



**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES**

MEETING: Regular Meeting in February 2021

DATE: Tuesday, February 9, 2021, at 5:30 p.m.

PLACE: Zoom Teleconference

Access to the Board of Trustees meeting is available via the District YouTube channel by clicking on the following livestreaming link and selecting the “LIVE” video option:

<https://www.youtube.com/channel/UCsguBf7ndfQVQ6n0v9hrfiQ>

Welcome to this meeting of the North Orange County Community College District Board of Trustees. Anyone wishing to attend this meeting may do so virtually via the YouTube link listed on the agenda.

Public comments for Zoom teleconference meetings will only be accepted via email. Submissions should be sent to chancellor@nocccd.edu with “Public Comment” noted in the email subject line and must be received by 5:00 p.m. the day of the Board meeting. All submissions received will be read into the record at the Board meeting and must comply with the three-minute time limit.

The Board of Trustees reserves the right to change the order of the agenda items as the need arises.

All Board meetings, excluding closed sessions, shall be electronically recorded.

AGENDA:

1. a. **Pledge of Allegiance to the Flag**
- b. **Board of Trustees Roll Call**
- c. **Comments: Members of the Audience:** The Board respects the rights of members of the public to comment on matters under its jurisdiction. Members of the public may address the Board via email submissions which must be received by 5:00 p.m. the day of the Board meeting. All submissions received will be read into the record at the Board meeting and must comply with the three-minute time limit. The Board does not condone any defamatory accusations or complaints, including remarks which reflect adversely on the political, religious, or economic views, character, or motives of any person. Members of the audience bear the sole legal responsibility for any defamation actions that may be brought as a result of their comments or allegations.
- d. **Consider Non-Personnel block-vote items indicated by [] in Sections 3 & 4**
- e. **Consider Personnel block-vote items indicated by [] in Section 5**
Agenda items designated as block-vote items with [] are considered by the Board of Trustees to either be routine or sufficiently supported by back-up information so that additional discussion is not required. Therefore, there will be no separate discussion on these items before the Board votes on them. Block vote items will be enacted by one motion. An exception to this procedure may occur if a Board member requests a specific item be removed from block-vote consideration for separate discussion and a separate vote.

Public records related to the public session agenda, that are distributed to the Board of Trustees less than 72 hours before a regular meeting, may be inspected by the public by contacting the Chancellor’s Office.
- f. **Chancellor’s Report**
- g. **Comments:**

**Chancellor's Staff
Resource Table Personnel
Members of the Board of Trustees**

2. a. **Approval of Minutes of the Regular Meeting of January 26, 2021.**
- b. **CLOSED SESSION: Per the following sections of the Government Code:**

Per Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR IRMA RAMOS, VICE CHANCELLOR, HUMAN RESOURCES: Employee Organizations: United Faculty/CCA/CTA/NEA, Adjunct Faculty United Local 6106, CSEA Chapter #167, and Unrepresented Employees.

Per Section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE.

Per Section 54956.9(a): CONFERENCE WITH LEGAL COUNSEL: ANTICIPATED LITIGATION: One (1) Potential Case.

Per Section 54957: PUBLIC EMPLOYEE APPOINTMENT: Chancellor
3. **FINANCE & FACILITIES**
 - [a] It is recommended that the Board ratify purchase orders and checks. **(The Purchase Orders and Checks are available for review in the District's Business Office.)**
 - b. It is recommended that the Board review the District's Quarterly Financial Status Report as required by §58310 of Title 5.
 - c. It is recommended that the Board receive the Quarterly Investment Report and the Irrevocable Retiree Benefits Trust Report.
 - [d] It is recommended that the Board approve the second addendum to the Health Science Program Agreement – COVID-19 acknowledgement for on-site students required by the Regents of the University of California.
 - [e] It is recommended that the Board approve the utilization of NASPO ValuePoint Contract #MA16000234-2 with VWR International, LLC for the purchase of Laboratory Equipment and Supplies for the science labs in the new SEM building.
 - [f] It is recommended that the Board approve the purchase of the Eft-19 and 90MHz NMR spectrometers from Anasazi Instruments, Inc. in the amount of \$121,757.50 including tax and installation.
 - [g] It is recommended that the Board approve a contract to Exceltox Laboratories, LLC to provide COVID-19 testing to Cypress College in the amount of \$416,500.00
 - [h] It is recommended that the Board approve the Districtwide Network Refresh Project Phase 2 for a not to exceed cost of \$5,104,000.

- i. It is recommended that the Board receive and review the updated telecommunication standards.
- j. It is recommended that the Board approve the allocation of \$400,000 to support Diversity, Equity, Inclusion and Anti-racism work across the District.

