MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES AGENDA - REGULAR MEETING
June 8, 2022 – 4:00 PM
Mendocino College Lake Center – 2565 Parallel Drive - Lakeport, CA 95453

Zoom meeting information: June 8, 2022, zoom meeting link
Or by telephone phone dial: +1 669 900 9128
Meeting ID: 983 9902 6688

CALL TO ORDER

1. APPROVAL OF AGENDA AND MINUTES
   1.1 Agenda Approval
   1.2 Approval of Minutes of the regular meeting held on May 11, 2022

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.

At the appropriate time on the agenda, the Board President will ask individuals joining the meeting via phone wishing to make a public comment to unmute themselves by pressing *6 on their phone and state their full name. Individuals joining the meeting via computer should list their name in the chat (i.e.: “Member of the public’s name would like to speak during public comment”). Once the Board President has received a list of all members of the public who wish to speak, they will call upon each member to speak. After being recognized by the Chair, those wishing to make comments are asked to 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 Conference with Labor Negotiator – Pursuant to Government Code section 54957.6
      Designated Representatives: Karas, Cichocki, Polak, Velasco and Marin
      Employee Organizations: MCFT, MPFA, Management Team, MLCCCBU
   2.2 Conference with Legal Counsel – Existing Litigation – Pursuant to Government Code section 54957.9(d) 1 case
      Case names unspecified: Disclosure would jeopardize anticipated settlement negotiations
      Designated Representatives: Karas, Cichocki, Polak, Velasco and Marin
   2.3 Public Employee Discipline/Dismissal/Release – Pursuant to Government Code section 54957
      Designated Representatives: Karas, Cichocki, Polak, Velasco and Marin
   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 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.
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**OATH OF OFFICE**

The Oath of Office is administered to Student Trustee Alejandro Corona

3. **PRESIDENT AND ADMINISTRATION REPORT**

   3.1 A report from Superintendent/President Karas is presented as information

**CONSENT AGENDA**

4. **Personnel**

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

   Recommendation to approve the list of short-term non-continuing personnel as presented

   4.2 Consideration to approve Personnel List – Part-time Faculty

   Recommendation to approve the list of part-time faculty as presented

   4.3 Consideration to approve list of Volunteers

   Recommendation to approve the list of volunteers as presented

   4.4 Consideration to approve Employment - Classified

   Recommendation to approve the employment – classified as presented

   4.5 Consideration to approve Employment – Full Time Faculty

   Recommendation to approve the employment – full-time faculty as presented

   4.6 Consideration to approve Employment – Educational Administrator

   Recommendation to approve the employment – Educational Administrator as presented

   4.7 Consideration to ratify Resignation – Classified Administrator

   Recommendation to ratify the Classified Administrator resignation as presented

   4.8 Consideration of Reclassification – Permanent Classified

   Recommendation to approve the reclassification of the Student Life Specialist position as presented

   4.9 Consideration to approve Working Out of Classification

   Recommendation to approve the Working Out of Classification compensation as presented

   4.10 Consideration to ratify Mendocino College Federation of Teachers (MCFT) Bargaining Unit/AFT/CFT 2022-25 Tentative Agreement

   Recommendation to ratify the Mendocino College Federation of Teachers (MCFT) Bargaining Unit/AFT/CFT 2022-25 Tentative Agreement as presented

   4.11 Consideration to ratify Mendocino-Lake Community College Part-Time Faculty Bargaining Unit/MPFA 2022-2024 Tentative Agreement

   Recommendation to ratify the Mendocino-Lake Community College Part-time Faculty Bargaining Unit/MPFA 2022-2024 Tentative Agreement as presented

   4.12 Consideration to approve Memorandum of Understanding: Evaluations

   Recommendation to approve the agreement with the Mendocino Part-Time Faculty Association regarding the evaluation process for 2022/23 as presented

   4.13 Consideration to ratify Mendocino-Lake Community College Classified Bargaining Unit/SEIU Local 1021 2022-2024 Tentative Agreement

   Recommendation to ratify the Mendocino-Lake Community College Classified Bargaining Unit/SEIU Local 1021 2022-2024 Tentative Agreement as presented

   4.14 Consideration to ratify Mendocino-Lake Community College Management Team, 2022/23 Tentative Agreement

   Recommendation to ratify the Mendocino-Lake Community College Management Team, 2022/23 Tentative Agreement as presented

   4.15 Consideration to ratify Vice President Salary Schedule 2022/23
Recommendation to ratify the 2022/23 salary schedule between the Mendocino-Lake Community College District and the Vice Presidents as presented.

5. **Other Items**
   5.1 Fiscal Report as of April 30, 2022
   Recommendation to accept the report as presented
   5.2 Sale of Surplus Property
   Recommendation to authorize the sale of surplus property as presented
   5.3 Authorization for Remote Teleconference Meetings – Resolution #06-22-01
   Recommendation to adopt Resolution #05-22-01 as presented

6. **ACTION ITEMS**
   6.1 2022/2023 June Tentative Budget
   Recommendation to adopt the proposed 2022/2023 June Tentative Budget as presented
   6.2 Five Year Capital Outlay Plan 2024-2028, Including Final Project Proposal
       North County Center Phase II
   Recommendation to approve the District Order of Priorities for Five-Year Capital Outlay Plan, 2024-2028 and the submission of the Final Project Proposal of the North County Center Phase II project as presented.
   6.3 Board Policy Additions and Revisions – Second Reading
   Recommendation to approve the board policy additions and revisions as presented
   6.4 College and Careers Access Pathways (CCAP) Partnership Agreement – Second Reading
   Recommendation to approve the College and Careers Access Pathways Partnership Agreement as presented

7. **BIG PICTURE**
   Building Dual Enrollment For All Students In Our District
   A presentation by Dr. Amanda Xu, Dean of Centers

8. **INFORMATIONAL ITEMS AND REPORTS**
   8.1 Mendocino College Foundation, Inc.
       8.1.A Mendocino College Foundation informational report
       8.1.B Friends of the Mendocino College Coastal Field Station and Natural Sciences affiliate
   8.2 Constituent Group Reports
   Reports from constituent groups are presented as information

9. **TRUSTEE COMMUNICATIONS**
   9.1 Trustee Reports
   Written and oral reports from Trustees are presented as information
   9.2 Future Agenda Items
   Board discussion about topics to be included on future agendas

10. **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.

**Agenda Packet and Supporting Documents Notice:** The agenda packet and supporting materials can be found on the college website at: [Board of Trustee meeting documentation](#)

**Future Board Meetings:**
- Regular meeting – August 10, 2022, 4:00 PM, Room 4210 and available via ZOOM
A regular meeting of the Mendocino-Lake Community College District Board of Trustees was convened on Wednesday, May 11, 2022, at Mendocino College, 1000 Hensley Creek Road, Ukiah, CA and also using ZOOM remote meeting technology.

**GENERAL MATTERS**

**Call to Order**

Trustee Pinoli, Board President, called the meeting to order at 4:00 PM.

**Board Members**

- President: Robert Jason Pinoli (present)
- Vice President: Marie L. Myers (present)
- Trustee: Ed Nickerman (present)
- Clerk: Xochilt Martinez (present)
- Trustee: John Tomkins (present)
- Trustee: TeMashio Anderson (Arrived at 4:07)
- Trustee: Noel O’Neill (present)
- Student Trustee: Leonardo Rodriguez (present)

**Secretary**

Timothy Karas, Superintendent/President (present)

**Support Staff**

Mary Lamb, Executive Assistant to the Superintendent/President

Eileen Cichocki, Assistant Superintendent/Vice President of Administrative Services (present)

**Staff Representatives**

Debra Polak, Vice President of Academic Affairs (present)
Ulises Velasco, Vice President of Student Services (present)
Nicole Marin, Director of Human Resources (present)

**Constituent Representatives**

Academic Senate: Catherine Indermill, President (present)
Classified Senate: Isabel Lopez, President (present)
Management Team: Janet Daugherty, President (present)

**Agenda Approval**

M/S (Martinez/Myers) to approve the agenda as presented. The matter was approved via the following vote:

- Ayes: Nickerman, Myers, O’Neill, Tomkins, Martinez and Pinoli
- Noes: None
- Abstentions: None
- Absent: Anderson
- Advisory Vote: Rodriguez - aye

**Approval of Minutes**

M/S (Martinez/Myers) to approve the minutes of the regular board meeting held on April 6, 2022, as presented. The matter was approved with the following vote:

- Ayes: Nickerman, Myers, O’Neill, Tomkins, Martinez and Pinoli
Public Comment 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 4:06 PM with Board President Pinoli stating only item 2.4 would be discussed in closed session.

OPEN SESSION

The Board returned to open session at 4:29 PM with Board President Pinoli reporting no action was taken on items in closed session.

Public Comments

There were no comments from the public.

PRESIDENT AND ADMINISTRATION REPORT

A written report was presented by Superintendent/President Karas who added the following information:

- Former Superintendent/President Lee Lowery passed away on May 5, 2022. Many of the buildings on our campus were built during his tenure at Mendocino College.

- Last Thursday, Congressman Mike Thompson was at the Lake Center for about an hour spending the time meeting with students at that location.

- On Friday, May 20, 2022 will be our first year back with a live graduation. We will be honoring students from the last two years in addition to the students graduating in 2022.

CONSENT AGENDA

M/S (Myers/Rodriguez) Board of Trustees does hereby approve the items on the Consent Agenda as presented. The items were approved with the following vote:

- Ayes: Myers, Tomkins, Nickerman, O’Neill, Martinez and Pinoli
- Noes: None
- Abstentions: None
- Absent: Anderson
- Advisory Vote: Rodriguez - aye

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

Personnel

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby ratify the employment of the short-term non-
<table>
<thead>
<tr>
<th>Item</th>
<th>Resolution Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>List – Short Term Non-Continuing Employees</td>
<td>*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve the employment of the Part-Time Faculty for the Summer 2022 as presented pending receipt of all necessary employment eligibility requirements.</td>
</tr>
<tr>
<td>Consideration to approve Personnel List – Part-time Faculty</td>
<td>*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve the list of volunteers as presented.</td>
</tr>
<tr>
<td>Consideration to approve the List of Volunteers</td>
<td>*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby employs Jasmin Blanc as Administrative Assistant II – Vice President of Student Services, effective June 1, 2022 pending receipt of all necessary employment eligibility requirements as presented.</td>
</tr>
<tr>
<td>Consideration to approve Employment – Classified</td>
<td>*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby employs Debra Summit as a tenure-track full-time instructor in Nursing effective August 12, 2022; and Jared Crowley as a tenure-track full-time instructor in Biology effective August 12, 2022, pending receipt of all necessary employment eligibility requirements.</td>
</tr>
<tr>
<td>Consideration to ratify Resignation - Classified Administrator</td>
<td>*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby ratifies the resignation of Janelle Meyers-Bird, Director of Community Relations and Communications, effective June 2, 2022.</td>
</tr>
<tr>
<td>Consideration to Recind Classified Layoff – Resolution 02-22-01</td>
<td>*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby rescind Resolution #02-22-01 and directs the Superintendent/President to rescind the lay-off notice previously sent to the CAMP Assistant.</td>
</tr>
<tr>
<td>Consideration of Four Ten-Hour Day Work Week</td>
<td>*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby agree to and authorize the signing of the attached agreement with the Classified employee unit, MLCCCBU, regarding working four ten-hour days from 5/23/22 through 7/29/22.</td>
</tr>
<tr>
<td>Equal Employment Opportunity (EEO) Fund Multiple Method Allocation Model Certification Form – Fiscal Year 2021/22</td>
<td>*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 2021/22.</td>
</tr>
<tr>
<td>Other Items</td>
<td>*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby accepts the fiscal report as of March 31, 2022, as presented.</td>
</tr>
<tr>
<td>Fiscal Report as of March 31, 2022</td>
<td>*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 2021/22.</td>
</tr>
</tbody>
</table>
Quarterly Fiscal Status Report – AB 2910

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

Student Trustee Privileges

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

Authorization for Remote Teleconference Meetings – Resolution 05-22-01

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby adopt Resolution #05-22-01 and authorizes the continuation of virtual meetings pursuant to the conditions outlined in Assembly Bill 361 as presented.

ACTION ITEMS

Board Policy Additions and Revisions – Second Reading

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

M/S (O’Neal/Martinez) that the Mendocino-Lake Community College District Board of Trustees does hereby adopt Board Policy 2100 – Board Elections; Board Policy 2015 – Student Member; Board Policy 2350 – Speakers; and Board Policy 2710– Conflict of Interest as presented with the following vote:

Ayes Anderson, Nickerman, Martinez, Myers, O’Neill, Tomkins and Pinoli
Noes None
Abstentions None
Absent None
Advisory Vote Rodriguez – aye

Big Picture – Guided Pathways – A Five Year Review

Vice President of Academic Affairs Polak and Academic Senate President Indermill presented the information on the Guided Pathways initiative and the progress Mendocino College has made in this area.

We are now at the end of the 5-year implementation grant for Guided Pathways. The Academic Senate President is the faculty lead on the project.

Guided Pathways is a statewide program, but the presentation today will cover the work being completed at Mendocino College.

The state depends on the California Community Colleges for economic improvement and to close the gaps in those needed skills. Students look to the California Community Colleges for education, career training and social mobility.

We do great work but almost 60% of community college students do not complete and/or transfer within three years of first attending college. We have found completion rates are higher if students identify a career early; have a clear outline of the requirements; and have consistent guidance and support.
The California Community College Chancellor’s Office Vision for Success

Goals include six directives:

1. Increase the number of students who earn degrees and/or certificates
2. Increase the number of students who transfer to UC or CSU
3. Decrease the average number of units accumulated at community college
4. Increase the percent of Career Technical Education student’s being employed in their field of study
5. Reduce equity gaps for traditionally underrepresented student groups
6. Reduce regional achievement gaps for lowest educational attainment of adults

We have a lot of tools and initiatives to help achieve these goals which include Strong Workforce, the Student Equity and Achievement Program, Financial Assistance for Students; and Associate Degrees for Transfer among them. Using the tools provided and following the four pillars of the Guided Pathway system, helps us to meet the Vision for Success directives which in turn gets us to our “why”.

Until Guided Pathways came along, we didn’t really have a way to reach our why. Guided Pathways is a wholistic approach to reach these goals. It is a structured framework which is designed to:

1. Establish evidence-based decision making that comprehensively addresses the conditions needed for student success
2. Provide all students with a set of clear course-taking patterns
3. Promote better enrollment decisions
4. Provide integrated support services

This framework is a transformation from what we have been historically doing to how we are moving forward to work with students to provide them with what they need and help them to reach their goals.

The principles of the Guided Pathways are:

1. Student – ready
2. Relentless Clarity – making sure we are presented things in a way students will understand.
3. Design with the student in mind – innovating with the student
4. Focus on student involvement
5. Intentional – everything you are doing should be with the student in mind.

The Four Pillars of the Guided Pathways are:

1. Clear the path
2. Enter the path
3. Stay on the path
4. Ensure learning
Cross-functional processes – it is not just about faculty but the entire campus becoming aware of the student experience. Conversations must be occurring across departments, across constituent reports, and across the institution.

The core principles of the Guided Pathways Leadership Team were identified as what was most important to us. The vision of the group was to create a student ready college and establish social justice and equity for the entire college community.

Work groups were then organized. They included:
1. Equity
2. Teacher Institutes and Teachers on Teaching conference
3. AB705
4. Early Alert
5. Orientation/Outreach
6. Data
7. Learning Support

Then the COVID-19 pivot occurred and everyone went home. We continued to move forward with as many of the plans and projects as possible. We kept the work groups meeting over the summer (which normally never occurs) in order to prepare for the fall semester.

Accomplishments to date include:
- AB 705 Implementation
- Career Hub
- Weekends for Success
- Zero and low cost textbooks
- Videos by students for students
- Structural changes – students on committees
- Program review and planning revisions
- Education Master Plan

Early in the planning stages, we included students (and paid them) to attend workshops. We received a Student Engagement and Innovation Grant which helped to pay for student involvement. From their work on the Guided Pathways Committee, the process was pushed out to other campus committees. At least two students were sought for each of the other committees. This year we have been fortunate to have student participation on five different campus committees. The student participation was very diverse and the students were at very different places in their lives which only enriched the shared experience.

Program pathways provide an “on ramp” of processes to help students enter their college experience. The intake processes help students clarify their goals for college and careers. Intentional course sequencing helps to develop course sequencing which made clear sense semester to semester and academic support provided throughout their educational journey provides the needed guidance the students needed.
Pillars 1 & 2 (clear the path and enter the path) ask us to organize our programs into areas that make sense. This process began with course mapping. Course numbering doesn’t necessarily follow the order in which courses should be taken. It’s the content of the course and what students are learning in those courses which should determine the course sequence.

Once we created solid course mapping, we looked for common themes. This led us to more workshops and further discussion and review. We had some good drafts and dialogues, but we still were not quite there.

We then worked on developing crosswalks for all the main programs on campus. Once completed, we came up with the seven learning and career pathways for students. These were then vetted to the students for their input. These pathways are accessible and reflect the possible careers available in the individual areas included in each pathway.

The one thing we have learned during this work is in order to be able to improve outcomes, colleges must change the student experience.

**INFORMATIONAL REPORTS**

*Mendocino College Foundation, Inc.*
A written report was submitted by the Mendocino College Foundation Executive Director Julie McGovern.

*Constituents Group Reports*

**Academic Senate**
A written report was submitted by Academic Senate President Indermill who had nothing to add.

**Classified Senate**
A written report was submitted by Classified Senate President Isabel Lopez who stated she had nothing to add.

**Management Team**
A written report was submitted by Management Team President Janet Daugherty who echoed the appreciation for all the work that has been done by the Guided Pathways Leadership team.

**Board Policies Additions and Revisions – First Reading**
Board Policy 3820 – Gifts and Board Policy 5040 – Student Records, Directory Information and Privacy were presented for review and discussion. Additional discussion and/or adoption of these policies will take place at the June 2022 board meeting.

**College and Career Access Pathways (CCAP) Partnership Agreement – First Reading**
A copy of the new College and Career Access Pathways (CCAP) partnership agreement with Charter Academy of the Redwoods dba Accelerated Achievement Academy and Redwood Academy of Ukiah is presented as information for review. This agreement will be presented at the June 2022 board meeting for further discussion and action by the Board of Trustees.

**TRUSTEE COMMUNICATION**
Trustees commented orally on their recent college-related activities.

Trustee Anderson stated he attended the Foundation meeting and found it interesting to hear about the many things occurring in Lake County specifically. He also feels Mendocino College could be a leader in water conservation and sustainability. He recently met with Superintendent/President Karas regarding the development of a stronger relationship with the tribal leadership of many of the local tribes.

Trustee Martinez she acknowledged Catherine Indermill for her great work and her participation. She added she attended the Native American Motivation Day recently held on campus.

Trustee Myers enjoyed the Foundation mixer and was excited to see and speak with the students. She also added how exciting it is to hear about the Guided Pathways work being done.

Trustee Nickerman appreciated the presentation and the amount of work being done. He also thanked Dr. Karas regarding the work he completed about the ROTC program. He asked if we can look into using a local bank instead of using a national bank.

Trustee O’Neill stated he is looking forward to the presentation at the June meeting which will be on dual enrollment. He asked about what incentives are in place to attract instructors to teach at the outlying areas. He is also looking forward to meeting with Vice President Polak regarding the development of a Psychiatric Technician program.

Trustee Tomkins thanked the presenters again for the wonderful presentation. The high school in Upper Lake is in the process of building a new building which will house classes in Career Technical instruction.

Student Trustee Rodriguez stated this is his last board meeting. He will be transferring to a 4-year school in the fall. He added being the student trustee has been a great experience and he hopes the board members will encourage and support the new student trustee as they have done for him.

Trustee Pinoli stated the ultimate success we will be able to celebrate will happen during this year’s commencement. He also thanked the Student Trustee Rodriguez for his service.

The current list of future agenda items includes the following with additional comments from members of the Board of Trustees:

- Diversity training for Board members – Trustee Martinez requested this item and feels it needs to be either a workshop or special meeting. It should not be a lecture but more of a reflection and participation by members of the board. For this reason, she feels it needs to be when we are once again able to meet in person – move to try and find a date for a
workshop – wants to wait a little longer in order to have outside presenters, etc. – currently looking at an August date for this training.

- Essential needs for Trustee onboarding
- Outreach to the community and the various tribes
- A workshop or presentation on the next phase plans for the three centers
- A big picture presentation by the Lake County Superintendent of Schools similar to the presentation made by the Mendocino County Superintendent of Schools.
- Site visits at all the sites including courses offered and equipment available.
- Board workshop for board members regarding the process and how we handle the public as a board
- An ongoing conversation about the role Student Trustees can have in their individual districts. Discussion would include what it would mean for the board. Trustee Martinez would also like to have more information about the role of the student trustee.
- Presentation on Dual Enrollment by Dean Xu – will take place at the June meeting which will be held at the Lake Center.

Adjournment  
With agenda business concluded, Board President Pinoli declared the meeting adjourned at 6:08 PM.

Submitted by:
Tim Karas, Superintendent/President
Secretary, Board of Trustees
The academic year closed with a wonderful commencement ceremony on May 20, 2022. Our 49th graduation had three graduating years (2020, 2021, and 2022) in attendance. It was amazing to see the number of students from previous years returning to partake in the ceremony. Thank you to everyone who worked many hours preparing for the ceremony, attending graduation, volunteering your time to work the event, and countless other ways you have supported our students. A special thank you to Anastasia Simpson-Logg who coordinated the graduation ceremony.

During the final weeks of the semester there were many celebrations throughout campus in honor of our students. On May 13, 2022, EOPS/CARE Staff celebrated the academic success of their students with an awards ceremony that was held virtually. I had the privilege to join the ceremony from the coast center and provided a welcome for attendees, which followed a welcome by Director Yuliana Sandoval and Vice President Velasco. After the welcome, the awards ceremony acknowledged EOPS students for their outstanding academic achievement and for completing the requirements for graduation this spring or last fall. Those graduating received a Graduation Packet, which includes their graduation cap, gown, 2022 tassel, Honors Cord (for those who are graduating with honors), PTK Stole (for those who are members of the Phi Theta Kappa Honor Society), an EOPS medal to wear during commencement, a diploma frame, and an EOPS Alumni t-shirt.

The evening prior to the college graduation was the pinning ceremony for the nursing program held in Pomo Plaza. It was a beautiful and powerful ceremony. If you missed it, you could view it on YouTube at https://youtu.be/_3bzuVPkFFg

There was no better way to complete the graduation weekend than attending a performance of the Ukiah Symphony Orchestra at the Center Theatre. The concert theme was “At the Movies”. https://www.ukiahsymphony.org/

Lake and Coast Center Fiesta and Job Fair
The Lake and Coast Centers held their Fiesta on May 12/13. Thank you to the college support and academic services who attended, including; MLACE, Financial Aid, EOPS, CAMP, HEP, ESL faculty, CDV faculty, the Dream Center, Counseling, and CalFresh. Dean Xu, Lake Center Director Monica Flores, and Coast Center Supervisor Katherine Brown did an excellent job coordinating the event. I was lucky to attend the job fair at the coast center and be available for mock hiring interviews.
Campaign for College Success
On May 12, Mendocino College was recognized by the Campaign for College Success for their 2022 Excellence in Placement Awards. On behalf of the college, I accepted two awards in Equity Distinction: Latinx Transfer-Level English and Equity Distinction: Latinx Transfer-Level Math.
https://collegecampaign.org/excellence-placement-awards/
https://www.flickr.com/photos/campaignforcollegeopportunity/sets/72177720299231478/

California Lieutenant Governor Eleni Kounalakis was introduced by our Student Trustee Leonardo Rodriguez to start the ceremony. This is an indication of the tremendous amount of work faculty have done to reimage their courses, change assessment practices, collaborated with tutoring and other academic and student support departments to fundamentally change our approach to English and mathematics sequences. There is much work to continue districtwide concerning diversity, equity, inclusion, and accessibility; however, we should celebrate our successes as fuel to continue our work.

Enrollment
In comparison to the last pre-pandemic summer session in 2019, the district enrollment is down 13.89FTES or 5.7%. Summer session classes begin on June 6, 2022. The student category experiencing the largest decline is continuing students. For the categories of new and transfer, there is a minor decline and the categories of returning and k-12 are up over 2019
<table>
<thead>
<tr>
<th>Semester</th>
<th>Active Students</th>
<th>Number of Sections</th>
<th>TOTAL FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER 2022</td>
<td>1433</td>
<td>225</td>
<td>228.29</td>
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<tr>
<td>SUMMER 2019</td>
<td>1530</td>
<td>274</td>
<td>242.14</td>
</tr>
</tbody>
</table>

**Celebrating Graduates & Transfers**
Outreach staff members Malissa Donegan and Monica Whipple, SEA Specialist Bonnie Lockhart, Equity Counselor Apryl Guisasola and multiple other staff and students created items for Mendocino College graduates including: (80) beaded cords for graduating Native American Students, (6) beaded stoles for Pomo Pathways Graduates, (2) Necklaces for graduating Peer Mentors, as well as items for SEA students. Students were celebrated for their accomplishments from 2020-2022. This is intended to begin an annual recognition of our graduates and their achievements, while also celebrating their cultures.

Additionally, Transfer Counselor/Coordinator Mark Osea created a project to celebrate Mendocino College’s Transfer Champions. A slideshow and photobook were created that highlight students who will be transferring to four-year institutions after graduating from Mendocino College. The transfer slideshow he created has been available on our campus screens and our website. There is much interest and support of this project because it recognizes the individual student successes, and it inspires others to engage in the Transfer services, activities, and events.
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. 7300.

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 7300, Employment/Termination of Short-Term and 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.
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### Short Term Non-Continuing (STNC) Employees

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

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### Student Employees

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

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Non-Student Tutors
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SUBJECT: EMPLOYMENT – PART-TIME FACULTY

SYNOPSIS:

Employment of Part-Time Faculty for the Summer 2022 semester.

RECOMMENDATION:

The Superintendent/President recommends approval of this Board item 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 Summer 2022 semester as presented pending receipt of all necessary employment eligibility requirements.
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*Met minimum qualifications through equivalency process.*
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. 7500) The following volunteers approved by the administration are recommended for Board approval:

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment</th>
<th>Assignment Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, Emily</td>
<td>As a member of the FMCCFSNS affiliate, will participate in work projects</td>
<td>7/1/2022-6/30/2023</td>
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<tr>
<td></td>
<td>and/or outreach activities at the coastal field station.</td>
<td></td>
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<tr>
<td>Bawcom, Julia</td>
<td>As a member of the FMCCFSNS affiliate, will participate in work projects</td>
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<tr>
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<td>Bawcom, Jim</td>
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<tr>
<td>Blundell, Clay</td>
<td>As a member of the FMCCFSNS affiliate, will participate in work projects</td>
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<td>Blundell, Ian</td>
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<tr>
<td>Blundell, Maia</td>
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<tr>
<td>Cardimona, Warren</td>
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<td>and/or outreach activities at the coastal field station.</td>
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<tr>
<td>Carter, Bonnie</td>
<td>As a member of the FMCCFSNS affiliate, will participate in work projects</td>
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<td>Carter, Jared</td>
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<tr>
<td>Clark, Phil</td>
<td>As a member of the FMCCFSNS affiliate, will participate in work projects and/or outreach activities at the coastal field station.</td>
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<td>Foote, Roger</td>
<td>As a member of the FMCCFSNS affiliate, will participate in work projects and/or outreach activities at the coastal field station.</td>
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<td>Forsell, Doug</td>
<td>As a member of the FMCCFSNS affiliate, will participate in work projects and/or outreach activities at the coastal field station.</td>
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</tr>
<tr>
<td>Koeninger, Wade</td>
<td>As a member of the FMCCFSNS affiliate, will participate in work projects and/or outreach activities at the coastal field station.</td>
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<tr>
<td>Koeninger, Max</td>
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</tr>
<tr>
<td>Larke, Julia</td>
<td>As a member of the FMCCFSNS affiliate, will participate in work projects and/or outreach activities at the coastal field station.</td>
<td>7/1/2022-6/30/2023</td>
</tr>
<tr>
<td>Munoz Madrigal, Esmeralda</td>
<td>Security Volunteer</td>
<td>7/1/2022-6/30/2023</td>
</tr>
<tr>
<td>Myers, Lynda</td>
<td>As a member of the FMCCFSNS affiliate, will participate in work projects and/or outreach activities at the coastal field station.</td>
<td>7/1/2022-6/30/2023</td>
</tr>
<tr>
<td>Shoemaker, Richard</td>
<td>As a member of the FMCCFSNS affiliate, will participate in work projects and/or outreach activities at the coastal field station.</td>
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</tr>
<tr>
<td>Sinclair, Nick</td>
<td>As a member of the FMCCFSNS affiliate, will participate in work projects and/or outreach activities at the coastal field station.</td>
<td>7/1/2022-6/30/2023</td>
</tr>
<tr>
<td>Trouette, Jeff</td>
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<td>7/1/2022-6/30/2023</td>
</tr>
<tr>
<td>Twyman, Dan</td>
<td>As a member of the FMCCFSNS affiliate, will participate in work projects and/or outreach activities at the coastal field station.</td>
<td>7/1/2022-6/30/2023</td>
</tr>
<tr>
<td>Urton, Beverly</td>
<td>As a member of the FMCCFSNS affiliate, will participate in work projects and/or outreach activities at the coastal field station.</td>
<td>7/1/2022-6/30/2023</td>
</tr>
</tbody>
</table>

*Reference Board Policy 7500, Volunteers*

**MOTION/ACTION:**

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

SYNOPSIS:

Employment of a Career Center Specialist, Center Assistant, Lake Center and Administrative Assistant I – Student Services/Counseling.

