the North Far North Strong Workforce K12 panel for approval to start their state funded programs on July 1.

Shasta College is supporting our Corrections to College efforts by funding the development of a “Step Up” program here at Mendocino College. The Step Up program developed at Shasta College five years ago has demonstrated a successful education service delivery model with impressive results for recently paroled men and women. An ad hoc group of Mendocino College faculty, counselors, and administrators are meeting regularly with corrections staff and educators to develop a matriculation process and implement Step Up education program models at the Lake and Mendocino County Jail.

The Cyber Patriot Camp to be held July 29-August 2 is a national youth cyber education program that introduces high school students to cyber ethics, online safety, and cybersecurity. The curriculum is

provided by the Air Force Association, a nonprofit Aerospace organization. The funding for the camp is provided by our North Far North ICT District Sector Navigator (DSN). The camp is open enrollment for the first 24 students to sign up. Food and snacks will be provided. The camp is another in the cyber event series following the overwhelming success of the Mayors Cup competition hosted by Mendocino College earlier this semester. Computer Science Instructor Dr. David Pai is coordinating this opportunity to experience and use cyber competition software in national competitions.

### **Centers**

Interim Lake Center Director Judy Kanavle, in collaboration with Career Point (MPIC) and Mendocino Lake Adult and Career Education (ML ACE), held a construction industry meeting on April 24. ML ACE is funding non-credit/credit basic construction curriculum development modeled after the North Coast Builders Exchange Construction Corps program for high school seniors. Jen Riddel, from the Sustainable Construction department presented draft curriculum and industry people had a chance to provide input.

On May 16, the Lake Center will host the second annual Fiesta at the Lake Center. We are excited to have President Reyes and Vice President Velasco in attendance to welcome fiesta participants. There will be free tacos, games and prizes. The event will focus on early registration for summer and fall classes.

The Lake Center will host Kelseyville High School Senior Day on May 17. Finally, our Lake County K-12 partners are currently moving their College Career Access Pathway (CCAP) agreements through their school boards. We look forward to having these agreements in place for fall of 2019.

Much work is being done around marketing at all of the centers: new signage is being purchased for the Lake, Coast, and North Coast Centers as well as Covelo, Boonville, and the Mendocino College Krenov School of Fine Woodworking. Center specific marketing material is also now available at each center and was utilized at the recent Coast Center Job Fair. The Job Fair will take place between 2 and 6 pm and will include over 20 local employers, all are welcome to attend.

### **Student Services**

#### **New Student Welcome Event Planning**

An initial planning meeting for a campus wide New Student Welcome was held on April 24. The New Student Welcome will be held on Thursday, July 18 and will be structured with the aim of providing a good orientation to the college and available support programs, such as Financial Aid, FYI, CAMP, EOPS among others. Participation from Student Services, Instruction, Career Education, and others is sure to make this event a success. A link has been placed on the FYI website to invite new students to RSVP for the event and we will be actively promoting the event between now and July 18 to get as many participants as possible. Future planning meetings will be held to finalize the event agenda.

#### **CAMP**

CAMP took 20 students from the CAMP/CAMP alumni, First Year Institute (FYI), Math Engineering Science Achievement (MESA) and EOPS programs to UC Davis to attend the California Forums for Diversity in Graduate Education on April 6. The forum is intended to introduce first generation students of color to graduate level education. It is sponsored by the CSU and UC Chancellor's office. The majority of attendees are 4-year university students, however there is a special interest in STEM community college students. For this event CAMP Program Manager Mariana Martinez, CAMP Counselor Lidia Sanchez, and EOPS Specialist Juvenal Vasquez attended the forum.

CAMP had the honor of selecting and taking 14 CAMP scholars to attend the annual CAMP Leadership Conference hosted by CSU Bakersfield on April 11. The conference is designed to provide CAMP students an opportunity to learn about leadership and networking. During this trip, our CAMP students also visited UC Merced for a campus tour, providing them exposure to additional transfer options.

### **FYI and EOPS**

FYI and EOPS collaborated on a successful trip to CAL Day at UC Berkeley. Students enjoyed tours, workshops, the Cal Band and were able to experience a glimpse of student life at this premier university. Additionally, there was a sponsored trip to the de Young Museum in San Francisco during which students were part of an exclusive tour of a special exhibit, enjoyed touring the entire museum, and viewed a free dance festival held at Golden Gate Park.

### **Latino Retreat**

The 31<sup>st</sup> Annual Latino Student Retreat was held at the Ukiah Campus on Friday, May 3rd. Over 400 participants from high schools throughout the district enjoyed a keynote address by nationally acclaimed poet and public speaker, Yosimar Reyes as well as a variety of workshops presented by campus faculty, staff, Sonoma State University's Academic Talent Search, and Redwood Credit Union. Students experienced a day of inspiration and information that we hope will motivate them to pursue college in the future.

### **Native American Motivation Day**

On Friday, May 10, the 33<sup>rd</sup> Annual Native American Motivation Day brought over 300 – 6-12 grade students from Mendocino and Lake counties to the Ukiah campus. The day consisted of motivational speakers, breakout program informational sessions, campus tours, and lunch for the students. The event was designed to motivate youth from our Native American communities to pursue a higher education degree. We had several staff and faculty who helped make this event successful!

### **Outreach**

On April 28, 2019, High School Equivalency Program (HEP) Outreach Specialist Griselda Madrigal and HEP Administrative Assistant Yanira Muniz attended the "Day of the Child Fair" at the Grace Hudson School campus. They provided event attendees with information about Mendocino College and HEP specifically.

On May 3, 2019, the HEP staff organized a parent workshop with Rafael Vazquez, author and community college outreach coordinator, as the keynote speaker. Mr. Vazquez's talk focused on the impact of technology on today's children. More than 40 people attended this workshop.

FYI Program Manager Monica Flores, Dean of Counseling Antonio Lopez, and Student Life Coordinator Lauren Simmonds collaborated to present a College Day for 140 Dana Gray Elementary School students from Fort Bragg on April 4. The day included a general presentation, college tours, and a mini-fair. Students thoroughly enjoyed the event!

FYI collaborated with Financial Aid & the Student Life Coordinator to provide presentations and campus tours to students from the Sonoma State University Academic Talent Search Program. This program works with high school students to advise them and keep them on track to go to college. Anderson Valley and Ukiah were represented on this visit and seniors were given information about how to access resources as future Mendocino College Students.

## **Administrative Services**

### **Hensley Creek Intersection Traffic Light Timeline**

The traffic light project is currently out to bid and the plan is to bring the results of the bidding process to the Board in June. After the Board awards the bid, the project construction is anticipated to commence as soon as possible with a goal of being completed by mid-August.

### **Decline in FTES**

Full-time Equivalent Students (FTES) reported to the Chancellor's Office on April 15 was short of our target. A workgroup has convened to verify the data, determine areas of decline, and brainstorm strategies to address the decline. It is currently estimated that the college will be 125 FTES short of our 3,065 FTES target. Due to hold harmless provisions in the Student Centered Funding Formula (SCFF), current year revenue will not be effected by the decline. However, it is important to determine the areas and causes of decline because ultimately revenue will be reduced in subsequent years. While it is difficult to calculate the dollar value of the decline due to the changing nature of the new SCFF, it is estimated to total approximately \$650,000.

### **2019/20 CalPERS contribution rate set**

At its meeting on April 16, the California Public Employees' Retirement System (CalPERS) Board adopted a school employer contribution rate of 20.733% for 2019/20. This is an increase of 2.671% over the current rate of 18.062%. This is slightly higher than the previous estimate of 20.7%. This rate is a percentage of payroll that the college pays on behalf of its employees who are members of the CalPERS retirement system, typically Classified staff and Classified managers. By way of illustration, for every \$1,000 of salary compensation to an employee, the college pays an additional \$207.33 into the retirement system. This 2.671% increase in the rate will increase the annual cost to the college by approximately \$170,000.

### **Health Benefit Costs**

The college self-funds for health benefits. That is, the college sets aside an estimated amount each year and pays its actual medical bills from those set aside funds. For 2018/19, the college budgeted \$1,400 per employee per month (\$16,800 per year). Actual medical claims through March 2019 has averaged \$1,496 per month. This is the first time this fiscal year that claims have exceeded the budgeted amount. If this trend continues through the end of the year, actual medical claims will exceed the budgeted amount by \$234,000. There are reserves in the Health Benefits Fund to cover the excess and the claims will continue to be monitored.

### **New Employee Orientation**

A New Employee Orientation program has been created by HR Director Nicole Marin. Director Marin conducted the first orientation on April 30 and received positive feedback from participants. The presentation covers big picture items such as the college Mission/Vision/Values/Goals as well as the day to day operations of the college such as use of technology and campus safety. Orientations will be held on a regular monthly basis going forward.

### **External Auditors**

The auditors from the firm CWDL were on campus the week of April 22 to begin their work on the fiscal year 2018/19 audit. During this site visit, the auditors tested internal controls in cash disbursements, cash receipts, and payroll. They also performed State and Federal Compliance testing on Student Financial Aid, FTES accounting, student residency determination, student athletes, dual enrollment, and DSPS. Before they left, they shared with VP Cichocki that they found the college to have a strong internal control environment and found no instances of non-compliance. The auditors

also expressed their appreciation of Director Atherton who they found to be well prepared and responsive to requests during the visit. The audit process will continue until the auditors present the final report to the Board at its meeting in December.

### **Governor's May Revision**

On May 9, Governor Gavin Newsom released his May Revision to the 2019/20 Budget Proposal. The college is awaiting an analysis of the proposal from the Chancellor's office.

## **Marketing and Outreach**

### **Committee Activities**

The Marketing and Outreach Committee has been working hard over the past year to implement a new procedure for planning and facilitating campus events. The new process helps guide individual departments and programs through the process of planning a successful event on campus and communicates the support they have access to such as facilities, marketing, catering, audio/visual/IT, etc. One of the overarching goals of this project was to improve the communication between departments about events happening on campus and to instrument a master calendar of events for Mendocino College.

The committee has also been reviewing the Career Education website re-design project and other college marketing initiatives and campaigns, as well as the 19/20 marketing plan to provide Director Bird with feedback.

Lastly, the committee is collecting feedback from all employee groups and students on a potential new logo for Mendocino College. The deadline to submit feedback using the survey provided to employees and students is Monday, May 13 and the committee will reconvene on May 14 to review and make a recommendation how best to move forward.

## **Athletics**

Spring sports have come to an end and we are very proud of the seasons that our softball and baseball teams have completed! Many of our student-athletes received accolades for their efforts, including being selected as all-conference and/or academic all-conference. We are humbly honored that Mendocino College athletes earned the Bay Valley Conference Player of the Year Award for both baseball and softball. A special congratulation to Mykala Ramsey (softball) and Joe Brazil (baseball) for this extraordinary accomplishment.

## **Professional Development**

Vice President Polak attended the Accrediting Commission for Community and Junior Colleges (ACCJC) Partners in Excellence Conference April 30-May 3.

On Friday, May 3, the Foundation Skills Committee sponsored the Spring Teacher Institute – an annual opportunity for our full-time and adjunct instructors to meet and discuss pedagogy. This spring the focus of the institute was on “Backward Design.” After a morning presentation about AB705, Taylor Cannon presented on course design, discussing how instructors can design their courses using the course outline of record as their foundation. Vincent Poturica then presented on how to design course assessments with the Student Learning Outcomes as the starting point, with the end goal of facilitating an easier and more meaningful SLO assessment process.

April 10-12 Director of Community Relations and Communication, Janelle Bird attended the annual Community College Public Relations Organizations (CCPRO) conference in San Diego. CCPRO serves marketing and communications professionals at California's community colleges. Bird attended

workshops covering topics such as data-driven digital marketing, career education multicultural outreach, the PIO role in advocating for community colleges, and social media management.

Director of Financial Aid & EOPS, Yuliana Sandoval and Financial Aid Coordinator, Karen Cavanaugh attended the Ellucian Conference held in New Orleans on April 9-10. This conference gives attendees the ability to meet with peers that use the same system, discuss challenges and get best-practices advice. The sessions that were attended all focused on using the existing technology to remove obstacles for students and create efficiency for staff. The Financial Aid Office is excited to implement what they learned!

High School Equivalency Program (HEP) outreach specialist Griselda Madrigal, HEP tutor Miriam Gallegos and HEP Program Manager Jackeline Orozco, attended the California Council for Adult Education (CCAЕ) conference in San Diego on April 25. They attended different workshops about providing our students with the support they need to be successful.

### **End of Year Student Awards and Recognition Ceremonies**

#### **College Assistance Migrant Program (CAMP) Ceremony**

On Friday, May 10, CAMP will be hosting the 15th annual CAMP ceremony. This is a special event to recognize scholars that earned 24 units in their first year of college. 11 CAMP scholars made the Phi Theta Kappa Honor Society, two received the 2019-2020 Mendocino College Foundation Scholarship, and 13 have semester honors from Honor's List to Higher Honors. Each scholar receives a certificate of completion, CAMP sash to wear on graduation day, and a Certificate of Recognition from Senator McGuire's office. The ceremony is followed by dinner for scholars and their families.

#### **CalWORKs Awards**

CalWORKs will be holding an End of Year Celebration and Awards Ceremony on Wednesday May 15 in the Lowery Student Center. This will be a family friendly event including children's activities and dinner. Awards will be presented to students in the program for a 3.0 GPA and above, resiliency, and courage.

#### **Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE) Ceremony**

On Friday, May 17, the EOPS/CARE Staff will celebrate the academic success of their students with an awards ceremony to be held in the Center for Visual and Performing Arts Center Theatre. This will be a very special evening for EOPS and CARE students who are graduating this May and those who have maintained at least a 3.00 cumulative grade point average. The event will begin with an awards ceremony acknowledging 205 EOPS students for their outstanding academic achievement and 58 EOPS students for completing the requirements for graduation this spring. A dinner reception will immediately follow in the Lowery Student Center and will be catered by the Mendocino College Culinary Arts Department.

#### **Mendocino College Athletics Hall of Fame Induction Ceremony**

The Mendocino College Athletics Boosters, an affiliate of the Mendocino College Foundation, in conjunction with MC Athletics, will be holding its 11<sup>th</sup> semi-annual Hall of Fame Induction Ceremony on May 18 at Barra of Mendocino.

This year's inductees for outstanding athletic achievement are:

Vertis Patton

Kyle Heath

Willaim "Billy" Offill



For more details regarding this event, please contact Holly Egger in Athletics at 707-468-3255.

### **Nursing Graduation**

On Thursday May 23, the Mendocino College Nursing Department will honor its 22 graduating students in the Center Theatre. The ceremony will include speeches by Director of Nursing, Fran Laughton and class president Lauren Kornegay, followed by a pinning ceremony, nursing pledge, and student award recognition facilitated by faculty.

### **Commencement Ceremony**

The 46<sup>th</sup> Annual Mendocino College Commencement Ceremony will be held on Friday, May 24 at 6:00 PM on the Stadium Field, Ukiah Campus. So far, 330 students have applied for graduation. Jeff Duncan-Andrade, Ph.D., Associate Professor of Raza Studies and Race and Resistance Studies at San Francisco State University will deliver the keynote address to the Mendocino College Class of 2019. Full-time faculty, part-time faculty, and educational administrators are invited to participate in the ceremony. The order of events is as follows:

5:00 PM –

- Board of Trustees, participating Administrators, and Guest Speaker gather in the Athletic Building, Room 860. (Light refreshments and water will be served).

5:30 PM –

- Faculty and Educational Administrators gather in Athletic Building, Room 800 (Light refreshments and water served).

5:45 PM –

- Graduation candidates begin arrival at the Gymnasium; Guests begin arrival at the Stadium Field

6:00 PM – PROCESSION & COMMENCEMENT CEREMONY

#### Processional Order

*Platform Party* – Led by Superintendent/President Reyes and Board of Trustees President Pinoli.

*Faculty/Educational Administrators* – Led by Vice President Polak and Academic Senate President Indermill

*Students* – Led by Vice President Velasco, Dean Montes, Dean Aseltyne, and ASMC Advisor Phil Warf

7:30 PM – Reception

Following the ceremony, a reception with heavy hors d'oeuvres served will be held outside of the Stadium Field, in the roundabout. Please join us during this time of celebration with our graduates and their families and friends.

### **Upcoming Community Events**

#### **Spring Band Performance**

The 42nd annual Spring Symphonic Band Concert will be held on Thursday, May 16 at 7 pm in the Mendocino College Center Theatre. This concert is presented by the Mendocino College Symphonic Band class which meets every Fall and Spring semester on Thursdays at 6:30 pm under the leadership of music faculty Dr. Phillip Lenberg.