4. **INSTRUCTIONAL RESOURCES**

- [a] Authorization is requested for Fullerton College and Cypress College to accept CRRSAA – HEERF II funds in the amount of \$35,820,321 due to the coronavirus.

5. **HUMAN RESOURCES**

- [a] Request approval of the following items concerning academic personnel:

Retirements
 New Personnel
 Leaves of Absence
 Temporary Academic Hourly

- [b] Request approval of the following items concerning classified personnel:

New Personnel
 Voluntary Changes in Assignment
 Professional Growth & Development
 Leaves of Absence

- [c] Request approval of Professional Experts.

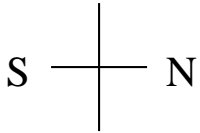
- [d] Request approval of short-term, tutors, interpreters and readers, professional medical employees, work-study/work experience, full-time students, and substitute (hourly) personnel.

- [e] Request approval of Volunteers.

6. **GENERAL**

- a. It is recommended that the Board take formal action on the report prepared by the Board ad hoc committee investigating allegations of trustee misconduct.
- b. It is recommended that the Board receive proposed, revised BP 2310 and direct that it be placed on a future Board meeting agenda for action.
- c. It is recommended that the Board receive as information revised AP 3725.
- d. It is recommended that the Board discuss any potential future agenda items.

It is the intention of the North Orange County Community College District to comply with the Americans with Disabilities Acts (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance, the North Orange County Community College District will attempt to accommodate you in every reasonable manner. Please contact the Chancellor's Office, at (714) 808-4797, at least 48 hours prior to the meeting to inform us of your particular needs so that appropriate accommodations may be made.



Board Room Seating Arrangement

Trustees

Dr. Barbara Dunsheath,
President

Jacqueline Rodarte,
Vice President

Ed Lopez,
Secretary

Jeffrey P. Brown,
Board Member

Stephen T. Blount,
Board Member

Ryan Bent,
Board Member

Evangelina Rosales
Board Member

Ester Plavdjian,
Student Member CC

Dr. Cheryl A. Marshall,
Chancellor

Chloe Reyes,
Student Member FC

Alba Recinos,
Recording Secretary

Lauren Mata,
Adjunct Faculty United

Fred Williams, Vice Chancellor
Finance & Facilities

Joseph Vasquez,
CSEA

Irma Ramos, Vice Chancellor
Human Resources

Christie Diep,
United Faculty

Constituent Groups

Chancellor's Staff

Dr. Cherry Li-Bugg, Vice Chancellor
Educational Services & Technology

Dr. Kim Orlijan,
FC Senate

Valentina Purtell,
President NOCE

Dr. Craig Goralski,
CC Senate

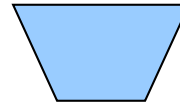
Dr. JoAnna Schilling,
President CC

Jennifer Oo,
NOCE Senate

Dr. Greg Schulz,
President FC

Lisa McPheron,
DMA

Kai Stearns,
Public & Governmental Affairs



Audience Seating

Entrance



NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	February 9, 2021	Resolution	<u> </u>
SUBJECT:	Ratification of Purchase Orders and Checks	Information	<u> </u>
		Enclosure(s)	<u>X</u>

BACKGROUND: Pursuant to the Purchasing Policy for the North Orange County Community College District, a summary of purchase orders and checks shall be submitted to the Board of Trustees for ratification at the first meeting of the Board following the issuance or prior to issuance where required.

The purchase order numbers P0143163 - P0143360, check numbers C0052368 - C0052412; F0269849 - F0270011; Q0007328 - Q0007463; 88509524 - 88510151; V0000000 - V0000000; 70113643 - 70113724; disbursements E8910988 - E8919383; and amended purchase orders have been processed since the previous Board meeting. Checks beginning with "C" are from the Cypress College Bursar's office; checks beginning with "F" are Fullerton College Bursar; checks beginning with "Q" are NOCE Bursar; checks beginning with "88" are District checks through the County Department of Education; checks beginning with "V" are District revolving checks; checks beginning with "7" are Cypress College Bursar's Office Student Refund Checks; and disbursements beginning with "E" are financial aid payments made electronically via the Bank Mobile disbursement process. These purchase orders and checks can be reviewed in the District's Business Office. All purchase orders and checks have been processed in accordance with the Plan of Implementation as approved by the Board pursuant to the concept of fiscal accountability.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse.

FUNDING SOURCE AND FINANCIAL IMPACT: Actual costs will be charged to applicable funds as goods and/or services are received.