RECOMMENDATION:

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

ANALYSIS:

**Joel Shura**
Career Center Specialist
Range 25/Step 1

Effective: August 1, 2022
12 months at 40 hours/week

**Margo Stuessy**
Center Assistant, Lake Center
Range 25/Step 2

Effective: July 1, 2022
12 months at 40 hours/week

**Rebeca Rojas Ortega**
Administrative Assistant I – Student Services/Counseling
Range 23/Step 1

Effective: July 1, 2022
12 months at 40 hours/week

Reference Board Policy 7120, Recruitment and Hiring

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College Board of Trustees hereby employs Joel Shura as the Career Center Specialist, effective August 1, 2022; and Margo Stuessy as the Center Assistant, Lake Center, effective July 1, 2022 and Rebeca Rojas-Ortega as the
Administrative Assistant I – Student Services/Counseling, effective July 1, 2022; pending receipt of all necessary employment eligibility requirements.
SUBJECT: EMPLOYMENT – FULL TIME FACULTY

SYNOPSIS:

Employment of one (1) full-time faculty for the Physical Therapy Assistant program

RECOMMENDATION:

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

ANALYSIS:

**Employ Faculty Under One-Year Contract**

Faculty, Categorically Funded (Non Tenure Track)- Full Time – Physical Therapy Assistant
Dustin Meier
Effective: August 12, 2022

Dustin holds a PTA License and brings 16 years of experience as a Physical Therapist Assistant. Mr. Meier has worked as an adjunct with our Physical Therapy Assistant program since 2020. Additionally, Dustin has served as a Physical Therapist Assistant for the past eight years at Mendocino Physical Therapy.

Reference Board Policy 7120, Recruitment and Hiring

MOTION/ACTION:

APPROVE, That the Mendocino-Lake Community College District Board of Trustees hereby employs Dustin Meier as a categorically funded, non-tenure-track full-time instructor for the Physical Therapy Assistant program effective August 12, 2022; pending receipt of all necessary employment eligibility requirements.
SUBJECT: EMPLOYMENT – EDUCATIONAL ADMINISTRATOR

SYNOPSIS:

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

RECOMMENDATION:

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

ANALYSIS:

Christy Pedroncelli-Smith
Dean of Career Education
Effective: July 1, 2022

Christy holds a Master’s of Science in Educational Administration and comes to Mendocino College having had 26 years as a secondary level educator and administrator. For the past 7 years Christy has been serving as the Principal of the Ukiah Adult School and a member of the Mendocino Lake Adult & Career Education. Through these roles Christy has worked side by side with Mendocino College to help promote programs to our adult populations within Lake and Mendocino Counties.

Reference Board Policy 7120, Recruitment and Hiring

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby employs Christy Pedroncelli-Smith, Dean of Career Education, effective July 1, 2022; pending receipt of all necessary employment eligibility requirements.
SUBJECT: RESIGNATION – CLASSIFIED ADMINISTRATOR

SYNOPSIS:
Resignation – Director of COVID-19 Response

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

ANALYSIS:
Alyson Blair
Director of COVID-19 Response
Effective: May 11, 2022

Reference Board Policy 7350, Resignations

MOTION/ACTION:
RESOLVED, that the Mendocino-Lake Community College District Board of Trustees does hereby ratifies the resignation of Alyson Blair, Director of COVID-19 Response, effective May 11, 2022.
SUBJECT: RECLASSIFICATION – PERMANENT CLASSIFIED

SYNOPSIS:

In review of the permanent Classified job description of the Student Life Specialist; in coordination with SEIU 1021; it was determined that the working out of class job duties shall become a part of the job description and result in a reclassification of the position.

RECOMMENDATION:

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

ANALYSIS:

Effective July 1, 2022; the following salary changes are effective as defined below:

Naoto Horiguchi
Student Life Specialist
Salary Placement Change: Reclassification to Range 26 (previously 24)

Reference Board Policy 7230, Classified Employees

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby approves the reclassification of the position of Student Life Specialist to Range 26.
SUBJECT:  WORKING OUT OF CLASS COMPENSATION

SYNOPSIS:

Due to the temporary vacancy of the Director of Community Relations & Communications, Classified staff has been assigned additional duties.

RECOMMENDATION:

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

ANALYSIS:

The following Classified Employee will be compensated for out of class and/or additional duties as follows:

Carmen (Tony) Novelli
Due to vacancy of Director of Community Relations and Communications
Period: 6/1/2022 through the date which the Director Position is filled
Compensation: 5% increase

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby approves the Working out of Class of: Carmen (Tony) Novelli.
SUBJECT: MENDOCINO COLLEGE FEDERATION OF TEACHERS (MCFT)
       BARGAINING UNIT/AFT/CFT 2022-25 TENTATIVE AGREEMENT

SYNOPSIS:

2022-2025 Tentative Agreement between the Mendocino-Lake Community College District and the Mendocino College Federation of Teachers AFT/CFT Local 6322.

RECOMMENDATION:

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

ANALYSIS:

District and MCFT representatives recently reached a Tentative Agreement (TA) regarding 2022-2025 contract revisions. A copy of the TA is attached.

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby ratifies the 2022-2025 Tentative Agreement between the Mendocino-Lake Community College District and the Mendocino College Federation of Teachers (MCFT).
Mendocino-Lake Community College District and Mendocino College Federation of Teachers
Tentative Agreement
Contract Period 7/1/2022-6/30/2025

Article 10: Salary & Article 11: Benefits

1. Increase annual Salary Schedule and identified stipends by 6.56%; effective Fall 2022 contingent upon the June 2022 enacted budget reflecting the May 2022 Budget revise.
2. Increase Summer/Overload pay by 6.56% across the four steps; effective Fall 2022 contingent upon the June 2022 enacted budget reflecting the May 2022 Budget revise.
3. No share of cost for benefit premiums for 2022/23.

Contract Changes To
Articles 7 (Workload), 8 (Evaluations), 13 (Personnel Files), 14 (Leaves), 18 (Duration) as outlined in the attachments

MOU of One-Time Agreements
Memorandum of Understanding regarding one-time, off-schedule stipend specific to Hi-Flex modality.

Signature Page for 7/1/2022-6/30/2025 Contract

District Signature: ____________________________ 5.25.2022
Nicole Marin, Director of Human Resources
Date:

District Signature: ____________________________ 5.25.2022
Debra Polak, VP of Academic Affairs
Date:

MCFT Signature: ____________________________ 5.30-2022
Bart Rawlinson, MCFT President
Date:
ARTICLE 7 - WORKLOAD

7.1 Work Year and Work Days
The base work year for faculty will consist of one hundred seventy-five (175) days, including:

- the 164 instructional days and two (2) district-organized, mandatory-attendance professional development/flex days designated on the academic calendar.

- One (1) mandatory-attendance professional development/flex day in either the Fall or Spring semester; the date and content shall be co-organized by the Academic Senate and the Instruction Office. This additional mandatory flex day shall not occur prior to the first day of instruction.

- eight (8) individually-designed professional development/flex days, forty-eight (48) hours, six (6) hours/day. Three of the eight days are designated for work on Program Review and SLO assessment.

7.1.1 Individual assignments for some faculty members may include additional responsibilities/work days (see 7.14).

7.1.2 Development of the Academic Calendar
In compliance with the District’s Integrated Timeline, the President’s Policy Advisory Committee (PPAC) will propose the annual Academic Calendar which will be forwarded to the MCFT Executive Committee. Upon receipt, it will immediately be sent to unit members for review and feedback. If no significant issues are received, as determined by the MCFT Executive Committee, the calendar will be approved by the committee and PPAC will be so notified. Any significant issues will be forwarded to PPAC for consideration. Changes made to the Academic Calendar by PPAC in response to issues raised by MCFT will be final. PPAC may consult with the MCFT Executive Committee as needed.

7.1.3 Semester Sessions
Semester start and end dates are indicated in the Academic Calendar. Faculty members may, by mutual
agreement with the supervising Dean, teach a course of a different duration during the semester.

7.2 Teaching Load

7.2.1 An annual full-time equivalent (FTE) teaching load for the academic year is 100% of:

- 510 lecture hours
- 680 lab hours
- 680 non-credit hours
- Or a combination of the above

7.2.2 One class hour is fifty (50) minutes.

7.2.3 With approval of the responsible Dean, one course may be taught during the Summer Session (up to .1667 of the annual FTE teaching load which is equal to one five-unit lecture class) and load banked.

7.3 Overloads
An Instructor may teach in excess of that required in Section 7.2.1, as approved in writing by the responsible Dean. During the first two semesters of employment, an Instructor will not be assigned an overload unless there is mutual agreement of the Instructor and the responsible Dean.

Each semester, the responsible Dean will identify overload assignments in excess of the annual FTE teaching load required in Section 7.2.1. Instructors may bank the identified overload FTE percent worked or be paid for the course hours at the Instructor’s overload hourly rate (as indicated on the Full-Time Faculty Overload and Summer Session Salary Schedule [Exhibit 7]).

By May 1st each year, the responsible Dean will identify by annual FTE percent any remaining, fractional overload. The Instructor may bank the identified overload FTE percent worked or be paid for the course hours at the Instructor’s overload hourly rate (as indicated on the Full-Time Faculty Overload and Summer Session Salary Schedule [Exhibit 7]).

7.4 Underloads
Underloads are below that required in Section 7.2.1. Each semester, underloads will be balanced with banked load,
teaching additional load, reassigned time, and/or a special project as assigned by the responsible Dean with the approval of the Vice-President of Education and Student Services. If not balanced by the end of the academic year, the FTE underload will be carried forward and factored into the annual workload requirement for the faculty member for the following year.

7.4.1 **Special Project**
A special project is equivalent to two (2) times the number of lecture hours required to balance the load. A written description of the special project will be included in the faculty member’s personnel file along with a written report on the outcomes.

7.5 **Class Size**
The maximum class cap for all classes is 35; any larger class size caps to be by mutual agreement. Traditionally assigned classrooms or instructor room preference will not determine class caps unless courses rely on specific equipment only available in those sites.

Individual class caps for courses that have already been approved through previous CBA processes shall be honored.

In no case shall maximum classroom occupancy exceed maximum allowable occupancy as established by the fire department in the county in which the class is conducted. Classroom occupancy will not exceed safety guidelines as described by Mendocino County Public Health (MCPH) and/or by California’s Department of Public Health (CDPH). If MCPH and CDPH guidelines differ, the guideline for lower occupancy will prevail.

Instructors may request a lower cap for demonstrable curricular and safety reasons. These requests will be reviewed by a panel composed of the relevant instructional Dean, the VPAA, a representative of Academic Senate, and a representative of the MCFT executive team. The panel will make their determination after reviewing the Course Outline of Record and other pertinent factors such as:

- C-ID requirements
- Other documented transfer requirements
- CTE industry standards / advisory committee documentation
- Student success data
- SLO assessment data
- Common class sizes through the CCC system
• Relevant safety documentation
• Alignment with directives from the Chancellor’s office or the state of California

Approval of the reduced class cap must be unanimous. Documentation of the panel decision will be maintained by the Instruction office, as well as in the Curriculum technician’s hard file.

By May 20th each year, the instructional deans, Academic Senate, and MCFT will agree upon the Class Cancellation Guidelines for the subsequent academic year. In the event that an agreement is not reached, the Guidelines in place at that time will remain in effect.

The District acknowledges the necessity for Class Cancellation Guidelines that are knowable, clear and transparent. These will be the goals for the instructional deans, Academic Senate and MCFT as they craft the guidelines each year.

7.6 Work Hours

7.6.1 Instructors work 40 hours per week and are expected to spend sufficient time on campus to meet their obligations

7.6.2 Beginning times for classes taught as part of the annual required load will not normally be scheduled more than six (6) hours apart.

7.6.3 Total class time for the annual required load will not normally exceed eight (8) consecutive hours from the beginning of the first class to the end of the last.

7.6.4 Unless agreed to by the affected faculty member, no less than twelve (12) hours will elapse between the end of the last class on one teaching day and the beginning of the first class on the next working day.

7.7 Preparations
Instructors will typically be assigned up to three (3) different course preparations per semester for their regular load; however, the responsible Dean may require more preparations under certain circumstances such as underloads or programmatic needs.
7.8 **Reassigned Time**
Faculty may be reassigned to other work equivalent to a certain percentage of their annual load. Before a faculty member is reassigned to a task leading or working with other faculty, he or she must be appointed by the Academic Senate.

Reassigned time will be assigned as follows:

Chair, Curriculum Committee, 40%
President, Academic Senate, 60% for 10 months*
President, MCFT, 40%
Vice-President, Academic**
Senate, 20%
Student Learning Outcomes Committee Chair, 20%

* Academic Senate President will be paid for 120 hours at the overload rate for work completed outside the standard contract period. 40 hours will be paid with end of month payroll in February and 80 hours in August for work completed within the corresponding break period.

Release time for Academic Senate President will increase to 40% per semester (equating to 80% annual release) for the semester before and of the 7 year comprehensive ACCJC accreditation visit.

**Academic Senate Vice President will be paid for 60 hours at the overload rate for work completed outside the standard contract period. 20 hours will be paid with end of month payroll in February and 40 hours in August for work completed within the corresponding break period.

7.9 **Responsibilities for All Faculty**

7.9.1 Report on time for all assignments, including classes, committee meetings, faculty meetings, and other meetings.

7.9.2 Attend all in-service days and commencements as scheduled. When circumstances prevent attendance, the faculty member must notify the responsible administrator in advance and complete an absence form.
7.9.3 Attend faculty meetings as scheduled by the Superintendent/President, the Vice President of Education and Student Services, or a Dean at least five (5) working days in advance between 9:00 a.m. and 5:00 p.m. on an instructional day. Whenever possible, an agenda will be distributed two (2) days or more in advance. A faculty member may be excused in advance by the supervising administrator to teach as class, attend a student meeting, or for other extenuating circumstances.

7.9.4 Complete nine (9) individually-designed professional development/flex days – a total of fifty-four (54) hours, six (6) hours/day. Three (3) of the nine (9) days are designated for work on Program Review and SLO assessment. Flex activity must be pursuant to the Flex Handbook, including a plan and a completion report which are reviewed and approved by the Flex Committee and the responsible Dean. In consultation, the Vice-President of Education and Student Services, the Director of Human Resources, and the Flex Committee will update the Flex Handbook as needed.

7.9.5 Serve on college committees when it does not interfere with teaching assignments. These include, but are not limited to, selection committees, advisory committees, discipline-specific meetings, planning meetings, committees and/or meetings for the purpose of shared governance, MCFT executive committee, etc. Faculty members on committees that meet on Fridays must attend those meetings. Serving in leadership roles for professional associations and representing the college on external advisory, steering or other committees may also satisfy this requirement as agreed to by the faculty member and the responsible Dean.

7.9.6 Participate in full-time and/or part-time faculty evaluations.

7.9.7 Coordinate the work of classified or student workers in the discipline, including verifying timesheets, and collaborating with the supervising administrator to conduct evaluations.

7.9.8 Participate in the development of an annual budget for
the discipline, submit purchase orders in a timely manner, and maintain related records.

7.9.9 Participate in the completion of program review.

7.9.10 Develop and assess student learning outcomes and/or service area outcomes in the discipline or unit, at both course and program level as applicable.

7.9.11 Participate in the processes of shared governance.

7.9.12 Secure and properly store equipment assigned to discipline; conduct a periodic inventory of equipment.

7.9.13 Participate in activities to promote articulation with local high schools and four-year colleges as mutually agreed upon with the responsible administrator.

7.10 Responsibilities for Classroom Faculty

7.10.1 Meet classes and conduct finals as included in the college schedule of classes.

7.10.2 Prepare classroom presentations, student activities, and assignments; teach class hours; evaluate student’s performance based on quizzes, comprehensive examinations, finals and/or other assignments appropriate to the course outline.

7.10.3 Teach courses in accordance with the description published in the catalog, the course outline, and the schedule of classes.

7.10.4 Prepare a syllabus for each course and distribute it to students at the first class meeting of the semester and/or electronically. The syllabus will outline the objectives of the course, student learning outcomes, the grading plan, the means of assessing student achievement, reading assignments, and other pertinent details which will ensure the students’ understanding of the nature and goals of the course. Copies will be submitted to the responsible Dean.

7.10.5 Post and maintain a minimum of five (5) office hours per week during the academic year, distributed over at least
four (4) days per week unless otherwise excepted, to allow adequate opportunity for student consultation. For online instructors, at least four (4) on campus office hours will be held as stated above. One (1) office hour may be held online for distance education purposes. Exceptions may be mutually agreed upon by the faculty member and the responsible Dean.

7.10.6 Prepare and submit accurate and timely student reports, such as grades and attendance for Admissions and Records, various Student Services reports, and those required by Athletics.

7.10.7 Participate in curriculum development, review, modification and deletion according to the guidelines and schedule for approval of the Curriculum Committee.

7.10.8 Maintain currency in the classroom as necessary by analyzing, coordinating, and developing instructional materials; reviewing current literature and texts in the discipline; making recommendations for the college library collection; conferring with other faculty and the responsible Dean on curricular matters; and attending inter- and intra-college conferences and meetings of advisory committees.

7.10.9 Provide input and assistance to the responsible Dean regarding the schedule of classes, schedule changes, and the recruitment and assignment of part-time faculty in the instructor’s discipline. Collaborate with the Centers concerning classes in the instructor’s discipline.

7.11 Counselors

7.11.1 Work Year and Work Days
The base work year for Counselors will be one hundred seventy-five (175) days:

including 164 8-hour duty days scheduled from July 1 through June 30, the two (2) district-organized, mandatory attendance professional development/flex days designated on the academic calendar, and nine (9) individually-designed professional development/flex days (54 hours) six (6) hours/day. Three of the nine days are designated for work on Program Review and SLO assessment.

(Copied from 7.1)

- the 164 direct service days
and two (2) district-organized, mandatory-attendance professional development/flex days designated on the academic calendar.

- One (1) mandatory-attendance professional development/flex day in either the Fall or Spring semester; the date and content shall be co-organized by the Academic Senate and the Instruction Office. This additional mandatory flex day shall not occur prior to the first day of instruction.

- eight (8) individually-designed professional development/flex days, forty-eight (48) hours, six (6) hours/day. Three of the eight days are designated for work on Program Review and SLO assessment.

7.11.2 Work Schedule
Prior to May 31st, the immediate supervisor Dean of Student Services will develop the annual work schedule for each Counselor for the following year, considering department needs and in consultation with the Counselor.

7.11.3 Work Hours

7.11.3.1 Work hours are eight (8) per day.

7.11.3.1 Thirty-four (34) hours 85% of the work per week will be spent providing direct services to students individually or in groups, attending to counseling matters which assist students in fulfilling their education needs, and counseling activities directly related to student contact excluding activities listed in Section 7.9. Six (6) hours per 15% of the work week will be spent on faculty responsibilities required in Section 7.9.
7.11.3.2 A counselor’s daily work schedule will consist of contiguous hours that may be exclusively daytime hours or a combination of day and evening hours.

7.11.4 Overload
A Counselor may teach designated; District assigned class(es) (paid as a part of the contracted annual salary) or elect to teach the class(es) as an overload of their counseling load, and be paid at the overload hourly rate, as mutually agreed to by the responsible Dean(s) and the Counselor.

7.12 Head Librarian

7.12.1 Work Year, Work Days and Work Hours
The work days are identified in Section 7.1. Work hours are eight (8) per day.

7.12.2 Work Duties
Work duties which include circulation/reference, technical processing, instruction, acquisition, public service and coordination of staff are described in the District job description.

7.12.3 Overload
In addition to the full-time Head Librarian assignment, the Head Librarian may teach as an overload, and be paid at the overload hourly rate, as mutually agreed to by the responsible Dean(s) and the Head Librarian.

7.13 Instructor/Director-Cooperative Work Experience Education

7.13.1 Work Days and Work Hours
The work days are identified in Section 7.1. Work hours are eight (8) per day.

7.13.2 Work Duties
Work duties which include directing the Cooperative Work Experience Education Program and instructing 125 Work Experience students per semester are described in the District job description.

7.13.3 Overload
The Instructor/Director and other faculty may earn overload compensation for instructing work experience students at the
rate of 3 hours per student paid at the assigned overload hourly rate.
Compensation is based on student enrollment as of the first census date and is adjusted for students who add Work Experience subsequent to that date. (Note: 1 student = .004 FTE) In addition, the full-time Instructor/Director may teach as an overload and may bank the identified overload FTE percent worked or be paid for the course at the overload hourly rate (as indicated on the Full-Time Faculty Overload and Summer Session Salary Schedule [Exhibit 7]).

7.13.4 Underload
If the Instructor/Director does not have 250 work experience students by the end of the academic year, the identified underload will be carried forward and factored into the Instructor/Director’s annual workload requirement for the following year. An underload can be balanced with banked load, teaching additional load, reassigned time, and/or a special project assigned by the responsible Dean.

7.14 Additional Responsibilities for Specified Faculty Positions

Additional responsibilities for the following full-time faculty positions are included in the District job descriptions:
Counselor/Coordinator - Transfer Counselor & Articulation Officer (211 days)
Counselor/Coordinator-Disability Resource Center
Counselor/Coordinator-Mental Health and Wellness (211 days)
Head Librarian
Instructor/Assistant Director-Nursing
Instructor/Director - Agriculture and Natural Resources
Instructor/Director - Cooperative Work Experience Education
Instructor/Director - Nursing
Instructor/Distance Education Coordinator (193 days)
Instructor/Learning Disability Specialist (193 days)
Instructor/Technical Theater
Instructor/Director – Physical Therapy
Instructor/Director- Clinical Education
Instructor/Coordinator – Construction
Others which may be established by the Board of Trustees
ARTICLE 8 – EVALUATION PROCESSES

8.1 Instructors

8.1.1 Purpose
The purpose of this evaluation process is to recognize the strengths and achievements of the Instructor and encourage improvement in job performance through a regular, formal review focusing on self-awareness, instructional effectiveness, and the practice of varied and effective instructional activities.

8.1.2 Content
Instructor evaluations (Exhibit 2) are comprised of:
- Peer and Dean Evaluation (Form A)
- Self-Assessment (Form B)
- At least one classroom visit or online class review by each evaluation team member, including student evaluations (Form C). For probationary faculty, student evaluations will be conducted for all courses taught, if practicable.
- Evaluation by classified staff in the department (Form D)

8.1.3 Schedule
The Instruction Office will conduct a training on how to conduct evaluations each fall. Probationary Instructors will be evaluated at least once each academic year by the end of the Fall Semester. Tenured Instructors will be evaluated by June 1st every three years. Categorically funded temporary instructors will be evaluated at least once a year by the end of the Fall Semester; after three satisfactory evaluations, they will be evaluated by June 1 every three years of employment.

8.1.4 Process
8.1.4.1 Composition of Evaluation Teams
The responsible Dean and the MCFT President (or designee) will select, by mutual agreement, the faculty peers for evaluation teams. The Dean will act as Team Leader. The faculty peers shall be full-time tenured faculty members or categorical members employed for more than four years, Faculty peers will, whenever possible,
be appointed from the same or related departments or selected for their knowledge of online instruction. In the event that a faculty peer can no longer serve on the team, the Dean and MCFT will agree upon a replacement.

- **Probationary Instructors**
  Each Evaluation Team will include the Dean and two faculty peers and will remain constant throughout the tenure process. In the event that a faculty peer can no longer serve on the team, the Dean and MCFT will agree upon a replacement. In the event of a change in employment status within the college, the Dean may choose to remain on the team or MCFT and the District will choose a replacement after consultation with the faculty member being evaluated. If the Dean is not available for any other reason, a new responsible Dean will be assigned by the District after consultation with the evaluatee.

  The Instructor may request that a discipline expert from outside the college, who is acceptable to the Instructor and the Evaluation Team, serve as a consultant to the team. The consultant will have no vote but, if requested by any member of the team or the Instructor, will observe the Instructor’s course/s and provide written feedback to the team. Such comments will be included in the evaluation report if requested by any member of the team or the Instructor.

- **Categorically Funded Temporary Instructors**
  Each Evaluation Team will include the Dean and two faculty peers and will remain constant throughout the process. In the event that a faculty peer can no longer serve on the team, the
Dean and MCFT will agree upon a replacement.

The Instructor may request that a discipline expert from outside the college, who is acceptable to the Instructor and the Evaluation Team, serve as a consultant to the team. The consultant will have no vote but, if requested by any member of the team or the Instructor, will observe the Instructor’s course/s and provide written feedback to the team. Such comments will be included in the evaluation report if requested by any member of the team or the Instructor.

- **Tenured Instructors**
  Each Evaluation Team will include two faculty peers. The Dean or the Evaluatee may choose that the Dean observe in addition to the two peers. When two peers comprise the team, the Dean will be present at all meetings and have the opportunity to make evaluative comments on Form A,

8.1.4.2 **Planning Conference**

The Dean will schedule the Planning Conference. For Probationary and Categorically Funded Temporary Instructors, this meeting will occur prior to the fourth week of the first semester of employment and by the eighth week for the other years, unless extenuating circumstances are documented in writing.

For tenured instructors, the planning conference will occur prior to the eighth week of the semester of evaluation.

The Evaluation Team will meet with the Instructor to review the Tenure Review Procedure (if applicable) and the evaluation process, develop a completion timeline, arrange
classroom visits (team members will visit different courses), and discuss any prior objectives.

The Instructor will email the completed Self-Assessment to the team members prior to the scheduled classroom visits. The Dean will email Form D to any classified employees in the instructor’s department and request a response by a designated date.

If the Instructor serves as a Program Director or has reassigned time for a project/program, the Evaluation Process for Program Director/Reassigned Time will also be completed as part of the overall evaluation and will also be reviewed at the Planning Conference.

8.1.4.3 Classroom Visits
The Instructor will provide copies of the syllabus/course handout materials to the team member when he/she visits the class. Team members will observe classroom activity for the full class period or two hours, whichever is less, with the intent of completing the applicable sections of Form A, Evaluation Summary. For online classes, the team members may review the whole course up through the dates of the evaluation.

Team members will also administer the Student Evaluation, Form C. (For Probationary Instructors, student evaluations will be conducted between the 8th and 12th weeks of the semester for all courses, if practicable.)

8.1.4.4 Team and Student Evaluation Summaries
As they prepare Form A, team members shall refer to the Instructional Faculty Evaluation Guide for criteria on which to base their evaluation. The Guide will be maintained in the Instruction office. Updates to the Evaluation Guide will be made in collaboration with Academic Senate and MCFT designees. At a minimum, the Evaluation Guide will be reviewed every three years; changes will be effective beginning the following fall semester.
The Dean will combine the ratings and individual comments from team members on Form A and the student ratings from Form C for each course. Verbatim comments from Form C will be attached, provided to evaluation team members and the faculty member being evaluated, and included with evaluation documents.

The team will note recommendations and any professional development plan/follow-up needed, or if a probationary instructor, any correction action plan needed. Team members will review and finalize this information and provide copies to the Instructor at least 48 hours in advance of the Summary Conference.