**Festival of New Plays**

The 15<sup>th</sup> Annual Festival of New Plays will be held on May 17 and 18 at 7:30 pm in the Mendocino College Little Theatre. This beloved tradition and highlight of the annual theatre season will feature nine student-directed 10-minute plays by local playwrights. Tickets are \$10 for everyone and are available at the Mendocino Book Company, the Mendocino College Bookstore and online at <https://www.brownpapertickets.com/event/3605132>.

**Spring Choir & Jazz Ensemble**

The Mendocino College Choir and Vocal Jazz Ensemble will host their free performance, *The Road to Freedom* on Monday, May 20 at 7:30 PM in the Mendocino College Center Theatre. Directed by part time faculty Janice Hawthorne Timm, the concert will feature "The Journey of Harriet Tubman" by Rob Kean, "Freedom Suite" from Sacred Concerts by Duke Ellington, "The Time is Now" by Ēriks Ešenvalds, "Joshua fit the Battle of Jericho" by Mark Hayes, and a rousing gospel finale - "Still I Rise" by Rosephanye Powell. Guest appearances include: soprano Katharine Zdunich Ginnunk, percussionist Rebekah Zdunich with Larry Ames and Doug Shald for the Jazz ensemble.

SUBJECT: EMPLOYMENT – SHORT-TERM NON-CONTINUING (STNC)  
EMPLOYEES

SYNOPSIS:

Approval/ratification of employment of short-term non-continuing (STNC) employees is requested.

RECOMMENDATION:

The Superintendent/President recommends approval of this Board item as presented.

ANALYSIS:

Education Code 88003 authorizes a governing board to hire short-term (temporary, hourly) employees for less than 75% of a school year, up to 180 days.

Education Code 70902(d) permits a governing board to adopt a rule delegating the authority to hire short-term employees to the Superintendent/President, or designee. This district has adopted such a rule in Policy No. 703.

EC 88003 was amended to require districts to specify at a regularly scheduled Board meeting the service to be performed, as well as the start and end dates of the service.

*Reference Board Policy 703, Employment of Short-Term, Substitute Employees*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College Board of Trustees hereby approves/ratifies the employment of the short-term non-continuing (STNC) employees as presented pending receipt of all necessary employment eligibility requirements.

### **Short Term Non Continuing (STNC) Employees**

(Individual assignments may not exceed 180 days within the start and end date)

<b>Last Name</b>	<b>First Name</b>	<b>Position</b>	<b>Department</b>	<b>Start Date</b>	<b>End Date</b>
Clark	Morgan	Greenhouse Worker	Agriculture	6/10/2019	6/19/2019
Clark	Morgan	Greenhouse Worker	Agriculture	6/20/2019	8/31/2019
Ferreya	Domingo	Security/Utility Worker	Ukiah	5/16/2019	6/20/2019
Heiartz-Martin	Emilyann	Office Service and Registration Assistant	Lake Center	5/8/2019	6/19/2019
Mallett	Joe	Groundskeeper	Ukiah	5/16/2019	6/20/2019
Morse	Iris	Center Assistant	Lake Center	5/16/2019	6/20/2019
Shimada	Machiko	Center Assistant	Lake Center	5/16/2019	6/20/2019
Thompson	Christopher	Groundskeeper	Ukiah	5/16/2019	6/20/2019

### **Student Employees**

(Individual assignments may not exceed 180 days within the start and end date)

<b>Last Name</b>	<b>First Name</b>	<b>Position</b>	<b>Department</b>	<b>Start Date</b>	<b>End Date</b>
Ruiz	Yarely	Assistant Teacher	Child Devel.	4/10/2019	5/19/2019

SUBJECT: EMPLOYMENT – PART-TIME FACULTY

SYNOPSIS:

Employment of Part-Time Faculty for the Spring and Summer 2019 semesters.

RECOMMENDATION:

The Superintendent/President recommends that this item be approved as presented.

ANALYSIS:

The Deans recommend employment of the Part-Time Faculty included on the attached list. Each individual meets the state-mandated qualifications or the District's equivalency policy for the assignment or possesses a valid, applicable credential.

*Reference Board Policy 7120, Recruitment and Hiring*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve the employment of the Part-Time Faculty for the Spring and Summer 2019 semesters as presented pending receipt of all necessary employment eligibility requirements.

<b>EMPLOYMENT – PART-TIME FACULTY SPRING 2019 SEMESTER</b>		
<b>Name</b>	<b>Position</b>	<b>Location</b>
Jensen, Zane	PT History Instructor – Substitute	Lake Center

<b>EMPLOYMENT – PART-TIME FACULTY SUMMER 2019 SEMESTER</b>		
<b>Name</b>	<b>Position</b>	<b>Location</b>
Albuquerque, Lilia	English as a Second Language Instructor	Willits
Bailey, Jeffrey	Art Instructor	Online
Beeken, Arthur	Sustainable Technologies Instructor	Lake Center
Bell, Joseph	History Instructor	Fort Bragg
Bell, Rose	History Instructor	Online
Bentien, Marla	ESL Non-Credit	Ukiah
Bishop, Sidney	Mathematics Instructor	Ukiah
Budlong, James	Wood Instructor	Fort Bragg
Buffalo, Daniel	Business Instructor	Online
Burokas, Nina	Business Instructor	Online
Buzzell, Nancy	Child Development Instructor	Online
Campbell, Stuart	Philosophy Instructor	Online
Carey, Jill	Child Development Instructor	Online
Chadwick, George	Automotive Technology Instructor	Ukiah
Chiabotti, Dianna	Child Development Instructor	Online
Christy, Michael	Mathematics Instructor	Ukiah
Cohen, Mina	Art - Painting, Drawing Instructor	Online
Colt, Herbert	Mathematics Instructor	Lake Center
Dawood, Noor	Basic Skills Instructor Non-Credit	Boonville/Anderson Valley
Dease, Melanie	Counselor, Part-Time Hourly	Fort Bragg
Duran, Carolina	Mathematics Instructor	Fort Bragg
Escobedo, Katherine	Athletics	Ukiah
Falandes, Helen	Alcohol and Other Drugs Instructor	Ukiah
Fenwick, Richard	Automotive Technology Instructor	Ukiah
Forchini, Caitlin	Counselor, Part-Time Hourly	Ukiah
Gonsalves, David	Counselor, Part-Time Hourly	Ukiah
Gonzalez, Ignacio	Real Estate Instructor	Willits
Gowan, Theresa	Health-Transfer Instructor	Ukiah
Grady, Michael	Chemistry Instructor	Fort Bragg
Gray, Gary	Business Instructor	Online
Green, Tobias	History Instructor	Online
Hellman, Steven	English Instructor	Willits
Hittle, Ben	Sustainable Const. & Energy Technology Instructor	Lake Center
Hobart, Evan	Art - Ceramics Instructor	Fort Bragg
Hoefler, Eric	Business Instructor	Lake Center
Holl, Merie	EOPS Counselor, Part-Time Hourly	Ukiah
Huff, Shane	Physical Ed - Major Instructor	Ukiah
Jensen, Zane	History Instructor	Lake Center
Jernigan, Jeremy	Music Instructor	Lake Center
Killian, Rose	Clothing Instructor	Ukiah
Krasts, Pauls	English Instructor	Ukiah
Kuhn Fornari, Melissa	English as a Second Language Instructor	Fort Bragg
Kyne, Lucy	Counselor, Part-Time Hourly	Ukiah
Lam-Hansard, Katherine	Economics Instructor	Online
Larsen, Erick	Mathematics Instructor	Lake Center
Lawyer, Jeremy	Counselor, Part-Time Hourly	Ukiah
MacDougall, Elizabeth	Music Instructor	Ukiah
McKay, Carol	Child Development Instructor	Online
Metzger, Angela	English Instructor	Lake Center
Molina, Michele	English as a Second Language Instructor	Lake Center
Morgan, Heidi	Psychology Instructor	Online

<b>EMPLOYMENT – PART-TIME FACULTY SUMMER 2019 SEMESTER</b>		
<b>Name</b>	<b>Position</b>	<b>Location</b>
Myklebust, Martha	Child Development Instructor	Willits
Offill, William	Athletics	Ukiah
Olinger, Euline	English as a Second Language Instructor	Ukiah
Orpustan-Love, Denise	Sociology Instructor	Online
Palmer, Jonathan	Art Instructor	Fort Bragg
Parmenter, Robert	Library Instructor	Online
Penner, Elfriede	English as a Second Language Instructor	Lake Center
Prather, Douglas	Anthropology Instructor	Lake Center
Price, Christine	Alcohol and Other Drugs Instructor	Ukiah
Price, Jennifer	Anthropology Instructor	Online
Renderman, Kathryn	Mathematics Instructor	Ukiah
Rickansrud-Young, Rebel	English Instructor	Online
Samota, Susan	Counselor, Part-Time Hourly	Ukiah
Sanchez, Jacqueline	Athletics	Ukiah
Shieh, Amanda	Mathematics Instructor	Ukiah
Shimada, Machiko	Mathematics-Basic Skills Instructor	Ukiah
Siderakis, Julia	Culinary Arts Mgmt - Culinary Instructor	Online
Snider, Michelle	Mathematics Instructor	Willits
Stocker, Ricardo	Psychology Instructor	Ukiah
Tenaqiya, Rain	Agriculture Instructor	Ukiah
Thomas, Alexander	Economics Instructor	Ukiah
Timmen, Melissa	English Instructor	Ukiah
Tomlinson, John	Theatre Arts - Acting Instructor	Lake Center
Torguson, Mark	Athletics	Ukiah
Trigg, Joycelyn	English Instructor	Fort Bragg
Varkevisser, Brian	Chemistry Instructor	Ukiah
Von Vogt, Margaret	Basic Skills Instructor Non-Credit	Boonville/Anderson Valley
Watson-Krasts, Dena	Theatre Arts - Dancing Instructor	Ukiah
Weber, David	Computer Science Instructor	Ukiah
Weiss, Elizabeth	Business Instructor	Willits
Zeni, Michael	Welding Instructor	Lake Center
Zotter, Frank	Business Instructor	Online



SUBJECT: VOLUNTEERS

SYNOPSIS:

Approval of volunteers

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

Individuals may volunteer their services to the District, but only authorized volunteers approved by the administration and the Governing Board are entitled to workers' compensation benefits. No volunteers are agents of the District. (Labor Code 3364.5; Board Policy No. 702) The following volunteers approved by the administration are recommended for Board approval:

<u>Name</u>	<u>Assignment</u>
Helen Alencastro	Landscape maintenance, prep-assistance with plant sale; nursery work, weeding potted plants for plant sale.

*Reference Board Policy 702, Volunteers*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby approves the list of volunteers as presented.

SUBJECT: EMPLOYMENT – MANAGEMENT/SUPERVISORY/CONFIDENTIAL

SYNOPSIS:

Employment of Director of Lake Center and Director of MESA/STEM Success

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

**Judith Kanavle**  
**Director of Lake Center**  
**Effective: June 1, 2019 through June 30, 2020**

Ms. Kanavle has been working at Mendocino College since July of 2016 when she began as our first Adult Education Block Grant (AEBG) Director. She led a Consortium of Adult Educators very successfully until she became the Interim Lake Center Director in February, 2018. Her education includes Master's in Public Administration from Columbia University, a Bachelor's from U.C. Berkeley in Environmental Economics, and an Associate's Degree from Mendocino College. Before she began working for us, she held a variety of positions in our county providing project management, community development, and program facilitation. Ms. Kanavle is highly trained as a facilitator and brings that skill and her many others to her work at the College.

**Eric Hoefler**  
**Director of MESA/STEM Success**  
**Effective: June 24, 2019 through June 30, 2020**

Mr. Hoefler comes to the MESA/STEM Success Director position with ten years of high school teaching experience, including work at Kelseyville, Konocti, Marysville and Yuba City Unified School Districts. His teaching experience has been in Business and a variety of technology disciplines. More recently, since 2017, Mr. Hoefler has also been a part-time instructor for Mendocino College in Computer Applications and Business. Before he embarked on a career in education, he had an extensive professional career in the Tech field.

*Reference Board Policy 7120, Recruitment and Hiring*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby employs Judith Kanavle, Director of Lake Center, effective June 1, 2019 through June 30, 2020; and Eric Hoefler, Director of MESA/STEM Success, effective June 24, 2019 through June 30, 2020, pending receipt of all necessary employment eligibility requirements.

SUBJECT: RESIGNATION/RETIREMENT  
MANAGEMENT/SUPERVISORY/CONFIDENTIAL

SYNOPSIS:

Resignation – Management/Supervisory/Confidential Employee

RECOMMENDATION:

The Superintendent/President recommends that this item be ratified as presented.

ANALYSIS:

Karen Christopherson  
Director of Information Technology  
Effective Date: July 31, 2019

*Reference Board Policy 7350, Resignations*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby ratifies the resignation of Karen Christopherson, Director of Information Technology, effective July 31, 2019.

SUBJECT: FOUR 10-HOUR DAY WORK WEEK

SYNOPSIS:

Agreement with Classified Unit to work four 10-hour days and modify normal college offices from May 28, 2019 through August 2, 2019 to Monday through Thursday 8:00 – 5:00, returning to Monday through Friday 8:00 – 5:00 on August 5, 2019.

RECOMMENDATION:

The Superintendent/President recommends that this item be approved as presented.

ANALYSIS:

From 5/28/19 through 8/2/19, Mendocino College offices will be open for normal services Monday through Thursday, 8:00-5:00. Beginning 8/5/19, all College offices will resume regular office hours, Monday through Friday, 8:00-5:00.

It is hereby agreed that Classified employees will work four ten-hour days from 5/28/19-8/2/19. From 5/28/19 through 8/2/19, overtime hours for Classified employees working four ten-hours per week will be defined as any time in excess of 40 hours in any calendar week.

The Memorial Day holiday will be observed on 5/27/19 (10 hours) and the Fourth of July holiday will be observed on 7/4/19 (10 hours). Part-time Classified staff will be entitled to pro-rated holiday leave per section 12.6.1 of the contract.

Employees that want an alternate schedule may apply per Article 11.3.

*Reference Board Policy 7230, Classified Employees*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby approves and authorizes the signing of the attached agreement with the Classified employee unit, MLCCCBU, regarding working four ten-hour days from 5/28/19 through 8/2/19.

# ONE-TIME AGREEMENT

Between Mendocino-Lake Community College District  
and  
Mendocino-Lake Community College Classified Bargaining Unit, SEIU Local 1021

## Summer Four 10-Hour Day Work Week

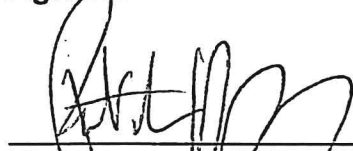
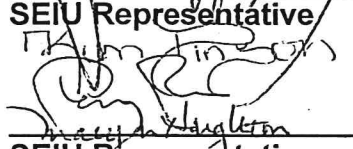
From 5/28/19 through 8/2/19, Mendocino College offices will be open for normal services Monday through *Thursday*, 8:00am to 5:00pm. Beginning 8/5/19, all College offices will resume regular office hours, Monday through *Friday*, 8:00am to 5:00pm.

It is hereby agreed that all Classified employees will work four ten-hour days from 5/28/19 through 8/2/19. From 5/28/19 through 8/2/19, overtime hours for Classified employees working four ten-hour days per week will be defined as any time in excess of 40 hours in any calendar week.

The Memorial Day holiday will be observed on 5/27/19 (10 hours) and the Fourth of July holiday will be observed on 7/4/19 (10 hours). Part-time Classified staff will be entitled to pro-rated holiday leave per section 12.6.1 of the contract.

Classified employees that want an alternate schedule may apply per Article 11.3.

Agreed:

  
\_\_\_\_\_  
SEIU Representative  
  
\_\_\_\_\_  
SEIU Representative

DATE

4/8/2019

  
\_\_\_\_\_  
DISTRICT Representative

  
\_\_\_\_\_  
DISTRICT Representative

DATE

4/8/19

SUBJECT: EQUAL EMPLOYMENT OPPORTUNITY PLAN 2019/2022

SYNOPSIS:

Approval of the updated Equal Employment Opportunity (EEO) Plan

RECOMMENDATION:

The Superintendent/President recommends approval of this Board item.

ANALYSIS:

The Equal Employment Opportunity Advisory Committee (EEOAC), comprised of members from all constituent groups has reviewed the updates to the EEO Plan. Consistent with the commitment to participatory governance at the College, the EEO Plan went through the PPAC process with two readings and input by all constituent groups. The attached EEO Plan has been left in “review” format for the Board’s ease in reviewing the changes made. Where a change has been made, the reason for the change is noted. An update to data in Appendix B is currently underway and will be inserted when completed. Once the Board has approved the EEO Plan, the changes will be finalized for submission of the Plan to the Chancellor’s Office. The EEO Plan is one of the requirements that must be met in order to receive annual EEO funding. The other items that must be met are detailed in the Multiple Method Allocation Model Certification Form due June 1 to the Chancellor’s Office included elsewhere in this agenda for Board consideration and approval.