RECOMMENDATION: It is recommended that the Board ratify purchase order numbers P0143163 - P0143360 through January 27, 2021, totaling \$915,486.14, and check numbers C0052368 - C0052412, totaling \$648,603.01; check numbers F0269849 - F0270011, totaling \$80,731.14; check numbers Q0007328 - Q0007463, totaling \$53,865.81; check numbers 88509524 - 88510151, totaling \$7,020,268.14; check numbers V0000000 - V0000000, totaling \$0.00; check numbers 70113643 - 70113724, totaling \$10,839.54; and disbursements E8910988 - E8919383, totaling \$9,322,713.18, through January 31, 2021.

Fred Williams



3.a.1

Recommended by

Approved for Submittal

Item No.

BOARD RECAP
FOR THE PERIOD JANUARY 6, 2021 THROUGH JANUARY 27, 2021
BOARD MEETING 2/9/2021

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0143163	Constant Contact, Inc	\$ 378.00		FC	Subscription Renewal
P0143164	American Society of Radiologic Technologies	\$ 974.70		CC	Instructional Supplies
P0143165	Amazon Business	\$ 814.81		FC	Theatre Supplies
P0143166	Community College League of California	\$ 295.00		AC	Excellence in Trusteeship Program Fee
P0143167	Amazon Business	\$ 38.67		CC	Books
P0143174	Nu-bird Inc	\$ 696.67		CC	Instructional Supplies
P0143175	Community College League of California	\$ 25.00		AC	Membership Fee
P0143176	Fullerton Photographics	\$ 320.02		AC	Photography Services
P0143177	North Orange County Chamber	\$ 1,200.00		AC	Event Sponsorship
P0143178	Amazon Business	\$ 179.93		CC	Instructional Supplies
P0143179	Quest Diagnostics Inc	\$ 1,400.00		CC	Covid19 Testing Lab Fees
P0143180	Monarch Link	\$ 600.00		FC	Institutional Membership
P0143181	Kilgore International Inc	\$ 79.93		CC	Instructional Supplies
P0143182	Community College League of California	\$ 22,994.00		CC	Library Subscription Fees
P0143183	Garden Grove Unified School District	\$ 5,000.00		NOCE	MOU -NOCE- NOCRC- Software Licenses Reimbursement
P0143184	Pathways of Hope	\$ 836.98		NOCE	Postage
P0143185	ARC Document Solutions LLC	\$ 2,704.41		NOCE	Office Supplies
P0143186	Foundation for California Community Colleges	\$ 38,921.00		CC	Software Subscription
P0143187	Rachel Andres	\$ 69.99		CC	Student Fees Reimbursement
P0143188	Orange County Business Council	\$ 5,000.00		AC	Institutional Membership
P0143189	Morrow Meadows Corp	\$ 58,120.00	Capital Outlay	AC	Installation of New Emergency Phone at AC
P0143190	City of Anaheim	\$ 35.00		NOCE	Business License Fee
P0143194	SARS Software Products Inc	\$ 2,100.00		NOCE	Software
P0143195	Grainger Inc	\$ 1,500.00		CC	Blanket Order for Hardware Supplies
P0143196	Flymotion Unmanned Systems	\$ 7,000.00		FC	Command Center Trailer Maintenance used for Drone Lab
P0143197	Third Degree Sportswear, Inc.	\$ 786.56		CC	Custom Shirts
P0143198	Amazon Business	\$ 1,154.47		FC	Instructional Lab Supplies
P0143202	Uline Inc	\$ 177.71		FC	Instructional Supplies
P0143203	Myers Tire Supply	\$ 9,782.49		FC	Automotive Equipment
P0143204	Fisher Scientific Co LLC	\$ 4,899.78		CC	Instructional Equipment
P0143205	Henry Schein Inc	\$ 233.07		CC	Instructional Supplies
P0143208	Global Equipment Co	\$ 164.86		FC	Corrugated Literature Mailers
P0143209	S/P 2	\$ 322.18		CC	Software Subscription
P0143210	Key Control Holding Inc	\$ 9,998.76		FC	Automotive Key Drawer System
P0143213	American System Integrators	\$ 34,336.65	Capital Outlay	NOCE	Installation of New Cameras at AC
P0143214	Kashmira Vyas	\$ 1,400.70		AC	Reimbursement - Printers
P0143215	Ivy Hwee	\$ 2,135.19		AC	Reimbursement
P0143216	Paul Espinosa	\$ 750.00		CC	Guest Speaker for Hispanic Heritage Month
P0143217	Community College League of California	\$ 11,623.14		FC	Subscription Renewal
P0143218	CarMax Auto Superstores California LLC	\$ 11,512.43		FC	Automobile for Automotive Department