**Summary Conference**

The evaluation team will meet with the Instructor to review the completed evaluation materials with the Instructor, including any recommendations and professional development plan/follow-up needed. For probationary and categorically-funded temporary Instructors, this conference will be held before the end of the Fall Semester and will follow the guidelines included in the Faculty Tenure Review Procedure.

The Instructor will be asked to sign the Evaluation Summary. Signature indicates only an awareness of the evaluation report. The Instructor is not required to agree or disagree with the information and, as indicated on Form A, may attach her/his written comments within ten (10) days of the Summary Conference. With written notice at any time during these ten (10) days, a five (5) day extension will be granted by the District. Days are defined as work days.

**Personnel File**

After review and signature by the Vice-President, the evaluation packet, including Form A, the Self-Assessment, a summary of Form C, and any written attachments will be forwarded to the Superintendent/President for review and signature. The complete packet will then be
8.2 Counselors

8.2.1 Purpose
The purpose of this evaluation process is to recognize the strengths and achievements of the Counselor and encourage improvement in job performance through a regular, formal review focusing on self-awareness, counselor effectiveness, and the practice of varied and effective counseling activities.

8.2.2 Content
Counselor evaluations (Exhibit 3) are comprised of:
- Peer and Dean Evaluation (Form A)
- Self-Assessment (Form B)
- Student Evaluation (Form C)
- Evaluation Summary (Form D)

8.2.3 Schedule
Probationary Counselors will be evaluated at least once each academic year by the end of the Fall Semester. Tenured Counselors will be evaluated by June 1st every three years. Categorically funded temporary Counselors will be evaluated at least once a year by the end of the Fall Semester; after three satisfactory evaluations, they will be evaluated by June 1st every three years of continuous employment.

8.2.4 Process

8.2.4.1 Composition of Evaluation Teams
The responsible Dean and the MCFT President (or designee) will select, by mutual agreement, the faculty peers for evaluation teams. The Dean will act as Team Leader. The faculty peers shall be full-time tenured faculty members or categorical members employed for more than four years. Faculty peers will, whenever possible, be appointed from the same or related departments or selected for their knowledge of online instruction. In the event that a
faculty peer can no longer serve on the team, the
Dean and MCFT will agree upon a replacement.

- **Probationary Counselors:** Each Evaluation Team will include the Dean and two faculty peers and will remain constant throughout the tenure process. In the event that a faculty peer can no longer serve on the team, the Dean and MCFT will agree upon a replacement. In the event of a change in employment status within the college, the Dean may choose to remain on the team or MCFT and the District will choose a replacement after consultation with the faculty member being evaluated. If the Dean is not available for any other reason, a new responsible Dean will be assigned by the District after consultation with the evaluatee.

- **Tenured Counselors:** Each Evaluation Team will include two faculty peers. The Dean or the Evaluatee may choose that the Dean observe in addition to the two peers. When two peers comprise the team, the Dean will be present at all meetings and have the opportunity to make evaluative comments on Form A.

- **Categorically Funded Temporary Counselors**
  Each Evaluation Team will include the Dean and two faculty peers and will remain constant throughout the process. In the event that a faculty peer can no longer serve on the team, the Dean and MCFT will agree upon a replacement. The Counselor may request that a discipline expert from outside the college, who is acceptable to the Instructor and the Evaluation Team, serve as a consultant to the team. The consultant will have no vote but, if requested by any member of the team or the Counselor, will observe the Instructor’s course/s and provide written feedback to the team. Such comments will be included in the evaluation report if requested by any member of the team or the Instructor.

**8.2.4.2 Planning Conference**
The Dean will schedule the Planning Conference.
For probationary and categorically funded temporary Counselors, this meeting will occur prior to the fourth week of the first semester of employment, and by the eighth week for the other years, unless extenuating circumstances are documented in writing.

For tenured counselors, the planning conference will occur prior to the eighth week of the semester of evaluation.

The Evaluation Team will meet with the Counselor to review the Tenure Review Procedure (if applicable) and the evaluation process, develop a completion timeline, arrange for the evaluator observations, and discuss any prior objectives.

If the Counselor serves as a Program Director or has reassigned time for a project/program, the Evaluation Process for Program Director/Reassigned Time will also be completed as part of the overall evaluation and will also be reviewed at the Planning Conference.

The completed Self-Assessment will be emailed to the Evaluation Team prior to the observations. The completed Evaluator Observation reports will be provided to the Dean prior to the Summary Conference.

8.2.4.3 Student Component
A minimum of two student conferences will be observed by each evaluator. Time spent for such evaluations will be equal to or greater than 1.5 hours, even if observing more than 2 conferences is necessary to meet that requirement. Form C, Student Evaluation, will be given to 25-30 students during a two-week period of registration as they leave their counseling appointments.

8.2.4.4 Team and Student Evaluation Summaries
The Dean will summarize the student ratings on Form C. Verbatim comments from Form C will be provided to evaluation team members and the faculty member being evaluated, and
included with evaluation documents. When peer and student observations are completed, the Evaluation Team will jointly complete Forms A and D, noting any recommendations and professional development plan/follow-up needed, or if a probationary instructor, any corrective action plan needed. Team members will review and finalize this information and provide copies to the Counselor at least 48 hours in advance of the Summary Conference.

8.2.4.5 Summary Conference
The Evaluation Team will meet with the Counselor to review the completed evaluation materials including any recommendations and professional development plan/follow-up needed. For probationary Counselors, this conference will be held before the end of the Fall Semester and will follow the guidelines included in the Faculty Tenure Review Procedure.

The Counselor will be asked to sign the Evaluation Summary. Signature indicates only an awareness of the evaluation report. The Counselor is not required to agree or disagree with the information and, as indicated on Form D, may attach her/his written comments within thirty (30) days of the Summary Conference.

8.2.4.6 Personnel File
After review and signature by the Vice-President, the evaluation packet including Forms A, B, C, and D, and any written attachments, will be forwarded to the Superintendent/President for review and signature. The complete packet will then be forwarded to Human Resources for inclusion in the Counselor’s personnel file as a permanent evaluation record (along with the Program Director/Reassigned Time evaluation, if applicable).

8.3 Head Librarian

8.3.1 Purpose
The purpose of this evaluation process is to recognize the strengths and achievements of the Head Librarian
and encourage improvement in job performance through a regular, formal review focusing on self-awareness, job effectiveness, and the practice of varied and effective activities related to the assignment.

8.3.2 **Content**
The Head Librarian evaluation (Exhibit 4) is comprised of:
- Student Evaluation (Form A)
- Faculty Evaluation (Form B)
- Staff Evaluation (Form C)
- Self-Assessment (Form D)
- Evaluation Summary (Form E)

8.3.3 **Schedule**
A probationary Head Librarian will be evaluated at least once each year by the end of the Fall Semester. A tenured Head Librarian will be evaluated by June 1st every three years.

8.3.4 **Process**

8.3.4.1 **Composition of Evaluation Team**
The responsible Dean and the MCFT President (or designee) will select, by mutual agreement, the faculty peers for evaluation teams. The Dean will act as Team Leader. The faculty peers shall be full-time tenured faculty members or categorical members employed for more than four years. In the event that a faculty peer can no longer serve on the team, the Dean and MCFT will agree upon a replacement.

The responsible Dean and the MCFT President (or designee) will select, by mutual agreement, the faculty peers for evaluation teams. The Dean will act as Team Leader. The faculty peers shall be full-time tenured faculty members or categorical members employed for more than four years. In the event that a faculty peer can no longer serve on the team, the Dean and MCFT will agree upon a replacement.

- **Probationary Head Librarian**
Each Evaluation Team will include the Dean and
two faculty peers and will remain constant throughout the tenure process. In the event that a faculty peer can no longer serve on the team, the Dean and MCFT will agree upon a replacement. In the event of a change in employment status within the college, the Dean may choose to remain on the team or MCFT and the District will choose a replacement after consultation with the faculty member being evaluated. If the Dean is not available for any other reason, a new responsible Dean will be assigned by the District after consultation with the evaluatee.

Each Evaluation Team will include the Dean and two faculty peers and will remain constant throughout the tenure process. In the event that a faculty peer can no longer serve on the team, the Dean and MCFT will agree upon a replacement. In the event of a change in employment status within the college, the Dean may choose to remain on the team or MCFT and the District will choose a replacement after consultation with the faculty member being evaluated. If the Dean is not available for any other reason, a new responsible Dean will be assigned by the District after consultation with the evaluatee.

The Head Librarian may request that a discipline expert from outside the college, who is acceptable to both the Head Librarian and the Evaluation Team, serve as a consultant to the team. The consultant will have no vote but, if requested by any member of the team or the Head Librarian, will observe the Librarian's work and provide written feedback to the team. Such comments will be included in the evaluation report if requested by any member of the team or the Librarian.

-- Tenured Head Librarian

Each Evaluation Team will include two faculty peers. The Dean or the Evaluatee may choose that the Dean observe in addition to the two peers. When two peers comprise the team, the Dean will be present at all meetings and have the
Each Evaluation Team will include two faculty peers. The Dean or the Evaluatee may choose that the Dean observe in addition to the two peers. When two peers comprise the team, the Dean will be present at all meetings and have the opportunity to make evaluative comments on Form A.

8.3.4.2 Planning Conference
The Dean will schedule the Planning Conference.

For a probationary Head Librarian, this meeting will occur prior to the fourth week of the first semester of employment, unless extenuating circumstances documented in writing.

For a tenured Head Librarian, the planning conference will occur prior to the eighth week of the semester of evaluation.

The Evaluation Team will meet with the Head Librarian to review the Tenure Review Procedure (if applicable), the evaluation process, develop a completion timeline, including student, faculty, and staff evaluations (Forms A, B and C), library orientation/information session observations and discuss any prior objectives.

- At least two members of the evaluation team will observe the Head Librarian instruct an orientation session to students. They will administer the related student evaluation at that time.

- **Form AD**, Student Evaluation of Reference Assistance, will be given to at least 20 students, ten or more selected at random by the Dean and ten or more by the peer. The Head Librarian will provide a list of students that have been served.
that semester to the Dean. The ratings and verbatim comments will be summarized in writing. Verbatim comments from Form DA will be attached, provided to evaluation team members and the faculty member being evaluated, and included with evaluation documents.

- **Form E, Student Evaluation of Library Information Session**, will be administered by the evaluation team members during their observations. The ratings and verbatim comments will be summarized in writing. Verbatim comments from Form A will be attached, provided to evaluation team members and the faculty member being evaluated, and included with evaluation documents.

- **Form FB, Faculty Evaluation**, will be given to all FT Faculty and a list of adjunct faculty provided by the Head Librarian, a random selection of faculty and will be returned to the Dean. Evaluations will be returned to the Dean.

- **Form DC, Staff Evaluation**, will be given to the permanent classified employees and hourly Librarians assigned to the Library and will be returned to the Dean.

- **Form BD, Self-Assessment** will be completed by the Head Librarian and emailed to the Evaluation Team.

### 8.3.4.3 Team and Evaluation Summaries
The Dean will summarize the information received on Forms CB and DC. The Evaluation Team will consider this information before completing the
Evaluation Summary, but will not attach it to the Evaluation Summary report.

The Evaluation Team will review all information, complete Form AE, Evaluation Summary, and note any recommendations and professional development plan/follow-up needed, or if a probationary instructor, any corrective action plan needed. A copy will be provided to the Head Librarian at least 48 hours in advance of the Summary Conference.

8.3.4.4 Summary Conference
The Evaluation Team will meet with the Head Librarian to review the completed evaluation materials, including any recommendations and professional development plan/follow-up needed.

For a probationary Head Librarian, this conference will be held before the end of the Fall Semester and will follow the guidelines included in the Faculty Tenure Review Procedure.

The Head Librarian will be asked to sign the Evaluation Summary. Signature indicates only an awareness of the report. The Head Librarian is not required to agree or disagree with the information and, as indicated on Form E, may attach her/his written comments within thirty (30) days of the Summary Conference.

8.3.4.5 Personnel File
After review and signature by the Vice-President, the evaluation packet, including Form E, the Self-Assessment, the student evaluation summary, and any written attachments will be forwarded to the Superintendent/President for review and signature. The complete packet will then be forwarded to Human Resources for inclusion in the Head Librarian's personnel file as a permanent evaluation record.

8.4 Program Director/Reassigned Time

8.4.1 Purpose
This evaluation process is for full-time faculty whose assignment includes serving as program director or who has reassigned time for project/program. The process provides an opportunity to recognize the strengths and achievements of faculty members for this portion of their assignment and encourage improvement in job performance. The Evaluation Team will complete this evaluation. If the supervising administrator is not part of the team, he/she will work with the team to complete it.

**8.4.2 Process**

Evaluation Report (Exhibit 5) will be completed in addition to the Instructor or Counselor Evaluation as part of the overall evaluation, if applicable.

The faculty member will refer to the Evaluation Report and complete a Self-Assessment by evaluating in writing his/her effectiveness in each of the six evaluation categories: Programmatic Knowledge/Skills; Planning and Organizing; Decision-Making and Problem-Solving; Communication Skills; Department/Program Coordination; and Work Standards. Both strengths and areas where professional growth may be needed should be addressed, as well as progress toward or achievement of objectives previously set for the evaluation period. The faculty member will email the Self-Assessment to the Evaluation Team.

The supervising administrator will distribute an Evaluation Survey to permanent employees in the faculty member’s department. With mutual agreement of the faculty member and the evaluation team, surveys can be sent to other District employees. After the surveys and Self-Assessment are returned, the supervising administrator will draft the Evaluation Report for review by the evaluation team. The team will note any recommendations and any professional development/follow up needed, or if a probationary instructor, any corrective action plan needed. Surveys are for review by the Evaluation Team only and will not become a part of the evaluation document. Surveys will be retained until the evaluation is signed.

The faculty member will meet with the Evaluation Team (and the supervising administrator if not on the team) to
review the Self-Assessment and the Evaluation Report and develop objectives for the next evaluation period.

If the Instructor or Counselor wishes to have the supervising administrator's interpretation of the Evaluation Surveys reviewed, he/she may request such of the Vice-President of Education and Student Services. The supervising administrator and Vice-President will determine if any changes to the Evaluation Report should be made. The faculty member and supervising administrator will sign the Evaluation Report. The faculty member may submit a written response to the Evaluation Report. The Evaluation Report, Self-Assessment, objectives, and faculty response will be attached to the Instructor or Counselor evaluation and become part of the overall evaluation.

8.5 Non-Instructional Faculty – Evaluations of Teaching Assignments

8.5.1 Overload Classes:
As a mechanism to evaluate and support non-instructional faculty in overload teaching assignments; they shall be evaluated in the first semester and every six semesters thereafter in alignment with adjunct evaluation cycles.

Faculty shall be evaluated in each discipline they are teaching, if they are teaching multiple classes within a discipline they may choose the course to be evaluated, however, they must have at least one class in each discipline evaluated.

These evaluations will have no impact on the full time evaluation/tenure process and shall not be reviewed or considered by the evaluation committee.

During the tenure process, the evaluator for the overload assignment should not be a member of the evaluation/tenure committee.

8.5.2 Classes as a Part of Load:
As a mechanism to evaluate and support non-instructional faculty with an instructional assignment as a part of their load;

The faculty member shall be evaluated as defined in 8.5.1., except during the first three years of the probationary period, when the faculty member shall be evaluated annually. When practicable, the evaluation shall be completed in the opposite
semester of the non-instructional evaluation cycle.

This evaluation will be incorporated in the next regularly scheduled, non-instructional evaluation.
MENDOCINO COLLEGE HEAD LIBRARIAN
EVALUATION

Form A - Evaluation Summary (Rev. 10/21)

Librarian:

Date:

Evaluators:

Each evaluation team member is to include a rating, comments and recommendations for the criteria below based on workshop observations, library materials reviewed, student, faculty and staff surveys, and information provided in the self-assessment and library plans.

Recommendations are required for B and C rankings. Constructive feedback is encouraged in all cases but not required with an A ranking.

1. The Head librarian provides knowledgeable and professional assistance to faculty and students. (mark one):
   _____ A. Meets professional standards (include comments which support this rating)
   _____ B. Needs Improvement (identify recommendations for improvement below)
   _____ C. Unsatisfactory (specify in comment section)

   Comments:

   Recommendations:

2. The Head librarian works with faculty to collect books, databases, and online media that meet their instructional needs. (mark one):
   _____ A. Meets professional standards (include comments which support this rating)
   _____ B. Needs Improvement (identify recommendations for improvement below)
   _____ C. Unsatisfactory (specify in comment section)

   Comments:

   Recommendations:
3. The Head librarian coordinates with library staff to maintain a positive library environment. (mark one):
   _____ A. Meets professional standards (include comments which support this rating)
   _____ B. Needs Improvement (identify recommendations for improvement below)
   _____ C. Unsatisfactory (specify in comment section)

Comments:

Recommendations:

4. The Head Librarian practices effective management skills, including planning goals and objectives, policy development, communication, budget management, and coordination of staff (mark one):
   _____ A. Meets professional standards (include comments which support this rating)
   _____ B. Needs Improvement (identify recommendations for improvement below)
   _____ C. Unsatisfactory (specify in comment section)

Comments:

Recommendations:

5. The Head Librarian is involved in other professional responsibilities such as shared governance, committees, and continuing professional development. (mark one):
   _____ A. Meets professional standards (include comments which support this rating)
   _____ B. Needs Improvement (identify recommendations for improvement below)
   _____ C. Unsatisfactory (specify in comment section)

Comments:

Recommendations:

RECOMMENDATION:

_____ Continue on regular evaluation schedule
_____ Re-evaluate during next Mendocino College teaching assignment
_____ Corrective Action Plan assigned (see below)
_____ Other (explain):
Corrective action plan (include deadline):

CERTIFICATION OF COMPLETION:

__________________________________________  ________________________
Peer Evaluator   Date

__________________________________________  ________________________
Peer Evaluator   Date

__________________________________________  ________________________
Dean   Date

Faculty signature indicates awareness of the report only.

I wish to exercise my option to attach written comments regarding any portion of the evaluation. If so, written comments should be submitted within 10 days of the above date.

_____ YES _____ NO

__________________________________________  ________________________
Evaluatee   Date

__________________________________________  ________________________
Vice-President, Academic Affairs   Date

If probationary evaluation:

__________________________________________  ________________________
Superintendent/President   Date
Directions: Prepare a report of up to six pages responding to the following prompts:

1. Describe the major accomplishments of the past year (including but not limited to new library programming, collections developments, work done with staff, collaborations with faculty, new resources created etc.) Include relevant sample documents or links.
2. Summarize the professional development you engaged in over the past year and list your professional development plans for the coming year.
3. Describe your plan for the library over the coming year (this could include activities/resources directed at students, faculty, and the community as well as behind the scenes improvements)
4. Create a five year plan for the library
MENDOCINO COLLEGE EVALUATION PROCESS
HEAD LIBRARIAN
FORM C - Faculty Evaluation
(Rev. 09/2021)

DIRECTIONS: Rate the following using the rating scale below. Only complete those with which you have personal experience.

A = Strongly Agree    B = Agree    C = Disagree    D = Strongly Disagree    E = Not Applicable/Not Observed

_____ 1. The Head Librarian provides assistant and responds to my questions and request.

_____ 2. The Head Librarian works with me in a professional manner.

_____ 3. The orientation/workshop taught by the Head Librarian is informative, relevant, and understandable.

_____ 4. Library provides physical (hard copy) informational handouts, such as citation guides, that meet student needs.

_____ 5. Online informational resources, including LibGuides, are current and relevant.

_____ 6. Library resources are organized so that online students are equitably supported.

_____ 7. Online directions that explain databases and online research resources are clearly written and understandable for students.

_____ 8. The Library environment is organized and conducive to studying and research.

_____ 9. The information my students and I need can be found in the Library.

_____ 10. The Head Librarian responds to my request for purchases of materials, research tools and online resources in a timely manner.

_____ 11. The Head Librarian implements an appropriate book, journal and online purchasing plan that supports instructional programs.

Comments regarding your ratings and general observations:

Suggestions for improvement:
Form D: Student Evaluation of Reference Assistance

Thank you for your participation in this short survey. All of the college’s librarians are evaluated on a periodic basis, and yours is being evaluated today. We would appreciate your feedback on the service you received. Please respond honestly to the statements below using the following rankings:

A = Strongly Agree  B = Agree  C = Disagree  D = Strongly Disagree  E = Not Applicable

_____ 1. The librarian treated me with respect and courtesy and made me feel welcome.
_____ 2. The librarian listened carefully and understood my questions and concerns.
_____ 3. The librarian provided information that was clear, useful, and relevant to my questions.
_____ 4. The librarian was well informed about available resources and showed me how to find the information I needed.
_____ 5. The librarian helped me evaluate information resources for relevance and credibility.
_____ 6. The librarian referred me to other sources of information if the library did not have what I needed.
_____ 7. The librarian made sure that my question had been answered satisfactorily.
_____ 8. The librarian is someone I would be happy to return to for help in the future.

Written responses:

1. What was most useful about the librarian’s assistance?

2. How could this assistance from the librarian have been improved?
Form E: Student Evaluation of Library Orientation Session

Thank you for your participation in this short survey. All of the college’s librarians are evaluated on a periodic basis, and yours is being evaluated today. We would appreciate your feedback on the service you received. Please respond honestly to the statements below by using the following rankings:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

_____ 1. The librarian presented the subject matter in a clear and understandable way.
_____ 2. The presentation was well organized and the librarian used their time well.
_____ 3. The librarian was knowledgeable about the class assignments and presented research techniques and other information relevant to my class
_____ 4. The librarian was knowledgeable about the library’s resources.
_____ 5. The librarian’s presentation gave me a better understanding of the range of online sources that I can use to do my research.
_____ 6. This presentation improved my ability to recognize and find high-quality sources likely to be trustworthy, authoritative, and credible.
_____ 7. After the presentation, I feel more confident using the library’s resources.

Written responses

1. What was most useful about the presentation?

2. How could the presentation have been improved?
ARTICLE 13 – PERSONNEL FILES
Effective July 1, 2022

13.2 Each faculty member may inspect his/her personnel file upon request, with the presence of a Human Resources employee. A faculty member may, upon his/her written authorization, designate a representative to review the file in his/her presence or absence. When a faculty member so authorizes a representative, MCFT and the faculty member agree to indemnify and hold harmless the District for any loss or damage whatsoever arising from that inspection or from operation of this section.
ARTICLE 14 – LEAVES

14.4.3 Catastrophic Leave

When sick leave and any accrued load bank leave hours have been depleted, the Catastrophic Leave Bank becomes available. This bank contains sick hours donated by all constituent groups. For purposes of the Catastrophic Leave Bank, any hour donated -- regardless of the pay scale of the individual donating it -- becomes available to someone who requests it, so long as they meet the qualifying guidelines as established by Human Resources. Nothing in this section guarantees that the bank contains hours. Availability is based on employee donations of sick leave.

a. Human Resources will make every effort to maintain a sufficient number of available hours in the Catastrophic Sick Leave bank, including direct solicitations and/or other methods of increasing awareness so that Mendocino College employees can donate portions of their already-accrued sick leave.

b. Human Resources will provide guidelines for donating and obtaining Catastrophic Leave Bank hours.

c. Human Resources will conduct, at minimum, one annual drive to encourage faculty to donate hours and publicize this benefit. This project may include email notices or announcements.
ARTICLE 18 – DURATION

18.1 This contract is effective from July 1, 2022, through June 30, 2025. Each party may reopen negotiations under Article 10 (Salary), Article 11 (Employee Benefits), and Article 18 (Duration), and up to an additional three (3) articles each year.

18.2 MCFT will name and submit which articles it wishes to reopen its initial proposal on reopened articles on or before March 15th of the preceding fiscal year. The District will name and submit the articles it wishes to reopen present its response at a meeting of the Board of Trustees on or before April 15th and negotiations may commence after ten (10) days after board approval.

18.3 MCFT and the District will present their full initial proposals, other than salary and benefits to one another during the Fall semester. Other articles may be brought forward by mutual consent during the Spring semester.

18.4 The date for submitting an initial proposal, a response, or commencement of negotiations may be changed by mutual agreement of MCFT and the District.

18.5 If MCFT and the District do not elect to submit an initial proposal as outlined above, the contract will not be reopened without mutual consent of the parties.

18.6 The parties understand and agree that in executing this agreement they both intend to be bound by its provisions. The District, MCFT, and each unit member will comply with all of its terms and fully perform all obligations under this Agreement during the term of the Agreement.

18.7 Notwithstanding the provisions of this Article, if affected by a PERB Board decision, new legislation, final court decision, or by mutual agreement, the parties will meet and negotiate on appropriate topics.
One Time Agreement between Mendocino Lake Community College District and Mendocino College Federation of Teachers

For Spring 2022, Fall 2022, Spring 2023, and Fall 2023 Only

The Mendocino Lake Community College District (herein referred to as “the District”) and Mendocino College Federation of Teachers (herein referred to as “MCFT”) have mutually agreed to a one (1) time payment of $600 for every full-time faculty member who has taught or is teaching a Hi-Flex class, defined as conducting a face to face class with Zoom participants. The one-time payment shall not exceed $600, regardless of the number of sections or courses taught in the Hi-Flex modality. This payment is meant to compensate for the professional learning necessary to teach in this modality. There is an expectation that this modality will remain a scheduling option in future semesters for each of the faculty receiving this stipend. Scheduling Hi-Flex sections will be determined through the class scheduling process.

Date Agreed Upon:

For MCFT:

Bart Rawlinson, MCFT President

Phil Warf, MCFT Chief Negotiator

For the District:

Debra Polak, Vice President of Academic Affairs

Nicole Marin, Director of Human Resources
Instructors will receive year-for-year credit on the salary schedule for teaching experience and one-year credit for two years of related work experience. Maximum initial placement on the salary schedule shall be Step 7 of the appropriate class.

Doctoral Stipend: 
An additional $3151 for an earned doctorate from an accredited institution. When the Full-Time Faculty Salary Schedule increases by an overall percent, this stipend will increase by the same percent.

Longevity Stipend: 
An additional $1750 after being at the top step of a column for four years. An additional $1750 after being at the top step of a column for nine years.

Effective: July 1, 2022
## MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

### Full-Time Faculty Salary Schedule, 7/1/2022

(based on 193 work days)

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<thead>
<tr>
<th>STEP</th>
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**Doctoral Stipend:**
An additional $3151 for an earned doctorate from an accredited institution. When the Full-Time Faculty Salary Schedule increases by an overall percent, this stipend will increase by the same percent.

**Longevity Stipend:**
An additional $1750 after being at the top step of a column for four years. An additional $1750 after being at the top step of a column for nine years.

**Effective:** July 1, 2022
MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
Full-Time Faculty Salary Schedule, 9/1/2021
(based on 211 work days)

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**Effective:** July 1, 2022
Mendocino-Lake Community College District  
FT Faculty Overload and Summer Salary Schedule  
2022-2023 (Effective 8-15-2022)  

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SUBJECT: MENDOCINO-LAKE COMMUNITY COLLEGE PART TIME FACULTY BARGAINING UNIT/MPFA 2022-24 TENTATIVE AGREEMENT

SYNOPSIS:

2022-2024 Tentative Agreement between the Mendocino-Lake Community College District and the Mendocino Part Time Faculty Association (CCA/CTA/NEA)

RECOMMENDATION:

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

ANALYSIS:

District and MPFA representatives recently reached a Tentative Agreement (TA) regarding 2022-2024 reopener contract revisions. A copy of the TA is attached.