*Reference Board Policy 3420, Equal Employment Opportunity*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby approves the 2019/2022 Equal Employment Opportunity Plan for the Mendocino-Lake Community College District as presented.

**EQUAL EMPLOYMENT OPPORTUNITY  
and  
STAFF DIVERSITY PLAN**

**Mendocino-Lake Community College District**



**2019-2022**

*Reviewed by EEO Advisory Committee: February 11, 2019 and March 4, 2019  
Reviewed and Approved by Board of Trustees: May 15, 2019*

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~~\*At this time, the California Community College Chancellor's Office has requested that EEO Plans include Sections 1—10, 14 and 16 based on the Model EEO Plan provided by the Chancellor's Office. Components 11—13 and 15 are not required until project 4d availability data of potential applicants by race, gender and disability is provided by the Chancellor's Office.~~

## **Plan Component 1: Introduction**

The Mendocino-Lake Community College District Equal Employment Opportunity (EEO) Plan, which reflects the District's commitment to equal employment opportunity, was adopted by the Board on June 5, 2013. The 2015-16 District Priorities adopted by the Board of Trustees includes strengthening our inclusive, equitable, and ethnically diverse college culture to be more welcoming to all students and increase access and support for underrepresented students.

The goal of Mendocino College is to take active steps to ensure equal employment opportunity and to create a diverse work and academic environment that is welcoming and inclusive for all. Fostering diversity, promoting excellence, and providing a positive student learning experience is the primary focus of this endeavor. Through such an inclusive educational environment, our students will be better prepared to thrive in our diverse society.

The EEO Plan focuses on providing equal employment opportunity in the District's recruitment and hiring policies and practices pursuant to the applicable Regulations of the Board of Governors of the California Community Colleges (Title 5 of the California Code of Regulations, Sections 53000 et seq) and the steps the District shall take in the event of underrepresentation of monitored groups. It also includes a complaint procedure for noncompliance with the EEO Plan; the establishment of the Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the EEO Plan.

Mendocino College is proud to serve a large population of Native American students and is currently working toward being named a Native American Serving Institution, alongside our title as a Hispanic Serving Institution. We are also making progress through our current Student Equity model to further promote and ensure success for our diverse student population.

The Mendocino-Lake Community College District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success and to recruiting and hiring persons from diverse backgrounds. Diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students including first generation students, underrepresented students, and students of color. The District will strive to employ and retain faculty, staff and administrative personnel who promote a positive learning environment and are well prepared to serve our increasingly diverse student population.

*[Signature]*

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J. Arturo Reyes, Superintendent/President

## Plan Component 2: Definitions

### CCR, Title 5, §53001

1. *Adverse Impact* is a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
2. *Business Necessity* means circumstances which justify an exception to the requirements of Section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than does mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.
3. *Diversity* means broad inclusion in the employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experiences and other enriching characteristics.
4. *Equal Employment Opportunity* means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories listed in Section 534004(a), **namely: executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.** ~~Ensuring equal employment opportunity also involves creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by Sections 53000 et seq.~~ **Equal employment opportunity also involves:**
  - **Identifying and eliminating barriers to employment that are not job related; and**
  - **Creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.**  
*[Aligned with Title 5 language]*
5. *Equal Opportunity Plan* is a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
6. *Equal Employment Opportunity Program* means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring, and taking additional steps consistent with the requirements of Section 53006 **and this EEO Plan.**
7. ~~*Ethnic Minorities* means American Indians/Alaskan natives, Asians or Pacific Islanders, Blacks/African Americans, and Hispanics/Latinos.~~ *[Moved to #11 below]*

7. *Ethnic Group Identification* means an individual's identification in one or more of the ethnic Groups reported to the Chancellor pursuant to Section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- \*9. ~~Goals for Persons with Disabilities means a statement that the district will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the work force and the availability of persons with disabilities who are qualified to perform a particular job as such availability data is provided by the Chancellor. Goals are not "quotas" or rigid proportions.~~  
*[Change in requirement by Chancellor's office]*
8. In-house or Promotional Only Hiring means that only existing district employees are allowed to apply for a position.
9. Monitored Groups means those groups identified in Section 54004(b) for which monitoring and reporting is required pursuant to Section 53004(a). **Section 53004(b) indicates that data about employees and applicants should be collected and reported with respect to gender, ethnic group identification, and disability. Thus, monitored groups are men, women, American Indians or Alaskan natives, Asian or Pacific Islanders, Blacks/African Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.** *[Applicant pool certification and data collection]*
10. Person with a Disability means any person who (1) has a physical or mental impairment as defined in Government Code, Section 12926, which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult. If the federal Americans with Disabilities Act of 1990 defines "disability" which results in a broader protection than would be available under California law, federal definitions will apply.
- \*13. ~~Projected Representation means the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.~~  
*[Change in requirement by state Chancellor's office]*
11. Reasonable accommodation means the efforts made on the part of the district to **afford disabled applicants access to the job application process and disabled employees to perform the essential functions of their positions, consistent with the District's legal obligations under the Americans with Disabilities Act and the Fair Employment and Housing Act.** ~~remove artificial or real barriers which prevent or limit the employment an upward mobility of persons with disabilities. Reasonable accommodations may include the items designated in Section 53025.~~  
*[Definition aligned with ADA and FEHA language]*
12. Screening or Section Procedure means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
13. Significantly Underrepresented Group means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in Section 53004(a) is below eight percent (80%) of the projected representation for that group in the job category in question.
- \*17. ~~Target Date means a point in time by which the district plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.~~

*[Change in state Chancellor's requirement]*

- \*18. ~~Timetable means a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.~~

*[Change in state Chancellor's requirement]*

All Section references are to Title 5 of The California Code of Regulations unless otherwise indicated.

~~\*Determinations deferred pending availability data or direction from the Chancellor's Office.~~

### **Plan Component 3: Policy Statement**

#### **CCR, Title 5, §53002**

The Mendocino-Lake Community College District is committed to academic excellence and providing all students with the opportunity to succeed in their chosen educational pursuits. Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparation who can provide services to an increasingly diverse student population. A workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion and by eliminating barriers to equal employment opportunity. **The District will strive to achieve a workforce reflective of the diversity of our student population.**

~~The District maintains an Equal Employment Opportunity Program, as further described in the Equal Employment Opportunity Plan, to ensure that all qualified applicants have full and equal access to employment opportunities, in conformance with State and Federal laws and regulations.~~ **It shall be the policy of the Mendocino-Lake Community College District that all qualified applicants and employees have equal opportunity to seek, obtain, hold, and advance in employment in the District, and are not subjected to discrimination on the basis of ethnic group identification, culture, socioeconomic level, color, national origin, religion, age, physical disability, mental disability, ancestry, sexual orientation, gender identity or expression, genetic information, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.** The District will strive to achieve a workforce that is welcoming to ~~men, women,~~ **all genders**, persons with disabilities and individuals from all ethnic and other groups to ensure the District provides an inclusive educational and employment environment. The Board also has adopted Board Policy 3410, Non-Discrimination, which prohibits unlawful discrimination in the workplace and in all programs and activities of the District. In addition, Board Policy 1200 defines the Mission of the District which also aligns with these principles.

*[Broader description]*

#### ***References:***

~~*Education Code, Section 70902, 87100 et seq.*~~  
~~*Title 5, Sections 51010 and 53000 et seq.*~~

## **Plan Component 4: Delegation of Responsibility, Authority and Compliance CCR, Title 5, §53003(c)(1) and §53020**

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

*[Intro statement focuses on a commitment by all segments of the District]*

### **1. Board of Trustees and Superintendent/President**

~~The Board of Trustees is responsible to develop and adopt a written equal employment opportunity plan to implement its equal employment opportunity program and for ensuring equal employment opportunity in accordance with the Plan. The Board of Trustees delegates to the Superintendent/President the overall responsibility for implementing the Plan and assuring compliance with its requirements. The Superintendent/President shall provide leadership in supporting the District's equal employment opportunity policies and procedures.~~

**The MLCCD Board of Trustees is ultimately responsible for proper implementation of the District's Plan at all levels of District's operation, and for ensuring equal employment opportunity as described in the Plan. The MLCCD Board of Trustees assumes overall responsibility for the success of the District's effort to achieve Equal Employment Opportunity and provides a supportive environment free of cultural bias for all staff and students.**

### **2. Superintendent/President**

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

*[Separate the responsibilities of the BOT and the College President]*

### **3. Equal Employment Opportunity Officer**

~~The Director of Human Resources is designated as the Equal Employment Opportunity (EEO) Officer who is responsible for the day-to-day implementation of the Plan. The EEO Officer shall monitor compliance with the requirements of Title 5, Sections 53003-53034. The EEO Officer is also responsible for receiving complaints per Title 5, Section 53026, and ensuring that employment practices are properly monitored. The District shall make a continuous good faith effort to comply with all requirements of the Plan.~~

### **4. Equal Employment Opportunity Advisory Committee**

**The District has established an Equal Employment Opportunity Advisory Committee to act as an advisory body to the District Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee assists in the development and implementation of the Plan in compliance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for Plan revisions as appropriate.**

*[No requirement to include the EEOAC under "delegation of responsibility" given the description and role of the EEOAC is outlined in Component #5, just a suggestion to include brief description here]*

**5. Screening Committees**

A screening committee member, or any organization or individual, whether or not an employee of the District, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel is subject to the requirements of the District's EEO Plan and applicable Title 5 provisions.

**6. Agents of the District**

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

*[Propose inclusion of individuals contracted by the college – Annette, for example]*

**7. Good Fair Effort**

The district shall make a continuous good faith effort to comply with all the requirements of the EEO plan.

(~~Title 5, 53003/53005~~)

## **Plan Component 5: Equal Employment Opportunity Advisory Committee CCR, Title 5, §53005**

~~The Equal Employment Opportunity (EEO) Advisory Committee shall assist the EEO Officer in developing and implementing the Plan and shall include a diverse membership whenever possible. The EEO Advisory Committee shall include the Vice President of Administrative Services, Vice President of Education and Student Services, Academic Senate President, Classified Senate President, Management/Supervisory/Confidential President or their designees, and one other representative from each of the employee groups. In addition, the Coordinator, Student Equity will participate on this committee so that EEO efforts will complement the Student Equity Plan. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the advisory committee on equal employment compliance and on the EEO plan itself.~~

**The District has established an Equal Employment Opportunity Advisory Committee to assist the District in implementing its Plan and to advise the District on personnel matters relating to equal employment opportunities. The Equal Employment Opportunity Advisory Committee will review Staff Availability Data and other relevant data for the purpose of advising the District and assisting in its commitment and goals in achieving equal employment opportunities.**

**The EEO Office shall train the EEO Advisory Committee on equal employment compliance and the Plan itself. The advisory committee shall receive training in all of the following:**

- a. The requirements of subchapter 53003 and of state and federal nondiscrimination laws;**
- b. Identification and elimination of bias in hiring;**
- c. The educational benefits of workforce diversity; and**
- d. The role of the advisory committee in carrying out the District's EEO Plan.**

**Composition of the Equal Employment Opportunity Advisory Committee shall include the Vice President of Administrative Services, Vice President of Academic Affairs, Vice President of Student Services, Academic Senate President, Classified Senate President, Management/Supervisory/Confidential President or their designees, and one other representative from each of the employee groups. In addition, the Student Equity, Success and Support Program Coordinator will participate on this committee so that EEO efforts will complement the Student Equity Plan.**

**The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The Committee shall meet at least once every fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. The committee will review the EEO Plan at least once every three (3) years, and any revised plan will be submitted to the Chancellor's Office.**

*[Propose expansion of duties and responsibilities, particularly the review and use of data in making recommendation]*

**(Title 5, 53020)**



**Plan Component 6: Complaints**  
**CCR, Title 5, § 53003(c)(2), 53026, and 59300 et seq.**  
**[See also MCLCCD Board Policy 706.1]**

The District has established the following process which permits any person to file a complaint alleging that the requirements of the equal employment opportunity regulations (California Code of Regulations, Title 5, Sections 53000 et seq.) have been violated.

1. Any person who believes that the equal employment opportunity regulations have been violated may file a written complain describing in detail the alleged violation.
2. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation.
3. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and no later than thirty (30) days after such occurrence unless the complainant can verify a compelling reason for the district to waive the thirty (30) day limitation.
4. Complaints alleging violations of the EEO Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the violation is ongoing.
5. A copy of the complaint shall immediately be forwarded to the Chancellor's Office which may require the District to provide a written investigative report within ninety (90) days.

The decision of the District in complaints pursuant to Title 5, Section 53026, is final.

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

The complaint shall be filed with the EEO Officer. If the complaint involves the EEO Officer, the complaint may be filed with the Superintendent/President.

A written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The District may extend the determination date in the interest of the investigation upon written notice to the complainant.

In the event that a complaint filed under Title 5, Section 53026, alleges unlawful discrimination, it will be processed according to the requirements of Title 5, Section 59300 et seq.

**Alleging Unlawful Discrimination or Harassment (Title 5, Section 59300 et seq.)**

The District has adopted procedures for complaints alleging unlawful discrimination or harassment (see Board Policy 307 and Administrative Procedure 307.1). The Director of Human Resources is responsible for receiving such complaints and for coordinating their investigation in accordance with established procedures.

**Plan Component 7: Notification to District Employees**  
**CCR, Title 5, §53003(c)(3)**

The commitment of the Board of Trustees and Superintendent/President to equal opportunity employment is emphasized through the broad dissemination of this Plan which is available to all District employees on the District portal. The EEO plan will be widely distributed electronically on an annual basis.

Policy statements prohibiting discrimination in all programs and services of the District are included in the college catalog and schedule of classes.

Upon employment, new employees will be provided with a copy of the District's Non-Discrimination policy and this Plan. Also, an annual notice to employees will emphasize the importance of employee participation and responsibility in ensuring implementation of the EEO Plan.

Every three years the EEO Advisory Committee will update and revise the EEO Plan. The suggested revisions will be reviewed through President's Policy Advisory Committee processes including distribution to constituent groups for input. Final approval of the Plan will be made by the Board of Trustees.

## **Plan Component 8: Training for Screening Committees**

### **CCR, Title 5, §53003(c)(4) and 53020(c)**

~~The Director of Human Resources/EEO Officer provides training to all screening committee members regarding the District's selection process and equal opportunity employment considerations. The training includes the requirements of equal employment opportunity, nondiscrimination in employment, the District's policies and procedures related to hiring processes, principles of diversity, and recognizing improper bias. This training is required prior to serving on a screening committee.~~

**Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening of personnel shall receive appropriate training on the requirements of the title 5 regulations on equal employment opportunity (section 53000 et. Seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; recognizing bias; and best practices in serving on a selection committee.**

**A person serving on a screening committee must have either completed training or served on a prior screening committee within one year of their current service but in no event will a person serve on a screening committee who has not received training within the last 24 months. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening committees.**

**The District Equal Employment Opportunity Officer is responsible for providing the required training. Any individual, whether or not an employee of the District, who acts on behalf of the District with regard to recruitment and screening of applicants for employment, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.**

*[Proposed language more clearly defines expectations]*

## **Plan Component 9: Annual Written Notice to Community Organizations CCR, Title 5, 53003(c)(5)**

The Director of Human Resources/EEO Officer will **provide** send an annual written notice ~~regarding the District's EEO Plan to~~ **appropriate** community-based and professional organizations ~~that may be recruitment sources concerning the EEO Plan, and shall solicit their~~ The notice will request assistance in identifying qualified candidates ~~with~~ **from** diverse backgrounds. ~~for future job opportunities, and it will include the college website link where job opportunities are located.~~ **The notice will include a summary of the Plan. The notice will also include the Internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this Plan in Appendix A. This list may be revised from time to time as necessary.**

*[Recommend the Plan include a list of organizations]*

## **Plan Component 10: Analysis of District Workforce and Applicant Pools CCR, Title 5, §53003(c)(6)**

~~To provide data and evaluate implementation of the District EEO Plan, Human Resources will:~~

- ~~• annually survey the District's workforce composition; and~~
- ~~• monitor applicants for employment on an ongoing basis~~

~~Monitored groups are men, women, American Indians/Alaskan Natives, Asians/Pacific Islanders, Blacks/African Americans Hispanics/Latinos, Caucasians, and Persons with Disabilities per the following job categories:~~

- ~~• Executive/Administrative/Managerial~~
- ~~• Faculty and Other Instructional Staff (full time and part time)~~
- ~~• Professional Non-Faculty~~
- ~~• Secretarial/Clerical~~
- ~~• Technical and Paraprofessional~~
- ~~• Skilled Crafts~~
- ~~• Service and Maintenance~~

~~Each applicant and employee shall be afforded the opportunity to identify his or her gender, ethnic group identification and, if applicable, his or her disability. A person may designate multiple ethnic groups with which he or she identifies, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential. Surveys are separated from applications before being forwarded to screening/selection committees and hiring administrators. The District will annually report to the Superintendent/President the results of its annual survey of employees.~~

~~Appendix A includes an analysis of the current workforce analysis.~~

~~Appendix B includes an analysis of applicant pools for the last three years.~~

~~Appendix C includes the annual EEO Allocation summary report.~~

**The Human Resources department will annually collect the District's employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the District's progress in implementing the Plan and to provide data needed for the reports required by this Plan. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.**

**For purposes of the data collection and report each applicant or employee will be afforded the opportunity to voluntarily identify their gender, ethnic group identification and, if applicable, their disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening committee and hiring administrator(s). The District will annually report to the Chancellor the results of its annual data**

collection. At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

- Executive/Administrative/Managerial
- Faculty and Other Instructional Staff (full-time and part-time)
- Professional Non-Faculty
- Secretarial/Clerical
- Technical and Paraprofessional
- Skilled Crafts
- Service and Maintenance

#### **District Workforce Analysis**

#### **EEO Data Collection Monitored Group Definitions:**

**GENDER IDENTIFICATION:** The District requested employees to self-identify as female, male, or non-binary.

**RACE AND ETHNICITY IDENTIFICATION:** The District requested that employee's self-identify into the following ethnicity categories:

1. **Hispanic or Latino** – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
2. **White Caucasian (Not Hispanic or Latino)** – A person having origins in any of the original people of Europe, the Middle East, or North Africa.
3. **Black African American (Not Hispanic or Latino)** – A person having origins in any of the black racial groups of Africa.
4. **Asian or Other Pacific Islander (Not Hispanic or Latino)** – Persons having origins in any of the original peoples of the Far East, Southeast Asian, the Indian subcontinent, or the Pacific Islands. This category includes, for example, persons of Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian decent.
5. **American Indian or Alaska Native (Not Hispanic or Latino)** – A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

The District understands that some persons may identify with multiple ethnic groups, but they shall be counted in only one ethnic group for reporting purposes. All persons will be asked to designate the ethnic group with which he or she most closely identifies.