Item No. 3.a.2

BOARD RECAP
FOR THE PERIOD JANUARY 6, 2021 THROUGH JANUARY 27, 2021
BOARD MEETING 2/9/2021

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0143219	CarMax Auto Superstores California LLC	\$ 14,752.93		FC	Automobile for Automotive Department
P0143220	Amazon Business	\$ 555.89		FC	Lab Supplies
P0143221	Journalism Assoc of Community Colleges	\$ 275.00		FC	Conference Registration Fees
P0143222	New Pig Corporation	\$ 1,494.13		FC	Laboratory Supplies
P0143223	MACS Worldwide	\$ 140.00		FC	Institutional Membership
P0143224	Midtronics Inc	\$ 4,790.08		FC	Battery Analyzer
P0143227	Cone Instruments LLC	\$ 128.76		CC	Instructional Supplies
P0143228	Johnson Controls Fire Protection LP	\$ 78,557.00		FC	Annual Fire Alarm Inspection and Testing
P0143229	King Van & Storage Inc	\$ 4,669.95		NOCE	Furniture Moving
P0143230	Amazon Business	\$ 2,329.35		FC	Instructional Lab Supplies
P0143231	Examity Inc	\$ 250.00		FC	Proctoring Services
P0143232	Amazon Business	\$ 309.81		NOCE	Books
P0143233	Temple University	\$ 5,000.00		CC	Student Leadership Advisory Council Fee
P0143234	Amazon Business	\$ 75.40		AC	Office Supplies
P0143235	Cameron Welding Supply	\$ 535.31		CC	Face Shield and Masks
P0143236	Cesar Ordiano	\$ 800.00		FC	Independent Contractor for Video Editing Services
P0143245	MB Painting	\$ 12,000.00	Capital Outlay	CC	Painting Piazza/Pool Deck & Humanities Bldg. @ CC
P0143246	Western Specialty Contractors	\$ 58,790.00	Capital Outlay	AC	AC Upper Deck Repairs
P0143247	Diamedical USA Equipment LLC	\$ 126.14		CC	Instructional Supplies
P0143249	National Print and Promo	\$ 87.06		AC	Office Supplies
P0143251	Amazon Business	\$ 818.90		FC	Instructional Lab Supplies
P0143255	Quest Diagnostics Inc	\$ 2,700.00		CC	Required Covid-19 Testing
P0143256	Grubhub	\$ 17.81		CC	Meal Vouchers
P0143257	Henry Schein Inc	\$ 28,268.22		CC	Classroom Equipment
P0143258	GPS Speakers & Events	\$ 12,000.00		FC	Guest Speaking Services
P0143259	US Bank	\$ 998.25		AC	2002 General Obligation Bond Fee
P0143262	River City Testing	\$ 10,850.00	Capital Outlay	AC	DSA Inspection for FC Sherbeck Field Light Poles, Pres Box, etc.
P0143263	Quizlet Inc	\$ 229.82		NOCE	Software
P0143264	Guidepost Solutions LLC	\$ 9,990.00	Capital Outlay	AC	FC Security Standards 2021 Refresh Project
P0143265	Triarch Incorporated	\$ 466.47		FC	Instructional Lab Supplies
P0143266	Amazon Business	\$ 224.03		CC	Instructional Supplies
P0143267	Sasco Electric	\$ 1,897.00		CC	Electrical for New Projector
P0143268	Orange County Air Conditioning	\$ 8,650.00	Capital Outlay	AC	Electrical Work at FC 700 Bldg
P0143269	Total Western Inc	\$ 5,775.00	Capital Outlay	AC	Installation of New Steam Valve FC 700 Bldg
P0143273	Snap-on Business Solutions	\$ 3,836.26		CC	Battery Chargers
P0143275	Concordance Healthcare Solutions	\$ 277.68		CC	Instructional Supplies
P0143277	CCP Industries Inc	\$ 1,000.00		CC	Blanket Order for Safety Supplies
P0143278	Sodexo Inc and Affiliates	\$ 10,572.68		FC	Catering for Food Bank Distribution
P0143279	Mitchell 1	\$ 343.82		FC	Sales Tax Fees