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby ratifies the 2022-2024 Tentative Agreement between the Mendocino-Lake Community College District and the Mendocino Part Time Faculty Association (MPFA)
Mendocino-Lake Community College District and Mendocino Part-Time Faculty Association
Tentative Agreement
Contract Period 7/1/2022 – 6/30/2024

Article 16: Salary
Effective August 15, 2022

On-schedule Salary Increase:

1. Increase annual Salary Schedule by 6.56%; effective Fall 2022.
2. 16.03 – Committee Member – update the language to reflect below:
   Unit members who serve on District committees will earn stipends as follows:
   k. **One member who serves on the Facilities/Safety Committee, $700/semester**
   l. For any other newly-created permanent or ad hoc committee the District and
      Association shall meet to discuss an appropriate stipend at the request of
      either party.
3. 16.10 (i) – Office Hours – update language to reflect below:
   It is the responsibility of each Part-Time Instructor to identify the time and location for
   office hours, but they must be held at a designated college location during normal
   operating hours, **unless the instructor’s teaching load is 100% online, in which case the**
   **instructor can hold office hours via Zoom Monday-Thursday (8:00 a.m. – 10:00 p.m.) and**
   **Friday (8:00 a.m. – 5:00 p.m.). Any variation of these requirements needs to be**
   **mutually agreed upon by the faculty member and the responsible Dean. This**
   **agreement does not commit the District to provide additional office space or**
   **equipment.**
4. 16.11 – Mileage Reimbursement – new section
   Mileage shall be paid based on the standard rate established by the Internal Revenue
   Code under the following conditions:
   Travel to a non-center learning site (such as Covelo or associated high school sites)
   which is located greater than 15 miles from the closest center shall be eligible for
   round trip mileage reimbursement from either the closest center/campus or the part-
   time faculty’s home address; whichever is less. (16.11 – 16.22 – Renumbered)
Contract Changes To
Articles 8 (Personnel Files), 9 (Leaves), 12 (Professional Development), Article 18 (Workload)

MOU of One-Time Agreements Regarding
As outlined in the attachment for Hi-Flex payments

Agreed Date: May 19, 2022

For the District:

Debra Polak, VP of Academic Affairs

Nicole Marin, Director of Human Resources

For the Union:

Heidi Ahders, MPFA President
ARTICLE 8 - PERSONNEL FILES

8.01 Material in personnel files of unit members which may serve as a basis for affecting the status of their employment is to be made available for inspection by the person involved. Such material is not to include ratings, reports, or records which (1) were obtained prior to the employment of the person involved; (2) were prepared by a selection or promotion committee; or (3) were obtained in connection with a promotional examination.

8.02 Every unit member shall have the right to inspect such materials upon request, with the presence of a Human Resources Employee, provided that the request is made at a time when the unit member is not actually required to render services to the District. A log of those who review the file will be maintained in the file by Human Resources.

8.03 Information of a derogatory nature, except material mentioned in Section 8.1, shall not be entered or filed unless and until the unit member is given notice and an opportunity to view and comment thereon. A unit member shall have the right to enter, and have attached to any such derogatory statements, his/her own comments thereon. Such review shall take place during normal business hours, and at a time when the unit member is not actually required to be under services to the District.

8.04 A unit member may submit materials for insertion into his/her personnel file.
ARTICLE 9 – LEAVES

09.06 Catastrophic Leave

09.06.1 Catastrophic Leave is a paid leave of absence due to a catastrophic illness or injury of the part time faculty or the part time faculty’s spouse, parent, or child.

09.06.2 Catastrophic illness or injury is defined as one which is expected to incapacitate the employee, spouse, parent, or child for an extended period of time. Medical certification defining the expected duration and relationship to the employee will be required to define the Catastrophic Leave.

09.06.3 Part Time Faculty who have successfully completed four semesters of employment, have a current semester’s assignment, and have exhausted all accrued sick leave shall be eligible for Catastrophic Leave.

09.06.4 Requests for catastrophic leave may be made by or on behalf of the Part-time Faculty to the Director of Human Resources who will approve all requests pursuant to the terms of this Article. (in addition to the maintenance of 09.06.12)

09.06.5 Hours shall be contributed to the Bank and withdrawn from the Bank without regard to the hourly rate of pay of the Catastrophic Leave Bank participant.

09.06.6 Requests for catastrophic donations shall be made by the Director of Human Resources through a district-wide notice without disclosing the identity of the affected employee.

09.06.7 District employees may donate accrued vacation, sick leave or compensatory leave, in increments of whole hours, to a specific eligible Part-Time Faculty or to the district bank defined in 09.06.12.

09.06.8 Part-Time Faculty must have a sick leave balance of at least ten (10) hours after donating leave.

09.06.9 Catastrophic Leave may initially be approved up to a maximum of one month of the contract. If the catastrophic illness or injury continues, an additional month may be approved.

09.06.10 Human Resources shall adjust all employee leave balances for the donation and use of Catastrophic Leave. All time donated shall be
credited on an hour-for-hour basis regardless of pay differentials between donating employee and recipient.

09.06.11 Catastrophic leave shall not be used in conjunction with Workers' Compensation Leave.

09.06.12 Human Resources shall maintain a district bank of donated, non-specific catastrophic leave donations; should Part-Time Faculty elect to donate in the absence of a current or direct need.
ARTICLE 12 - PROFESSIONAL DEVELOPMENT

12.01 If funds are available, unit members shall be considered for travel and expenses for conferences, workshops, seminars, and other training in their field of instruction.

12.01.01 Funds can be requested through the Instruction Office. If no funds are available, the request may be submitted to the Chair of the Professional Development Committee.

12.01.02 Requests must include brief description of professional development activity, cost, back up information (i.e. link, flyer, or professional advertisement), and a brief summary of departmental or institutional outcomes of the activity.

(Revised: 1/96)
(Revised: 5/22)

12.02 $2,000 will be budgeted annually to reimburse part-time faculty for taking Mendocino College courses. Tuition reimbursement will be made for one class per semester, on a first-come, first-served basis, by completing a reimbursement form available from Human Resources.

(Added: 4/08)
ARTICLE 18 - WORKLOAD

18.01 Work Year, Work Week, Work Day, Teaching Load

18.01.01 The District shall provide unit members with an individual employment contract each semester which describes the assignment and compensation. Employment contracts shall be subject to and consistent with the provisions of this Agreement.

18.02 Duties

18.02.01 Duties of part-time instructors shall include the following:

a. All assigned teaching hours
b. Preparation of classroom presentations and assignments
c. Evaluation of student performances including quizzes, comprehensive examinations, term papers, and laboratory experiments.
d. Supervision of manipulative classes
e. Availability for consultation with students
f. Staying current with developments in their respective fields
g. Turning in a syllabus to the Instruction Office by the end of the second week of instruction

18.02.02 Unit members shall ensure reasonable care and protection to College facilities and equipment, including prudent security measures.

18.02.03 Unit members shall maintain reasonable supervision of students. All certificated employees have a professional duty to report to the proper administrator any instance of unsatisfactory student conduct and in an emergency to take action to correct such conduct.

18.02.04 Unit members shall be responsible to meet and teach each class within the scheduled assigned time.

18.02.05 Unit members shall exercise reasonable safety practices to ensure
the safety of all students. Unit members shall report all accidents and injuries to the appropriate administrator and file accident reports as soon as practical.

18.02.06 Unit members are encouraged to attend part-time faculty orientation meetings, general faculty meetings, and in-service education sessions. All unit members may participate in annual commencement exercises on a voluntary basis.

18.02.07 Faculty shall prepare, and shall distribute to students at the first class meeting of the semester, a syllabus for each course to which they are assigned, and for which units are to be counted in the determination of the instructional load. The syllabus shall outline the objectives of the course, the grading plan to be used, the means which will be used to assess student achievement, the reading assignments, and other pertinent details which will ensure the students' understanding of the nature of the course.

18.02.08 Faculty are responsible for the preparation of reports which are accurate and which are submitted in time to meet deadlines. Emphasis will be given to reporting "no shows" and drops to the Director of Admissions and Records. Grade reports shall be delivered to the Director of Admissions and Records in order to meet reporting deadlines.

18.02.09 Unit members shall obtain a Mendocino College email account and check it at least weekly, as related to their assignment. An email account is needed to conduct college business such as obtaining class rosters, filing census certifications and grade reports, completing counseling assignments, and communicating with students.

18.02.10 Unit members shall maintain a California address.

18.03 Curriculum Development

18.03.01 Unit members may be involved in curriculum development both through membership and/or cooperation with college committees and through meetings called by the appropriate Dean.

18.04 Staff Meetings
18.04.01 Where possible, staff meetings with unit members shall be scheduled seven days in advance.

18.05 Committee Participation

18.05.01 Unit members are encouraged to participate on a voluntary basis in District committees, except as provided for in Article 16.

18.05.02 All committee appointments of part-time faculty shall be made by MPFA and submitted to Academic Senate.

18.06 Emergency Cancellation

18.06.01 Administration ordered emergency cancellation of a class meeting on an established duty day shall not alter the status of that day as a duty day for purposes of compensation, unless the class is rescheduled.
One Time Agreement between Mendocino Lake Community College District and Mendocino College Part Time Faculty Association

Regarding Hi-Flex One Time Stipend

For Spring 2022, Fall 2022, Spring 2023, and Fall 2023 Only

The Mendocino Lake Community College District (here in referred to as “the District”) and Mendocino College Part Time Faculty Association (herein referred to as “MPFA”) have mutually agreed to a one (1) time payment of $600 for every part-time faculty member who has taught or is teaching a Hi-Flex class, defined as conducting a face-to-face class with Zoom participants. The one-time payment shall not exceed $600, regardless of the number of sections or courses taught in the Hi-Flex modality. This payment is meant to compensate for the professional learning necessary to teach in this modality. There is an expectation that this modality will remain a scheduling option in future semesters for each of the faculty receiving this stipend. Scheduling Hi-Flex sections will be determined through the class scheduling process.

Date Agreed Upon: May 19, 2022

For MPFA:

_Heidi Ahders, MPFA President_

For the District:

_Debra Polak, Vice President of Academic Affairs_

_Nicole Marin, Director of Human Resources_
MENDOCINO COLLEGE
PART-TIME FACULTY SALARY SCHEDULE

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At all times below “M.A. Degree” means an actual Master’s Degree or the equivalent as defined by the Academic Senate and approved by the Board of Trustees.

**A: (UNIT EQUIVALENT - 140)**
Less than Class C

**B: (UNIT EQUIVALENT - 155)**
I. M.A. Degree
II. A.A. Degree + 4 years related work experience + 35 semester units or
   B.A. Degree + 2 years related work experience

**C: (UNIT EQUIVALENT - 170)**
I. M.A.Degree + 15 sem units or
   B.A. Degree + 45 sem units, including M.A. Degree
II. A.A. Degree + 4 years related work experience + 50 semester units or
   B.A. Degree + 2 years related work experience + 15 semester units or
   B.A. Degree + 3 years related work experience or
   M.A. Degree + 1 year related work experience

**D: (UNIT EQUIVALENT - 185)**
I. M.A. Degree + 30 semester units or
   B.A. Degree + 60 semester units, including M.A. Degree
II. B.A. Degree + 2 years related work experience + 30 semester units or
   B.A. Degree + 4 years related work experience or
   M.A. Degree + 1 year related work experience + 15 semester units or
   M.A. Degree + 2 years related work experience

**E: (UNIT EQUIVALENT - 200)**
I. M.A. Degree + 45 semester units or
   B.A. Degree + 75 semester units, including M.A. Degree
II. B.A. Degree + 2 years related work experience + 45 semester units or
   B.A. Degree + 4 years related work experience + 15 semester units or
   M.A. Degree + 1 year related work experience + 30 semester units or
   M.A. Degree + 3 years related work experience

**F: (UNIT EQUIVALENT - 215)**
Doctorate

For purposes of salary placement, one year of full-time related work experience is equated to fifteen semester units for vocational education instructors.

I: Placement of either general or Career Education (CE) instructors
II: Placement of Career Education (CE) instructors

As unit members complete 6 semesters of service with the District, they will qualify for step advancement.

Step 1 – 0-6 Semesters at MLCCD           Step 2 – 7-12 Semesters at MLCCD
Step 3 – 13-18 Semesters at MLCCD         Step 4 – 19+ Semesters at MLCCD

**EFFECTIVE: August 15, 2022**
SUBJECT: MEMORANDUM OF UNDERSTANDING: EVALUATIONS

SYNOPSIS:
Agreement with Mendocino Part Time Faculty Association (CCA/CTA/NEA) to utilize the attached memorandum of understanding regarding Article 13- Evaluations for 2022/23.

RECOMMENDATION:
The Superintendent/President recommends approval of this Board item.

ANALYSIS:
The Mendocino Lake Community College District (here in referred to as “the District” and Mendocino College Part Time Faculty Association (herein referred to as “MPFA”) have mutually agreed to the temporary use of the Exhibits attached to and language contained in Article 13 with the mutual understanding that both the District and MPFA are still evaluating the evaluation process as written and it may be subject to changes during the first year of use.

The parties agree to mutually open Article 13 – Evaluations next year to come to mutual agreement upon a finalized version of Article 13.

MOTION/ACTION:
RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby approve and authorize the signing of the attached agreement with the Mendocino Part Time Faculty Association (CCA/CTA/NEA), regarding evaluation process for 2022/23.
One Time Agreement between Mendocino Lake Community College District and Mendocino College Part Time Faculty Association

Regarding Article 13 - Evaluations

The Mendocino Lake Community College District (here in referred to as “the District” and Mendocino College Part Time Faculty Association (herein referred to as “MPFA”) have mutually agreed to the temporary use of the Exhibits attached to and language contained in Article 13 with the mutual understanding that both the District and MPFA are still evaluating the evaluation process as written and it may be subject to changes during the first year of use.

The parties agree to mutually open Article 13 – Evaluations next year to come to mutual agreement upon a finalized version of Article 13.

Date Agreed Upon: May 25, 2022

For MPFA:

Heidi Ahders, MPFA President

For the District:

Debra Polak, Vice President of Academic Affairs

Nicole Marin, Director of Human Resources
2020/2021 NEGOTIATIONS

Proposed by District

Date: 02/15/2022 Time 8:15PM

CONTENTS

Article 13: Evaluation Procedure

Exhibit 2 – Evaluation Process for Part-Time Instructors
Form A – In-Person Evaluation Summary
Form B – Online Evaluation Summary
Supplement B – Online Evaluation Tenets
Form C – Self-Assessment
Form D – In-Person Student Evaluation
Form E – Online Student Evaluation

Exhibit 3 – Evaluation Process for Part-Time Counselors
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Exhibit 4 – Evaluation Process for Hourly Librarians
Form A – Evaluation of Hourly Librarian
Form B – Certificate of Completion
Article 13: Evaluation Procedure

13.1 **Purpose:** The purpose of this evaluation process is to recognize the strengths and achievements of the Instructor, Counselor, or Librarian and encourage improvement in job performance through a regular, formal review focusing on self-awareness, instructional effectiveness, and the practice of varied and effective instructional activities.

13.2 Unit members shall be evaluated once during their first semester of employment and a minimum of once each six semesters thereafter according to the appropriate part-time faculty evaluation process included in Exhibit 2 (Part-time Instructor), Exhibit 3 (Part-time Counselor), or Exhibit 4 (Hourly Librarian).

13.3 **Schedule:**

A. Unit members will be notified by the third week of a semester if they are to be evaluated.

B. Evaluations being conducted shall be sent to the Part-Time Faculty Instructors, Counselors and Librarians for signature by December 15th for the Fall Semester and by May 15th for the Spring Semester. (See Evaluation Exhibits 2, 3, 4 for more on Process.) Part-time faculty signature indicates awareness of the report only.

C. Unit members will be evaluated once during their first semester of assignment and a minimum of once every six semesters thereafter. Evaluations conducted in the Fall Semester will be completed by January 31st and evaluations conducted in the Spring Semester will be completed by June 30th.

D. If the evaluatee receives a rating other than “Continue on regular evaluation schedule,” they are entitled to a meeting with their supervising Dean, upon request, to discuss the evaluation prior to the completion dates. At their choosing, they may be represented by an MPFA representative. The evaluatee has the right to attach a response in writing to the evaluation following the meeting placed in the unit member’s personnel file.

E. “Completed” means that all processes are finished and all required signatures obtained on the “Certification of Completion.”

F. Unit members who receive a rating on their evaluation summary other than “Continue on regular evaluation schedule,” will receive a follow-up evaluation in their next Mendocino College teaching assignment, or the next semester for Counselors and Librarians.
13.4 **Confidentiality:** To protect the rights of all unit members and all other participants, all aspects of the evaluation process are to be kept in the strictest confidence. Evaluatees may choose to share documents with those outside the evaluation process (e.g. with MPFA).

13.5 **Evaluator**

A. Part-Time Instructors:
   1. Will be evaluated by a Faculty Peer, if available. The Faculty Peer must be a Full-Time Instructor in the same discipline as the Part-Time Instructor. If a Faculty Peer is available to participate in the evaluation process, they will complete the evaluation in cooperation with the Dean.

   2. If a Faculty Peer is not available to participate in the evaluation process, a Full-Time Faculty member will be assigned from a related discipline.

      a. A "related discipline" is one in the “Learning and Career Pathways” meta-major groups.

      b. P-T faculty shall have the right to disagree with a related discipline faculty assignment by notifying the Dean, the MPFA President, and the Academic Senate President by email within 2 weeks of being notified of their evaluator.

      c. In the event of such a disagreement, it shall be resolved in a meeting of the evaluatee, the MPFA President (or designee) and the Academic Senate President (or designee).

   3. If neither a Faculty Peer nor a Full-Time faculty in a related discipline is available, the Dean or an academic administrator assigned by the dean will conduct the evaluation.

   4. When an Instructor teaches at more than one college location, only one administrator and/or Faculty Peer, or faculty in a related discipline will be assigned and only one evaluation done.

   5. Whenever an evaluation is conducted by someone other than a Faculty Peer, the Dean will forward the evaluation documents to the Academic Senate for peer review.
B. Part-Time Counselors:
The Dean of Counseling and Student Programs will establish evaluation teams for Part-Time Counselors which will include one Full-Time Counselor and the Dean. For Part-Time Counselors assigned to a college center, the center Dean will be added to the team or replace the Dean of Counseling and Student Programs.

C. Part-Time Librarians
Hourly Librarians will be evaluated by the Head Librarian once during their first semester of assignment and a minimum of once every six regular semesters thereafter. Evaluations conducted in the Fall Semester will be completed by January 31st and evaluations conducted in the Spring Semester will be completed by June 30th.

13.06 Evaluatee

A. The Evaluatee will be responsive to email and other communications, including requests to schedule meetings throughout the process outlined in this Article.

B. The Evaluatee will provide documents as required in this Article.

13.07 Process
Face-to-face Process
A. Prior to a classroom visit, the Evaluator, in consultation with the evaluatee, will select one class taught by the Instructor to be visited and schedule the classroom visit, and at least two weeks prior to the visit, provide the instructor with the following:

1. The date of the classroom visit (not prior to Census date)
2. A copy of Self-Assessment (Form B) to be completed and returned to the Evaluator by the classroom visit.
3. A request that a copy of the syllabus, sample tests and supplementary instructional materials be presented to the Evaluator at the time of the classroom visit.

B. If the evaluatee utilizes Canvas in their course to be evaluated, the evaluator will arrange Canvas access with the DE Coordinator for the week of the scheduled classroom visit.
C. During the classroom visit, the Evaluator will:

1. Visit the classroom for approximately one hour with the intent of completing the Evaluation Summary (Form A).
2. Administer the Student Evaluation (Form C) during the classroom visit and collect the completed forms.
3. Receive from the Instructor the completed Self-Assessment (Form B), the course syllabus, sample tests and supplementary instructional materials requested.

D. Following the classroom visit, the Evaluator will:

1. Review the completed Self-Assessment (Form B), referring to any recommendations from the prior evaluation.
2. Review the course syllabus, sample tests, Canvas materials (if used) and supplementary instructional materials received, comparing them to the content and requirements of the official course outline of record.
3. Summarize the student evaluation results and comments (which may not be used as the sole basis for dismissal).
4. Complete Evaluation Summary (Form A) which is to be signed by the Evaluator; attach the Self-Assessment and a summary of the student evaluation results, including student comments.

II. Online Process

A. Prior to reviewing a Canvas course, the Evaluator, in consultation with the evaluatee, will select one class taught by the Instructor to be visited, agree to the materials to be reviewed, and schedule the two-week Canvas access; student evaluations are performed after the two week access has closed. The Evaluator will refer to the “Online Instruction Evaluation Guide” for direction in evaluating the course.

1. Communicate the course to be evaluated to the Distance Education Coordinator to arrange access and addition of the Student Evaluation form to the Canvas shell.
2. Arrange a “tour” of the course with the evaluatee (subject to agreement and prior to the evaluation), which will not count as part of the evaluation.
B. At least two weeks prior to the Canvas access, provide the instructor with the following:

1. The dates of the Canvas access (not prior to Census date).
2. A copy of Self-Assessment (Form B) to be completed and returned to the Evaluator prior to the week of access.
3. A request that a physical copy of the syllabus be sent to the Evaluator prior to the week of access.

C. During the weeks of Canvas access, the Evaluator will:

1. Review the agreed-upon Canvas materials with the intent of completing the Evaluation Summary (Form A).
2. Review the course syllabus, instructor feedback to students, tests/quizzes and supplementary instructional materials available, comparing them to the content and requirements of the official course outline of record.

D. Following the weeks of Canvas access, the Evaluator will:

1. Review the completed Self-Assessment (Form B), referring to any recommendations from the prior evaluation.
2. Receive from the DE Coordinator and summarize the student evaluation results and comments (which may not be used as the sole basis for dismissal).
3. Complete Evaluation Summary (Form A) which is to be signed by the Evaluator, attach the Self-Assessment and a summary of the student evaluation results, including student comments.

III. All Teaching Assignments

A. If a rating of “B-Needs Improvement” is given, “Re-evaluate during next Mendocino College teaching assignment” will be checked unless a correction can be readily made (e.g. updating syllabus or other minor changes). In this case, the needed corrections will be specified and a due date for documentation of the correction will be established.

B. If a rating of “Unsatisfactory” is given, the evaluator may recommend re-evaluation or no further assignment. As indicated in 13.03.d., the instructor may request a meeting with the supervising Dean.

C. When an instructor teaches in more than one discipline, a rating of “B-Needs Improvement” will only apply to and impact assignments associated with the discipline being evaluated. A rating of “Unsatisfactory” may apply to any assignment if the deficiencies noted are not associated with the delivery of the specific content in the discipline.

D. If requested by the Instructor, the Evaluator will conduct a post-evaluation conference with the evaluatee to discuss the results. (Other conferences may also be arranged as necessary to complete the evaluation process.)
E. If the final recommendation is “Re-evaluate during next Mendocino College teaching assignment,” the evaluator will conduct a post-evaluation conference with the evaluatee to review needed improvements, and provide a written corrective action plan.

F. Forward the completed evaluation documents to the Instructor for review, comment, and signature (per 13.03. B.)

G. Forward the signed evaluation documents to the Dean, who will then forward them to the President of the Academic Senate for review if the evaluation was conducted by a non-Peer.

H. The Dean will forward the completed and signed evaluation documents to the Vice-President of Academic Affairs once the prior process is complete.

I. The Vice-President of Academic Affairs will:
   1. Review and sign the evaluation documents.
   2. Forward the signed evaluation documents to Human Resources for inclusion in the Instructor’s personnel file.
IV. Content

A. Administrative and/or Peer Evaluation and Classroom Visit (Form A)

B. Self-Assessment (Form B)

C. Student Evaluation (Form C)
MENDOCINO COLLEGE INSTRUCTOR EVALUATION
Form A - Evaluation Summary (8/21)

Instructor: __________________ Course(s): __________________ Date: __________________

Evaluator: ___________________ (check one below)
___Full-Time Faculty Discipline Peer ___Full-Time Faculty (related discipline) ___Dean

Each Evaluator is to include a rating, comments and recommendations for the criteria below based on personal knowledge, course observation, course materials reviewed, student surveys, and information provided in the self-assessment.

Teaching Ability

_____ A Meets professional standards (include comments which support this rating)
_____ B Needs Improvement (identify recommendations for improvement below)
_____ C Unsatisfactory (specify in comment section)

Comments: ____________________________

Recommendations: __________________

2. Student-centered Environment

_____ A Meets professional standards (include comments which support this rating)
_____ B Needs Improvement (identify recommendations for improvement below)
_____ C Unsatisfactory (specify in comment section)

Comments: ____________________________

Recommendations: __________________

3. Course Organization & Materials

_____ A Meets professional standards (include comments which support this rating)
_____ B Needs Improvement (identify recommendations for improvement below)
_____ C Unsatisfactory (specify in comment section)

Comments: ____________________________
Recommendations:

4. **Professional Responsibilities** *(possible relevant CBA section(s):)*

_____ A Meets professional standards (include comments which support this rating)
_____ B Needs Improvement (identify recommendations for improvement below)
_____ C Unsatisfactory (specify in comment section)

Comments:

Recommendations:

**RECOMMENDATION:**

_____ Continue on regular evaluation schedule
_____ Re-evaluate during next Mendocino College teaching assignment
_____ Other (explain):

**CERTIFICATION OF COMPLETION:**

 ___________________________________          ______________________
 FT Faculty Evaluator               Date

 ___________________________________
 Administrative Evaluator          Date

 ___________________________________
 Academic Senate President         Date
 (if non-Peer Evaluator)

 ___________________________________
 Dean                              Date

Faculty signature indicates awareness of the report only.
I wish to exercise my option to attach written comments regarding any portion of the evaluation report and have those comments attached to this evaluation.
_____ YES     _____ NO

 ___________________________________          ______________________
 Evaluatee                            Date

 ___________________________________
 Vice-President, Academic Affairs     Date
Prepare a 1-2 page typed response to the following:

1. Describe your efforts to stay current in course and subject matter areas. Comment on any changes you would like to make in your approach to teaching or course content. Identify areas in which you would like assistance.

2. Comment on any recommendations made in your previous Mendocino College evaluation.

3. Describe the teaching strengths you bring to the classroom. Of what are you most proud?

4. Comment on any recent changes you have made in your approach to teaching or course content and/or changes you are planning to implement, including those focused on equity-mindedness. Identify areas in which you would like assistance.

5. Describe related professional accomplishments. Comments may include but are not limited to: educational materials developed, educational methods improved, flex or in-service activities presented or attended, special assignments completed, performances given, exhibits presented, conferences attended, professional positions held, honors earned.
STUDENT EVALUATION OF ON GROUND INSTRUCTOR (Form C, 2021)

Purpose: Mendocino College strives for excellence in its instructional programs and services. This evaluation and your written comments will be used to improve the quality of these services.

Directions: Based on your experience with the instructor and the course materials you received, rate the instructor according to the following scale. Please be as objective as possible.

A = Strongly Agree  B = Agree  C = Disagree  D = Strongly Disagree  E = Not Applicable

On the space provided, indicate the response for each of the following that most closely represents your viewpoint. Do not sign your name; your responses will remain anonymous.

The instructor explains material in ways that are interesting and understandable, relatable, and relevant.

The instructor provides opportunities for students to think critically about the material.

The instructor is organized, well-prepared and uses class time effectively.

The instructor offers well organized learning activities.

The instructor provides feedback that is helpful and improves my understanding of course content.

The instructor is available to students outside the classroom; I can get help if I need it.

The instructor cares about students, their progress, and their successful course completion.

The instructor has created a welcoming and inclusive learning environment and treats students with respect.

The lectures, readings, and assignments are connected to each other.

The instructional materials (i.e. books, readings, handouts, manuals, software) help to increase my knowledge and skills in the subject matter.

The assignments contribute to my knowledge of the course material and understanding of the subject.

The expectations for student learning are clearly defined; the grading practices are clearly explained and followed by the instructor.

The instructor introduces advanced concepts and/or assignments in a way that makes them understandable.

The instructor creates opportunities for meaningful course discussion and/or participation in the classroom.
In the "comments" section, write any suggestions or comments you have for the instructor. All student suggestions and comments remain anonymous but will be shared verbatim and reviewed by the instructor and their evaluation team.
STUDENT EVALUATION OF ONLINE INSTRUCTOR (Form c, 2021)

**Purpose:** Mendocino College strives for excellence in its instructional programs and services. This evaluation and your written comments will be used to improve the quality of these services.

**Directions:** Based on your experience with the instructor and the course materials you received, rate the instructor according to the following scale. Please be as objective as possible.

A = Strongly Agree  B = Agree  C = Disagree  D = Strongly Disagree  E = Not Applicable

*On the space provided, indicate the response for each of the following that most closely represents your viewpoint. Do not sign your name; your responses will remain anonymous.*

A syllabus is provided and easily accessible.

The instructor provided a clear communication policy. (For example, has the instructor described how they can be contacted? Did the instructor explain turnaround time for student questions?)

The instructor responds in accordance with their communication policy.

Links and instructions are included to assist with technical difficulties.

Links to readings, instructions, and other materials are made available throughout the course.

Course content is explained clearly.

Clear instructions are included for all assignments or tasks.

The course is organized in a logical way that supports learning.

You are provided with opportunities to interact with your classmates (such as discussions or group work).

Announced course requirements and policies are followed.

The grading policies are clear.

You feel supported by the instructor.