**DISABILITY IDENTIFICATION:** The District requests that all employees self-identify their disability status, if any, by using the following definition, consistent with the Fair Employment and Housing Act:

“Disabled person” means any person who (1) has a physical or mental impairment which limits one or more of such person’s major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.

“Major life activities” means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working.

**EEO Data Collection Monitored Group Identification Issue:**

There are significant numbers of employees who decline to state their gender, ethnicity, or disability status with the District. The District shall make an effort to accurately capture this information and encourages all persons to provide the above data but understands that this information is voluntarily collected and will not require employees to respond. The District shall distribute its EEO Identification Survey each year during the Fall Semester.

Historical data is provided in Appendix B and exemplifies the manner in which future data shall be collected.

*(Title 5, 53003/53004)*

~~\*As noted in the Table of Contents, these sections are deferred pending receipt of availability data from the Chancellor’s Office:~~

~~Section 11—Analysis of Degree of Underrepresentation and Significant Underrepresentation~~

~~Section 12—Methods to Address Underrepresentation~~

~~Section 13—Additional Steps to Remedy Significant Underrepresentation~~

**Plan Component 11: Analysis of Degree of Under Representation and Significant Underrepresentation**  
**CCR, Title 5, §53003(c)(7)**

~~(Deferred pending receipt of availability data from the Chancellor's Office)~~

**In the event that the State Chancellor provides new availability data regarding job applicants, districts must analyze the degree to which monitored groups are underrepresented in comparison to their representation in the field or job category in which they are applying. The District EEO Office shall be responsible for developing procedures to implement this requirement if and when availability data becomes available.**

**Note: The limits placed on data analysis in this section do not affect the District's obligation to review and compare data regarding the District's own employees and applicants.**



**Plan Component 12: Methods to Address Underrepresentation  
CCR, Title 5, §§53003(c)(8) and 53003(c)(9)**

~~(Deferred pending receipt of availability data from the Chancellor's Office)~~

**Underrepresentation based on availability data**

Section 53003(c)(8) of Title 5 requires EEO Plans to identify steps to be taken if the analysis pursuant to Section 53003(c)(7) and Component 11, reveals underrepresentation of a monitored group. Should the State Chancellor provide the availability data necessary to conduct this analysis, the District EEO Officer will be responsible for developing appropriate measures for addressing findings of underrepresentation and significant underrepresentation.

**Underrepresentation within the District's workforce and/or applicant pools. CCR, Title 5, §53003(c)(9)**

The District will review the information gathered pursuant to Plan Component 10, to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of Plan Component 13, the phases of the employment process include, but are not limited to, recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

1. Longitudinal analysis of data regarding job applicants, gathered pursuant to Plan Component 10, to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;
2. Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and
3. Analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.

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

1. Review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;

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

For the purposes of this Plan Component, “a reasonable period of time” means three years, or such longer period as the California Community Colleges Chancellor’s Office may approve, upon the request of the Equal Employment Opportunity Advisory Committee and the District Chancellor, where the District has not filled enough positions to appreciably affect its work force in the job category in question.

Nothing in this Plan Component shall be construed to prohibit the District from taking any other steps it concludes are necessary to ensure equal employment opportunity, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law. These steps may include:

1. Having the Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, review the district’s recruitment procedures and make recommendations on modifications that would address the underrepresentation.

- 2. Increasing the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive.**
- 3. Requiring that the responsible administrator for the department where the significant underrepresentation occurs develop, in conjunction with the Director of Human Resources a recruitment and hiring action plan to assist in addressing the significant underrepresentation. The action plan will include, but is not limited to:**
  - a. Additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;**
  - b. Promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;**
  - c. Additional training for current faculty and staff on the value of a diverse workforce;**
  - d. Recommended changes to the job announcement and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.**
- 4. Focusing attention on intern programs where graduate students will be provided the opportunity to co-teach a class offered by the district in the significantly underrepresented discipline.**
- 5. Actively monitoring the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the district will:**
  - a. Review each locally established “required”, “desired”, or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.**
  - b. Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.**
  - c. Analyze the feasibility of significantly increasing the recruitment budget for another three years.**

- d. Develop a recruitment committee composed of the President, Director of Human Resources, the dean or responsible administrator for the department where the significant underrepresentation persists and members of the Equal Employment Opportunity Advisory Committee to review the effectiveness of the recruitment and hiring program described in *section 3* above. The committee will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation.**

**Plan Component 13: ~~Additional Steps to Remedy Significant Under Representation~~ Process for Developing and Implementing Strategies that Promote Diversity  
CCR, Title 5, §§53003(c)(9) and 53024**

(Deferred pending receipt of availability data from the Chancellor's Office)

The District is responsible for developing and implementing strategies designed to promote the diversity of its workforce at all levels and demonstrate the District's institutional commitment to diversity. This process shall include the components noted below.

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity, the development of a diverse workforce, and the creation of an inclusive, equitable and fair working and learning environment. The District shall take vigorous steps to promote, on an on-going basis, equal opportunity, workplace diversity and an inclusive work environment. The District shall also take specific steps to monitor its progress in these areas.

The Director of Human Resources shall ensure the specific steps that will be utilized by the District are identified and updated on a regular basis. These vigorous steps may include any of the examples listed below, or other measures as identified and developed by the Equal Employment Opportunity Advisory Committee in close consultation with the Director of Human Resources. In identifying and implementing particular strategies, the Director of Human Resources will:

1. Work closely with the Advisory Committee, as noted above.
2. On an annual basis identify steps that shall be taken.
3. Select strategies that, over time, will produce comparative longitudinal information.
4. Operate collaboratively and transparently with all stakeholders.

**Component 1: Recruitment and Hiring Strategies**

It is the policy of the district to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals. Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The Equal Employment Opportunity Advisory Committee is encouraged to utilize and notify the district of additional recruitment options that may enable the district to obtain a diverse pool of applicants.

The district will include in the recruitment section of its recruitment and hiring procedures the following provisions:

- Recruitment for all open positions shall include, but not be limited to, placement of job announcements in electronic, aggregate job boards recommended by the Equal Employment Advisory;
- Social media sites associated with affinity groups;
- Local and regional community newspapers;
- Electronic aggregate job boards that provide information in languages other than English and to low-income communities;
- Electronic aggregate job boards whose primary audience is comprised of groups found to be underrepresented in the district's workforce
- Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the district's workforce;

The district's recruitment and hiring procedures section on "Job Announcements" will be revised to include the following provisions:

- Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the district wishes to utilize, will be reviewed by the Director of Human Resources before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws.
- The District's applicant software and Human Resources Homepage shall state that the district is an "Equal Opportunity Employer."

### **Component 2: Additional Strategies**

Examples of additional strategies that may be utilized by the District to promote diversity include:

- Conduct diversity dialogues, forums, and cross-cultural workshops;
- Involve guest speakers from underrepresented groups who are in leadership positions and who may engage both students and employees;

- **Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties;**
- **Conduct campus climate studies to identify areas for attention;**
- **Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image;**
- **Offer a series of Equal employment Opportunity/diversity workshops for faculty and staff;**
- **Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity and diversity efforts;**
- **Maintain an Equal Employment Opportunity online presence on the District's website by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website will also list contact persons for further information on all of these topics.**
- **Promote various cultural celebrations on campus;**
- **Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees;**
- **Promote leadership opportunities, such as a Latina Leadership Network and APAHE (Asian Pacific Americans in Higher Education) for staff, faculty and students;**
- **Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates;**
- **Conduct exit interviews with employees who voluntary leave the district, maintain a data base of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information;**
- **Maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities;**
- **Audit and update job descriptions and/or job announcements;**
- **Ensure the timely and thorough investigation of all harassment and discrimination complaints.**

## **Plan Component 14: ~~Other Measures Necessary to Further Equal Employment Opportunity~~ ~~Persons with Disabilities~~**

### **CCR, Title 5, §53025**

~~The district recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the district will implement a diversity program. Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well planned, well funded, and supported by the leadership of the district can be of great value. The district will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The district will promote the concept of cultural proficiency and it will develop an evaluation form that integrates diversity into the evaluation of employees. The district will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations.~~

~~In implementing a diversity program, the district may consider the following, as appropriate:~~

- ~~1) Commit to a formal Office of Diversity and diversity program that is part of the structure of the district and that will be adequately funded and supported by the district and campus leadership.<sup>1</sup>~~
- ~~2) Conduct campus climate studies to identify hidden barriers.~~
- ~~3) Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.~~
- ~~4) Highlight the district's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.~~
- ~~5) Conduct diversity dialogues, forums, and cross-cultural workshops.~~
- ~~6) Work with Campus Curriculum Committee to assist in the development of a "Diversity Instructional Tool Kit" as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.~~

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<sup>1</sup> Districts may look at the Chancellor's Office website for information on System-wide Commitments to Equity and Diversity. This information may be accessed at [www.cccco.edu](http://www.cccco.edu); click on agency; governmental relations division; equal employment opportunity; equity and diversity taskforce recommendations; and more. The Chancellor's Office has not evaluated the application of specific practices, and inappropriate application could cause a district to violate the law. Additionally, because the information may not have been recently reviewed for consistency with legal requirements, districts should seek the advice of legal counsel when implementing specific practices. (CCC EEO Model Plan)



- ~~7) Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.~~
- ~~8) Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.~~
- ~~9) Require a series of EEO/diversity workshops at all instructional improvement days (flex week or staff development day).~~
- ~~10) Evaluate administrators yearly on their ability and efforts to meet the district's equal employment opportunity and diversity efforts.~~
- ~~11) Establish an "Equal Employment Opportunity and Diversity" online presence by highlighting the district's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district's website. The website will also list contact persons for further information on all of these topics.~~
- ~~12) Promote sabbaticals that will assist the district in achieving its equal employment opportunity and diversity objectives.~~
- ~~13) Promote various cultural celebrations on campus.~~
- ~~14) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.~~
- ~~15) Have a formal diversity program on campus that is visible, valued and adequately funded.~~
- ~~16) Consider providing for alternative educational or experience requirements for nonacademic positions.~~
- ~~17) Develop leadership opportunities with current staff focusing on diversity.~~
- ~~18) Establish a Community Outreach Advisory Council to involve community-based organizations in the recruitment and other equal employment opportunity efforts of the college. Recommended membership will include representatives from local business and industry as well as from diverse community groups such as MALDEF, NAACP, Chamber of Commerce, and City Council(s).~~
- ~~19) Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high level administrative position.~~
- ~~20) Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.~~

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

**Plan Component 15: ~~Persons with Disabilities: Accommodations and Goals for Hiring~~  
Graduate Assumption Program of Loans for Education  
Education Code §§87106 and 69618 et seq.**

~~\*As noted in the Table of Contents, Section 15/Persons with Disabilities Accommodations and Goals for Hiring is deferred pending receipt of availability data from Chancellor's Office.~~

**The District will encourage community college students to become qualified for and seek employment as higher education employees. The District will also consider strategies to inform students about the opportunity to participate in the Graduate Assumption of Loans Program for Education when the program is funded and available.**

**The District will inform graduate students in local colleges and universities about the benefits of employment in higher education through participation in area job fairs and similar employee recruitment events.**

**~~3. College Careers and Other Measures to Further Equal Employment Opportunity~~**

~~The District encourages its students to become qualified for employment in the District or the California Community College system as a faculty or staff member through campus programs such as faculty and staff advising, Counseling, the Career Center, Work Experience, Work Study, or others, or by encouraging students to complete their graduate studies to prepare for community college faculty positions. The District may make available information on student employment opportunities and information from the California Student Aid Commission regarding financial assistance for education. When recruiting for a faculty position, the District sends a letter regarding the employment opportunity to the Dean/Department Chair of the related discipline at all state colleges and universities asking that it be shared with students who might be potential candidates for the vacancy.~~

## APPENDIX A

### Organizations for Annual Written Notice Per Plan Component 9

American Association of University Women (AAUW)	CA Hispanic Chamber of Commerce Northern Region
CCC Registry	North Bay Black Chamber of Commerce
Mendocino County Health & Human Services Agency	Latina Leadership Network
Adventist Health	Cahto Tribe
Mendocino Coast District Hospital	Coyote Valley Band of Pomo Indians
Mendocino County Health & Human Services Agency	Guidville Indian Rancheria
Ukiah Chamber of Commerce	Hopland Bank of Pomo Indians
Anderson Valley Chamber of Commerce	Manchester Band of Pomo Indians
Fort Bragg/Mendocino Coast Chamber of Commerce	Pinoleville Pomo Nation
Redwood Coast Chamber of Commerce	Potter Valley Tribe
Round Valley Chamber of Commerce	Redwood Valley or Little River Band of Pomo Indians of the Redwood Valley Rancheria
Willits Chamber of Commerce	Round Valley Reservation
City of Ukiah	Sherwood Valley Rancheria
City of Fort Bragg	Big Valley Band Rancheria
City of Willits	Elem Indian Colony
Mendocino County	Habematolel Pomo of Upper Lake
Sonoma County	Middletown Rancheria of Pomo Indians
Lake County	Robinson Rancheria
Mendocino County Office of Education	Scotts Valley Reservation
Anderson Valley Unified School District	PFLAG – Ukiah Parents, Families and Friends of Lesbians and Gays
Fort Bragg Unified School District	
Leggett Valley Unified School District	
Arena Union Elementary School District	
Laytonville Unified School District	
Manchester Union Elementary School District	
Mendocino Unified School District	
Potter Valley Community Unified School District	
Ukiah Unified School District	
Point Arena Joint Union High School District	
Round Valley Unified School District	
Willits Unified School District	

## APPENDIX B HISTORICAL DEMOGRAPHIC DATA

### Workforce Analysis Fall 2017

Category	Current Workforce	American Indian/Alaskan Native	Asian/Pacific Islander	Black/African American	Hispanic/Latino	Two or more Race	Unknown	White	Male	Female
Executive/Admin/Managerial	28				8		4	16	9	19
Full-time Faculty	51		1		6	1	1	42	25	26
Part-time Faculty	248	6	16		21	2	8	195	109	139
Secretarial/Clerical	42									
Technical/Paraprofessional	15									
Skilled Crafts	9									
Service/Maintenance	10									
<b>Total</b>	<b>402</b>									

Employees with Disabilities =

Over the last several years, the number of employees at Mendocino College declined due to budget reductions. As vacancies occurred, reorganizations and reassignments were implemented to downsize the workforce where possible to avoid layoffs and salary reductions. However, the college has now begun to restore some positions, including part-time faculty assignments. The number of retirements has increased as well. Due to these factors and the increased diversity in the service area, an increase in diversity is also reflected in recent hires.