Item No. 3.a.3

BOARD RECAP
FOR THE PERIOD JANUARY 6, 2021 THROUGH JANUARY 27, 2021
BOARD MEETING 2/9/2021

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0143280	Sim Barhoum	\$ 1,250.00		AC	Diversity Speaker-Curriculum Transformation
P0143281	MyTy Inc	\$ 367.50		CC	Box Lunches for Student Event
P0143282	Pathways of Hope	\$ 1,917.67		NOCE	Reimbursement - Student Food Give-away
P0143283	Chefs Toys - Accusharp	\$ 9,833.84		CC	Culinary Supplies
P0143284	Amazon Business	\$ 52.78		CC	Covid19 Supplies
P0143285	Better Time Co	\$ 3,232.50		CC	Health Center Mobile App
P0143286	Ventura Educational Systems	\$ 743.48		FC	Software License
P0143287	Pocket Nurse Enterprises Inc	\$ 49.88		CC	Instructional Lab Supplies
P0143288	Sasco Electric	\$ 15,960.00	Bond	AC	Cable for New Instructional Bldg at FC
P0143289	Diamedical USA Equipment LLC	\$ 1,716.26		CC	Instructional Lab Supplies
P0143290	Lela Beck	\$ 643.88		CC	Reimbursement for Event Fees
P0143291	Jostens	\$ 29.08		FC	College Degrees
P0143292	Buddy's All Stars, Inc.	\$ 6,331.34		FC	Athletic Clothing
P0143293	Doing Good Works	\$ 1,066.62		FC	Custom Bags
P0143294	Mitchell 1	\$ 13,959.59		FC	Automotive Software
P0143295	Beyond Labz LLC	\$ 1,775.00		FC	Software
P0143296	PrestoSports Inc	\$ 1,750.00		CC	Blanket Order for Athletic Supplies
P0143297	Jostens	\$ 6.74		FC	College degrees
P0143298	Quest Diagnostics Inc	\$ 456.25		CC	Covid19 Testings
P0143299	Siemens Medical Solutions USA Inc	\$ 87,563.04		CC	Instructional, Instructional Equipment
P0143300	New England Biolabs	\$ 801.67		FC	Instructional Lab Supplies
P0143301	Vortex Industries Inc	\$ 5,010.00	Capital Outlay	AC	Installation of New Rolling Door at CC
P0143302	Glasby Maintenance Supply Co.	\$ 8,144.38		AC	Custodial Equipment
P0143303	Amazon Business	\$ 429.86		FC	Instructional Supplies
P0143304	Concordance Healthcare Solutions	\$ 7,683.85		CC	Instructional Lab Supplies
P0143305	Safe Hearing America Inc	\$ 2,026.50		AC	Testing for Hearing Conservation Program
P0143313	Custom Comet LLC	\$ 469.79		CC	Instructional Supplies
P0143314	American System Integrators	\$ 4,616.37	Capital Outlay	NOCE	Labor and Materials for Code Blue Emergency Phone at AC
P0143315	Pierce Company	\$ 3,210.20		CC	Instructional Lab Supplies
P0143317	Sodexo Inc and Affiliates	\$ 2,731.46		FC	FC Daycare Meals
P0143319	All In One Poster Company Inc	\$ 1,335.32		AC	Mandatory HR Posters
P0143322	Sweetwater Sound Inc	\$ 1,399.68		CC	Music Equipment
P0143324	Lucid Software Inc	\$ 5,300.00		CC	Software License
P0143325	American Association for Paralegal Education	\$ 519.75		FC	Institutional Membership
P0143326	Amazon Business	\$ 1,016.90		FC	Instructional Supplies
P0143327	Sodexo Inc and Affiliates	\$ 3,578.26		FC	Catering for Food Drive During Covid 19 Pandemic
P0143328	AES	\$ 11,362.24		FC	Automotive Equipment
P0143329	Buddy's All Stars, Inc.	\$ 7,758.44		FC	Athletic Supplies
P0143330	Merit Software	\$ 1,418.00		FC	Software Subscription

Item No. 3.a.4

BOARD RECAP
FOR THE PERIOD JANUARY 6, 2021 THROUGH JANUARY 27, 2021
BOARD MEETING 2/9/2021

PO	VENDOR NAME		AMOUNT	FUND	SITE	DESCRIPTION
P0143331	BSN Sports LLC	\$	2,540.73		FC	Athletic Clothing
P0143332	Performance Health Supply Inc	\$	849.67		FC	Medical Supplies
P0143339	Delillo Chevrolet Co	\$	38,024.35		FC	Automobile for Automotive Department
P0143340	California Council on Economic Education	\$	12,000.00		CC	Independent Contractor for Virtual Workshops
P0143341	MicaSense Inc	\$	5,955.25		FC	Drone Equipment for the Drone Lab
P0143342	USA Scientific Inc	\$	279.13		FC	Instructional Lab Supplies
P0143345	Thi Hoang Anh Tran	\$	250.00		CC	Student Fees Reimbursement
P0143346	Nicolette Garcia	\$	101.29		CC	Student Fees Reimbursement
P0143347	Norma Elizarraras	\$	115.70		CC	Student Fees Reimbursement
P0143348	HVAC Excellence, Inc.	\$	150.00		CC	Institutional Membership
P0143350	Careeramerica LLC	\$	29,250.00		CC	Financial Aid TV Services
P0143351	Careeramerica LLC	\$	58,500.00		CC	Financial Aid TV Services
P0143353	Blackbaud Inc	\$	10,339.92		FC	Software Subscription
P0143354	Careeramerica LLC	\$	11,850.00		FC	Financial Aid TV Services
P0143356	Amazon Business	\$	788.43		FC	Instructional Lab Supplies
P0143360	Sesac Inc	\$	1,828.70		FC	Software License Fee Renewal
			\$ 915,486.14			