*In the "comments" section, write any suggestions or comments you have for the instructor. All student suggestions and comments remain anonymous but will be shared verbatim and reviewed by the instructor and their evaluation team.*
1. Content

A. Evaluator Observation (Form A)
B. Self-Assessment (Form B)
C. Student Evaluation (Form C)
D. Evaluation Summary (Form D)

2. Process

A. Prior to Planning Conference:
   The Dean will schedule a Planning Conference with the Evaluators and the Counselor, email the Counselor Form B (Self-Assessment) and ask that he/she complete it and email it to the Evaluators prior to the Planning Conference.

B. Planning Conference:
   The Evaluators and Counselor will review the evaluation process, arrange for observations and student evaluations, and discuss the self-assessment, including any objectives.

C. Observations and Student Evaluations:
   A minimum of four observations will be evaluated by each Evaluator, using Form A. Form C (Student Survey) will be given to 25-30 students during a two-week period of registration as they leave their counseling appointments.

D. Compilation of Information:
   The Dean will summarize the observations on Form A and student ratings on Form C and compile a list of the students’ verbatim comments. The Evaluators will jointly complete Form D, including any recommendations.

E. Optional Summary Conference:
Upon request of the Evaluators or Counselor, they may meet to share the results of the evaluation. If a meeting is not scheduled, the evaluation materials will be provided to the Counselor for their review. The Counselor will be asked to sign Form D. Signature indicates an awareness of the evaluation report only. The Counselor is not required to agree or disagree with the information and, as indicated on Form D, may attach their written comments.

F. Final Steps:

The signed evaluation, including Forms A, B, C and D, and any written attachments, will be forwarded to the Vice-President of Education and Student Services for their signature. The Vice-President will forward the evaluation materials to Human Resources for inclusion in the Counselor's personnel file.
Mendocino College
EVALUATION – COUNSELOR
FORM A - Evaluator Observation (___)

Counselor’s Name __________________________ Date: __________

Evaluator __________________________

Directions: Rate each item below according to the following scale based on your personal knowledge and counseling observation:

1-Meets Professional Standards  2-Needs Improvement  3-Unsatisfactory

Knowledge of Counseling
___ 1. Demonstrates accurate knowledge of counseling matters.

___ 2. Counseling information is current.

Counseling Style
___ 3. Understands and is interested in the student’s questions and concerns.

___ 4. Provides the student with a better understanding of their educational goals and how to reach them.

___ 5. Provides accurate information.

___ 6. Creates a comfortable atmosphere.

___ 7. Provides the student with information about other available student services.

___ 8. Maintains a counseling environment that is free from sexual harassment and discrimination related to sex, race, color, national origin, religion, or physical or mental disability.

___ 9. Is flexible and willing to change an approach to meet the needs of the individual student.

___ 10. Treats students with respect. Demonstrates equity-mindedness towards students as a counselor.

___ 11. Provides information clearly and makes certain the student understands all important material before leaving the appointment.

In-Person Services Rendered (rate only those that apply)

____ Abbreviated education plan

____ Academic renewal or record adjustment

____ Associate degree requirements
Overall Observations

A. Describe the Counselor's strengths and attributes observed:

C. Describe any areas observed that may need attention:
Mendocino College
COUNSELOR EVALUATION
FORM B - Self-Assessment (7/09)

In outline form, address each of the following:

1. **Effects on Students**
   Describe the effects which you believe your counseling has on students.

2. **Planned efforts/objectives for improving professional competency**
   Comments may include, but not be limited to: classes taken, conferences, workshops, seminars, professional training, and professional reading; or informal learning experiences such as concerts, exhibits, performances, and site visits.

3. **College/District Activities**
   List the college committees on which you now serve or have recently served.

4. **Contribution to the Profession**
   Comments may include, but not be limited to, the following: special assignment(s), performances given, exhibits presented, conferences attended, professional positions held, honors earned, educational materials developed, or educational methods improved.

5. **Future Professional Objectives**
   List any other plans you have for future development as a professional. How might the district facilitate these plans?

6. **Provide a written evaluation/assessment of the level/degree to which you successfully completed the planned efforts/objectives stated in your previous evaluation.**

7. **Concerns and Issues**
   Include any other comments about concerns and issues that should be shared.
Mendocino College
COUNSELOR EVALUATION
FORM C - Student Evaluation (7/09)

Counselor: ________________________________

Directions:
Mendocino College strives for excellence in its programs and services. Your feedback will help us improve the overall quality of counseling. Based on your experience, rate your Counselor on the following statements which describe the basic components of academic advising/counseling. If the statement does not apply, leave it blank.

<table>
<thead>
<tr>
<th>My Counselor:</th>
<th>Almost Always</th>
<th>Usually</th>
<th>Seldom</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is available during their appointment times and/or office hours.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assists me in exploring vocational/career options.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explores alternative academic pathways and encourages me to assume responsibility for my decisions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Seems informed about regulations and course offerings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Assists me in understanding requirements for graduation, transfer, or certificate programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Refers me to other college and/or community resources for additional information and assistance, if needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Helps me in planning my program in a manner that is consistent with my own objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Researches accurate information and gives it back to me.

9. Shows a genuine interest in assisting me.

10. I feel comfortable returning to this counselor.

Counselor Evaluation:

a. What do you find most helpful?

b. If dissatisfied, explain why:
1. Overall evaluation of student observations:

2. Specific areas of strength:

3. Concerns and issues:

4. Progress in meeting objectives noted at last evaluation:

5. Other accomplishments since last evaluation:

6. Professional development and/or objectives recommended (include timeline):

7. General comments:

8. Additions and/or changes in objectives:

9. Recommendations:

   Continue on regular evaluation schedule ______

   Re-evaluate during next Mendocino College assignment ______

   Other (explain):
CERTIFICATION OF COMPLETION:

____________________________________________________________
Full-Time Counselor       Date

____________________________________________________________
Dean of Counseling & Student Programs       Date

____________________________________________________________
(Center Dean – if necessary)                          Date

Counselor signature indicates awareness of the report only. I wish to exercise my option to attach written comments regarding any portion of the evaluation report. Yes ___  No ___

____________________________________________________________
Counselor evaluatee       Date

____________________________________________________________
Vice-President of Student Services       Date
I. **Purpose**

The purpose of this evaluation process is to recognize the strengths and achievements of the Librarian and encourage improvement through a regular, formal review focusing on self-awareness, effectiveness, goal-setting and open communication.

II. **Content**

A. Supervisor Interview
B. Self-Assessment

III. **Timeline/Evaluator**

Hourly Librarians will be evaluated by the Head Librarian once during their first semester of assignment and a minimum of once every six regular semesters thereafter. Evaluations conducted in the Fall Semester will be completed by January 31st and evaluations conducted in the Spring Semester will be completed by June 30th.

IV. **Process**

A. The Evaluatee will complete Form A as a Self-Evaluation.

B. The Head Librarian will complete Form A based on observations of the Evaluatee's performance.

C. The Evaluatee and the Head Librarian will meet to compare their responses on Form A, discussing differences and setting goals.

D. The Head Librarian will prepare a final draft of Form A based on the discussion, returning it to the Evaluatee, with Form B, Certificate for Completion, for her/his comment and signature.

E. After signatures and comments, Forms A and B will be forwarded to the supervising Dean for review and signature. If requested by the Evaluatee, a post-evaluation conference may be scheduled with the Dean to discuss the results.

F. The supervising Dean will forward the signed evaluation materials to Human Resources for inclusion in the Evaluatee's personnel file.
Mendocino College
FORM A – SELF EVALUATION OF HOURLY LIBRARIAN (5/22)

Hourly Librarian ____________________________________________
Evaluator ___________ Semester ___________ Year _____

Rate each of the following, based on your opinion.
Complete only those with which you have personal experience:

E = Excellent
AA = Above Average
A = Average
I = Improvement Needed
U = Unsatisfactory

1. Communicates effectively with patrons, faculty, and staff (   ) (    ) (    ) (   ) (   )
2. Treats all library patrons with respect and patience (   ) (   ) (   ) (   ) (   )
3. Demonstrates understanding of library policies/procedures and equitably applies them (   ) (   ) (   ) (   ) (   )
4. Displays diplomatic and impartial problem-solving methods when facing a problem (   ) (   ) (   ) (   ) (   )
5. Accepts and acts on constructive feedback from Fellow staff members and supervisors (   ) (   ) (   ) (   ) (   )
6. Maintains a positive learning environment in the library (   ) (   ) (   ) (   ) (   )
7. Shows judgement in independent decision-making (   ) (   ) (   ) (   ) (   )
8. Uses time effectively (   ) (   ) (   ) (   ) (   )
9. Provides effective reference assistance to students and faculty (   ) (   ) (   ) (   ) (   )
10. Is knowledgeable about the library’s collections (   ) (   ) (   ) (   ) (   )
11. Uses Creativity and imagination in problem-solving (   ) (   ) (   ) (   ) (   )
12. Shows a sense of responsibility in conserving and safeguarding library materials (   ) (   ) (   ) (   ) (   )
13. Attention to detail/accuracy of work (   ) (   ) (   ) (   ) (   )
14. Dependability/attendance (   ) (   ) (   ) (   ) (   )
15. Is collegial and collaborates effectively with other library staff members (   ) (   ) (   ) (   ) (   )
Mendocino College  
EVALUATION OF HOURLY LIBRARIAN  
FORM B – Certificate of Completion (7/13)

Hourly Librarian:     Year: 
Head Librarian:     Date: 

COMMENTS BY SUPERVISOR:

RECOMMENDATION:
___ Continue on regular evaluation schedule 
___ Re-evaluate on ___________________
___ Other (explain): 

CERTIFICATE OF COMPLETION:

_____________________________________________________________
Hourly Librarian      Date
Faculty signature indicates awareness of the report only.  I wish to exercise my option
to have my written comments attached to the evaluation forms.  Yes_____  No _____

_____________________________________________________________
Head Librarian      Date

_____________________________________________________________
Dean        Date

_____________________________________________________________
Vice-President of Education and Student Services     Date
SUBJECT: MENDOCINO-LAKE COMMUNITY COLLEGE CLASSIFIED BARGAINING UNIT/ SEIU LOCAL 1021 2022-2024 TENTATIVE AGREEMENT

SYNOPSIS:

2022-2024 Tentative Agreement between the Mendocino-Lake Community College District and the Mendocino-Lake Community College Classified Bargaining Unit, SEIU Local 1021.

RECOMMENDATION:

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

ANALYSIS:

District and SEIU 1021 representatives recently reached a Tentative Agreement (TA) regarding 2022-2024 reopener contract revisions. A copy of the TA is attached.

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby ratifies the 2022-2024 Tentative Agreement between the Mendocino-Lake Community College District and the Mendocino-Lake Community College Classified Bargaining Unit, SEIU Local 1021.
The following Tentative Agreement has been negotiated between SEIU Local 1021 and the Mendocino-Lake Community College District regarding the 2022-2023 Reopener

**Article 6 – Salary**

Effective July 1, 2022:

6.56% on-schedule salary increase (Classified and STNC), contingent upon the June 2022 enacted budget reflecting the May 2022 Budget revise.

**Article 7 – Benefits**

Commitment to no cost sharing of employee health premiums for 2022-23.

**Contract Changes (Attached)**

Articles 13 (Vacation) & Article 14 (Transfer, Promotion, Reassignment)

**Agreed Date:** May 31, 2022

**For the District:**

Ulises Velasco, VP of Student Services

Nicole Marin, Director of Human Resources

Anastasia Simpson-Logg, Director of Admissions and Records

**For the Union:**

Lois O’Rourke

Beronica Leon

Tony Novelli

SEIU 1021 Mendocino College Chapter President 6/1/22

SEIU 1021 Negotiator 06/1/2022

SEIU 1021 Negotiator 06/01/2022
ARTICLE 13 – VACATION

13.1 Vacation benefits are earned on a fiscal year basis July 1 to June 30.

13.2 Twelve (12) months per year, 40 hours per week Classified employees shall be entitled to the following vacations rights:

- 12 days per year (1-4 years of employment) 0-4th Anniversary Date: 8 hours per month (12 days a year)
- 18 days per year (5-9 years of employment) 4th-9th Anniversary Date: 12 hours per month (18 days a year)
- 20 days per year (10-14 years of employment) 9th-14th Anniversary Date: 13.33 hours per month (20 days a year)
- 22 days per year (15-24 years of employment) 14th-24th Anniversary Date: 14.67 hours per month (22 days a year)
- 26 days per year (25 plus years of employment) 24th + Anniversary Date: 17.33 hours per month (26 days a year)

ARTICLE 14 – TRANSFER, PROMOTION, REASSIGNMENT

Vision Statement

Mendocino College encourages the transfer and promotion of employees to the mutual advantage of the employee and the College. To the fullest extent possible, policy shall be to fill job vacancies by internal transfer and promotion of qualified, capable staff members. Article 14 is intended to provide incentive for initiative and ambition to employees, and to assure that departments obtain the best skills and experience available. For the purpose of Transfer and Reassignment STNC employees shall not receive preferential treatment to permanent Classified employees.

14.1 Transfer

14.1.1 A lateral transfer is from one position to another position at the same salary level range or below.

14.1.2 Human Resources will announce positions available for transfer for a minimum of ten (10) working days. Email is the preferred method of announcing these opportunities.
14.1.3 Employees wishing to transfer must submit a written request to Human Resources by the end of the ten (10) day period. Email is the preferred method of submitting a request.

14.1.4 The Department Manager, along with Human Resources, will interview all internal candidates who meet the job qualifications prior to making their selection.

14.1.5 Human Resources may conduct an external search, only after it is determined that no internal candidates are qualified for the opening.

14.1.6 If offered the position, the employee will advise their current supervisor that they have accepted the position; the two supervisors and the employee will develop and implement a training/transfer plan.

14.1.7 Either the supervisor or the transferred employee may rescind the transfer at any time during the first six months in the new position.

14.2 Promotion

14.2.1 A promotion is a movement to a position at a higher salary level as part of the open selection recruitment process.

14.2.2 Human Resources will announce positions available for promotion for a minimum of ten (10) working days. Email is the preferred method of announcing these opportunities.

14.2.3 Employees wishing to apply for promotion must submit a written request to Human Resources prior to the closing date. apply through the open recruitment process

14.2.4 Where two (2) or more final applicants have approximately equal merit and ability, and the Classified employee or STNC is not selected for the position, the employee may request a written explanation as to why s/he was not selected for the position.

14.2.5 If offered the position, the employee will advise their current supervisor that they have accepted the position.

14.2.6 Either the supervisor or the promoted employee may rescind the promotion at any time during the first six months in the new position.
14.3 Reassignment

14.3.1 A reassignment is a move from one work location or department to another within the same salary level, or at a lower salary level.

14.3.2 Employees may request reassignment via the transfer process.

14.3.2 In the event of program change, The District retains the right to involuntary reassignment, so long as the employee meets the job qualifications, and the position is at the same salary range.

14.4 Notice

14.4.1 The unit member and the Union will receive a notice of a District-initiated transfer within 30 days of the proposed action.
| Classification                                      | Range | Step 1 Hourly | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | w/9 yr longevity | w/14 yr longevity | w/19 yr longevity | w/24 yr longevity | w/29 yr longevity | w/34 yr longevity |
|----------------------------------------------------|-------|----------------|--------|--------|--------|--------|--------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Programmer/Analyst, Sr.                             | 41    | $35.88         | $6,219 | $6,530 | $6,889 | $7,302 | $7,777 | $7,927           | $8,077           | $8,227           | $8,377           | $8,527           | $8,677           |
| Network Administrator                               | 41    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Athletic Trainer                                    | 31    | $28.03         | $4,858 | $5,101 | $5,381 | $5,704 | $6,075 | $6,225           | $6,375           | $6,525           | $6,675           | $6,825           | $6,975           |
| Data Analyst                                        | 31    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| EOPS/CARE Coordinator                              | 31    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Financial Aid Coordinator                          | 31    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Marketing & Community Relations Specialist          | 30    | $27.34         | $4,739 | $4,976 | $5,250 | $5,565 | $5,927 | $6,077           | $6,227           | $6,377           | $6,527           | $6,677           | $6,827           |
| Assistive Technology/Alternate Media Technician      | 28    | $26.03         | $4,511 | $4,737 | $4,997 | $5,297 | $5,641 | $5,791           | $5,941           | $6,091           | $6,241           | $6,391           | $6,541           |
| Computer Support Technician                         | 28    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Energy Management Controls Specialist               | 28    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Foundation Marketing/Program Specialist             | 28    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Instructional Technology Specialist                 | 28    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Accounting Technician                               | 27    | $25.39         | $4,401 | $4,621 | $4,875 | $5,168 | $5,504 | $5,654           | $5,804           | $5,954           | $6,104           | $6,254           | $6,404           |
| Admissions and Records Technician                   | 27    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Budget & Grants Technician                          | 27    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Curriculum Technician                               | 27    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Financial Aid Technician                            | 27    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Human Resources Technician                          | 27    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Instruction Schedule Technician                     | 27    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Nursing Program Support Technician                  | 27    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Theatre Technician/College Media Technician         | 27    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Agricultural Technician                             | 26    | $24.77         | $4,294 | $4,508 | $4,756 | $5,042 | $5,369 | $5,519           | $5,669           | $5,819           | $5,969           | $6,119           | $6,269           |
| Laboratory Technician                               | 26    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Fine Woodworking Technician                         | 26    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Student Life Specialist                             | 26    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Student Equity and Achievement Specialist           | 26    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Maintenance Technician                              | 26    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Accounting Specialist                               | 25    | $24.17         | $4,189 | $4,398 | $4,640 | $4,919 | $5,239 | $5,389           | $5,539           | $5,689           | $5,839           | $5,989           | $6,139           |
| Administrative Assistant II                         | 25    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Admissions and Records Specialist                   | 25    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Athletics Program Specialist                        | 25    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| CalWORKS Specialist                                 | 25    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Career Center Specialist                            | 25    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Center Assistant                                   | 25    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| EOPS/CARE Specialist                                | 25    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
| Human Resources Specialist                          | 25    |                |        |        |        |        |        |                  |                  |                  |                  |                  |                  |                  |
MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT  
2022/23 Classified Salary Schedule  
(Effective July 1, 2022)  

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<thead>
<tr>
<th>Classification</th>
<th>Range</th>
<th>Step 1 Hourly</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
<th>Step 5 w/9 yr longevity</th>
<th>Step 5 w/14 yr longevity</th>
<th>Step 5 w/19 yr longevity</th>
<th>Step 5 w/24 yr longevity</th>
<th>Step 5 w/29 yr longevity</th>
<th>Step 5 w/34 yr longevity</th>
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<td>$4,682</td>
<td>$4,986</td>
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<td>$5,286</td>
<td>$5,436</td>
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<td>$4,456</td>
<td>$4,746</td>
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<td>$5,046</td>
<td>$5,196</td>
<td>$5,346</td>
<td>$5,496</td>
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<td>Painter/Utility Worker</td>
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<td>$21.89</td>
<td>$3,795</td>
<td>$3,985</td>
<td>$4,204</td>
<td>$4,456</td>
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<td>$5,196</td>
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</table>

**Longevity Pay:** Additional $150/mo upon completion of 9, 14, 19, 24, 29 & 34 years of service with the District

**Shift Differential:**
- **Swing:** $0.79
- **Night:** $1.17
- **Split:** $0.79

**Consistent percentages:** 2.5% between ranges, 5% Step 1 to 2, 5.5% Step 2 to 3, 6% Step 3 to 4, 6.5% Step 4 to 5
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<tr>
<td>Agriculture Aide II</td>
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<td>Agriculture Aide III</td>
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<td>Test Proctor</td>
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SUBJECT: MENDOCINO-LAKE COMMUNITY COLLEGE MANAGEMENT TEAM, 2022/23 TENTATIVE AGREEMENT

SYNOPSIS:

The 2022/23 Tentative Agreement between the Mendocino-Lake Community College District and the Mendocino-Lake Community College Management Team.

RECOMMENDATION:

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

ANALYSIS:

District and Management Team representatives recently reached a Tentative Agreement (TA) on the attached Meet and Confer Agreement regarding 2022/23 salary schedule adjustment and handbook language update effective July 1, 2022.

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby ratifies the 2022/23 Tentative Agreement between the Mendocino-Lake Community College District and the Mendocino-Lake Community College Management Team.
TO: Management Team
FROM: Dr. Tim Karas, President
DATE: May 31, 2022
RE: Meet/Confer

**SALARY**

An on schedule 6.56% salary increase for FY2022/23.  
*The salary increase is contingent on the passage of the final State budget containing the proposed 6.56% COLA to community colleges; increased SCFF basic allocation; SCFF base allocation increase; and one-time discretionary block grant.*

**BENEFITS**

No cost-sharing for FY22/23

**MANAGEMENT HANDBOOK**

Additional language to Management Handbook under Professional Development, pg. 24

- **4. Leadership Development**
  
  *Each year the District will fund 6 Management Team Employees to one of the following leadership conferences or trainings (Asilomar Leadership Skills Seminar, ACCCA's annual conference, ACCCA Administration 101 Program, ACCCA Admin 201 program, ACCCA Great Deans Program, Leadership Mendocino). The Management Team will recommend the individuals and final approval will be subject of their immediate supervisor.*

Date Agreed Upon: May 31, 2022

*For Management Team*

[Signature]

Janet Daugherty, Management Team President

*For the District:*

[Signature]

Timothy Karas, President/Superintendent
### MENDOCINO COLLEGE
**MANAGEMENT/SUPERVISORY/CONFIDENTIAL SALARY SCHEDULE**
(Effective 7/01/22)

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<td>10</td>
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</table>

**Longevity Pay:** An additional $150 per month will be paid upon completion of 9, 14, 19, 24, 29 and 34 years of service with the District.

**Doctoral Stipend:** A doctoral stipend, equivalent to the doctoral stipend ($3,151) available to full-time faculty, will be paid for an earned doctorate.
SUBJECT: VICE PRESIDENT SALARY SCHEDULE 2022/23

SYNOPSIS:

2022/23 salary schedule adjustment between the Mendocino-Lake Community College District and the Vice Presidents.

RECOMMENDATION:

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

ANALYSIS:

Vice President of Academic Affairs
Debra Polak
Increase of salary schedule by 6.56% effective July 1, 2022

Vice President of Student Services
Ulises Velasco
Increase of salary schedule by 6.56% effective July 1, 2022

Assistant Superintendent/Vice President of Administrative Services
Eileen Cichocki
Increase of salary schedule by 6.56% effective July 1, 2022

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby ratifies the 2022/23 salary schedule adjustment between the Mendocino-Lake Community College District and the Vice Presidents.
MENDOCINO COLLEGE  
INDEPENDENTLY ADJUSTED SALARY SCHEDULE  
(Effective 07/01/22)

| Superintendent/President | 1   | 2   | 3   | Superintendent/President  
|--------------------------|-----|-----|-----|  
|                          | $220,000 | $226,600 | $233,398 | (effective 7/13/2020)  

| Assistant Superintendent/Vice-President | 1 | 2 | 3 | 4 | Assistant Superintendent/Vice-President, Administrative Services  
<table>
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<td>$180,983</td>
<td>$190,032</td>
<td>$199,534</td>
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| Vice-President | 1 | 2 | 3 | 4 | Vice-President, Academic Affairs  
|---------------|---|---|---|---|  
|               | $172,365 | $180,983 | $190,033 | $199,534 | Vice-President, Student Services  

Longevity Pay: An additional $150 per month will be paid upon completion of 9, 14, 19, 24, 29 and 34 years of service with the District.

Doctoral Stipend: A doctoral stipend, equivalent to the doctoral stipend available to full-time faculty, will be paid for an earned doctorate.

7/1/2022
SUBJECT: FISCAL REPORT AS OF APRIL 30, 2022

SYNOPSIS:

A report on District fiscal data as of April 30, 2022

RECOMMENDATION:

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

ANALYSIS:

The fiscal report as of April 30, 2022 is submitted as information. The Board of Trustees is requested to accept the report.

Reference Board Policy 6300, Fiscal Management

MOTION/ACTION:

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Working Budget</th>
<th>Actuals</th>
<th>Balance</th>
<th>Rec/Exp</th>
</tr>
</thead>
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<tr>
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<tr>
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<td>HSI</td>
<td>176,772</td>
<td>150,236</td>
<td>26,536</td>
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<td>CTEA</td>
<td>144,615</td>
<td>0</td>
<td>144,615</td>
<td>0%</td>
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<td>HEERF</td>
<td>5,424,510</td>
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<td>Other Federal Revenue</td>
<td>118,519</td>
<td>15,467</td>
<td>103,052</td>
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<td><strong>TOTAL FEDERAL SOURCES</strong></td>
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<td>31,730</td>
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<td>Student Equity and Achievement</td>
<td>1,742,932</td>
<td>1,518,602</td>
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<td>Part-time Faculty Office Hours</td>
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<td>FT Faculty Hiring</td>
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<td>Part-time Faculty Compensation</td>
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<td>AEBG Adult Education Block Grant</td>
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<td>CTE Strong Workforce Program</td>
<td>3,541,467</td>
<td>2,830,459</td>
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<td>Construction State Grant</td>
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<td>813,790</td>
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<td>Other Categorical Apportionments</td>
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<td>2,001,195</td>
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<tr>
<td>TANF</td>
<td>40,959</td>
<td>21,299</td>
<td>19,660</td>
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<td>DSPS</td>
<td>477,485</td>
<td>414,201</td>
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<tr>
<td>CALWORKS</td>
<td>287,706</td>
<td>252,608</td>
<td>35,098</td>
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<td>BFAP</td>
<td>172,560</td>
<td>143,950</td>
<td>28,610</td>
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<tr>
<td>EOPs</td>
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<td>748,420</td>
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<td>EOPS CARE</td>
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<td>76,541</td>
<td>14,544</td>
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<td>MESA</td>
<td>263,280</td>
<td>154,107</td>
<td>109,173</td>
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<td>Other Categorical Program Allowances</td>
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<td>276,551</td>
<td>22,274</td>
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<td>State Subventions</td>
<td>189,710</td>
<td>74,238</td>
<td>115,472</td>
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<tr>
<td>Lottery</td>
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<td>675,827</td>
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<td>Mandated Cost Reimbursements</td>
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<tr>
<td>Other State Revenue</td>
<td>639,051</td>
<td>607,606</td>
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</tr>
<tr>
<td><strong>TOTAL STATE SOURCES</strong></td>
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<tr>
<td><strong>LOCAL</strong></td>
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<tr>
<td>Property Taxes</td>
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<td>$8,521,974</td>
<td>$1,718,604</td>
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<td>Local Contributions/Grants/Donations</td>
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<td>200,800</td>
<td>212,164</td>
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<td>Contract Instructional Services</td>
<td>15,000</td>
<td>9,000</td>
<td>6,000</td>
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<tr>
<td>Rents/Leases (Facilities Use)</td>
<td>53,000</td>
<td>44,431</td>
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<td>Interest</td>
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<td>65,317</td>
<td>-16,317</td>
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<tr>
<td>Community Extension</td>
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<td>0%</td>
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<tr>
<td>Student Fees</td>
<td>1,264,000</td>
<td>1,218,771</td>
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<td>Bookstore Commission</td>
<td>10,000</td>
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<td>10,000</td>
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<tr>
<td>Other Local Revenue</td>
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<td>389,316</td>
<td>-189,542</td>
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<tr>
<td><strong>TOTAL LOCAL SOURCES</strong></td>
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<td><strong>TOTAL REVENUES</strong></td>
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</table>

## EXPENDITURES

<table>
<thead>
<tr>
<th>Category</th>
<th>Working Budget</th>
<th>Actuals</th>
<th>Balance</th>
<th>Rec/Exp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Salaries</td>
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<td><strong>Subtotal Personnel Costs</strong></td>
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<td>$23,280,130</td>
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<td>$1,325,760</td>
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<td>Services</td>
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<td>4,344,368</td>
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<td>Capital Outlay</td>
<td>5,351,047</td>
<td>2,701,607</td>
<td>2,649,440</td>
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<tr>
<td>Transfers/Other Outgo</td>
<td>5,107,539</td>
<td>3,150,417</td>
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<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
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<td>$33,189,491</td>
<td>$17,008,316</td>
<td>66%</td>
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</table>

## TOTAL RESOURCES AVAILABLE

- **$60,532,853**

## TOTAL EXPENDITURES/CONTINGENCY

- **$60,532,853**
SUBJECT: SALE OF SURPLUS PROPERTY

SYNOPSIS:

Board of Trustees authorization is requested for the sale of surplus property.