**Applicant Pool Analysis  
(2010-11, 2011-12, 2012-13)**

Category	Total Applicants	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic/ Latino	White	Unknown	Male	Female
Executive/Admin/ Managerial	41	0	1	3	3	22	12	28	13
Full-time Faculty	217	0	12	2	31	82	90	126	91
Part-time Faculty	18	0	1	0	1	1	15	14	4
Secretarial/Clerical	66	1	2	0	8	34	21	11	55
Technical/ Paraprofessional	23	0	0	1	3	18	1	23	0
Skilled Crafts	5	0	0	0	0	0	5	5	0
Service/Maintenance	12	0	1	0	1	9	1	12	0
<b>Total</b>	<b>382</b>	<b>1</b>	<b>17</b>	<b>6</b>	<b>47</b>	<b>166</b>	<b>145</b>	<b>219</b>	<b>163</b>

This is a small data sample because the college did not fill many vacancies during this time period due to budget decreases, as noted in Appendix A. For example, the full-time faculty category represents just six vacancies filled in three years. The college also experienced a decline in the number of applicant surveys submitted by applicants in recent years, although in 2012-13 the number of surveys received improved and will hopefully continue to do so as the college begins to shift to a restoration mode.

SUBJECT: EQUAL EMPLOYMENT OPPORTUNITY (EEO) FUND  
MULTIPLE METHOD ALLOCATION MODEL CERTIFICATION FORM  
FISCAL YEAR 2018/19

**SYNOPSIS:**

In order to receive Equal Employment Opportunity (EEO) funding, the District must annually submit a certification form that outlines the methods that the District has utilized to advance diversity and equity in the hiring process.

**RECOMMENDATION:**

The Superintendent/President recommends this item be approved as presented.

**ANALYSIS:**

In fiscal year 2016/17, the California Community Colleges Chancellor's Office (CCCCO) implemented a new funding allocation model for the Equal Employment Opportunity (EEO) Fund, consistent with Title 5, Section 53030. The Multiple Methods allocation model was developed by the longstanding Equal Employment Opportunity and Diversity Advisory Committee (statewide EEO Committee) and the CCCCCO's Office of the General Counsel in 2015. Each year California Community College districts may apply for funding from the Chancellor's Office Equal Employment Opportunity (EEO) Fund to help promote district-wide EEO efforts. These funds are allocated based upon the number of Districts which apply for and are deemed eligible for the funding each year. Prior to receiving these funds, a district must certify that it has satisfied specific EEO best practices outlined within the Chancellor's Office "Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form" ("EEO Multiple Method Form"). This certification form must be completed by the Human Resources Director, reviewed by the District's Equal Employment Opportunity Advisory Committee (EEOAC), and approved by the Board of Trustees.

The form is attached and outlines the methods that Mendocino College has utilized to advance diversity and equity in the hiring process. This report is due to the Chancellor's Office on June 1, 2019.

*Reference Board Policy 3420, Equal Employment Opportunity*  
*Reference Board Policy 7100, Commitment to Diversity*  
*Reference Board Policy 7120, Recruitment and Hiring*

**MOTION/ACTION:**

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby approves the certification of the Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2018/19.



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
**Fiscal Year 2018-2019**

**District Name:** \_\_\_\_\_

**Does the District meet Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year) (All mandatory for funding).**

☒ **Yes**

☐ **No**

**The district met at least 6 of the remaining 8 Multiple Methods? (Please mark your answers.)**

☒ **Yes**

- ☒ Method 2 (Board policies and adopted resolutions)
- ☒ Method 3 (Incentives for hard-to-hire areas/disciplines)
- ☒ Method 4 (Focused outreach and publications)
- ☒ Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
- ☒ Method 6 (Consistent and ongoing training for hiring committees)
- ☒ Method 7 (Professional development focused on diversity)
- ☒ Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
- ☒ Method 9 (Grow-Your-Own programs)

☐ **No**

---

**I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda showing district EEO Advisory Committee's certification of this report form.**

***Chair, Equal Employment Opportunity Advisory Committee***

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

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

***Chief Human Resources Officer***

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

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

***Chief Executive Officer (Chancellor or President/Superintendent)***

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

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

***President/Chair, District Board of Trustees***

***Date of governing board's approval/certification:*** \_\_\_\_\_, 2019

Name: \_\_\_\_\_ Title: ***President/Chair, Board of Trustees***

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



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
***Fiscal Year 2018-2019***

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

When providing explanation(s) and evidence of your district's success in implementing the Multiple Methods, please keep narrative to no more than one page per Multiple Method. If you reference an attachment, please ensure it is attached to your submittal.

### **Nine (9) Multiple Methods**

#### ***Mandatory for Funding***

1. District's EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.

#### ***Pre-Hiring***

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

#### ***Hiring***

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

#### ***Post-Hiring***

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

**Does District meet Multiple Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year)?**

**x Yes**

**No**

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, section 53003).
- EEO Plans are considered active for three years from the date of when the district's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).





Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
***Fiscal Year 2018-2019***

Please provide an explanation and evidence of meeting this Multiple Method, #1.

Multiple Method #1

To receive funding for this year's allocation amount, districts are also required to meet 6 of the remaining 8 Multiple Methods.

**Does the District meet Method #2 (Board policies and adopted resolutions)?**

**xYes**

**No**

Please provide an explanation and evidence of meeting this Multiple Method, #2.



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
***Fiscal Year 2018-2019***

Multiple Method #2

**Does the District meet Method #3 (Incentives for hard-to-hire areas/  
disciplines)?**

☒ **Yes**

☐ **No**

Please provide an explanation and evidence of meeting this Multiple Method, #3.

Multiple Method #3

**Does the District meet Method #4 (Focused outreach and  
publications)?**

☒ **Yes**

☐ **No**

Please provide an explanation and evidence of meeting this Multiple Method, #4.



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
***Fiscal Year 2018-2019***

Multiple Method #4

**Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?**

**xYes**

**No**

Please provide an explanation and evidence of meeting this Multiple Method, #5.

Multiple Method #5

**Does the District meet Method #6 (Consistent and ongoing training for hiring**

**x Yes**

**No**



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
***Fiscal Year 2018-2019***

Please provide an explanation and evidence of meeting this Multiple Method, #6.

Multiple Method #6

**Does the District meet Method #7 (Professional development focused on diversity)?**

**xYes**

**No**

Please provide an explanation and evidence of meeting this Multiple Method, #7.

Multiple Method #7



**Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?**

**x Yes**

**No**

Please provide an explanation and evidence of meeting this Multiple Method, #8.

Multiple Method #8

**Does the District meet Method #9 (Grow-Your-Own programs)?**

**x Yes**

**No**

Please provide an explanation and evidence of meeting this Multiple Method, #9.



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
***Fiscal Year 2018-2019***

Multiple Method #9

# Exhibit 1

EEO Plan (2019-2022)

Pending Board Approval

# Exhibit 2

EEO Financial Statement 17-18





District Name: Mendocino-Lake Community College District

Report	EEO/Diversity Allocation Fund (Ed. Code § 87108)
(a) Total Unexpended Allocation from Previous Year (Carry Over)	\$ 0
(b) 2017-2018 Allocation	\$ 50,000
(c) 2017-2018 Expenditures (Same total listed below in column 1)	\$ 41,796
Unexpended Allocations (a + b - c) ** On a separate page, please describe anticipated use of funds and projected date.	\$ 8,204

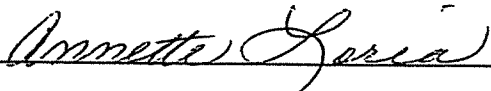
Controlling Account	EEO/Diversity Allocation Fund (Ed. Code § 87108)	Other Funds	Total
1000 Academic Salaries			
2000 Classified Salaries	3,192	53,320	56,512
3000 Employee Benefits	297		297
4000 Supplies & Materials	11,394		11,394
5000 Other Oper. Exp. & Svcs.	23,480		23,480
6000 Capital Outlay	3,434		3,434
7000 Other Outgo			
Totals	41,797		95,117

I certify that this expenditure or local report is complete and accurate.

Please Print:

Name: Annette Loria Title: Interim Director, Human Resources

Phone: (707) 468-3065 E-Mail Address: aloria@mendocino.edu

Signature:  Date: September 18, 2018

Prepared by: Annette Loria Contact Phone No. (707) 468-3065



District Name: Mendocino-Lake Community College District

USE WHOLE DOLLAR AMOUNTS

(1) Performance Indicators	(2A) EEO Diversity Fund Expenditure s (Ed. Code § 87108)	(2B) Other Fund Expenditures (Identify amount and source)	(3) Description of Activities
1. Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators.	\$	\$	
2. Outreach and recruitment.	\$ 28,679	\$47,907 (District)	Hired 17 positions and attended job fairs.
3. Professional development on equal employment opportunity.	\$ 3,117	\$ 5,323 (District)	Various EEO related trainings attended by Vice Presidents and Directors. Paid for an in-house BEST practice hiring for all managers.
4. Accommodations for applicants and employees with disabilities pursuant to title 5, section 53025.	\$	\$	
5. Other reasonable and justifiable activities to promote equal employment opportunities.	\$ 10,000	\$	Purchased NEOGOV in order to help with electronically tracking applications and EEO data gathering.

Print Name: Annette Loria Print Title: Interim Director, Human Resources

Phone: (707) 468-3065 E-Mail Address: aloria@mendocino.edu

Signature: Annette Loria Date: September 18, 2018

Prepared by: Annette Loria Contact Phone No. (707) 468-3065



California  
Community  
Colleges

EQUAL EMPLOYMENT OPPORTUNITY  
ACCOUNTABILITY CERTIFICATION FORM  
FISCAL YEAR 2017-2018

District Name: Mendocino-Lake Community College District

Pursuant to California Code of Regulations, title 5, section 53024.2(a), districts are required to certify annually to the Chancellor's Office that they have timely complied with all of the following:

- (1) The district has recorded and reviewed the required data regarding qualified applicant pools and reported it in their EEO Plan.

☒ Yes

☐ No

- (2) The district has reviewed and updated, as needed, the Strategies Component of the district's EEO Plan.

☒ Yes

☐ No

- (3) The district has investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of division 6 of title 5.

☒ Yes

☐ No

---

*I certify that this accountability report is complete and accurate.*

**Please Print:**

Name: Annette Loria Title: Interim Director, Human Resources

Phone: (707) 468-3065 Email: aloria@mendocino.edu

Signature: Annette Loria Date: 9/18/2018

# Exhibit 3

Campus Mission and Vision

# Mission, Vision, Values, Goals

## ***Our Mission***

Mendocino College partners with a dynamic community of diverse students to help them achieve their educational goals. Informed by research, reflection and dialogue, the College offers programs in Basic Skills, Transfer Preparation and Career and Technical Education as well as Workforce Improvement. The College demonstrates its commitment to student success through high-quality and innovative instruction, providing individual attention to student needs in an inclusive and accessible learning environment. Mendocino College embraces its role as an intellectual, economic and cultural anchor for the region.

(revised April 10, 2013)

## ***Our Vision***

Mendocino College faculty, staff and students inspire each other to engage in quality educational experiences to achieve student success.

Within this partnership, all members share a mutual accountability for student success. Faculty and staff serve as the catalyst for students actively engaged in the learning process; students accept their responsibility to define their goals and to work actively toward them.

## ***Our Core Values***

*Student Success:* We are committed to helping students achieve their educational goals.

*Collaboration:* We participate in our communities to become informed about and engaged in local and global issues. We work and communicate collegially, both on campus and in our communities.

*Respect:* We recognize the worth of individuals by encouraging active participation, open exchange of ideas and collaborative decision making.

*Integrity:* We maintain public trust by being honest, fair and equitable and by honoring our commitments to our students, staff and communities.

*Diversity:* We respect the dignity of each individual; we value the creativity and insight that emerge from individual differences; and we recognize the importance of diversity in achieving our goals.

*Continuous Improvement:* We work to integrate the best practices in education and to ensure progress toward achieving our goals by operating in a culture of evidence.

*Sustainability:* We embrace sustainable practices and recognize our responsibility as global citizens.

## ***Our Strategic Goals***

1. Support and enhance an equitable campus culture and environment to support a diverse student population through vibrant, relevant and inclusive campus and community experiences.
2. Support and create more professional development opportunities that will strengthen our inclusive, equitable and ethnically diverse college and community.
3. Foster ongoing student, faculty and staff learning communities where continued reflection, growth, and support promote campus diversity, equity and student success.
4. Develop classroom practices which value diverse student voices and experiences, create safe learning environments.
5. Assess the needs of students and employers to support and expand Career Technical Education programs.

(revised September 2016)

# Exhibit 4

Campus Visit Report and Action Plan - Trites

March 28, 2019

Minerva Flores  
Director of Institutional Effectiveness,  
Research and Grants  
Mendocino College  
1000 Hensley Creek Rd  
Ukiah, California 95482

Dear Minerva:

I was pleased to return to Mendocino College on March 21-22, 2019 to conduct a workshop for financial aid/counseling personnel and to assist strategy leaders with the development of the satisfaction improvement strategies. Please extend a special thanks to Ulises Velasco for his leadership in this phase of our partnership and to Kris Bartolomei for her help with scheduling participants and locations for this visit.

In this report, I have documented the improvement steps generated during the counseling quality service workshop and the current state progress for each strategy team. In the appendix, I have inserted an updated schedule of services, the actual action plan summaries provided by strategy leaders, the workshop handout, and the slides I used during the financial aid/counseling workshop.

It was gratifying to see evidence of implementation beyond planning, exemplified by several accomplishments including the detailed preparation of the new "All Employee Welcome" presentation shared by Eileen Cichocki and the committee communication schema shared by Tony Novelli. All team members displayed enthusiasm for this initiative and, with the capable leadership of Ulises Velasco, can be expected to realize the desired improvements in campus climate and work environment.

I have thoroughly enjoyed this opportunity to work with you and your colleagues and am confident you are on a path that will allow for full deployment of the identified improvement opportunities. While this is the final visit of this phase of our partnership, please do not hesitate to let me know if I can assist you in any way going forward,

Sincerely,



Dave Trites  
Senior Associate Consultant  
DT/cvc

c: Arturo Reyes, superintendent/president, Mendocino College  
Ulises Velasco, vice president of student services, Mendocino College  
Mary Lamb, executive assistant to the superintendent/president, Mendocino College  
Kathryn Karford, vice president, Ruffalo Noel Levitz



## Visit Goals, Agenda, and Participants

Following are the proposed goals and agenda for this visit to Mendocino College:

- Assist strategy leaders (and their ad hoc teams) with the finalization of their action plans;
- Help strategy leaders reach consensus on a structural deployment approach inclusive of implementation details;
- Provide an advising/financial aid workshop that addresses satisfaction issues relevant to these departments; and
- Reiterate the satisfaction improvement process to ensure the completion and deployment of the planning priorities.

### Thursday, March 21, 2018

Time	Agenda	Activity Leader(s)
11:00 a.m.	Meet with project leads to review agenda and project status	Minerva Flores, Ulises Velasco, and Dave Trites
12:00 p.m.	Break	Dave Trites
1:00 p.m.	Advising/Financial Aid Workshop <ul style="list-style-type: none"> <li>• Essentials of Quality Service</li> <li>• Future State Expectations (10 minutes)</li> <li>• CESS and SSI Advising/Financial Aid Challenges (20 minutes)</li> <li>• Essential Quality Services (10 minutes)</li> <li>• Small Group Discussions (35 minutes)</li> <li>• Report Outs (25 minutes)</li> <li>• Conclusions and Evaluations (5 minutes)</li> </ul>	Dave Trites and advising/financial personnel: Antonio Lopez, Yuliana Sandoval, Martha Soto, Karen Cavanaugh, Victoria Ramos, Adan Chaidez, Apryl Guisasola, Emily Hashemian, Nicholas Wright, Fernando Calderon, Lidia Sanchez, Rhea Hollis, Steve Crossman, Darletta Fulwider
3:00 p.m.	Workshop Ends (brief after-action with department leaders follows)	Dave Trites and financial aid/ advising department leaders Antonio Lopez and Yuliana Sandoval
3:30 p.m.	Consultant departs campus	Dave Trites

### Friday, March 22, 2018

Time	Agenda	Activity Leader(s)
8:30 a.m.	Meet with project lead to review agenda and project status	Ulises Velasco and Dave Trites
9:00 a.m.	Meet with strategy leaders from all five strategies to reach consensus on best deployment structure and approach	All strategy leaders, Ulises Velasco, and Dave Trites: Ulises Velasco, Mariana Martinez, Eileen Cichocki, Monica Flores, Yuliana Sandoval, Martha Soto, Briana Zuber, and Dennis Aseltyn
10:00 a.m.	Meet with “Employee On-Boarding” strategy leaders	Strategy leaders, Ulises Velasco, and Dave Trites: Eileen Cichocki and Mariana Martinez
11:00 a.m.	Meet with “Campus Community” strategy leaders	Strategy leaders, Ulises Velasco, and Dave Trites: Monica Flores and Casey Terrill

Noon	Break	Dave Trites
12:30 p.m.	Meet with “Campus Employment” strategy leader and ad hoc team	Strategy leaders, Ulises Velasco, and Dave Trites: Yuliana Sandoval and Martha Soto
1:30 p.m.	Meet with “Guided Pathway’s” strategy leaders	Strategy leaders, Ulises Velasco, and Dave Trites: Briana Zuber and Dennis Aseltyne
2:30 p.m.	Meet with Committee Communications” strategy leader and team	Strategy leaders, Ulises Velasco, and Dave Trites: Janelle Bird, Tony Novelli, Casey Terrill, Vivian Varela, Karen Christopherson, and Susan Sopp.
3:30 p.m.	Exit Meeting	Project Leaders and Dave Trites
4:00 p.m.	Consultant departs campus	Dave Trites

## Visit Summary

During this visit, the consultant met with the strategy leaders to support the development of action plans for the five “vital few” strategies and facilitated a workshop for counseling and financial aid personnel to allow them to increase their understanding of the RNL survey data and to determine actions that can be taken to respond to that survey data.