Approved by: _____
Fred Williams, Vice Chancellor

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: February 9, 2021

SUBJECT: Quarterly Financial Status Report Ended
December 31, 2020

Action	_____
Resolution	_____
Information	X
Enclosure(s)	X

BACKGROUND: Pursuant to §58310 of Title 5 of the California Code of Regulations, the Chief Executive Officer of each community college district shall submit a report showing the financial and budgetary conditions of the district, including outstanding obligations, to the governing board on a quarterly basis.

The Chief Executive Officer of each community college district shall also prepare a quarterly report based on measurements and standards as established by the Board of Governors of the California Community Colleges and certified on forms provided by the State Chancellor. It is further required that this report be reviewed by the district governing board and entered into the minutes of a regularly scheduled meeting.

Accordingly, attached is the California Community Colleges Quarterly Financial Status Report form CCFS-311Q for the quarter ended December 31, 2020. This agenda item was submitted by Kashmira Vyas, District Director, Fiscal Affairs.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6300, Fiscal Management.

FUNDING SOURCE AND FINANCIAL IMPACT: The State Chancellor's Office requires that the District file a quarterly financial status report known as the CCFS-311Q. This agenda item does not result in any financial impact to the District.

RECOMMENDATION: It is recommended that the Board review the District's Quarterly Financial Status Report for the quarter ended December 31, 2020, as required by §58310 of Title 5.

Fred Williams

Recommended by



Approved for Submittal

3.b.1

Item No.

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-31 IQ

[VIEW QUARTERLY DATA](#)

[CHANGE THE PERIOD](#) ▼

Fiscal Year: 2020-2021

District: (860) NORTH ORANGE

Quarter Ended: (Q2) Dec 31, 2020

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2017-18	Actual 2018-19	Actual 2019-20	Projected 2020-2021
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	230,355,433	244,818,724	240,173,047	230,781,964
A.2	Other Financing Sources (Object 8900)	1,081,156	1,318,197	1,133,749	2,633,266
A.3	Total Unrestricted Revenue (A.1 + A.2)	231,436,589	246,136,921	241,306,796	233,415,230
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	208,361,366	223,669,028	230,570,313	228,446,502
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	3,169,502	4,817,194	17,599,992	8,512,391
B.3	Total Unrestricted Expenditures (B.1 + B.2)	211,530,868	228,486,222	248,170,305	236,958,893
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	19,905,721	17,650,699	-6,863,509	-3,543,663
D.	Fund Balance, Beginning	59,164,219	79,069,940	96,720,639	89,857,130
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	59,164,219	79,069,940	96,720,639	89,857,130
E.	Fund Balance, Ending (C. + D.2)	79,069,940	96,720,639	89,857,130	86,313,467
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	37.4%	42.3%	36.2%	36.4%

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

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

III. Total General Fund Cash Balance (Unrestricted and Restricted)		As of the specified quarter ended for each fiscal year			
		2017-18	2018-19	2019-20	2020-2021
H.1	Cash, excluding borrowed funds		117,889,009	135,363,248	120,404,290
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	79,555,296	117,889,009	135,363,248	120,404,290

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

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	Revenues:				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	214,813,750	230,781,964	109,766,828	47.6%
I.2	Other Financing Sources (Object 8900)	2,564,642	2,633,266	0	
I.3	Total Unrestricted Revenue (I.1 + I.2)	217,378,392	233,415,230	109,766,828	47%
J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	230,214,627	228,446,502	105,836,283	46.3%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	2,816,568	8,512,391	38,923	0.5%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	233,031,195	236,958,893	105,875,206	44.7%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-15,652,803	-3,543,663	3,891,622	
L	Adjusted Fund Balance, Beginning	89,857,130	89,857,130	89,857,130	
L.1	Fund Balance, Ending (C. + L.2)	74,204,327	86,313,467	93,748,752	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	31.8%	36.4%		

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

YES

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

Contract Period Settled (Specify) YYYY-YY	Management		Academic				Classi
	Total Cost Increase	% *	Permanent		Temporary		
			Total Cost Increase	% *	Total Cost Increase	% *	
a. SALARIES:							
Year 1: 2020-21			1,560,585	5.5%			
Year 2:							
Year 3:							
b. BENEFITS:							
Year 1: 2020-21			652,698				
Year 2:							
Year 3:							

* As specified in Collective Bargaining Agreement or other Employment Contract

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

During this quarter, District has settled negotiation with Faculty which includes an increase in salary of \$1,560,585, a one-time off schedule payment of \$5,750,000 and \$652,698 for health benefit dependent care premiums . These funds come from campus contingencies and District one-time funds.

d. Did any contracts settled in this time period cover part-time, temporary faculty? **NO**

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

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

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

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

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
		Resolution	_____
DATE:	February 9, 2021	Information	X
		Enclosure(s)	X
SUBJECT:	Quarterly Investment Report and Irrevocable Retiree Benefits Trust Report as of December 31, 2020		

BACKGROUND: Information is being presented to the Board on the status of the District's investments as well as the status of the assets in the Irrevocable Retiree Benefits Trust.