RECOMMENDATION:

The Superintendent/President recommends authorization of the sale of surplus property as presented.

ANALYSIS:

The District recommends disposition by sale of the surplus property listed on Attachment A. None of the items listed on Attachment exceeds the value of One Thousand Dollars ($1,000).

This is a comprehensive list of what is now in surplus. The District reserves the right to remove from surplus all items that are subsequently found to be needed elsewhere in the District.

Reference Board Policy 6550, Disposal of Property

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby authorize the sale of the surplus property as listed on Attachment A and further authorizes staff to dispose of property with an insufficient value to defray the costs of arranging a sale in a manner consistent with the District’s commitment to recycling.
<table>
<thead>
<tr>
<th>Item</th>
<th>Item Type</th>
<th>Service Tag</th>
<th>Inventory tag</th>
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<td>Purple Fellows Keyboard Wrist Support</td>
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<tr>
<td>4 Drawer File Cabinet</td>
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<td>Clear Com Speaker Station</td>
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<tr>
<td>Yamaha Bass AMP Head</td>
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<td>Peavey Keyboard AMP</td>
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District-wide classroom furniture, including chairs, desks and tables, being replaced by new furniture.

Updated June 1, 2022
SUBJECT: AUTHORIZATION FOR REMOTE TELECONFERENCE MEETINGS - RESOLUTION #06-22-01

SYNOPSIS:

Adoption of Resolution #06-22-01, Authorization for Remote Teleconference Meetings

RECOMMENDATION:

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

ANALYSIS:

Assembly Bill AB361 provides legislation that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions. Those conditions include:

1. If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:
   A. The legislative body has reconsidered the circumstances of the state of emergency.
   B. Any of the following circumstances exist:
      1. The state of emergency continues to directly impact the ability of the members to meet safely in person.
      2. State or local officials continue to impose or recommend measures to promote social distancing.

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby adopt Resolution #06-22-01 and authorizes the continuation of virtual meetings pursuant to the conditions as outlined in Assembly Bill 361 as presented.
MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

RESOLUTION 06-22-01

AUTHORIZATION FOR REMOTE TELECONFERENCE MEETINGS PURSUANT TO BROWN ACT PROVISIONS INCLUDED IN ASSEMBLY BILL (AB) 361 (RIVAS)

WHEREAS, the Mendocino-Lake Community College District is committed to preserving and nurturing public access and participation in meetings of the Board of Trustees; and

WHEREAS, all meetings of Mendocino-Lake Community College District’s legislative bodies are open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950–54963), so that any member of the public may attend, participate, and watch the District’s legislative bodies conduct their business; and

WHEREAS, the Brown Act, Government Code section 54953(e), makes provisions for remote participation in meetings by members of a legislative body, without compliance with the requirements of Government Code section 54953(b)(3), subject to the existence of certain conditions; and

WHEREAS, a required condition is that a state of emergency is declared by the Governor pursuant to Government Code section 8625, proclaiming the existence of conditions of disaster or of extreme peril to the safety of persons and property within the state caused by conditions as described in Government Code section 8558; and

WHEREAS, a proclamation is made when there is an actual incident, threat of disaster, or extreme peril to the safety of persons and property within the jurisdictions that are within the District’s boundaries, caused by natural, technological, or human-caused disasters; and

WHEREAS, it is further required that state or local officials have imposed or recommended measures to promote social distancing, or, the legislative body meeting in person would present imminent risks to the health and safety of attendees; and

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on April 15, 2020, the Board of Trustees of Mendocino-Lake Community College District officially declared a state of emergency for the district; and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, following the issuance of Executive Order N-29-20, the Mendocino-Lake Community College District Board of Trustees began to conduct all public meetings virtually using the Zoom teleconference platform and has continued conducting all public meetings virtually since that time; and
WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21, which indicated that the authorization for holding virtual meetings outlined in Executive Order N-29-20 would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed Assembly Bill (AB) 361 (Rivas) as urgency legislation to be effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code Section 54953) to add the following:

(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.
(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.
(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following:

A. If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:
B. The legislative body has reconsidered the circumstances of the state of emergency.
C. Any of the following circumstances exist:
   (i) The state of emergency continues to directly impact the ability of the members to meet safely in person.
   (ii) State or local officials continue to impose or recommend measures to promote social distancing.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Mendocino-Lake Community College District finds that the March 4, 2020, declaration of a State of Emergency due to the COVID-19 pandemic by Governor Gavin Newsom remains active and that the state of
emergency continues to directly impact the ability of members of the public to meet safely in person.

BE IT FURTHER RESOLVED, that the Board of Trustees of the Mendocino-Lake Community College District authorizes the continuation of virtual meetings pursuant to Assembly Bill 361 (Rivas); and

BE IT FURTHER RESOLVED, that this resolution shall take effect immediately upon its adoption and shall be effective until the earlier of 30 days from the date of adoption or such time the Board of Trustees adopts a subsequent resolution in accordance with Government Code section 54953(e)(3) to extend the time during which the Board of Trustees of the Mendocino-Lake Community College District may continue to teleconference without compliance with paragraph (3) of subdivision (b) of Government Code section 54953.

TeMashio Anderson _________ Xochilt Martinez _________
Marie Myers _________ Ed Nickerman _________
Noel O’Neill _________ Robert Jason Pinoli _________
John Tomkins _________

PASSED AND ADOPTED THIS 8th day of June 2022, by the Board of Trustees of the Mendocino-Lake Community College District of Mendocino and Lake Counties, California.

________________________________________
Timothy Karas, Secretary Date
Board of Trustees
SUBJECT: 2022/2023 JUNE TENTATIVE BUDGET

SYNOPSIS:

Board of Trustees consideration of adoption of the 2022/23 Tentative Budget.

A public hearing on the proposed 2022/23 Adopted Budget will be held at the regular Board of Trustees meeting by September 15.

RECOMMENDATION:

The Superintendent/President recommends the adoption of the 2022/23 Tentative Budget for the Mendocino-Lake Community College District General Fund, Child Care Fund, Capital Projects Fund, Special Reserve Fund, Student Representation Fee Fund, Student Center Fund, and Student Financial Aid Award Projections, as shown in Attachments A through G.

ANALYSIS:

All California Community College Districts are required to adopt tentative budgets for the coming fiscal year and transmit them to the County Superintendent of Schools prior to July 1 of the current year. The tentative budgets reflect the best estimates of the coming year revenues and expenditures known at the time of submission.

The economy of the State of California remains strong. State revenues have continued to surpass projections and the State is currently projecting a $49.2 billion surplus for 2022/23. The May Revise for 2022/23 includes a mix of increases to base funding and funding for numerous one-time initiatives. The May Revise funds COLA at 6.56% for the budget year and includes a $375 million increase to the Student-Centered Funding Formula (SCFF). Among the most significant one-time allocations are a $1.1 billion increase for deferred maintenance and instructional equipment as well as a new $750 million proposal for discretionary block grants to districts. The State budget is still under discussion in the legislative process and will not be finalized until late June. This Tentative Budget is based on the May Revise and a final budget will be presented to the trustees for consideration in September.

BEGINNING BALANCE
The projected 2022/23 Unrestricted General Fund beginning balance is $10,074,888 based on the 2021/22 budgeted ending balance. Currently over $360,000 of prospective expenditures are encumbered. Actual expenditure levels cannot be determined until the current year’s books are closed and those encumbrances are resolved.

REVENUE
The General Fund revenue included herein is based on the most recent 2022/23 fiscal year budget information received from the Governor’s Budget, the Governor’s May Revise Budget, the Chancellor's Office, the Community College League of California, the Legislative
General Apportionment
The Governor’s May Revise calls for a 6.56% COLA on General Apportionment for all colleges. Under normal conditions, a 6.56% COLA would earn the College $1.6 million in additional revenue. However, the College has been receiving apportionment protection for the past two years under the COVID-19 Emergency Conditions Allocations (ECA). The ECA is set to expire on 6/30/22. Like most colleges throughout the State, Mendocino College has experienced a significant decline in enrollment due to the pandemic. Enrollments are still in decline and the expiration of the ECA will put the College back into the SCFF Hold Harmless protection. The ECA amount is higher than the SCFF Hold Harmless plus the COLA. Because of this, the College will not see an increase in funding, but rather a slight decline in funding. However, the May Revise does include $375 million in base funding to the SCFF separate from the COLA. More information is needed on how that increase will be allocated to the colleges. When that information is known, the College will likely earn additional general apportionment when the Adopted Budget is developed after the State Enacted Budget is approved in June.

EXPENDITURES

Employee Salaries:
Projected 2022/23 costs for all currently authorized positions are reflected in this Tentative Budget, including step and longevity increments for which current staff are eligible. The cost of these increments is an increase of approximately $250,000 each year.

There are many vacant positions included in this Tentative Budget that total a cost of $929,000. These positions are currently under recruitment and will be filled at various times throughout the coming year. The amount budgeted for each vacant position is prorated down depending upon what month the new hire is estimated to begin.

The need for Short-term, non-continuing (STNC) staff was reduced during the pandemic. Now that we have returned to in-person services, the need has returned. This budget includes a $170,000 increase to STNC costs over the prior year level.

Salaries and wages are budgeted according to the terms of the current collective bargaining agreements. The District is currently negotiating with all employee groups for 2022/23. The costs of any future settlements, including any tentative agreements elsewhere in this agenda, are not included in this Tentative Budget.

Employee Benefits:
Health Benefit costs increased 5.9% over 2021/22 levels, at a cost of approximately $212,000.

Based on the Governor’s May Revised Budget, this Tentative Budget includes a 2022/23 PERS (Public Employee Retirement System) District contribution rate of 25.37%, an increase from the 2021/22 rate of 22.91% which will result in a cost increase of $141,000. This rate of 25.37% is applied to the salary of all Classified and Classified management employees and paid to fund the retirement benefits of those employees. For example, for each $100 of salary
an employee earns, the College contributes an additional $25.37 to the retirement system for the employee.

Based on the Governor’s May Revised Budget, this Tentative Budget includes a 2022/23 STRS (State Teachers Retirement System) District contribution rate of 19.1%, an increase from 16.92% in 2021/22 which will result in an increase in cost of $167,000. This rate of 19.1% is applied to the salary of all faculty and academic administrator employees and paid to fund the retirement benefits of those employees. For example, for each $100 of salary an employee earns, the College contributes an additional $19.10 to the retirement system for the employee.

The annual increases to employee health and retirement benefits total $520,000 for 2022/23.

Supplies and Services
Due to the budget uncertainty during the pandemic, supplies and services budgets were cut 25% in 2020/21. Based on the improved budget information coming from the State, these budgets were restored partially in 2021/22 and fully in this tentative budget.

Capital Outlay
The unrestricted funding for capital outlay within the General Fund is comprised of $50,000 for computers scheduled for replacement on the refresh cycle and $10,000 for computers for new hires.

Transfer to Capital Projects Fund
This Tentative Budget includes a transfer of $1.9 million from the General Fund to the Capital Projects Fund. $400,000 of this transfer is an ongoing annual transfer for the purpose of physical plant and technology projects. $1.5 million is to fund various projects that are consistent with the Board Budget Parameter to allocate reserve funds to one-time projects that support the safety, resiliency, and sustainability of the College.

$700,000 is allocated for the emergency exit road. The project is currently estimated to cost $1.5 million. The project will be funded with a combination of $300,000 from the Mendocino College Foundation, $500,000 from HEERF, and $700,000 from General Fund reserves.

Other projects currently planned from reserves are security cameras for the Coast Center ($100,000), accessibility improvements in our ADA Transition Plan ($250,000), exterior lighting and water conservation projects ($200,000), designing an entry way to the Ukiah Campus and redesign of the west end of MacMillan Hall to better provide student services ($50,000), and installation of cellular repeaters to improve cell phone coverage on campus in order to communicate more effectively during an emergency ($200,000). These are estimates and may change as more research and information is gathered.
BOARD BUDGET PARAMETERS

General Fund Budget Parameters

Unrestricted Ending Balance
The targeted ending fund balance in the General Fund shall be 15% of total unrestricted expenditures. At no time shall the ending balance go below a minimum of 5%.

MET

Balanced Budget
The General Fund shall have a balanced budget with total ongoing expenditures and transfers not exceeding total ongoing revenues.

One-time revenues and reserves shall not be used to fund ongoing expenditures but may be considered for current year expenditures that do not create obligations in future years.

MET

Use of General Fund Reserves
When reserves are projected to exceed 15% and the budget is balanced, reserves in excess of 15% may be allocated for infrastructure projects that require a one-time expense which improve the safety, sustainability, resiliency, or technology for the District and the remodeling or construction of facilities to meet District needs. Preference should be given to projects that are a one-time investment which will result in lowering or avoiding future expenses.

MET

ENDING BALANCE
The projected 2022/23 General Fund ending fund balance is $8,189,989 or 27.38% of expenditures and transfers. Since the pension reform acts in 2012, the Board has directed administration to set aside the amount estimated to cover future STRS/PERS pension cost increases. 2022/23 is the last year of known increases to the STRS rate, and PERS rates are set annually, therefore there is no longer a basis for predicting future STRS/PERS rate increases and thus no set aside. Typically, District expenditures are known with greater accuracy than revenues at this time. The 2022/23 beginning balance will also be more precisely projected by the time the Adopted Budget is presented as most financial transactions for 2021/22 will have been reconciled by that time.

MET

SUMMARY
In summary, there are many revenue and expenditure assumptions included in this Tentative Budget that may change based upon the final budget enacted by the State. 2022/23 appears to be a good budget year for the State and for community colleges. There were several new allocations included in the Governor’s May Revision that are not included in this budget because there was no documented method for estimating the funding that would come to
Mendocino College as a result of those allocations. Should those programs remain in the State Enacted Budget, they will be budgeted in the Adopted Budget when allocation methods are defined. Enrollment decline and re-engaging students will be a challenge as we begin to put the pandemic behind us. Additionally, the Legislative Analyst’s Office (LAO) has cautioned that some economic indicators suggest a heightened risk of recession within two years. An Adopted Budget will be brought to the Board in September for consideration which will be based on the June State Enacted Budget.

OTHER FUND BUDGETS

Restricted General Fund (Attachment A-2)
The proposed June Tentative Budget includes 60 categorical programs, totaling approximately $13.6 million. The May Revise included COLA increases for many categorical programs. This fund includes the Federal stimulus allocations from the Higher Education Emergency Relief Fund (HEERF). The HEERF disbursed in direct aid to students is accounted for in the Student Financial Aid Fund (Attachment G).

The Child Care Fund Budget (Attachment B) reflects a program similar to the 2021/22 program. The estimated increased costs for salary step and column advancements are included in this Tentative Budget. The proposed Tentative Budget reflects a General Fund subsidy of $154,356.

The Capital Projects Fund Budget (Attachment C) includes projected revenues and expenditures as well as reserves set aside for future capital projects.

The Special Reserve Fund Budget (Attachment D) includes reserves for accrued vacations, load banking, GASB 75 requirements, and self-insurance (property, liability, and workers’ compensation). Accrued vacation and load banking are each reserved at 25% of the total value of vacation and load banking accruals respectively, based on the most recent audited figures.

The College provides post-employment health care coverage for eligible retired employees and their dependents in accordance with negotiated contracts with the various bargaining units. The College is required by GASB 75 to plan for Other Post Employment Benefit (OPEB) liabilities and disclose the Total OPEB Liability (TOL) in its financial statements. The College contracts with an actuary to estimate the future liability of these benefits. The most recent study conducted in August 2021 determined the TOL to be $5,614,919. The District currently has an OPEB reserve of $1,598,950 in the Special Reserve Fund, which is 28% of the total TOL.

The Student Representation Fee Fund Budget (Attachment E) reflects the $2 per semester that each student pays to support student government here at the College and at the State level.

The Student Center Fund Budget (Attachment F) reflects the $1 per unit per semester to a maximum of $5 that each student pays for equipment and improvements to student areas in the Lowery Student Center and student areas at the Lake Center, North County Center, and Coast Center.
The Student Financial Aid Award Projections Budget (Attachment G) reflects a program similar to the 2021/22 program and includes the student aid portion of HEERF.

MOTION/ACTION:

RESOLVED, that the Board of Trustees of the Mendocino-Lake Community College District does hereby adopt the proposed 2022/23 Tentative Budget as presented and shown on Attachments A-1 through G:

Attachment A-1 General Fund Unrestricted 2022/23 Tentative Budget
Attachment A-2 General Fund Restricted 2022/23 Tentative Budget
Attachment B Child Care Fund 2022/23 Tentative Budget
Attachment C Capital Projects Fund 2022/23 Tentative Budget
Attachment D Special Reserve Fund 2022/23 Tentative Budget
Attachment E Student Representation Fee Fund 2022/23 Tentative Budget
Attachment F Student Center Fund 2022/23 Tentative Budget
Attachment G Student Financial Aid Award 2022/23 Tentative Projections
MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
UNRESTRICTED GENERAL FUND
2022/23

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BEGINNING FUND BALANCE
- $9,526,540
- $10,074,888

REVENUE:
- A. Federal: 40,000
- B. State: 17,484,383
- C. Local: 11,986,152
- D. Transfer In (COVID-19): 15,000

TOTAL REVENUE
- $29,525,535
- $28,030,792

EXPENDITURES:
- A. Certificated Salaries and Wages: $10,678,358
- B. Supplies: 774,070
- C. Contractual Services: 4,024,122
- D. Capital Outlay: 144,095
- E. Transfers
  - To Capital Project Fund: 1,350,000
  - To Child Care Fund: 175,231

TOTAL EXPENDITURES AND TRANSFERS
- $28,977,187
- $29,915,691

FUND BALANCE:
- A. Designated (PERS/STRS): 468,000
- B. Undesignated
  - 9,606,888 33.15%
  - 8,189,989 27.38%

TOTAL ENDING FUND BALANCE
- 10,074,888 34.77%
- 8,189,989 27.38%

CHANGE IN RESERVES
- $548,348
- $(1,884,899)

Fiscal Services: 6/1/2022
## MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
### RESTRICTED GENERAL FUND
#### 2022/23

<table>
<thead>
<tr>
<th></th>
<th>2021/22 REVISED BUDGET</th>
<th>2022/23 TENTATIVE BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUND 12</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>BEGINNING FUND BALANCE</strong></td>
<td>$ 279,200</td>
<td>$ 288,278</td>
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<tr>
<td><strong>REVENUE:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Federal</td>
<td>7,101,177</td>
<td>2,442,002</td>
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<tr>
<td>B. State</td>
<td>13,851,237</td>
<td>11,137,669</td>
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<tr>
<td>C. Local</td>
<td>232,000</td>
<td>85,000</td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$ 21,184,414</td>
<td>$ 13,664,671</td>
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<tr>
<td><strong>EXPENDITURES:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Certificated Salaries and Wages</td>
<td>$ 2,554,230</td>
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<tr>
<td>Classified Salaries and Wages</td>
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<td>Subtotal Salaries and Wages</td>
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<tr>
<td>Fringe Benefits</td>
<td>2,180,987</td>
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<td><strong>Total Personnel Costs</strong></td>
<td>7,586,751</td>
<td>5,739,161</td>
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<td>B. Supplies</td>
<td>1,357,396</td>
<td>683,234</td>
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<tr>
<td>C. Contractual Services</td>
<td>4,948,337</td>
<td>4,509,341</td>
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<tr>
<td>D. Capital Outlay</td>
<td>5,250,093</td>
<td>819,881</td>
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<tr>
<td>E. Transfers to Student Financial Aid Fund and to Other Funds and Other Payments To/For Students And Payments Directly to AEBG Consortium Members</td>
<td>2,032,759</td>
<td>1,913,054</td>
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<td><strong>TOTAL EXPENDITURES AND TRANSFERS</strong></td>
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<td><strong>CHANGE IN RESERVES</strong></td>
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Fiscal Services: 6/1/2022
## MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
### CHILD CARE FUND
#### 2022/23

<table>
<thead>
<tr>
<th></th>
<th>2021/22 REVISIED BUDGET</th>
<th>2022/23 TENTATIVE BUDGET</th>
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<tbody>
<tr>
<td><strong>FUND 33</strong></td>
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<td><strong>REVENUE:</strong></td>
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<tr>
<td>Federal</td>
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<tr>
<td>A. Food Program</td>
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<td>$ 22,000</td>
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<tr>
<td>B. CDV COVID Relief Funds</td>
<td>6,093</td>
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<tr>
<td>State</td>
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<tr>
<td>C. CA State Preschool Program</td>
<td>258,209</td>
<td>253,347</td>
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<td>D. Food Program</td>
<td>1,000</td>
<td>1,000</td>
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<tr>
<td>E. General Contract</td>
<td>241,474</td>
<td>224,925</td>
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<td>F. CDV COVID Relief Funds</td>
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<td>Local</td>
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<td>G. Parent Fees - Non-Certified/Full Fee</td>
<td>65,000</td>
<td>90,000</td>
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<tr>
<td>H. Other Local Income</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Transfers</td>
<td></td>
<td></td>
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<tr>
<td>I. General Fund Subsidy</td>
<td>155,231</td>
<td>154,356</td>
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<tr>
<td>J. Employee Child Care Benefit</td>
<td>20,000</td>
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<tr>
<td>K. Other Transfers In (COVID-19)</td>
<td>33,000</td>
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<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$ 818,365</td>
<td>$ 765,628</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EXPENDITURES:</strong></td>
<td></td>
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</tr>
<tr>
<td>A. Personnel Costs</td>
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<td></td>
</tr>
<tr>
<td>1. Salary and Wages</td>
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<td>Classified Regular</td>
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<td>$ 272,422</td>
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<td>193,238</td>
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<td></td>
<td>474,780</td>
<td>465,660</td>
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<td>2. Benefits</td>
<td>234,883</td>
<td>233,217</td>
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<td>698,877</td>
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<td>B. Supplies</td>
<td>79,988</td>
<td>46,537</td>
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<td>C. Contractual Services</td>
<td>21,714</td>
<td>20,214</td>
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<td>D. Capital Outlay</td>
<td>7,000</td>
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<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>$ 818,365</td>
<td>$ 765,628</td>
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MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
CHILD CARE FUND
2022/23

Fiscal Services: 6/1/2022
### MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
CAPITAL PROJECTS FUND
2022/23

<table>
<thead>
<tr>
<th></th>
<th>2021/22</th>
<th>2022/23</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVISED BUDGET</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>FUND 41</strong></td>
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<td></td>
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<tr>
<td>BEGINNING FUND BALANCE</td>
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<tr>
<td>Unrestricted</td>
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<td>$587,019</td>
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<td>587,019</td>
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<td><strong>REVENUE:</strong></td>
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<tr>
<td>A. Interest</td>
<td>4,000</td>
<td>2,000</td>
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<tr>
<td>B. Physical Plant Block Grant</td>
<td>600,000</td>
<td>280,000</td>
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<tr>
<td>C. Redevelopment Agency On-going</td>
<td>150,000</td>
<td>150,000</td>
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<tr>
<td>D. NCCCSIA Safety Credit</td>
<td>20,000</td>
<td>20,000</td>
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<tr>
<td>E. Self-Generation Incentive Program (SGIP)</td>
<td>-</td>
<td>750,000</td>
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<tr>
<td>F. Transfer from COVID-19 Funds</td>
<td>-</td>
<td>500,000</td>
</tr>
<tr>
<td>G. Transfer from Foundation</td>
<td>-</td>
<td>300,000</td>
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<tr>
<td>H. Transfer from General Funds</td>
<td>1,350,000</td>
<td>1,900,000</td>
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<td><strong>TOTAL REVENUES</strong></td>
<td>$2,124,000</td>
<td>$3,902,000</td>
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<td><strong>TOTAL FUNDS AVAILABLE</strong></td>
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<td>$4,489,019</td>
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<tr>
<td><strong>EXPENDITURES AND TRANSFERS:</strong></td>
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<td></td>
</tr>
<tr>
<td>A. Physical Plant Block Grant</td>
<td>$500,000</td>
<td>$280,000</td>
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<tr>
<td>B. HVAC Upgrades</td>
<td>30,000</td>
<td>30,000</td>
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<tr>
<td>C. Emergency Exit Road</td>
<td>200,000</td>
<td>1,500,000</td>
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<tr>
<td>D. Battery Energy Storage System</td>
<td>750,000</td>
<td>750,000</td>
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<tr>
<td>E. Campus Signs</td>
<td>7,500</td>
<td>7,500</td>
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<tr>
<td>F. Disabled Access Improvements</td>
<td>50,000</td>
<td>300,000</td>
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<tr>
<td>G. Road Repairs and Resurfacing</td>
<td>200,000</td>
<td>-</td>
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<tr>
<td>H. Campus Entryway and West End of MacMillan Design/Planning</td>
<td>-</td>
<td>50,000</td>
</tr>
<tr>
<td>I. Exterior Lighting and Water Conservation Planning</td>
<td>-</td>
<td>200,000</td>
</tr>
<tr>
<td>J. Cellular Repeaters</td>
<td>-</td>
<td>200,000</td>
</tr>
<tr>
<td>K. Network Upgrade Lease Payments</td>
<td>201,962</td>
<td>201,962</td>
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<tr>
<td>L. Safety Improvements</td>
<td>100,000</td>
<td>140,000</td>
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<tr>
<td>M. Other Capital Projects</td>
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<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
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<td><strong>RESERVES</strong></td>
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<td></td>
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<tr>
<td></td>
<td>$587,019</td>
<td>749,557</td>
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<tr>
<td><strong>TOTAL EXPENDITURES AND RESERVES</strong></td>
<td>$2,706,481</td>
<td>$4,489,019</td>
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Fiscal Services: 6/1/2022
### MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
#### SPECIAL RESERVE FUND
#### 2022/23

<table>
<thead>
<tr>
<th></th>
<th>2021/22 REVISED BUDGET</th>
<th>2022/23 TENTATIVE BUDGET</th>
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</thead>
<tbody>
<tr>
<td><strong>FUND 61</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BEGINNING FUND BALANCE</strong></td>
<td>$ 2,538,243</td>
<td>$ 2,546,243</td>
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<tr>
<td><strong>REVENUE:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Interest</td>
<td>8,000</td>
<td>10,000</td>
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<tr>
<td><strong>TOTAL FUNDS AVAILABLE</strong></td>
<td>$ 2,546,243</td>
<td>$ 2,556,243</td>
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<tr>
<td><strong>RESERVES:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Accrued Vacation Reserve</td>
<td>$ 227,652</td>
<td>$ 227,652</td>
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<tr>
<td>B. Load Banking Reserve</td>
<td>104,641</td>
<td>104,641</td>
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<tr>
<td>C. Health Fund Reserve</td>
<td>525,000</td>
<td>525,000</td>
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<tr>
<td>D. GASB 75 Reserve</td>
<td>1,588,950 *</td>
<td>1,598,950 *</td>
</tr>
<tr>
<td>E. Self-Insurance Reserve</td>
<td>100,000</td>
<td>100,000</td>
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<tr>
<td><strong>TOTAL RESERVES</strong></td>
<td>$ 2,546,243</td>
<td>$ 2,556,243</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES AND RESERVES</strong></td>
<td>$ 2,546,243</td>
<td>$ 2,556,243</td>
</tr>
</tbody>
</table>

*Total GASB 75 liability per actuarial study dated August 28, 2021 is 5,614,919*

Fiscal Services: 6/1/2022
## MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
### STUDENT REPRESENTATION FEE FUND
#### 2022/23

<table>
<thead>
<tr>
<th></th>
<th>2021/22 REVISED BUDGET</th>
<th>2022/23 TENTATIVE BUDGET</th>
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<tbody>
<tr>
<td><strong>FUND 72</strong></td>
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<tr>
<td><strong>BEGINNING FUND BALANCE</strong></td>
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<td>$66,922</td>
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<tr>
<td><strong>REVENUE:</strong></td>
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<td></td>
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<tr>
<td>A. Student Representation Fees</td>
<td>9,000</td>
<td>9,000</td>
</tr>
<tr>
<td>B. State Portion of Representation Fees</td>
<td>9,000</td>
<td>9,000</td>
</tr>
<tr>
<td>C. Interest</td>
<td>400</td>
<td>550</td>
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<td><strong>TOTAL REVENUE</strong></td>
<td>18,400</td>
<td>18,550</td>
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<tr>
<td><strong>TOTAL FUNDS AVAILABLE</strong></td>
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<td>$85,472</td>
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<tr>
<td><strong>EXPENDITURES:</strong></td>
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<tr>
<td>A. Services (Travel)</td>
<td>$3,000</td>
<td>$9,550</td>
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<tr>
<td>B. Other Outgo (State Portion of Rep Fee)</td>
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<td>9,000</td>
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<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>12,000</td>
<td>18,550</td>
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<tr>
<td><strong>RESERVES</strong></td>
<td>66,922</td>
<td>66,922</td>
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<tr>
<td><strong>TOTAL EXPENDITURES AND RESERVES</strong></td>
<td>$78,922</td>
<td>$85,472</td>
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Fiscal Services: 6/1/2022
### MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
### STUDENT CENTER FUND
### 2022/23