## Action Planning

During the planning retreat facilitated by this consultant on December 7, 2018, participants reached consensus on five strategies they believed should be the “vital few” retention priorities that will allow Mendocino College to achieve desired satisfaction improvements. The strategy statements were informed by the RNL student satisfaction survey results, the RNL employee satisfaction survey results, the voices of MC student focus group data, consultant recommendations, national best practices, and the experience of the participants.

Following the planning retreat, the consultant drafted action plan templates for the selected strategies and, during his February 7-8 visit, these ad hoc participants discussed their strategy and worked toward completion of the action plan template.

Following the February consultation visit, strategy leaders were asked to convene their teams as necessary to work on the action plans and were invited to meet with the consultant during this visit to review their action plan and discuss deployment options to ensure full implementation. The action plan summaries provided by the strategy leaders during this visit are included in the appendix to this report. Developing good activity/action plans is the most important, detailed, and time-consuming part of the satisfaction improvement planning process.

The five “vital few” strategy titles and ad hoc committees are described below.

Strategy Statements	Strategy Leaders and Ad Hoc Team Members
Strategy One: Engage the campus community in the guided pathways initiative with the intent of creating equity and social justice for all students and employees.	Strategy Leaders: Brianna Zuber, Dennis Aseltyne Team Members: John Rall, Lidia, Sanchez, Marianna Cooper, Catherine Indermill, Debra Polak
Strategy Two: Revise and implement an employee on-boarding process that includes a structured series of welcoming orientation experiences for all new employees.	Strategy Leaders: Mariana Martinez, Eileen Cichocki Team Members: Jeana Thompson, Fernando Calderon, Cindy Chapman, Beatriz Sanchez, Rebecca Montes, Annette Loria
Strategy Three: Build a more cohesive campus community by improving opportunities for cross-training, communication between departments, and interaction opportunities across all functional areas.	Strategy Leaders: Casey Terrill, Monica Flores Team Members: Isabel Lopez, Vivian Varela, Brian Varkevisser, Manuel Galicia, Matt Gordon
Strategy Four: Develop and implement a systematic committee communication approach to ensure more consistent and accurate communications across the college.	Strategy Leaders: Ulises Velasco, Jody Gehrman Team Members: Tony Novelli, Lois O'Rourke, Susan Sopp, Janelle Bird, Karen Christopherson
Strategy Five: Strengthen and expand campus-based employment opportunities to increase student participation in campus shared governance and to increase student goal attainment.	Strategy Leaders: Yuliana Sandavol, Martha Soto Team Members: Janet Daugherty, Joe Atherton, Mayra Sanchez, Julie Siderakis, Steve Hixenbaugh

While the action plan templates completed by the strategy teams are replicated in the appendix to this report, several salient actions that were discussed during this visit are underway. They include:

- The full and complete deployment of the “Guided Pathways” initiative. The transfer to the GPLT team of the RNL Student Satisfaction Inventory html files would support this initiative.
- Delivery of the monthly “All Employee Welcome” two-hour event customized for the type of employees hired during each time period.
- Creation and delivery of the welcoming series of on-boarding social events such as assigning mentors, mixers etc.
- Creation of a part-time faculty on-boarding separate from normal part-time orientations held each semester.
- Development of an employee feedback/suggestion system with a clear response communication loop (strengthening of in-service presentation with integrated feedback and suggestions).
- Initiation of a reward system to encourage college employees to attend athletic events on campus.
- Creation of additional visible employee appreciation opportunities such as a newsletter with a nomination system to highlight college employees and campus events.
- Organizing a “passport for learning” program to allow employees to visit and learn more about various departments (may include cross-training).
- Promote a centralized access to student employment opportunities from all departments.
- Organize a student job fair to promote campus employment.

- Offer ongoing training programs for student workers and campus supervisors.
- Simply on-boarding paperwork for students and provide support for the student hiring process.
- Consolidate student employment funding sources
- Increase funding system incentives for students to take campus-based jobs.
- Explore the viability of incorporating campus-based student employment into the career hub.

### Quality Service Workshop

The financial aid/counseling workshop participants represent a very talented group who demonstrated a sincere interest in improving the services they provide and their contribution to Mendocino College student satisfaction. Participants reviewed both the CESS data collected from 174 Mendocino College employees and the student satisfaction data collected from 732 Mendocino College students. Both surveys were administered during summer 2018.

The top dissatisfaction items (largest gaps between importance and satisfaction) ranked in order of gap on the student survey are listed below with the bolded ones also rated by students as most important. It is significant to note that, even though there are areas identified as improvement opportunities, Mendocino College student's perceptions of counseling and financial aid services generally ranked above national averages, suggesting the "current state" reflects very well on the direct leadership of Antonio Lopez and Yuliana Sandoval. The data set containing the dissatisfaction items below have been made available, however the consultant also believes it would be helpful to allow these leaders access to the student comments that were gathered during the Student Satisfaction Inventory administration.

9. Internships or practical experiences are provided in my degree/certificate program.

67. Channels for expressing student complaints are readily available.

**32. Campus item: My academic counselor is knowledgeable about my program requirements.**

8. Classes are scheduled at times that are convenient for me.

65. Students are notified early in the term if they are doing poorly in a class.

25. Campus item: My academic counselor is concerned about my success as an individual.

30. Campus item: The career center/career placement services provide students with the help they need to get a job.

13. Financial aid awards are announced to students in time to be helpful in college planning.

**40. Campus item: My academic counselor is knowledgeable about the transfer requirements of other schools.**

12. Campus item: My academic counselor helps me set goals to work toward.

19. Campus item: This campus provides effective support services for single-parent families.

**69. There is a good variety of courses provided on this campus.**

63. I seldom get the "run-around" when seeking information on this campus.

**20. Campus item: Financial aid staff are helpful.**

**15. I am able to register for classes I need with few conflicts.**

**52. This school does whatever it can to help me reach my educational goals.**

47. There are adequate services to help me decide upon a career.

7. Adequate financial aid is available for most students.

16. The college shows concern for students as individuals.

48. Counseling staff care about students as individuals.

**6. Campus item: My academic counselor is approachable.**

Workshop discussion groups produced numerous suggestions for improvement including:

- Fully staffing departments that include permanent positions and an investment in thorough training;
- Staffing centers with full-time employees to offer services;
- Additional training and on-boarding programs for all positions;
- Improved two-way communication within and across departments;
- Extension of CCS 119 and orientation for all new students with varied unit options;
- Ongoing self-assessment;
- Expansion of student employment;
- Provide systematic professional development opportunities focused on program requirements and transfer requirements;
- SARS training for most counselors; and
- Extended hours that continue all year.

The consultant believes the most important overall improvement approach should include steps to allow non-categorically funded students the same support and advising as categorically funded students whenever feasible. Finally, if Mendocino College repeats the RNL student survey, demographic information should be collected to allow a break-out (target) report comparing categorically funded student satisfaction with non-categorically funded students.

The presentation slides that guided and informed the workshop are contained in appendix IV to this document.

## Conclusion

In closing, the consultant wishes to commend Mendocino College for efforts to improve the quality of student life and learning, fostering employee satisfaction, and improving retention and completion rates. While this partnership has engaged a large number of Mendocino College participants and has planted the likelihood of many positive changes to the college climate and work environment, the full realization of the desired transformation will require continued vigilance. The ultimate success of this effort over time will require Mendocino College senior leader's visible efforts to sustain and support the improvements surfaced during this initiative.

ITEM NO: 5.1

DATE: May 15, 2019

SUBJECT: FISCAL REPORT AS OF MARCH 31, 2019

SYNOPSIS:

A report on District fiscal data as of March 31, 2019

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

The fiscal report as of March 31, 2019 is submitted as information. The Board of Trustees is requested to accept the report.

*Reference Board Policy 6200, Budget Preparation*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby accept the fiscal report as presented.

Mendocino-Lake Community College District  
General Fund  
2018/19 Fiscal Report as of March 31, 2019

	2018/19	Year-to-date		%	
	Working Budget	Actuals	Balance	Rec/Exp	
REVENUE					
	Beginning Fund Balance	\$6,794,482			
FEDERAL	Federal Forest Reserve	\$16,000	\$0	\$16,000	0%
	CAMP	\$522,925	317,784	205,141	61%
	PELL Grant Administration	\$7,500	6,510	990	87%
	HEP	\$737,762	289,039	448,723	39%
	HSI	\$855,370	482,854	372,516	56%
	CTEA	\$179,433	0	179,433	0%
	Other Federal Revenue	\$50,254	41,500	8,754	0%
	TOTAL FEDERAL SOURCES	\$2,369,244	\$1,137,687	\$1,231,557	48%
STATE	State General Apportionment	\$10,528,099	\$6,047,398	\$4,480,701	57%
	Education Protection Account	2,722,339.00	\$1,136,304	\$1,586,035	42%
	Board of Governors Grant	43,419.00	32,997	10,422	76%
	Student Equity and Achievement	1,868,377.00	1,538,382	329,995	82%
	Part-time Faculty Office Hours	7,000.00	0	7,000	0%
	Part-time Faculty Compensation	87,694.00	62,847	24,847	72%
	Prop 39 Work Force Grant	1,309,437.00	543,872	765,565	42%
	AEBG Adult Education Block Grant	1,931,328.00	1,566,388	364,940	81%
	CTE Strong Workforce Program	1,595,813.00	1,015,219	580,594	64%
	Other Categorical Apportionments	240,860.00	218,753	22,107	91%
	TANF	42,692.00	22,200	20,492	52%
	DSPS	385,466.00	292,954	92,512	76%
	CALWORKS	222,103.00	168,798	53,305	76%
	BFAP	181,124.00	137,654	43,470	76%
	EOPS	576,265.00	437,961	138,304	76%
	EOPS CARE	63,560.00	48,306	15,254	76%
	MESA	90,016.00	0	90,016	0%
	Other Categorical Program Allowances	420,064.00	274,780	145,284	65%
	State Subventions	211,829.00	198,774	13,055	94%
	Lottery	510,612.00	45,713	464,899	9%
	Mandated Cost Reimbursements	73,473.00	73,473	0	100%
	Other State Revenue	289,000.00	157,098	131,902	54%
	TOTAL STATE SOURCES	\$23,400,570	\$14,019,871	\$9,380,699	60%
LOCAL	Property Taxes	\$8,902,871	\$5,957,114	\$2,945,757	67%
	Local Contributions/Grants/Donations	169,174	45,652	123,522	27%
	Contract Instructional Services	21,000	2,100	18,900	10%
	Rents/Leases (Facilities Use)	92,286	70,770	21,516	77%
	Interest	75,000	57,046	17,954	76%
	Community Extension	8,000	1,674	6,326	21%
	Student Fees	1,101,551	1,113,600	-12,049	101%
	Bookstore Commission	30,000	0	30,000	0%
	Other Local Revenue	372,246	338,167	34,079	91%
	TOTAL LOCAL SOURCES	\$10,772,128	\$7,586,123	\$3,186,005	70%
TOTAL REVENUES		\$36,541,942	\$22,743,681	\$13,798,261	62%
TOTAL RESOURCES AVAILABLE		\$43,336,424			
EXPENDITURES					
	Certificated Salaries	\$12,183,188	\$8,379,477	\$3,803,711	69%
	Classified Salaries	6,912,438	4,756,818	2,155,620	69%
	Benefits	7,093,199	4,952,530	2,140,669	70%
	Subtotal Personnel Costs	\$26,188,825	\$18,088,825	\$8,100,000	69%
	Supplies	\$1,438,527	\$743,670	\$694,857	52%
	Services	5,795,515	2,774,737	3,020,778	48%
	Capital Outlay	1,708,112	1,123,736	584,376	66%
	Transfers/Other Outgo	2,037,889	1,107,737	930,152	54%
TOTAL EXPENDITURES		\$37,168,868	\$23,838,705	\$13,330,163	64%
	Ending Fund Balance	\$6,167,556			
TOTAL EXPENDITURES/CONTINGENCY		\$43,336,424			

SUBJECT: DONATIONS

SYNOPSIS:

Acceptance of donation to Mendocino College as follows:

2006 Buick Lucerne donated by Tami Baarsch-Bogart  
2004 Volvo XC90 donated by Barbara Jones  
2001 Honda Accord donated by Mike Whetzel  
1991 Ford F-150 donated by Eric Foster

RECOMMENDATION:

The Superintendent/President recommends acceptance of these donations.

ANALYSIS:

The automobiles have been donated to Mendocino College for the Auto Tech Club. They will be used for lab activities, components, or repaired and sold with proceeds going to the Auto Tech Club. Auto Tech Club funds are used for book scholarships for ongoing auto students and for purchase of automotive tools and supplies.

A thank you letter will be sent to each donor.

*Reference Board Policy 609, Donations and Gifts*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby accept the above donations to Mendocino College Tami Baarsch-Bogart, Barbara Jones, Mike Whetzel and Eric Foster.



SUBJECT: QUARTERLY FISCAL STATUS REPORT – AB 2910

SYNOPSIS:

A report on the District fiscal status as of March 31, 2019.

RECOMMENDATION:

The Superintendent/President recommends that the Board of Trustees accept this report.

ANALYSIS:

This quarterly fiscal report for the second quarter of the 2018-19 fiscal year reflecting data as of March 31, 2019 is submitted as information. The Board of Trustees is requested to accept the report.

*Reference Board Policy 6200, Budget Preparation*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby accept the quarterly fiscal status report as presented.

CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q

[VIEW QUARTERLY DATA](#)

[CHANGE THE PERIOD](#) ▼

Fiscal Year: 2018-2019

District: (140) MENDOCINO-LAKE

Quarter Ended: (Q3) Mar 31, 2019

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2015-16	Actual 2016-17	Actual 2017-18	Projected 2018-2019
Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	24,274,108	23,305,497	24,632,885	24,729,437
A.2	Other Financing Sources (Object 8900)	0	0	0	0
A.3	Total Unrestricted Revenue (A.1 + A.2)	24,274,108	23,305,497	24,632,885	24,729,437
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	20,891,556	21,964,771	23,322,260	24,814,474
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	536,909	561,969	500,793	517,447
B.3	Total Unrestricted Expenditures (B.1 + B.2)	21,428,465	22,526,740	23,823,053	25,331,921
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	2,845,643	778,757	809,832	-602,484
D.	Fund Balance, Beginning	2,125,362	4,971,004	5,749,761	6,559,593
D.1	Prior Year Adjustments + (-)	-1	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	2,125,361	4,971,004	5,749,761	6,559,593
E.	Fund Balance, Ending (C. + D.2)	4,971,004	5,749,761	6,559,593	5,957,109
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	23.2%	25.5%	27.5%	23.5%

## II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	2,584	3,066	2,457	2,892
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## III. Total General Fund Cash Balance (Unrestricted and Restricted)

		As of the specified quarter ended for each fiscal year			
		2015-16	2016-17	2017-18	2018-2019
H.1	Cash, excluding borrowed funds		5,051,456	4,554,772	4,746,218
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	2,066,390	5,051,456	4,554,772	4,746,218

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

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	<b>Revenues:</b>				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	24,873,765	24,729,437	15,091,495	61%
I.2	Other Financing Sources (Object 8900)	0	0	0	
I.3	<b>Total Unrestricted Revenue (I.1 + I.2)</b>	24,873,765	24,729,437	15,091,495	61%
J.	<b>Expenditures:</b>				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	24,939,576	24,814,474	17,780,745	71.7%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	529,343	517,447	0	
J.3	<b>Total Unrestricted Expenditures (J.1 + J.2)</b>	25,468,919	25,331,921	17,780,745	70.2%
K.	<b>Revenues Over(Under) Expenditures (I.3 - J.3)</b>	-595,154	-602,484	-2,689,250	
L	Adjusted Fund Balance, Beginning	6,559,593	6,559,593	6,559,593	
L.1	<b>Fund Balance, Ending (C. + L.2)</b>	5,964,439	5,957,109	3,870,343	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	23.4%	23.5%		

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

YES

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

Contract Period Settled (Specify) YYYY-YY	Management		Academic				Classified	
	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
<b>a. SALARIES:</b>								
<b>Year 1:</b> 2018-19							153,399	2.71%
<b>Year 2:</b>								
<b>Year 3:</b>								
<b>b. BENEFITS:</b>								
<b>Year 1:</b> 2018-19							33,558	2.71%
<b>Year 2:</b>								
<b>Year 3:</b>								

\* As specified in Collective Bargaining Agreement or other Employment Contract

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

One-time off salary schedule increase is funded with a combination of general funds, unrestricted funds, and other sources, (i.e. categorical programs).