Quarterly Investment Report

The Quarterly Investment Report for the quarter ended December 31, 2020, is submitted for the District's funds in accordance with Section 53646 (b) of the Government Code. During the quarter, there has been no change to Board Policy 6320, Investments.

1. **The Orange County Treasurer's Money Market Educational Investment Pool.** As of December 31, 2020, the District had **\$351,202,181.74** on deposit. The total of the Orange County Treasurer's Combined Educational Investment Pool, at net book value, was **\$5,610,584,225** and the market value was **\$5,636,658,652**. This represents an unrealized gain for accounting purposes of approximately 0.46%, which equates to **\$1,632,164.37** for the District. This paper gain is the result of a decrease in interest rates, which caused the values to increase. The average net interest rate for the quarter ended December 31, 2020, was 0.80%. Net interest earned for the quarter totaled **\$677,018.66**.
2. **Cypress College and Fullerton College Investments.** As of December 31, 2020, the colleges' investments total **\$1,905,527.21**. This amount was invested in certificates of deposit with the interest rates varying from **0.15%** to **3%**.

Investments in the Orange County Treasurer's Money Market Educational Investment Pool and the Cypress and Fullerton Colleges' investments meet the standards of Board Policy 6320, Investments.

Irrevocable Retiree Benefits Trust Report

Starting in fiscal year 2017, after approval of action by the Board, the District began moving funds to its Irrevocable Retiree Benefits Trust ("Trust"). Investments of the Trust are made within the investment policy approved by the Retirement Board established for the Trust.

For the quarter ended December 31, 2020, the portfolio value changed from **\$117,510,769.76** to **\$130,466,659.06**, a change in value of **\$12,955,889.29**. No Contributions or withdrawals were made during this quarter. The time weighted return net of fees was **11.06%** quarter-to-date and **9.61%** inception-to-date.

This agenda item was submitted by Kashmira Vyas, District Director, Fiscal Affairs.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6320, Investments.

FUNDING SOURCE AND FINANCIAL IMPACT: Interest earnings can be used for purposes specified within the funds where they are earned.

RECOMMENDATION: It is recommended that the Board receive the Quarterly Investment Report and the Irrevocable Retiree Benefits Trust Report for the quarter ended December 31, 2020.

Fred Williams

Recommended by



Approved for Submittal

3.c.2

Item No.

Cash in County Treasury

As of December 31, 2020

General Fund	\$	120,404,289.57
Child Development Fund		285,926.80
FC Bursar Fund		2,309,594.53
CC Bursar Fund		1,098,294.77
Capital Outlay Fund		58,118,960.18
Self Insurance Fund		31,724,936.07
Retiree Benefit Fund		1,416,196.96
Student Financial Aid Fund		8,463,880.93
Bond Fund		127,380,101.93
Total	\$	351,202,181.74

ORANGE COUNTY TREASURER-TAX COLLECTOR
INVESTMENT POOL STATISTICS
 FOR THE MONTH AND QUARTER ENDED: December 31, 2020

INVESTMENT STATISTICS - By Investment Pool

DESCRIPTION	CURRENT BALANCES	Average Days to Maturity	Daily Yield as of 12/31/2020	MONTHLY Gross Yield	QUARTER Gross Yield	Current NAV
Orange County Investment Pool (OCIP)	MARKET Value \$ 5,496,853,516	227	0.714%	0.767%	0.874%	1.0047
	COST (Capital) \$ 5,470,276,051					
	MONTHLY AVG Balance \$ 6,401,432,470					
	QUARTERLY AVG Balance \$ 5,539,807,381					
	BOOK Value \$ 5,471,362,174					
Orange County Educational Investment Pool (OCEIP)	MARKET Value \$ 5,636,658,652	224	0.726%	0.700%	0.858%	1.0046
	COST (Capital) \$ 5,609,469,934					
	MONTHLY AVG Balance \$ 5,016,192,090					
	QUARTERLY AVG Balance \$ 4,944,596,853					
	BOOK Value \$ 5,610,584,225					