<table>
<thead>
<tr>
<th>Fund 73</th>
<th>2021/22 REVISED BUDGET</th>
<th>2022/23 TENTATIVE BUDGET</th>
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<tbody>
<tr>
<td>BEGINNING FUND BALANCE</td>
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<td><strong>REVENUE:</strong></td>
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<tr>
<td>A. Student Center Fees</td>
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<tr>
<td>B. Charging Station Revenue</td>
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<td>25,000</td>
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<tr>
<td>C. Interest</td>
<td>2,000</td>
<td>3,000</td>
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<tr>
<td>D. Other Transfers In (COVID-19)</td>
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<td>-</td>
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<td><strong>TOTAL REVENUE</strong></td>
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<td>57,000</td>
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<td><strong>TOTAL FUNDS AVAILABLE</strong></td>
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<td>$ 429,243</td>
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<td><strong>EXPENDITURES:</strong></td>
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<tr>
<td>A. Salary &amp; Benefits</td>
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<tr>
<td>C. Services</td>
<td>1,000</td>
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<td>D. Equipment</td>
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<td>90,448</td>
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<td>338,795</td>
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<tr>
<td><strong>TOTAL EXPENDITURES AND RESERVES</strong></td>
<td>$ 416,782</td>
<td>$ 429,243</td>
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MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
STUDENT CENTER FUND
2022/23

Fiscal Services: 6/1/2022
## MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
### STUDENT FINANCIAL AID AWARD PROJECTIONS
#### 2022/23

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<tr>
<th></th>
<th>2021/22 ESTIMATED AWARDS</th>
<th>2022/23 ESTIMATED AWARDS</th>
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<tbody>
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<td><strong>SOURCE OF FUNDS:</strong></td>
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<tr>
<td><strong>FEDERAL SOURCES:</strong></td>
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</tr>
<tr>
<td>A. PELL GRANT</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
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<tr>
<td>B. FSEOG</td>
<td>200,400</td>
<td>125,000</td>
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<tr>
<td>C. BUREAU OF INDIAN AFFAIRS</td>
<td>4,500</td>
<td>4,500</td>
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<tr>
<td>D. DIRECT LOANS</td>
<td>600,000</td>
<td>800,000</td>
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<tr>
<td>E. AMERICORPS</td>
<td>30,000</td>
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<tr>
<td>F. FEDERAL WORK STUDY</td>
<td>50,000</td>
<td>119,568</td>
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<tr>
<td>G. HEERF III</td>
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<td><strong>TOTAL FEDERAL SOURCES</strong></td>
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<td><strong>STATE SOURCES:</strong></td>
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<tr>
<td>A. CAL GRANT</td>
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<td>B. EOPS GRANT</td>
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<td>C. CHAFEE GRANT</td>
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<tr>
<td>D. DISASTER RELIEF FUND</td>
<td>30,210</td>
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<td>E. MENDOCINO COLLEGE PROMISE PROGRAM</td>
<td>70,000</td>
<td>58,000</td>
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<tr>
<td>F. STUDENT SUCCESS COMPLETION</td>
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<td>525,000</td>
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<td><strong>TOTAL STATE SOURCES</strong></td>
<td>1,647,725</td>
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<td><strong>LOCAL SOURCES:</strong></td>
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<td>A. SCHOLARSHIPS</td>
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<tr>
<td><strong>TOTAL FUNDS</strong></td>
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<td><strong>$9,072,068</strong></td>
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**DISBURSEMENTS:**

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<th></th>
<th>2022/23 ESTIMATED AWARDS</th>
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<tbody>
<tr>
<td>A. STUDENT FINANCIAL AID</td>
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</tr>
</tbody>
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Fiscal Services: 6/1/2022
SUBJECT: FIVE YEAR CAPITAL OUTLAY PLAN 2024-2028, INCLUDING FINAL PROJECT PROPOSAL NORTH COUNTY CENTER PHASE II

SYNOPSIS:

Board of Trustees consideration of establishing District Order of Priorities for Five-Year Capital Outlay Plan, 2024-2028 and approval of the submission of the Final Project Proposal (FPP) for the North County Center Phase II (previously known as the Willits Center).

RECOMMENDATION:

The Superintendent/President recommends approval of the District Order of Priorities for Five-Year Capital Outlay Plan, 2024-2028 and the submission of the Final Project Proposal of North County Center Phase II.

ANALYSIS:

Education Code Sections 81820-23 require the governing board of each community college district to annually prepare and submit to the Facilities Planning and Utilization Unit (FPU) of the Chancellor’s Office a five-year plan for capital construction. California Code of Regulations, Title 5, Section 57014 requires districts to receive approval of their Five-Year Capital Outlay Plans from the FPU prior to receiving state funding for projects. Districts are also required to complete district and campus master plans before preparing their Five-Year Capital Outlay Plan. The district’s Five-Year Capital Outlay Plans are submitted to the FPU on July 1 of each year.

The state funded construction projects must meet criteria set by the FPU of the Chancellor’s Office. The Board of Governors of the California Community Colleges sets priorities for funding of projects in categories A, B and C, etc. Projects are funded by the state based on the top priority category “A” representing the highest priority down. Within each of these categories projects are funded based on justified needs of health and safety hazards, as well as classroom, laboratory, office, and library footage to WSCH ratios.

The proposed listing of capital outlay projects in the recommended order of priority is:

1) North County Center Phase II
2) Coast Center Fine Woodworking Relocation
3) Lake Center Phase II

The North County Center Phase II Project will construct a permanent instructional building to accommodate growing enrollments in the North County region of the District. The new building will expand the Center’s capacity to serve the workforce in the immediate area. The project will provide instructional space for the Construction Craft, Fire Technology, and Lab Service Technology Programs. In addition to those programs, general education classes will be
offered in the new facility. Construction of the new single-story, 18,843 gross square feet building will result in 14,683 assignable square feet.

Total project cost is estimated at $19,772,000, of which the state would provide approximately $9,980,000 and the District would provide approximately $9,980,000. Should funding be secured, construction is anticipated to begin in late 2026 and conclude in mid-2028.

MOTION/ACTION:

RESOLVED, that the Board of Trustees of the Mendocino-Lake Community College District does hereby approve the District Order of Priorities for Five-Year Capital Outlay Plan, 2024-2028 and the submission of the Final Project Proposal of the North County Center Phase II project.
SUBJECT:      BOARD POLICY ADDITIONS AND REVISIONS – SECOND READING

SYNOPSIS:

New and revised board policies are presented for adoption.

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.

The following policies were first reviewed by the President’s Policy Advisory Committee on March 25, 2022; were shared with the constituent groups for comments or suggestions and finalized by the committee at their meeting on April 29, 2022.

Board Policy 3820 – Gifts – This legally required board policy was last updated in February 2020. It has now been revised to delegate to the Superintendent/President the authority to accept or decline donations valued by the donor at less than $5,000.00. A copy of the approved administrative procedure is included as information only.

Board Policy 5040 – Student Records, Directory Information and Privacy – This legally required board policy has been revised by the Director of Admissions and Records in collaboration with the Vice President of Student Services to reflect recent recommended changes from the Community College League of California. The last review of this policy was in February 2017. A copy of the approved administrative procedure is included as information only.

MOTION/ACTION:

RESOLVED, that the Board of Trustees of the Mendocino-Lake Community College District does hereby adopt Board Policy 3820 – Gifts and Board Policy 5040 – Student Records, Directory Information and Privacy as presented.
GIFTS

The Board shall consider all gifts, donations and bequests made to the District. The Board delegates to the Superintendent/President the authority to accept or decline donations that are valued by the donor at less than $5,000. The Board and/or the Superintendent/President reserves the right to refuse to accept any gift which does not contribute toward the goals of the District, or the ownership of which would have the potential to deplete resources of the District.

The District shall assume no responsibility for appraising the value of gifts made to the District.

Acceptance of a gift shall not be considered an endorsement by the District of a product, enterprise or entity.

In no event shall the District accept a donation from a donor who engages in practices or policies which would be in violation of Board Policy 3410, Non-Discrimination when the stated purposes of the donation are to facilitate such discrimination in providing educational opportunity.

Reference: Education Code Section 72205

Adopted: December 19, 1978
Revised: November 3, 1982
          September 2, 1998
          June 2, 2010
          February 5, 2020
          March 2022
Gifts and donations (monetary or tangible) may be accepted by the district, if it is deemed the items have value and are useful to a particular program or will serve a district need.

1. Vice Presidents have the authority to accept and acknowledge donations (monetary or tangible) made to the district with a fair market value of less than $1,000.00.

2. The Superintendent/President has the authority to accept and acknowledge donations (monetary or tangible) made to the district with a fair market value of less than $5,000.

3. Donations (monetary or tangible) with a fair market value of $5,000 or more require Board approval prior to acceptance.

Reference: Education Code Section 722205
STUDENT RECORDS, DIRECTORY INFORMATION, AND PRIVACY

The Mendocino Lake Community College District shall assure that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records. The District will establish and maintain information on students relevant to admissions, registration, academic history, career, student benefits services, extra-curricular activities, counseling and guidance, discipline or matters relating to student conduct and shall establish and maintain such other information as is required by law.

Custodian of Records:
The Superintendent-President or designee shall assure that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records.

Records Safeguards:
The Superintendent-President or designee may direct the implementation of appropriate safeguards to assure that student records cannot be accessed or modified by any person not authorized to do so.

Student Access to Records:
Any currently enrolled or former student of the District has a right of access to any and all student records relating to him or her maintained by the District.

Release of Student Records:
No District representative shall release the contents of a student record to any member of the public without the prior written consent of the student, other than directory information as defined in this policy and information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by applicable federal and state laws.

Notification of Student Rights:
Students shall be notified of their rights with respect to student records, including the definition of directory information defined below, and that they may limit the information.

Directory Information:
Federal and State laws provide that the college may release certain types of “Directory Information” unless the student submits a request, in writing to the Registrar that certain or all such information is not be released without his/her consent. Directory information shall include:

a. Student’s name and dates of attendance;
b. Student participation in officially recognized activities and sports including weight, height and high school of graduation of athletic team members;
c. Degrees and awards received, including honors, scholarship awards, athletic awards and, Dean’s List recognition.
References: Education Code 76200 et seq;
Title 5 Sections 54600 et seq;
U.S. Code Section 1232g(j);
ACCJC Accreditation Standard II.C.8
STUDENT RECORDS, DIRECTORY INFORMATION, AND PRIVACY

Collection and Retention of Student Information

The District shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the institution’s benefit programs.

The Office of Admissions and Records shall maintain in writing District policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.

The District will provide students and families with annual notice, at the beginning of each school year, of institutional policies for student privacy and the abilities of parents or eligible students to inspect student information.

The District will provide students an opportunity to opt out of disclosure of directory information. Notices must describe the following:

1. The kind of information that the school has identified as directory information;
2. The eligible student’s ability to refuse to let the school designate the information as directory information, which could be disclosed to outside entities;
3. The period of time in which the eligible student has to notify the school in writing that they do not want the information designated as directory information; and
4. That opting out by the noted deadline is the students’ only way to prevent the release of directory information.

Any sensitive information, such as a student’s, parent’s, or guardian’s SSN, any AB 540 determinations, or citizenship status information collected by the District or disclosed by the student, should be maintained only for as long as necessary.

If the District possesses information that could indicate immigration status or citizenship status, the District shall not consider the acquired information in admissions decisions or access to educational courses or degree programs.

Students may elect not to provide immigration or citizenship status information to the institution, and this election shall not impede admissions or enrollment in educational programs.

The District shall not create a list of student names linked with immigration status.

District security shall not inquire into an individual’s immigration status for immigration enforcement purposes.

Adopted: July 21, 1982
Revised: June 5, 2002
December 16, 2017
April 29, 2022
District security shall not aid any effort to create a registry containing individuals’ country of birth or based on any other protected characteristics of victims, witnesses, or suspects of crimes unless required by law for specified purposes.

**Release of Student Records**

A cumulative record of enrollment, scholarship, and educational progress shall be kept for each student.

No instructor, official, employee, or Board of Trustees member shall authorize access to student records to any person except under the following circumstances:

1. Student records shall be released pursuant to a student's written consent. Receipt of appropriate written consent must be verified with the Director of Admissions & Records or designee.
2. “Directory information” may be released in accordance with the definitions in Board Policy 5040. Currently enrolled students may request that directory information be kept confidential by filing a “Request to Withhold Directory Information” with the Office of Admissions and Records.
3. Student records shall be released pursuant to a verified judicial order or a lawfully issued subpoena. Subpoena requests shall be referred to the Office of Admissions and Records and reviewed by the Superintendent/President or designee prior to release of student records. The Vice President of Education and Student Services or designee shall coordinate collection of necessary records with pertinent campus offices.
4. Information concerning a student shall be furnished in compliance with a subpoena. The District shall make a reasonable effort to notify the student in advance of such compliance.
5. Student records shall be released pursuant to a federal judicial order that has been issued regarding an investigation or prosecution of an offense concerning an investigation or prosecution of terrorism.
6. Student records may be released to officials and employees of the District only when they have a legitimate educational interest to inspect the record.
7. In addition to the directory information provided in policy, the Mendocino College Foundation shall have access to the following student information for students that have completed the requirements for a certificate and/or degree:
   A. Name
   B. Date of birth
   C. Last known address
   D. Last known telephone number
   E. Year degree/certificate was conferred

The Vice President of Student Services or the designee will be the contact person for requests for student information in the following possible instances:

1. Student records may be released to authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, state education officials, or their respective designees or the United States Office of Civil Rights, where that information is necessary to audit or evaluate a state or federally supported educational program or pursuant to federal or state law. Exceptions are that when
the collection of personally identifiable information is specifically authorized by federal law, any data collected by those officials shall be protected in a manner that will not permit the personal identification of students or their parents by other than those officials, and any personally identifiable data shall be destroyed when no longer needed for that audit, evaluation, and enforcement of federal legal requirements.

2. Student records may be released to officials of other public or private schools or school systems, including local, county or state correctional facilities where education programs are provided, where the student seeks or intends to enroll or is directed to enroll. The release is subject to the conditions in Education Code Section 76225.

3. Student records may be released to agencies or organizations in connection with a student's application for, or receipt of, financial aid, provided that information permitting the personal identification of those students may be disclosed only as may be necessary for those purposes as to financial aid, to determine the amount of the financial aid, or conditions that will be imposed regarding financial aid, or to enforce the terms or conditions of financial aid.

4. Student records may be released to organizations conducting studies for, or on behalf of, accrediting organizations, educational agencies or institutions for the purpose of developing, validating, or administrating predictive tests, administering financial aid programs, and improving instruction, if those studies are conducted in such a manner as will not permit the personal identification of students or their parents by persons other than representatives of those organizations and the information will be destroyed when no longer needed for the purpose for which it is conducted.

5. Student records may be released to appropriate persons in connection with an emergency if the knowledge of that information is necessary to protect the health or safety of a student or other persons, subject to applicable federal or state law.

6. The following information shall be released to the federal military for the purposes of federal military recruitment: student names, addresses, electronic email messages, telephone listings, dates and places of birth, levels of education, major(s), degrees received, prior military experience, or the most recent previous educational institutions enrolled in by the students.

Access to Student Records for Immigration Enforcement Purposes

The District must obtain a student’s written consent before disclosing educational records, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information for immigration enforcement purposes; no student information shall be disclosed for immigration enforcement purposes without a court order or judicial warrant. Without a court order or a judicial warrant, written consent must be signed and dated by the student, or (if the student is a minor) by the student’s parent(s) or guardian(s), before disclosure of the information, and must specify the records that may be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure may be made.
If desired by the student, the District must provide a copy of the records to be released. The party to whom the information is disclosed may not re-disclose the information to any other party without the prior consent of the student or subsequent court order.

District personnel shall develop a written policy for interactions with immigration authorities seeking to review student records. At minimum, such policies shall include the following information:

1. Contact information [name, title, e-mail addresses, and phone numbers] for the correct person to review and respond to a request for student records.
2. Access to sample warrant and subpoena documents that could be used for access onto campus property, or to seize or arrest students or other individuals on campus.
3. District personnel shall provide a set of responses for personnel to use in response to officers seeking access to records for immigration enforcement purposes.

In addition to notifying the designated campus official, District personnel shall take the following action steps in response to an officer other than District security requesting access to student records:

1. Ask for the officer’s name, identification number, and agency affiliation;
2. Record or copy this information;
3. Ask for a copy of any warrants;
4. Inform the officer that you are not obstructing his/her/their efforts but that you need to contact a campus administrator or campus counsel for assistance.

District Security shall not provide personal information about an individual for immigration enforcement purposes, unless that information is publicly available, or required by a court order or judicial warrant. “Personal information” is defined as any information that identifies or describes an individual, and includes but is not limited to, a student’s physical description, home or work address, telephone number, education, financial matters, medical or employment history, and statements made by, or attributed to, the individual. This restriction does not apply to information regarding the immigration or citizenship status of an individual.

Unless the District is served with a judicial subpoena or court order that by its terms prohibits disclosure to the student, the student must be notified of any judicial order or subpoena before the institution complies with the order in accordance with FERPA.

**Charge for Transcripts or Verification of Student Records**

A student/former student shall be entitled to two free copies of the transcript of their record or to two free verifications of various student records. Additional copies shall be made available to the student, or to an addressee designated by them at a rate of $3.00 per copy. Students may request special processing of a transcript for an additional fee. The District will not refuse to provide a transcript for a current or former student on the grounds that the student owes a debt; condition the provision of a transcript on the payment of a debt, other than a fee charged to provide the transcript; charge a higher fee for obtaining a transcript, or provide less favorable treatment of a transcript request because a student owes a debt; or use transcript issuance as a tool for debt collection.
Electronic Transcripts

The District has implemented a process for the receipt and transmission of electronic student transcripts.

Use of Social Security Numbers

The District shall not do any of the following:

1. Publicly post or publicly display an individual’s social security number;
2. Print an individual’s social security number on a card required to access products or services;
3. Require an individual to transmit their social security number over the internet using a connection that is not secured or encrypted;
4. Require an individual to use their social security number to access an Internet Website without also requiring a password or unique personal identification number or other authentication device; or
5. Print, in whole or in part, an individual’s social security number that is visible on any materials that are mailed to the individual, except those materials used for:
   6. Application or enrollment purposes;
   7. To establish, amend, or terminate an account, contract, or policy; or
   8. To confirm the accuracy of the social security number.

Prior to January 1, 2004 when the above guidelines were required, the District did use social security numbers in a manner inconsistent with the above restrictions, and the District understands it is permissible to continue using that individual’s social security number in that same manner only if:

- The use of the social security number is continuous;
- The individual is provided an annual disclosure that informs the individual that they have the right to stop the use of their social security number in a manner otherwise prohibited;
- The District agrees to stop the use of an individual’s social security number in a manner otherwise prohibited upon a written request by that individual;
- No fee shall be charged to the student for implementing this request; and the District shall not deny services to an individual for making such a request.

References: Education Code Sections 66093.3 and 76200 et seq.;
Title 5 Sections 54600 et seq. and 59410;
Civil Code Sections 1788.90 et seq. and 1798.85;
10 U.S. Code Section 503;
20 U.S. Code Section 1232g subdivision (j) (U.S. Patriot Act);
ACCJC Accreditation Standard II.C.8
SUBJECT: COLLEGE AND CAREERS ACCESS PATHWAYS (CCAP) PARTNERSHIP AGREEMENT – SECOND READING

SYNOPSIS:

New College and Careers Access Pathways (CCAP) Partnership Agreement is presented for approval.

ANALYSIS:

CCAP agreements came about from AB 288 passed in 2015. They are agreements between governing boards of community college districts and K-12 districts. The agreements offer or expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education. The goal is to develop seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness.

CCAP agreements allow for students to enroll in up to 15 units per term; classes do not have to be open to the public; classes must be part of a pathway; agreements must be presented to the governing board twice at subsequent meetings and submitted to the Chancellor’s Office for approval; and there are additional reporting requirements including data sharing agreements.

In adopting the attached CCAP agreement, the Governing Boards of Mendocino-Lake Community College District and Charter Academy of the Redwoods dba Accelerated Achievement Academy and Redwood Academy of Ukiah certify compliance with the following regulations required for the adoption of said CCAP agreement:

1) CCAP agreements shall be presented as an information item at an open public meeting of each governing board EC §76004 (b).

2) The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed AB 288 CCAP agreement.

Reference Board Policy 5010, Admission, Enrollment and Attendance

Administrative Procedure 5011.2, Admission and Concurrent Enrollment of High School and Other Young Students – College and Career Access Pathways (CCAP)

MOTION/ACTION:

RESOLVED, that the Board of Trustees of the Mendocino-Lake Community College District does hereby approve the CCAP Agreement with Charter Academy of the Redwoods dba Accelerated Achievement Academy and Redwood Academy of Ukiah.
College and Careers Access Pathways Partnership (CCAP) Agreement Between
Mendocino-Lake Community College District and Charter Academy of the Redwoods dba
Accelerated Achievement Academy and Redwood Academy of Ukiah

Agreement No:          Dated:

I.       RECITALS
Whereas, Assembly Bill No. 288, approved by the Governor and filed with the Secretary of State on
October 5th, 2015 allows the governing board of a community college district to enter into a College
and Career Access Pathways (CCAP) partnership with the governing board of a school district for the
purpose of offering or expanding dual enrollment opportunities for students who may not already be
college bound or who are underrepresented in higher education, with the goal of developing seamless
pathways from high school to community college for career technical education or preparation for
transfer, improving high school graduation rates, or helping high school pupils achieve college and
career readiness,

And whereas, allowing a greater and more varied segment of high school pupils to take community
college courses can provide numerous benefits, such as reducing the number of high school dropouts,
increasing the number of community college students who transfer and complete a degree, shortening
the time to completion of educational goals, and improving the level of preparation of students to
successfully complete for credit, college level courses,

And whereas, through dual enrollment partnerships, school districts and community college districts
can create clear pathways of aligned, sequenced coursework that will allow students to more easily
and successfully transition to for credit, college level coursework leading to an associate degree,
transfer to the University of California or the California State University, or to a program leading to a
career technical education credential or certificate,

The Mendocino-Lake Community College District (MLCCD) and Charter Academy of the Red-
woods (CAR) have entered into the following agreement.

II.      LEGAL AUTHORITY AND ADOPTION
Assembly Bill 288 authorizes a community college district and a high school district to enter into a
CCAP partnership provided that both districts have approved a CCAP Partnership Agreement which
shall govern the partnership.

In adopting this CCAP Partnership Agreement, the governing boards of the Mendocino-Lake Com-
munity College District and the Charter Academy of the Redwoods, certify compliance with the fol-
lowing regulations required for the adoption of a CCAP Partnership Agreement:

CCAP Partnership agreements shall be presented as an informational item at an open public meeting
of each governing board EC § 76004(b).

• The governing board of each district, at a subsequent open public meeting of that board, shall take
comments from the public and approve or disapprove the proposed AB 288 CCAP Partnership
Agreement.
Furthermore, the governing boards of Mendocino-Lake Community College District and Charter Academy of the Redwoods agree that a copy of this CCAP Partnership Agreement shall be filed with the Chancellor’s Office of the California Community Colleges, with the understanding that the Chancellor of the California Community Colleges may void this CCAP Partnership Agreement if it is determined to not comply with the intent of the requirements of EC § 76004.

III. TERMS

a. Number of students served

Under this partnership, agreement up to a maximum of 250 School students will be served annually, with the college claiming up to a maximum of 50 FTES annually.

b. Assessment of students

The assessment of the pupil’s ability to benefit from participation in courses offered under the agreement shall be made by the Accelerated Achievement Academy and Redwood Academy of Ukiah high school principals or the principals’ designee. Only students whom are deemed, by the principal or the principal’s designee, to have the ability to benefit from participation in the CCAP courses will be eligible to enroll in courses authorized through the CCAP. Furthermore, Mendocino-Lake Community College District reserves the right to require that students participating in the CCAP meet the course prerequisites or co-requisites, as described in the college catalog, for courses included in the CCAP.

c. Pathway/Course Offerings

*Additional pathway/course offerings may be considered, including those from CSU/IGETC GE and CTE course lists.

The courses to be offered shall include college readiness, career and technical education, general education, basic skills, and transfer pathway courses. Courses shall be offered on one or more Charter Academy of the Redwoods campuses during the school day. The pathways which may be offered under this agreement include:

Career Technical Education (CTE) pathway courses which are part of a degree or certificate outlined in the Mendocino Community College Catalog and are considered core requirements for a specific CTE area including CTE pathways listed in APPENDIX I (see Degrees and Certificates Offered at MCC for a complete list).

General education breadth courses needed for an AA or AS degree which also satisfy CSU and UC system transfer pathways as denoted in the Mendocino College Catalog for areas A through E and basic skill courses, including courses listed in APPENDIX I.

d. Information Sharing

MLCCD shall provide CAR with the student’s final grade for all coursework undertaken as part of a CCAP agreement so that the high school may determine the appropriate number of high school credits to be awarded, if any. CAR shall provide MLCCD with transcripts for all students participating in the CCAP and high school graduation rates among students participating in the CCAP.
d. Points of Contact

The point of contact regarding the provisions of this agreement, for the MLCCD, shall be the MLCCD Vice President of Academic Affairs, Debra Polak. The point of contact regarding the provisions of this agreement, for Charter Academy of the Redwoods, shall be the CAR Co-Executive Director, Selah Sawyer, Charter Academy of the Redwoods. The point of contact regarding implementation and administration of the CCAP shall be the Dean of Centers, or designee, at Mendocino College, Amanda Xu, and the Principal, or designee, at one or more high school sites of Charter Academy of the Redwoods. The following is specific contact information:

1. Vice President of Academic Affairs, Debra Polak
Mendocino-Lake Community College District
1000 Hensley Creek Rd. Ukiah CA 95482
EMAIL dpolak@mendocino.edu
PHONE 707-468-3068

2. Co-Executive Director, Selah Sawyer
Charter Academy of the Redwoods
1059 N. State St. Ukiah, CA 95482
EMAIL ssawyer@aaacademy.org
PHONE 707-463-7080

3. Principal, Melinda Decker
Accelerated Achievement Academy
1031 N. State St. Ukiah, CA 95482
EMAIL mdecker@aaacademy.org
PHONE 707-463-7080

4. Principal, Caleb Cimmiyotti
Redwood Academy of Ukiah
1059 N. State St. Ukiah, CA 95482
EMAIL ccimmiyotti@redwoodacademy.org
PHONE 707-467-0500

5. Dean of Center, Amanda Xu
Mendocino-Lake Community College District
1000 Hensley Creek Rd. Ukiah CA 95482
EMAIL axu@mendocino.edu
PHONE 707-468-3605 or 707-468-3613

e. Employer of Record

MLCCD shall be the employer of record for purposes of assignment monitoring and reporting. (See section XII a. of this agreement for guidance regarding instructors that are not paid employees of the community college district).
f. Teacher Quality Mandates

Charter Academy of the Redwoods shall assume reporting responsibilities pursuant to applicable federal teacher quality mandates.