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)?

NO

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

VII. Does the district have significant fiscal problems that must be addressed?

This year?

NO

Next year?

NO

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

SUBJECT: STUDENT TRUSTEE PRIVILEGES

SYNOPSIS:

Annual review of the student trustee privileges is required per Education Code 72023.5.

RECOMMENDATION:

The Superintendent/President recommends that the Mendocino-Lake Community College District Board of Trustees maintain the Student Trustee Privileges as listed below.

ANALYSIS:

Existing Board Policy 202 – Student Trustee, and Board Policy 213 – Participation in Local Decision-Making recognizes the importance of the student role in college governance. This action affirms that the Board of Trustees continues to support these Board Policies and participatory governance. These provisions are adopted annually and will be available for consideration by the Board of Trustees each subsequent year.

In the past, the Board of Trustees has voted to extend to the Student Trustee all privileges allowable under Education Code Section 72023.5.

The Superintendent/President proposes the following privileges:

- Maintain the ability to make and second motions.
- Maintain the advisory vote.
- Maintain the compensation rate equal to the Board compensation rate.

*Reference Board Policy 202, Student Trustee*

*Reference Board Policy 213, Participation in Local Decision-Making*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby maintain the Student Trustee Privileges as presented.

SUBJECT: BOARD OF TRUSTEES/FOUNDATION BOARD AD-HOC COMMITTEE

SYNOPSIS:

An update report will be shared.

RECOMMENDATION:

To be determined at the meeting.

ANALYSIS:

At the Board Workshop held on January 16, 2019, Trustees Geck, Nickerman and Martinez of the college Board of Trustees were selected to participate as part of an ad-hoc committee created to review ways the college and the foundation could continue to work together collaboratively going forward.

MOTION/ACTION:

To be determined at the meeting.

SUBJECT: BOARD OF TRUSTEES STUDENT HOUSING AD-HOC COMMITTEE

SYNOPSIS:

An update report will be shared.

RECOMMENDATION:

To be determined at the meeting.

ANALYSIS:

At our February and March Board of Trustee's meeting, Board President Pinoli indicated he would create an ad hoc committee made up of constituent group members, a member or members of the public, a student representative, and someone from the foundation board. He has requested the ad hoc committee to do its work in the next two / three months and report back to the full board no later than their September meeting, but sooner if possible.

The ad hoc committee will consist of the following members or their designee:

Robert Jason Pinoli, Trustee  
Marie Myers, Trustee  
Arturo Reyes, Superintendent / President  
Eileen Cichocki, Assistant Superintendent / Vice President of Administrative Services  
Ulises Velasco, Vice President of Student Services  
Catherine Indermill, Academic Senate  
Tony Novelli, Classified Senate  
Matt Gordon, Management / Supervisory Confidential  
Marilyn Harden, Mendocino College Foundation  
Rickie Farah, Student Trustee  
Bill Pauli, Member of the Public

MOTION/ACTION:

To be determined at the meeting.

SUBJECT: VISION FOR SUCCESS GOALS

SYNOPSIS:

Approval of Vision for Success Goals

RECOMMENDATION:

The Superintendent/President recommends approval of this Board item.

ANALYSIS:

### **Vision for Success Goals**

The Chancellor's Office has developed system wide Vision for Success Goals as follows:

- Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

By May 30, each California Community College is required to develop goals which align with these Vision for Success Goals.

To that end, Vice President of Academic Affairs, Debra Polak has been working with Academic Senate leadership and various committees to establish specific numeric targets on a number of metrics required. VP Polak and Academic Senate President Catherine Indermill led a discussion in the Education Action Plan Committee which established that, where possible, we would base our targets on our Institutional Set Standards which have already been approved through a committee process. The goal setting also requires some disaggregation to establish goals which



reduce or eliminate the equity gaps in each area. Those numeric targets were derived by selecting a number which would eliminate (in most cases) the equity gaps. Where information was not available from the Chancellor's Office reporting site (NOVA), data was used that the Equity Committee analyzed to measure accomplishments and develop plans.

This report is still going through the Academic Senate approval process. There may be minor changes to target numbers as the data continues to be analyzed; however, the logic and process for developing the goals will be constant.

<b>Goal</b>	<b>#16-17*</b>	<b>#21-22</b>	<b>%increase</b>
<b>Goal 1A:</b> Increase all students who earned an Associate Degree (including ADTs) Mendocino College will increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year from:	290	410	41%
<b>Goal 1B:</b> Increase all students who earned a Chancellor's Office Approved Certificate Mendocino College will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from:	54	80	48%
<b>Goal 1C:</b> Increase all students who attained the Vision Goal Completion Definition Mendocino College will increase among all students, the number of student who earned various types of awards and the number of students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year	317	360	14%
<b>Goal 2A:</b> Increase all students who earned an Associate Degree for Transfer Mendocino College will increase among all students, the number who earned an associate degree for transfer in the selected or subsequent year from:	87	130	49%
<b>Goal 2B:</b> Increase all students who transferred to a CSU or UC Institution. Mendocino College will increase among all students, the number who transferred to a four-year institution from:	157	160	2%
<b>Goal 3A:</b> Decrease average number of units accumulated by all associate degree earners. Mendocino College will decrease among all students who earned an associate degree in the selected year, the average number of units in the California community college system among students who had taken at least 60 units at the college from:	90.76	80	<12%> decrease
<b>Goal</b>	<b>#16-17*</b>	<b>#21-22</b>	<b>%increase</b>
<b>Goal 4A:</b> Increase median annual earnings of all students Mendocino College will increase among all students who did not transfer to a four-year institution, sum of median earnings	\$27,238	\$28,600	5%

for the four quarters immediately following academic year of exit from:			
<b>Goal 4B:</b> Increase all students who attained the living wage Mendocino College will increase among all students who exited college and did not transfer to four-year institution, the proportion who attained the regional living wage for a single audit measured immediately following academic year exit from:	55%	60%	9%
<b>Goal 4C:</b> Increase all students with a job closely related to their field of study Mendocino College will increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of student from:	70%	75%	7%

<b>Equity Goals</b>			
<b>Goal 5.1A: Increase all students who earned an associate Degree</b>	<b>#16-17*</b>	<b>#21-22</b>	<b>%increase</b>
American Indian/Alaska Native	10	18	80%
Male	67	100	49%
Foster Youth	5	8	60%
<b>Goal 5.1B. Increase all students who earned a Certificate</b>	<b>#16-17*</b>	<b>#21-22</b>	<b>%increase</b>
American Indian/Alaska Native	10	11	10%
Male	18	31	72%
Economically disadvantaged	58	72	24%
Foster Youth	0	3	300%
<b>Goal 5.1C: Increase All Students Who Attained the Vision Goal Completion Definition</b>	<b>#16-17*</b>	<b>#21-22</b>	<b>%increase</b>
Male	71	100	41%
<b>Goal 5.2A: Increase All Students Who Earned an Associate Degree for Transfer</b>	<b>#16-17*</b>	<b>#21-22</b>	<b>%increase</b>
American Indian/Alaska Native	2	6	200%
Male	29	51	76%
Foster Youth	1	3	200%
<b>Goal 5.2B: Increase All Students Who Transferred to a CSU or UC</b>	<b>#16-17*</b>	<b>#21-22</b>	<b>%increase</b>
American Indian/Alaska Native	2	7	250%
Male	1	2	100%
<b>Goal 5.3A: Decrease Average Number of Units Accumulated by Associate Degree Earners</b>	<b>#16-17*</b>	<b>#21-22</b>	<b>&lt;Decrease&gt;</b>

American Indian/ Alaska Native	108	80	<26%>
Black or African American	86	80	<7%>
Male	99	80	<19%>
Economically Disadvantaged	91	80	<12%>
<b>Goal 5.4A: Increase Median Annual Earnings of All Students</b>	<b>#16-17*</b>	<b>#21-22</b>	<b>%increase</b>
Black or African American	\$23,280	\$28,600	23%
Economically Disadvantaged	\$24,668	\$28,600	16%
Foster Youth	\$14,248	\$17,810	25%
<b>Goal 5.4B: Increase all Students Who Attained the Living Wage</b>	<b>#16-17*</b>	<b>#21-22</b>	<b>%increase</b>
Black or African American	48%	60%	25%
Economically Disadvantaged	50%	60%	20%
<b>Goal 5.4C: Increase All Students with a Job Closely Related to Their Field of Study</b>	<b>#16-17*</b>	<b>#21-22</b>	<b>%increase</b>
No Disproportionately impacted groups			

\*2016-2017 metrics provided by the Chancellor's Office data Launchboard

*Reference Board Policy 1200, District Mission*

**MOTION/ACTION:**

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby approves the Vision for Success Goals for the Mendocino-Lake Community College District as presented.

SUBJECT: BOARD POLICY ADDITIONS AND REVISIONS – SECOND READING

SYNOPSIS:

New and revised Board policies are presented for review and approval.

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

As part of the ongoing effort to review all policies in the Board Policy Manual in a timely manner, the following Board policies are submitted for the Board's review. As part of the process, all Board Policies are being updated to reflect the standard numbering system used by Community Colleges throughout the state.

Board Policy #3410 - Nondiscrimination – This legally required board policy was last updated in 2013. It has been properly vetted through the College's participatory governance process. The policy was first reviewed by the President's Policy Advisory Committee on January 23, 2019; was shared with constituents for comment or suggestions and finalized by the committee at their meeting on March 22, 2019.

The approved version of the Administrative procedure supporting this policy have been included as a reference.

*Reference Board Policy 2200, Board Duties and Responsibility*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby adopt the additions and/or revisions to Board Policy 3410 as presented.



### NON-DISCRIMINATION

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. ~~Unlawful discrimination in the workplace and in all programs and activities of the Mendocino Lake Community College District is prohibited.~~

~~Neither the~~ **The District, nor any and each individual who represents the District, shall engage in unlawful discrimination in employment, or in educational access or educational programs, or in the conduct of official District activities.** **provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.**

**The Superintendent/President shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.**

**No District funds shall be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual or perceived characteristics.**

~~Unlawful discrimination is defined as discrimination on the basis of race, ethnic group identification, color, religion, sex (including sexual harassment), gender, gender identity, gender expression, ancestry, marital status, national origin, age, physical or mental disability, medical condition, genetic information, sexual orientation, or Vietnam-era Veteran status. No person shall be subjected to discrimination on the basis of one or more of these characteristics or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. This policy also includes as improper~~

*Adopted: December 19, 1978*

*Revised: March 3, 1982*

*December 6, 1989*

*June 2, 1993*

*October 16, 1995*

*July 7, 1999*

*June 5, 2013*

*December 2018*

~~discrimination any retaliation against an individual for filing a discrimination complaint, an individual participating in the investigation of a discrimination complaint, or any witnesses.~~

~~For information on sexual harassment, See Administrative Procedure No. 307.1. 3410.1~~

~~Formal complaints of unlawful discrimination in violation of this policy may be filed using Administrative Procedure No. 307.2 by anyone who alleges that he/she has personally suffered unlawful discrimination or by one who learns of unlawful discrimination in his/her official capacity as a faculty member or administrator. Informal allegations of discrimination may also be filed by one acting in the place and stead of an allegedly injured party. Appropriate disciplinary action will be taken against a student or employee found to have engaged in unlawful discrimination.~~

References:            Education Code, Sections ~~66251~~ **66250** et seq., ~~66270 et seq.,~~ 72010 **et seq., and 87400 87100 et seq.;**  
                                 Title 5, Sections 59300 et seq., and 59300 et. seq.;  
                                 **Penal Code Section 422.55;**  
                                 Government Code, Sections ~~11135,~~ **12926.1 and** 12940 **et. seq.;**  
                                 **Title 2 Sections 10500 et seq.;**  
                                 **Labor Code Section 1197.5;**  
                                 **ACCJC Accreditation Eligibility Requirement 20 and ACCJC**  
                                 **Accreditation Standard Catalog Requirements (formerly II.B.2.c)**  
                                 ~~Accreditation Standard II~~

*Adopted: December 19, 1978*

*Revised: March 3, 1982*

*December 6, 1989*

*June 2, 1993*

*October 16, 1995*

*July 7, 1999*

*June 5, 2013*

*December 2018*



# ADMINISTRATIVE PROCEDURES

No. 3410.1

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MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## NONDISCRIMINATION

The District shall provide and maintain administrative complaint procedures that assure equal access to employment, services, classes, athletics, and programs without regard to actual, perceived or association with others' ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, genetic information, ancestry, sexual orientation, or physical or mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code. In addition to these protected bases, the District additionally provides equal employment opportunities to all applicants and employees regardless of gender, medical condition, marital status or military and veteran status.

### Education Programs

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, "gender" means sex, and includes a person's gender identity and gender expression. "Gender expression" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of gender.

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

### Employment

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, layoff and advancement for all position classifications shall be based on job-related criteria and the District's staffing needs.

It is also unlawful to discriminate against a person who serves in an unpaid internship or any other limited-duration program to provide unpaid work experience in the selection, termination, training, or other terms and treatment of that person on any the basis of their race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

Any person who desires to file a complaint based on discrimination, harassment or access should contact the District Compliance Officer, Director of Human Resources, by phone at (707) 468-3065 or in person at the District's Human Resources Department, 1000 Hensley Creek Road, Ukiah, California, 95482. A complete copy of the District's complaint procedure, Administrative Procedure 3435.1, can be found at the District's Human Resources Department, Room 1160 in MacMillan Hall, and the Library, Room 4220 in the Library/Learning Center, both at the Ukiah Campus and on the District's website at <http://www.mendocino.edu>.

**References: Nondiscrimination References for Education Programs:**

Education Code Sections 66250 et seq., 200 et seq., and 72010 et seq.;  
Penal Code Sections 422.55 et seq.;  
Title 5 Sections 59300 et seq.;  
ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation  
Standard Catalog Requirements (*formerly II.B.2.c*)

**Nondiscrimination References for Employment:**

Education Code Sections 87100 et seq.;  
Title 5 Sections 53000 et seq.;  
Government Code Sections 11135 et seq. and 12940 et seq.;  
Title 2 Sections 10500 et seq.;  
Labor Code Section 1197.5



SUBJECT: MENDOCINO COLLEGE FOUNDATION REPORT

SYNOPSIS:

A report from the Executive Director of the Mendocino College Foundation is submitted as information.

ANALYSIS:

The Foundation will host a lunch celebration for this year's scholarship recipients on May 16 from 12:00-1:30 p.m. under the beautiful oaks in between MacMillan Hall and the Lowery Building. Over \$170,000 in scholarship dollars have been awarded to 128 returning and new Mendocino College Students.

Eighty-four donors have confirmed their participation in the 2019 Adopt A Fifth Grader program. The first ceremony will be held at Upper Lake Elementary School on May 10.

An informational flyer will be sent out this week which "Honors Nurses Week" and provides information about what it's like to be a student in the college's nursing program. The intent of the flyer is to recognize and honor nurses while encouraging financial support of the Mendocino College Friends of the Nursing Program.

The draft 19/20 foundation budget will be presented to the foundation board of directors for approval on June 11 at the Lake Campus, Round Room.

The twelve affiliate organizations are working with staff on their 2019/20 budget and fundraising plan for the year. Directors Scott and Chapman created a new budget planning form which has been distributed to each of the affiliate chairs.

The standard bylaws for forming an affiliate of the Mendocino College Foundation are being reviewed and a first reading of the revisions will be considered at the June board meeting.

A new perpetual scholarship in memory of Mary Lou Koeninger has been established by her family and will provide a \$1,000 scholarship to a student enrolled in earth science coursework.

The next appeal letter is in draft form and will be distributed later this month. Staff are creating a basic infographic about the foundation which can be used by directors when talking about foundation programs.

The Friends of Nursing have received a gift from Pacific Redwood Medical Group which will provide funding for each graduate to help offset the costs associated with their NCLEX fees.

SUBJECT: CONSTITUENT GROUP REPORTS

SYNOPSIS:

A report from the Constituent Groups to the Board of Trustees is submitted as information.