IV. CERTIFICATIONS

MLCCD shall insure that:

a. any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in EC § 87010, or any controlled substance offense as defined in EC § 87011

b. that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus

c. that a community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus

d. that a community college course that is oversubscribed or has a waiting list shall not be offered in the AB 288 CCAP Partnership Agreement

CAR shall insure that:

a. any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus

V. ENROLLMENT

a. MLCCD shall grant priority enrollment and registration, that is equivalent to the priority assigned to a student attending a middle college high school as described in EC § 11300 and consistent with provisions in EC § 76001(e), to a pupil seeking to enroll in a Mendocino College course that is required for the pupil’s CCAP partnership program.

b. MLCCD shall limit enrollment in community college courses offered at one or more CAR high school campuses during the regular school day solely to eligible high school students.

c. MLCCD may allow a special part-time student participating in the AB 288 CCAP Partnership to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied (EC § 76004(p)):

i. The units constitute no more than four community college courses per term,

ii. The units are part of an academic program that is part of a CCAP partnership agreement,
iii. The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

VI. STUDENT FEES

a. High school pupils enrolled in courses offered through this CCAP agreement shall not be assessed or charged a fee prohibited by EC § 49011, including a fee charged to a pupil, or a pupil’s parent or guardian, as a condition for course registration or for textbooks, supplies, materials, and equipment needed to participate in the course. EC §§ 49010 et seq.; 76004(f)  
b. High school pupils enrolled in courses offered through this CCAP Partnership Agreement, that are properly classified as having “special part-time student” status as described by EC § 76004(p), shall be exempt from the following community college fee requirements [EC § 76004(q)]:
   i. Student Representation Fee. EC § 76060.5
   ii. Nonresident Tuition Fee. EC § 76140 6
   iii. Transcript Fees. EC § 76223
   iv. Course Enrollment Fees. EC § 76300
   v. Health Services Fees

VII. STATE APPORTIONMENT

MLCCD and CAR agree that:

a. A district shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. EC § 76004(r)

b. The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to a CCAP agreement is authorized attendance for which the community college district shall be credited or reimbursed pursuant to EC § 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. EC §76004(s)

VIII. REPORTING

MLCCD, in conjunction with CAR, shall report annually to the State Chancellor’s Office all of the following information:

a. The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
b. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.

c. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.

d. The total number of Full-Time Equivalent Student (FTES) generated by CCAP partnership participants.

IX. CTE PROGRAMS

MLCCD, prior to establishing a vocational or occupational training program (career technical education programs) with CAR, shall conduct a job market study of the labor market area, and determine whether or not the results justify the proposed vocational education program. EC § 78015 et seq.

X. RESPONSIBILITIES

a. Instruction and Educational Program
MLCCD shall be responsible for the educational program(s) and for the content and instruction of the courses offered through the CCAP.

c. Facilities
CAR shall be responsible for the provision of the facilities for courses offered on one or more Charter Academy of the Redwoods campuses as part of this CCAP.

d. Books and Supplies
MLCCD and CAR shall agree on how books and supplies will be provided for a CCAP course prior to offering such a course.

e. Support Services
CAR and MLCCD will share responsibility for insuring that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring).

Table #1: Responsibilities under MLCCD and CAR CCAP Partnership Agreement

<table>
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<tr>
<th>Facilities</th>
<th>Mendocino College</th>
<th>Charter Academy of the Redwoods</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>x</td>
<td>In addition to their high school coursework, CCAP participants will have the opportunity to take college coursework on CAR campuses during the school day in CAR facilities.</td>
</tr>
<tr>
<td>Instruction and Educational Program</td>
<td>x</td>
<td>CCAP participants will take Mendocino College courses which shall include college readiness, career and technical education, general education, and transfer pathway courses.</td>
<td></td>
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<tr>
<td>Books</td>
<td>x</td>
<td>As a CCAP participant shall not be charged for textbooks, supplies, materials, and equipment needed to participate in the course, a source must be identified for providing books, supplies, materials and equipment prior to offering the course. In most instances instruction shall be provided by the college and books shall be provided by the high school. No CCAP course shall be offered without prior agreement between the college and the high school as to which organization shall be responsible for the provision of the textbooks, supplies, materials, and equipment needed by participants in the course.</td>
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<tr>
<td>Counseling and Guidance</td>
<td>x</td>
<td>Mendocino College and CAR Schools shall collaborate to provide CCAP participants with appropriate counseling and guidance.</td>
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<tr>
<td>Assessment and Placement</td>
<td>x</td>
<td>Mendocino College and CAR Schools shall collaborate to provide CCAP participants with appropriate assessment and placement services.</td>
<td></td>
</tr>
<tr>
<td>Tutoring</td>
<td>x</td>
<td>Mendocino College shall be responsible for the provision of tutoring for college course when appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

XI. PROCEDURES, TERMS, AND CONDITIONS

a. Enrollment Process and Period

Students will be added to the CCAP courses held on the CAR school campuses through registration conducted on site at CAR school campuses. CCAP students will be granted level 3 priority registration and may also enroll in additional college courses held outside of the normal school day (exp. online courses, summer school courses).

b. Class Hours

The timing of the courses shall be set by mutual agreement between Mendocino College and Charter Academy of the Redwoods.
c. Evaluation of Students

College faculty instructing the course shall be responsible for the supervision and evaluation of the students. CAR shall be responsible for assigning high school credit for the coursework CCAP students complete where appropriate.

d. Course timing and length

MLCCD shall insure that: the appropriate number of class hours are scheduled to meet the performance objectives of the course; the enrollment period for each CCAP course falls within the normal school day within which courses are offered at one or more Charter Academy of the Redwoods high school campuses; and that high school students participating in the CCAP are not required to attend class on dates in which the high school is not in session. The high school may require students to attend class on dates in which the college is not in session. Instruction may not be scheduled on legal holidays. Under the circumstance that a CCAP class begins after the start of, or concludes prior to the end of the high school term, it will be the responsibility of CAR to arrange additional instruction if required by CAR. Scheduling classes outside of the Mendocino College term is at the sole discretion of MLCCD.

e. Conduct and Discipline

CCAP participants shall comply with the standards of student conduct as described under Mendocino-Lake Community College District Board Policy (5500.1). These regulations are designed to represent reasonable standards of conduct. Violations of the code may subject individuals to disciplinary action, which is consistent with the requirements of due process.

The faculty shall be responsible for discipline within the classroom. Should the instructor need to remove a student from a class session they shall notify the principal or principal’s designee at the appropriate CAR high school campus immediately.

XII. CANCELLATION AND TERMINATION

The following agreement may be canceled by written notification from either district to the other district. Should the cancellation be made during a period when a CCAP course is being offered the cancellation will take effect prior to the subsequent term.

XIII. INSTRUCTION FOR APPORTIONMENT

MLCCD shall provide documentation that instruction claimed for apportionment under this agreement/contract is under the immediate supervision and control of an employee of the district who has met the minimum qualifications for instruction in the discipline of the course in a California community college. Instructors shall provide the supervision and control necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity (as a general rule, faculty must be physically present in the classroom or lab or within line of sight of the students). Cal. Code Regs., Title 5, §§ 58050, 58051, 58056, 58058

a. Where the instructor is not a paid employee of MLCCD, the district shall have an additional written agreement/contract with each instructor requiring student attendance and FTES be reported by the instructor as required by the college or community college district and stating
that MLCCD has the primary right to control and direct the instructional activities of the instructor. Cal. Code Regs., Title 5, § 58058(b)

b. MLCCD shall demonstrate control and direction through such actions as providing the instructor an orientation, instructor’s manual, course outlines, curriculum materials, testing and grading procedures, and any other materials and services it would provide to its hourly on-campus instructors.

c. Attendance at a MLCCD dual enrollment orientation is required for instructors of CCAP courses prior to each term that they teach a CCAP course.

d. To claim Average Daily Attendance (ADA) for K12 funding, the K12 district must determine how many instructional minutes a student is offered and scheduled for, as well as that student’s attendance during the K12 school day. If a high school student has been scheduled for the minimum instructional minutes per day under the immediate supervision and control of a certificated employee of the school district and has been offered a full schedule, the district may claim attendance towards apportionment for that student for each day the student attends at least some part of the instructional day at the high school. If that student then goes to a college course that meets the requirements to claim Full Time Equivalent Student (FTES), the college may also claim full apportionment for that student in that college course.

More information on apportionment is available here:

- The Budgeting and Funding sections of the Career Ladders Project Toolkit, Frequently Asked Questions: http://www.careerladdersproject.org/areas-of-focus/pathways/ccccode/
- Interview with Wendi McCaskill on Instructional Minutes: http://www.careerladdersproject.org/wp-content/uploads/2015/12/FC1_Wendi-McCaskill_Interview_DETOOLS.pdf

XIV. MINIMUM QUALIFICATIONS

Mendocino-Lake Community College District shall ensure that minimum qualifications for instructors teaching agreement / contract courses and instructor qualifications are consistent with requirements in other similar courses given by the college or community college district. Cal. Code Regs., Title 5, § 53410.

XV. PUBLIC ACCESS

The districts acknowledge that enrollment in the courses described in this CCAP partnership agreement, which are offered during the school day at one or more CAR campuses, shall be limited to CCAP participants and shall not be open to the general public.

The districts further acknowledge that courses which are not part of this CCAP must continue to meet the following requirements:
a. Courses which are not part of this CCAP agreement must be held at facilities which are clearly identified as being open to the general public, noting that students may be required to meet course or program prerequisites.

b. Courses which are not covered by this CCAP agreement must be open to any person who has been admitted to the college and has met any applicable prerequisites. Cal. Code Regs., Title 5, §§ 51006, 58106.

Furthermore, the district policy on open enrollment (Cal. Code Regs., Title 5, § 55005) along with a description of the course and information about whether the course is offered for credit and is transferrable must be published in the college catalogue, schedule of classes, and any addenda to the schedule of classes. Cal. Code Regs., Title 5, § 51006.

Degree and certificate programs must have been approved by the California Community Colleges Chancellor’s Office and courses that make up the programs must be part of the approved programs, or the college must have received delegated authority to separately approve those courses locally. Cal. Code Regs., Title 5, § 58050(a)(1).

XVI. CONSISTENCY, ATTENDANCE AND GRADES

MLCCD shall ensure that procedures are put into place by the college to ensure that faculty teaching different sections of the same course teach in a manner consistent with the approved outline of record for that course. Cal. Code Regs., Title 5, § 55002, 58050(a)(5).

Permanent records of student attendance, grades, and achievement will be maintained by the college. Additional CCAP participant records which are maintained by the high school, such as students’ GPA or high school graduation status, will be submitted on a schedule agreed upon between the college and CAR. Cal. Code Regs., Title 5, § 55021; 55040; 58030.

XVII. FULL COMPENSATION / CERTIFICATION

MLCCD shall certify that it has not received full compensation, from any public or private agency, individual or group, for the direct education costs of the courses offered through this partnership agreement. EC § 84752; Cal. Code Regs., Title 5, § 58051.5. MLCCD shall obtain certification from the school district verifying that the instructional activity to be conducted will not be fully funded by other sources. EC § 84752; Cal. Code Regs., Title 5, § 58051.5.

XVIII. DISTRICT BOUNDARIES

MLCCD and CAR agree that if the course(s) in this CCAP agreement will be located outside the boundaries of the district, the district must comply with the requirements of Title 5, sections 55300 et seq., concerning approval by adjoining high school or community college districts and use of non-district facilities.

XIX. RECORD KEEPING AND COMPUTATION

MLCCD acknowledges that in all cases, standard FTES computation rules, support documentation, course section tabulations, and record retention requirements continue to apply, including as prescribed by Cal. Code Regs., Title 5, §§ 58003.1 et seq., 58020 et seq., 58030 and 59020 et seq.
XX. ACCESS AND ACCOMMODATIONS

Upon identifying themselves to the instructor and the college, students with disabilities shall receive reasonable accommodation for learning and evaluation.

XXI. HOLD HARMLESS AGREEMENT AND INSURANCE

a. To the fullest extent permitted by law, MLCCD shall indemnify and hold harmless CAR, its directors, officers and employees, from any and all liability claims, damages, costs and expenses, including attorney’s fees, caused by or resulting from the negligent or intentional acts or omissions of MLCCD or any of MLCCD’s employees. CAR shall indemnify and hold harmless MLCCD, its directors, officers, and employees, from any and all liability, claims, damages, costs and expenses, including attorney’s fees, caused by or resulting from the negligent or intentional acts or omissions of CAR or any of CAR’s employees. Neither party shall cover any negligent acts or omissions of the other. In the event of any such claim is made, or suit filed, both Parties shall give the other prompt written notice thereof, and each shall have the right to defend or settle. A Party that intends to seek an indemnity or hold harmless from the other Party shall notify the other Party in writing thereof, and within a reasonable time after the Party knows or becomes aware of any claim arising out of, resulting from or relating to this Agreement that may or has resulted in a loss, describing (if known or determinable) the pertinent circumstances, all entities and persons involved, and the amount(s) being claimed, and shall not settle or resolve the claim until it has notified the other Party of the claim in accordance with the provisions of this subsection and given the other Party an opportunity to participate in and consent to the settlement or resolution of the claim, which consent the other Party shall not unreasonably withhold.

b. Without limiting the above indemnification provision and during the term of this Agreement, CAR shall obtain and maintain, and shall require their subcontractors to obtain and maintain, liability insurance coverage in the amount of not less than one million dollars ($1,000,000.00) to cover any classroom incident, accident, or illness. Each Party’s insurance shall be primary to and not contributing with any other insurance or self-insurance programs maintained by the other Parties, and shall be provided and maintained at the Party’s own expense.

c. CAR agrees to provide a Certificate of Insurance verifying liability coverage in the amount of one million dollars. MLCCD and CAR agree to add and include each other’s officials, officers, employees, agents and volunteers as an additionally insured in each other’s general liability insurance coverage, throughout the term of this Agreement. Each Party shall provide written notice to the other of any change to said coverage.

d. The Parties mutually agree to notify one another of any accident or incident relating to services performed under this Agreement which involves injury or property damage which may result in the filing of a claim or lawsuit against any of the Parties, and, of any actual third party claim or lawsuit arising from or related to services under this Agreement.
ACCEPTED AND AGREED TO:

Selah Sawyer, Co-Executive Director
Charter Academy of the Redwoods

______________________________  Date

Timothy Karas, Superintendent-President
Mendocino-Lake Community College District

______________________________  Date
APPENDIX I: CCAP PROGRAMS AND CLASSES

Mendocino College Career Access Pathways
1. Administration of Justice
2. Agriculture – Sustainable Small Farms Management
4. Child Development
5. Computer Science – Computer Applications and Office Administration
6. Culinary Arts Management
7. Digital Arts and Media
8. Fire Science
9. Nursing
10. Sustainable Construction & Energy Technology – Construction
11. Woodworking

Mendocino College- College and Career Success Courses
1. CCS 100 – Career Planning Success (1.5 – 3 units)
2. CCS 101 – Career and Life Planning (3 unit)

Mendocino College GE Courses for Transfer Pathway
1. ADJ 202 – Concepts of Criminal Law (3 units)
2. ART 207 – Survey of Western Art from Prehistory through the middle ages (3 units)
3. ART 208 – Survey of Western Art from Renaissance to the Contemporary Period (3 units)
4. AST 200 – Astronomy (3 units)
5. AST 200L – Astronomy Observation (1 unit)
6. COM 203 – Introduction to Public speaking (3 units)
7. CSC 201 – Computers and Computer Applications (3 Units)
8. ENG 200 – Reading and Composition (3 units)
9. HLH 200 – Health Education (3 units)
10. HST 202 – The United States to 1877 (3 units)
11. HST 203- The United States since 1865 (3 units)
12. HST 222- Native American History (3 units)
13. HST 250- Contemporary America: The People and the Issues (3 units)
14. MTH 200 Pre-calculus Mathematics (5 units)
15. MTH 220 – Statistics (4 units)
16. PSY 205- Introduction to Phycology (3 units)
17. SPN 200- Elementary Spanish I (4 units)
18. SPN 201- Elementary Spanish II (4 units)

**Mendocino College Basic English and Math Courses PLUS***
1. MTH 46 – Pre-College Mathematics (5 units)
2. MTH 79 – Mathematics for Technical Fields (3 units)
3. MTH 77 – Geometry (3 units)
4. TH 80- Intermediate Algebra for STEM and Business Majors (5 Units)
5. MTH 121- Trigonometry (4 units)
6. MTH 178 – Applied Math (4 units)
7. ENG 12 – Intermediate Reading and Writing (5 units)
8. ENG 80 – Academic Reading and Writing (4 units)
9. ENG 85 – Accelerated Preparation for College Writing (4 units)

*English and Math offerings include CSU transferable Math Classes for both STEM and non-STEM transfer pathways.
SUBJECT: MENDOCINO COLLEGE FOUNDATION REPORT

SYNOPSIS:
This is an informational report from the Mendocino College Foundation Executive Director.

ANALYSIS:
The 2022 AAFG adoptions to date are at 88 adoptions from 24 elementary and middle schools in Mendocino and Lake Counties. Schools have made their student selections for 2022. Foundation staff, Directors and donors are participating in year-end awards ceremonies at the schools in person this year, with a few held remotely via zoom. Students receive a $25 check, certificate, and Mendocino College swag. The final ceremony will be held June 16th.

Thanks to the Fort Bragg Rotary’s matching donations, all 29 fifth graders at Dana Grey Elementary in Fort Bragg have been adopted this year.

Thank you to the Mendocino College Board of Trustees for its adoption of a fifth grader from Willits Elementary Charter School.

Annually, the Foundation runs a full page “thank you” advertisement in the Ukiah Daily Journal. The ad lists all of the Foundation’s generous contributors. The ad will run in the Father’s Day edition of the paper on Sunday, June 19 2022.

Foundation Executive Director, Julie McGovern, presented the 24 Mendocino College Nursing Graduates with a $350 check for their NCLEX State Exam fees at their nursing graduation held on Thursday, May 19th. Nursing Graduates who take their test directly following graduation are more likely to pass and Mendocino College boasts a 100% pass rate. The Foundation thanks the donors who made this year’s campaign successful.

A long-term goal of creating a Mendocino College Alumni Association was realized with a soft launch at Commencement. Students from 2020, 2021 and 2022 received an invitation to join by emailing alumni@mendocino.edu. There is also a landing page on the Foundation website for Alumni: https://foundation.mendocino.edu/alumni-association/

The Foundation Board will have a hybrid meeting on June 14th in the Board Room at Mendocino College’s Ukiah campus as well as over zoom.
SYNOPSIS:

This is an informational report from Dr. Steve Cardimona, Professor of Earth Science

ANALYSIS:

From the Field

- Sara Bogard has been approved to access the college Field Station property in order to complete local harbor seal counts. Sara is a volunteer for the Greater Farallones Marine Sanctuary Beach Watch program and will be working as a part of the California Central Regional Harbor Seal Monitoring Program through July of this year.

From the Faculty

- Improvements to the well water supply system had long been identified as the next major facility project. With funding from the college foundation affiliate, some important rehabilitation work on the well and water delivery system is underway. The well is being preserved and relined, and the well pump and many electrical components are being replaced/upgraded. A sediment filter will also be installed.
- Jenevie Chan has been nominated to receive the Mary Lou Koeninger Memorial Scholarship in Earth Science for 2022. As the oldest of five, Jenevie has come to school with a goal toward being the first in her family to be a college graduate. Jenevie’s interests are in geology and environmental science, with a particular focus on fresh water resources. They plan to work hard as a student in geology, but they also want to inspire women in STEM and the underrepresented Southeast Asian community to take on opportunities in science. After a couple years here at Mendocino College, Jenevie is now planning for transfer to a four-year institution.
- Zachariah Linville has been awarded the Greg Grantham Memorial Scholarship. Zachariah’s interests have long been in ecology and animal taxonomy, with a particular passion for education regarding conservation of the planet’s biodiversity. They are an active citizen scientist, utilizing the iNaturalist platform to support local biodiversity work as well as participating in pelagic bird watching with the Mendocino Coast Audubon Society. Zachariah helps out fellow students as a MESA tutor at Mendocino College, and is planning to transfer to obtain a Bachelor’s degree in wildlife biology.
- Shyann Rivera has been awarded the Brandon Pill Memorial Scholarship. With a passion for working with animals and a lot of field experience in tracking, Shyann is currently planning a degree in biology. Shyann learned important wilderness field skills through working alongside the Lake County Sheriff’s Department on missing persons cases, which included obtaining emergency medical responder certification and CPR training. Shyann’s interests lie in wildlife rehabilitation and ecosystem conservation, and they are keeping all options open, including potential graduate work.
- Through a generous donation by Noble Davis and Dirt Works in Point Arena, six natural science students have each been awarded $250 to help reimburse them for some of their academic costs this spring.
  - Katherine Uribe-Fajardo, whose interest is in animal science.
  - Taryn Heustis, whose interest is in dermatology.
- Rosa Nunez, whose interest is in plant biology with a long term plan to teach at community college.
- Natasha Birchfield, whose interest is in molecular and cell biology and wants to become an epidemiologist.
- James Rumball, whose interest is in the earth and environmental sciences.
- Eduardo Alatorre, who has just graduated from Mendocino College and is transferring as a geology student to UC Davis.

- We are partnering with a new citizen science project of the California Urban Streams Alliance and the Redwood Coast Land Conservancy in the Point Arena/Gualala area of the coast, which includes $2K for stipends to students, opening opportunities to learn about water quality monitoring and to assist in outreach and public education regarding the project.

**From the Friends**

The Field Station Capital Campaign continues!

- Building on the Foundation’s donation to our affiliate of $25K from the Halliday Trust fund in 2019, our capital campaign reached its half-way point toward our goal of $250,000.
- An extremely generous donation from community member Robert P. Blanc of $25K has jump-started movement in the second half of our capital campaign fund-raising!
- Please consider participating with your own donation. Help to support this college facility and all the students who gain the benefit of being able to access this amazing educational resource.
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:

On behalf of the faculty, I want to thank the Full-time Faculty Association (Jason Davis, Phil Warf and Tascha Whetzel) for organizing this year’s Excellence Awards. Janet Jones was honored with the Classified Staff Excellence Award. It was noted that Janet performs multiple and varied tasks to support staff and does so professionally and with patience. She is dedicated, a pleasure to work with and the college is lucky to have her. The Part-time Faculty of Excellence Award was given to Sara Esserman-Melville (Learning Skills) Sara took the lead in developing curriculum for two new Certificates: Practical Living Certificate of Skills and Employment Work Skills Certificate of Completion. Both are designed for students with intellectual and developmental disabilities. In addition, she has a keen understanding of the individual needs of the students she teaches and effectively designs instruction to meet them at their own level. The Full-time Faculty of Excellence Award was given to Rachel Donham (Biology). It was noted with appreciation that Rachel goes above the norm by organizing and supporting activities such as the Earth Day events and the Science Fair at Potter Valley Elementary School. Congratulations to each of these respected colleagues.

As we end the academic year, it is a good time to look back on our accomplishments (there have been many!) and plan for future challenges. Enrollments have declined during the pandemic years, as they have across California and the rest of the States. We also know enrollment was beginning to decline prior to the pandemic. This also is not unique to Mendocino College, we see this system-wide and nationally. It is important that we evaluate our outreach, onboarding and retention strategies to ensure they focus on being “student-ready” and leverage what is effective and supports student success. Full-time faculty are very important in these discussions and efforts and often have the firsthand knowledge of how students are struggling. Thus, we need to continue to rely on their educational expertise to address these challenges.

I want to remind board members that the Academic Senate has taken steps to address the needs of the Native American student population via Resolutions S’22-01: Support for District Adoption of a Native American Land Acknowledgement and S’22-03: Academic Senate Request for Educational Resources and Programs to Support Native American Students. These resolutions ask the Board of Trustees to acknowledge Native lands and provide educational support for this student population. While I will not be in the position to lobby for these, I am willing to work with President Karas, the BOT and President-elect Nicholas Petti, as appropriate, to ensure these requests are adequately addressed.
At many colleges the relationship between the Board of Trustees and constituent groups, particularly the faculty, is adversarial. During my many years at the college, we too have had conflictual relationships between the Academic Senate leadership and the Board of Trustees. I am proud that this is currently not the case. I appreciate the opportunities I have had to communicate directly with members of the board, to represent the faculty in committee service with you, and to give presentations about participatory governance and other faculty-driven efforts/activities. These have been some of the highlights of doing the job of the senate president. I have predecessors who have said they never did, nor would they ever speak to a trustee, publicly or privately. This is not right. We are all doing this work for the same reason, to improve the lives and social mobility of our students. We have different roles and responsibilities, but the intent of what we do should always focus on the students. I encourage you to continue engagement with the immediate incoming faculty leadership and those to follow them. We have created an impressive collaboration that I hope will continue to grow and be strengthened.

We have developed a collaborative, cooperative and mutually respectful relationship. I am proud of this and thank you for your willingness to engage in this participatory and productive manner.

**Classified Senate:**

The following report was submitted by Classified Senate President Isabel Lopez:

It was an honor for Classified to participate in the Mendocino College 49th Commencement. This being the first in-person ceremony since 2019, was an excellent reminder of the positive impact Mendocino College has on our community. Inviting graduates from the past three years allowed them to be celebrated and live the complete graduation experience.

The Classified Appreciation Breakfast was held on May 26th. As the Spring 2022 semester ended, it was the ideal time to appreciate the dedication that Classified demonstrates daily by supporting students in every way possible. It was a great opportunity for Classified to gather and reconnect with each other after working remotely for so long.

The Classified Leadership Institute in Riverside is held June 8-10. A total of six Classified Professionals will be attending. This is the largest group to attend from Mendocino College. The focus at this conference will be on leadership training, professional development, and effective participation in the participatory governance process.

Elections for the Classified Senate Governing Council will be held in June. At this time, the positions that are up for election are Vice-President and Secretary. We are excited to begin our new term for 2022-2023.

**Management/Supervisory/Confidential:**

The following report was submitted by Management Team President Janet Daugherty:

At the Management Team monthly meeting held on Tuesday, May 24, 2022, the following items were shared and/or discussed.
• Superintendent/President Karas expressed his thanks for all of the help that was provided at the commencement. Many different groups helped prior, during, and after and it was a big success. Vice President Polak shared the “Turning of the Tassel” was a very emotional moment and Vice President Velasco was impressed how fast the facilities team got traffic flowing out of the campus at the conclusion of the ceremonies.

• EOPS provided medals for their graduates and MESA provided sashes

• The Pinning Ceremony for nursing was a huge success. There were many compliments on the video considering the event was held in Pomo Plaza. Moving forward, the video can be seen on YouTube

• Dean Lopez shared outreach is going well with special populations with a notable increase in Native American student enrollments. A strategic enrollment team has been formed to help improve student persistence and completion. Coordinated outreach with special programs attending has had a positive impact on interest and enrollment.

• The Management Team organized and held a “Classified Appreciation” breakfast that included a fun activity and a raffle for prizes. Classified and STNC staff members also received Mendocino College mugs. Everyone in attendance seemed to enjoy the event and thanked the management team members for the recognition.

• COVID-19 updated – QR tracing still being used so don’t forget to scan,

• Education Action Plan is working on streamlining Student Learning Outcomes by refining pathways and certificates. In order to provide a more thorough assessment, they have decided to change the process which will provide a more complete package for the students.

• The Staffing Committee has completed the 1A review process for this year and the list has been posted. The Planning and Budgeting Committee will be reviewing the list in the fall and will be working together to identify available funding for positions.

• President’s Policy Advisory Committee – review of Chapter 2 was completed this year with review of Chapter 3 on tap for next year. PPAC needs feedback on the creation of a “Donation Wall” as well as the naming of the gym for a former administrator. These could also be completed in the form of a plaque, etc., hence the discussion.

• Dean Aseltyne is retiring and was presented with a book, “Best 500 holes” to add to his golfing adventure. He was wished the best in his retirement with many “pars” in his future.

Oral reports by other constituent group leaders may be presented at the meeting.
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.*
SUBJECT:  FUTURE AGENDA ITEMS

SYNOPSIS:

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

ANALYSIS:

Items currently on the list include:

- Diversity training for Board members – Trustee Martinez requested this item and feels it needs to be either a workshop or special meeting. It should not be a lecture but more of a reflection and participation by members of the board. For this reason, she feels it needs to be when we are once again able to meet in person.
- Essential needs for Trustee onboarding
- Outreach to the community and the various tribes
- A workshop or presentation on the next phase plans for the three centers
- A big picture presentation by the Lake County Superintendent of Schools similar to the presentation made by the Mendocino County Superintendent of Schools.
- Site visits at all the sites including courses offered and equipment available.
- Board workshop for board members regarding the process and how we handle the public as a board
- An ongoing conversation about the role Student Trustees can have in their individual districts. Discussion would include what it would mean for the board. Trustee Martinez would also like to have more information about the role of the student trustee.
- Presentation on Dual Enrollment by Dean Xu – will take place at the June meeting which will be held at the Lake Center.