ANALYSIS:

**Academic Senate:**

The following report was submitted by Academic Senate President Catherine Indermill:

**Faculty Meeting**

At the April Faculty Meeting the focus was on the Culinary Arts Program and its contribution to the campus. We met in the Culinary Laboratory (aka the kitchen) and were treated to an array of delectable culinary plates. Nicholas Petti provided an overview of the program and some student success stories.

Along with his primary part-time faculty members (Julia Siderakis, Christine DePasquale, Shelley Field), have created a well-balanced pedagogically sound program. This is evident in the robust skills courses offered, as well as the required literary assignments. Culinary classes cross into the fields of Science, History, Mathematics, Sociology and more. Hospitality and agriculture are two of the largest employers in our district. The Latinx population are the backbone of the industry and they often do not receive the compensation or respect they deserve. However, after completing culinary classes there is an average 40% increase in wages.

Nicholas, also shared some impressive student success stories:

- Nina and Melissa Madueno both are chefs in Portland
- Josh Landes, Assaggierre Catering
- Geudiel Rodriguez was promoted to sous chef at the Adventist Health Ukiah Valley hospital after graduation
- Jennifer Malinowski is the owner of Wholly Bowl in Lakeport. She created her business plan in CAM 161

Another ion a daily basis and the uniqueness of this academic program allows for us to fill this gap. Not only are students preparing food to be assessed for their grade, Nicholas ensures there is enough for students consumption. An additional note about the Culinary Arts Program is that students represented the college at *Taste of Mendocino* in San Francisco. Their Bison Burgers with Kimchi Relish were the hit of the event.

Teaching & Learning Student Success Director, Janet Daugherty, explained the previous work done to engage students in exploring different areas of campus (e.g., Library, DRC, MESA, Financial Aid, FYI) via the *Passport to Learning* project. She asked faculty to keep this in mind and fold it into our class content as we plan our fall classes to fold this into our course content as a way of encouraging student participation.

## ASCCC Plenary

As I mentioned in my report last month, I would be absent due to travel requirements associated with attendance at the Academic Senate for California Community Colleges Plenary session. The ASCCC Plenary sessions are always good opportunities to reflect on the good work faculty do on behalf of our students. It is important for boards to understand that the academic senate in their district have been established to contribute to all district-wide issues that are of a *professional* or *academic matter*. Further, the session emphasized the faculty's (classified staff and students, as well) legal obligation to participate in the governance of the college (AB 1725). Some may see this as "old news", but it is the foundation of *participatory governance* which at its heart is about the betterment of the students we serve. The faculty's professional views on all issues related to *professional and academic matters* are vital to the success of our students.

There are no new statewide initiatives this year so we have the opportunity to focus on implementing the various mandates and efforts of transforming the college in the Guided Pathways framework. This includes continued work on Guided Pathways, equity, AB 705, minimum qualifications, among other things. There are always numerous resolutions that cross many aspects of the college's governance structures. These are vetting locally, regionally and then openly debated on the floor on the last day of the plenary session. I have shared out many of these as appropriate. Please take note of Resolution 16.0 Library and Learning Resources:

\*16.01 S19 Adopt the Paper The Role of the Library Faculty in the California Community College

Whereas, Resolution 16.01 F17 directed the Academic Senate for California Community Colleges to "explore methods to update and expand the content of the papers Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities and Standards of Practice for California Community College Library Faculty and Programs to illustrate the vital and important role that libraries and librarians can, and do, play in contributing to the success of our students";

Resolved, That the Academic Senate for California Community Colleges adopt the paper The Role of the Library Faculty in the California Community College<sup>28</sup> and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: Michelle Velasquez Bean, Transfer, Articulation, and Student Services Committee

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28:

[https://asccc.org/sites/default/files/The%20Role%20of%20the%20Library%20Faculty%20in%20the%20California%20Community%20College%20-area%20edits\\_3-23-19.pdf](https://asccc.org/sites/default/files/The%20Role%20of%20the%20Library%20Faculty%20in%20the%20California%20Community%20College%20-area%20edits_3-23-19.pdf)

The ASCCC Paper referenced provides evidence of the need for full-time faculty librarians on every campus. The role of the faculty librarian has increased over the years to include providing inclusive and equitable information literacy education for all students, regardless of the modality of course delivery. *Information literacy* encompasses one's ability to think critically about, evaluate and produce information in an evolving academic and employment world. Faculty librarians are the best suited to facilitate these skills across disciplines, both in the library itself and in the classroom.

The final resolutions packet, includes the entire text of each of the 35 resolutions the delegates took action on, can be found here:

<https://asccc.org/sites/default/files/S19%20Adopted%20Resolutions.pdf>

This year marks the 50th anniversary of ASCCC and the program had various embedded presentations reflecting on our past and the cornerstones of this organization. Beginning as a “grassroots movement” to increase faculty communication across the state it has grown into a powerful legislative voice for faculty in our work to enhance students’ lives and support their educational success. Now more than ever do the values of *Leadership*, *Empowerment* and *Voice* have meaning in the work faculty do every day.

### **Scholarships**

The faculty have traditionally sponsored two types of student scholarships. One is the *Scholarship of Promise* that is awarded to an outstanding continuing student from each of the four main academic areas (Arts and Humanities, Physical/Biological/Life Sciences & Mathematics, Social and Behavioral Science, Career and Technical Education). This is a \$1000 award, funded by the Foundation, is given to students who have been nominated from the faculty in their area of concentration and the winners are voted on by faculty at-large. In addition, we provide additional scholarships to any student (continuing or transferring) with outstanding merit and financial need. These *Faculty Scholarships* are also awarded after the student has been nominated by a faculty member and vetted by a faculty review committee. These scholarships are funded from payroll deductions from the full time faculty.

### **Faculty Highlights**

Of the numerous examples of outstanding faculty work and contribution to the college, this month I will focus on two very different project areas.

The work of our renowned faculty member, Laura Mays, is of special interest and many years of her dedication to her craft and teaching are coming together in two new endeavors. Not only has she brought us a world class woodworking program, she is contributing to the field across the United States. Soon to be published (Routledge) is her book *Making a Seat at the Table*, which she is co-authoring with Deirdre Visser, a former student of the woodworking program. She is also co-curating an exhibition highlighting the work of women woodworkers, to be held at The Center for Art in Wood in Philadelphia this fall. For a field that has been historically dominated by men, it is exciting to see our colleague bring a new face and inspiration woodworking. See <http://www.womenwoodworking.org/> for additional information.

Secondly, I highlighted the work being completed in the ESL department in my March report and I’d like to follow that up by mentioning the completion of a new course that is wrapping up next week: *English for Caregivers*. A great group of students are completing the course taught by ESL adjunct faculty member Kathy Cox who has a background in the medical field. The course involved some guest speakers (nurses etc.) and CPR training for all students which was funded by the Foundation. Now this first group will begin seeking caregiving jobs in our community. This is a much needed service that I am glad to see we can contribute to the community in this area.

### **Management/Supervisory/Confidential**

The following report was submitted by Management/Supervisory/Confidential President Matthew Gordon:

M/S/C members have been diligently working on wrapping up all end of semester activities and planning for Summer and Fall 2019. As you are aware, with all of the new initiatives that have presented themselves to our campus, this summer promises to be a busy and productive time. At our last meeting, we heard updates from different areas, as well as, report-outs from the many committees on campus.

M/S/C, like other campus groups, are continuing to participate in completing our annual program review process for their respective areas. This on-going quality improvement effort is an essential tool in assessing needs in the areas of staffing, facilities, marketing, IT, equipment and professional development.

Many managers have also been involved in the planning/implementation of our 2019 Commencement and we are all immensely proud of our graduates!

### **Associated Students of Mendocino College (ASMC)**

Members of the Associated Students attended the Student Senate for California Community Colleges (SSCCC) General Assembly April 5-7 in Sacramento. Following are brief reports from each attendee.

#### *Liana Edington, President*

This is my third and final General Assembly, and I am so grateful for the opportunity and experience I've had these last few years participating in ASMC. Being the only person who had ever been to a GA before, I went with the intention of showing not only the Student Ambassador the ropes, but also each of the other senate members who had never gone before. I trust that now each one of them is ready to show the next group of new senate members. I was incredibly surprised by the level of engagement from everyone as we worked together to discuss each resolution and decide how to best represent our student body with every vote. I was also glad to see everyone's enthusiasm for the breakout sessions and their willingness to share notes and discuss ideas taken from the sessions. As always, I feel ASMC did its best to represent the student voice and take home skills to better help our student government. I'm so proud to have been a part of this experience and to witness the development of the new ASMC officers, and I'm excited for them as they continue on to the next year.

#### *Rickie Farah, Student Trustee*

As a woman, I have always thought of voting as a must. After all the trouble my ancestors went through, how could I not let my voice be heard? That being said, there have been times where I pondered on whether or not my vote actually made a difference. The General Assembly I attended in Sacramento was the first time I felt my vote actually left a mark. I found myself in a room with 51 different California community colleges accompanied by their student senates. For days we discussed controversial topics that affected students, faculty and staff at different community colleges. Members of the Board, I encourage you to welcome the resolutions we so carefully discussed for they are the voices of all California Community College campus leaders. Whenever at a loss for what the students need in our community college, take a look at what we came up with at GA.

#### *Kyle Whiterock, Student Ambassador*

During the weekend of April 5-7 2019, I attended Spring General Assembly. I attended a breakout session concerning the Brown Act, regulations and policies. As the voting delegate it is essential and vital to know this information, even for just being on a local student senate. Student delegates discussed proposed resolutions and voted to approve or disapprove them, using the proper vernacular when regarding information being spoken. As for being the voting delegate, General Assembly was quite an experience, it being my first time. I was able to make lots of contacts with other voting representatives for community colleges.

*Sergio Arreguin, Student Rights Advocate*

The General Assembly meeting was a great experience. I was exposed to Robert's Rules of Order on a large scale. I was able to see the importance of knowing the procedure when there are dozens of people trying to speak on an issue. I admired seeing students waiting in line to speak their mind and fight for their students. I enjoyed feeling like my voice and the voice of other community college attendees mattered on a statewide level. When I first started going to school I had no idea that policies, procedures, and resources were constantly revised and new ones created. It was nice to see students speaking passionately about issues like free books, lower tuition, and ways to improve the life of community college students. I had no idea how many colleges there were in California and was surprised to see how intelligent and passionate some students were. We had the opportunity to meet other college representatives. This was important because we are now able to seek assistance or ask for advice for our campus from people who have had similar issues and have found ways to resolve those issues. What resonated with me the most was seeing how our small campus has a voice that people are constantly looking to find ways to improve both the curriculum and some of the burdens that come with attending a community college.

***Oral reports by other constituent group leaders may be presented at the meeting.***

ITEM NO: 9.3  
DATE May 15, 2019

SUBJECT: BOARD POLICY ADDITIONS AND REVISIONS – FIRST READING

SYNOPSIS:

New and revised Board policies are presented for review and discussion.

ANALYSIS:

As part of the ongoing effort to review all policies in the Board Policy Manual in a timely manner, the following Board policies are submitted for the Board's review. As part of the process, all Board Policies are being updated to reflect the standard numbering system used by Community Colleges throughout the state.

Board Policy #1200 – District Mission – This legally required board policy has been revised to include the input received from the Planning and Budgeting committee recommendation. It has been properly vetted through the College's participatory governance process. The policy was first reviewed by the President's Policy Advisory Committee on March 22, 2019; was shared with constituents for comment or suggestions and finalized by the committee at their meeting on April 26, 2019.

Board Policy #3430 – Prohibition of Harassment– This legally required board policy was created using the League template and statewide numbering system. It has been properly vetted through the College's participatory governance process. The policy was first reviewed by the President's Policy Advisory Committee on January 23, 2019; was shared with constituents for comment or suggestions and finalized by the committee at their meeting on March 22, 2019.

The approved version of the Administrative procedure supporting board policy #3430 has been included as a reference.

Board members will review the policy and may offer suggestions for changes if deemed necessary. Discussion and/or adoption of the policies will take place at the June 2019 Board meeting.

**DISTRICT MISSION**

The mission of the Mendocino-Lake Community College District is:

Mendocino College partners with a dynamic community of diverse students to help them achieve their educational goals. Informed by research, reflection and dialogue, the College offers programs in Basic Skills, Transfer Preparation and Career and Technical Education as well as Workforce Improvement. The College demonstrates its commitment to student success **and achievement** through high-quality and innovative instruction, providing individual attention to student needs in an inclusive and accessible learning environment, **and providing services to students at all stages of their educational and/or career path.** Mendocino College embraces its role as an intellectual, economic and cultural anchor for the region.

The mission is evaluated and revised on a regular basis.

Reference: ACCJC Accreditation Standard I.A

*Date Adopted: December 19, 1978*

*Date Revised:*

<i>June 20, 1979</i>	<i>April 4, 2001</i>	<i>February 2, 2005</i>
<i>August 16, 2006</i>	<i>July 11, 2007</i>	<i>July 2, 2008</i>
<i>July 8, 2009</i>	<i>July 7, 2010</i>	<i>December 7, 2011</i>
<i>April 10, 2013</i>	<i>February 11, 2015</i>	<i>March 2019</i>

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**NEW****PROHIBITION OF HARASSMENT**

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation of any person, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics.

The District seeks to foster an environment in which all employees, students, unpaid interns, and volunteers feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student, employee, unpaid intern, or volunteer who believes that he/she has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3435.1. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the Superintendent/President shall ensure that the institution undertakes education and training activities to counter discrimination and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Superintendent/President shall establish procedures that define harassment on campus. The Superintendent/President shall further establish procedures for employees, students, unpaid interns, volunteers, and other members of the campus community that provide for the investigation

and resolution of complaints regarding harassment and discrimination, and procedures for students to resolve complaints of harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students, and agents.

This policy and related written procedures (including the procedure for making complaints) shall be widely published and publicized to administrators, faculty, staff, students, unpaid interns, and volunteers particularly when they are new to the institution. They shall be available for students, employees, unpaid interns, and volunteers in all administrative offices, and shall be posted on the District's website.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion. Unpaid interns who violate this policy and related procedures may be subject to disciplinary measure up to and including termination from the internship or other unpaid work experience program.

See Administrative Procedure 3430.1

**References:** Education Code Sections 212.5, 44100, 66252, and 66281.5;  
Government Code Sections 12940 and 12950.1;  
Title 2 Sections 10500 et seq.;  
Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e



### PROHIBITION OF HARASSMENT

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any administrator, staff or faculty member or student within the District.

This procedure and the related policy protects students, employees, unpaid interns, and volunteers in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, a District bus, or at a class or training program sponsored by the District at another location.

#### **Academic Freedom**

No provision of this Administrative Procedure shall be interpreted to prohibit conduct that is legitimately related to the course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic, or literary expression of students in classrooms and public forums. (See BP 4030 Academic Freedom). This procedure will not protect speech or expressive conduct that violates federal or California anti-discrimination laws.

#### **Definitions**

General Harassment: Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation of any person, military and veteran status, or the perception that a person has one or more of these characteristics is illegal and violates District policy. Harassment shall be found where, in aggregate, the incidents are sufficiently pervasive, persistent, or severe that a reasonable person with the same characteristics as the victim of the harassing conduct would be adversely affected to a degree that interferes with his or her ability to participate in or to realize the intended benefits of an institutional activity, employment, or resource.

Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment if it meets the definition above. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct that could, depending on the circumstances, meet the definition above, or could contribute to a set of circumstances that meets the definition:

Verbal: Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance,

attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.

Physical: Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

Visual or Written: The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics, or electronic media transmissions.

Environmental: A hostile academic or work environment may exist where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

**Sexual Harassment**: In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from, or in, the work or educational setting when:

- submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, progress, internship, or volunteer activity;
- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment (as more fully described below); or

- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

"Quid pro quo" sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

"Hostile environment" sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

### **Consensual Relationships**

Romantic or sexual relationships between supervisors and employees they directly supervise, and between faculty and students when a student is enrolled in a faculty's class are prohibited. There is an inherent imbalance of power and potential for exploitation in such relationships. Also, in general, romantic or sexual relationships between or among administrators, faculty, or staff members and students are discouraged. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that allowed relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the authority of one over the other, or of a teacher over a student in allowable settings (non-classroom). Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

References: Education Code Sections 212.5, 44100, and 66281.5;  
Government Code Section 12940;  
Title 2 Sections 10500 et seq.;  
Title IX, Education Amendments of 1972; Title 5 Sections 59320 et seq.;  
Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e

ITEM NO: 10.1  
DATE: May 15, 2019

SUBJECT: TRUSTEE REPORTS

SYNOPSIS:

Individual Trustees share their Board related activities with the full Board.

ANALYSIS:

*Oral reports by Trustees may be presented at the meeting.*

ITEM NO: 10.2  
DATE: May 15, 2019

SUBJECT: FUTURE AGENDA ITEMS

SYNOPSIS:

Input and discussion by board members regarding items to be included on future agendas.