INVESTMENT STATISTICS - Non-Pooled Investments

DESCRIPTION	CURRENT BALANCE	INVESTMENT BALANCES AT COST
Specific Investment		
Funds:	MARKET Value \$ 112,114,988	John Wayne Airport Investment Fund 53,323,618
283, FVSD, CCCD	COST (Capital) \$ 108,995,752	Fountain Valley School District Fund 40 34,680,246
	MONTHLY AVG Balance \$ 108,322,085	CCCD Series 2017E Bonds 21,992,707
	QUARTERLY AVG Balance \$ 109,377,495	
	BOOK Value \$ 108,606,249	
		\$ 109,996,571

MONTH END TOTALS

INVESTMENTS & CASH		INVESTMENTS & CASH	
COUNTY MONEY MARKET FUND (OCMMF)			
County Money Market Fund	\$ 291,647,257	OCIP	\$ 5,570,849,154
County Cash & Cash Equivalent	100,573,103	OCEIP	6,142,496,539
EXTENDED FUND	10,476,413,443	Specific Investment Funds	109,996,571
EDUCATIONAL MONEY MARKET FUND (OCEMMF)		Non-Pooled Cash & Cash Equivalent	16,394,770
Educational Money Market Fund	311,685,285		
Educational Cash & Cash Equivalent	533,026,605		
NON-POOLED INVESTMENTS			
Non-Pooled Investments @ Cost	109,996,571		
Non-Pooled Cash & Cash Equivalent	16,394,770		
	\$ 11,839,737,034		\$11,839,737,034

KEY POOL STATISTICS

INTEREST RATE YIELD		WEIGHTED AVERAGE MATURITY (WAM)	
JOHN WAYNE AIRPORT - MONTHLY GROSS YIELD	0.095%	OCIP	227
OCIP - YTD NET YIELD	0.932%	OCEIP	224
OCEIP - YTD NET YIELD	0.932%	JOHN WAYNE AIRPORT	46
90-DAY T-BILL YIELD - MONTHLY AVERAGE	0.079%	LGIP (Standard & Pooors)	46

NOTE: The Portfolio Investment Inventory with Market Value Reports and the Detailed Transaction Reports do not include Money Market Mutual Fund balances and transactions invested in the Northern Trust Treasury Portfolio Money Market Mutual Fund, and due to this, the totals above will not match the totals in those reports.

CYPRESS COLLEGE INVESTMENTS
MONTH ENDING December 31, 2020

<i>FUND</i>	<i>TYPE</i>	<i>ISSUER</i>	<i>MATURITY DATE</i>	<i>DOLLAR VALUE</i>	<i>INTEREST RATE</i>
<i>Bursar's Office (6 mos - 2 years)</i>	CD # OBP-774145	Union Banc	9/27/2020	\$ 700,000.00	1.85%-2.00%
<i>(3 years)</i>	CD # 911593-41	Schools 1st FCU	1/22/2023	\$ 111,559.63	2.270%
<i>(3 years)</i>	CD # 0092620172-1000	East West Bank	3/28/2021	\$ 250,094.67	0.145%
<i>(3 years)</i>	CD # 920880751-293841	NuVision FCU	1/22/2023	\$ 278,035.95	2.430%
<i>Total Bursar Investments</i>				<u>\$ 1,339,690.25</u>	
<i>Associated Students</i>	CD # 911593-40 (3 Years CD)	Schools 1st FCU	10/8/2022	\$ 167,582.13	2.47%
<i>Total Associated Students</i>				<u>\$ 167,582.13</u>	
<i>Total Investments</i>				<u><u>\$ 1,507,272.38</u></u>	

Note: \$1,000,000 invested in OC Investment Pool through District

**Fullerton College
Investment Report
For Period Ended 12/31/20**

Fund	Investment Type	Issuer	Interest Rate	Maturity Date	Estimated Value
Assoc. Students	CD	Schools First Federal Credit Union	3.000	8/13/2024	148,152.21
Assoc. Students	CD	Schools First Federal Credit Union	2.250	8/2/2022	107,922.71
Bursar	CD	Schools First Federal Credit Union	1.000	9/14/2021	108,790.68
Assoc. Students	CD	Schools First Federal Credit Union	0.900	9/14/2021	33,389.23
					<u>\$ 398,254.83</u>

Note: \$2,000,000 invested with County Department of Education (with interest accrued)

Irrevocable Retiree Benefits Trust
Performance Report
Quarter Ended 12/31/20

	Quarter ended <u>12/31/20</u>
Portfolio Value as of 9/30/20	\$ 117,510,769.77
Contributions	-
Withdrawals	
Income Received	2,997,436.03
Change in Market Value	10,061,856.27
Portfolio Fees	<u>(103,403.01)</u>
Portfolio Value on 12/31/20	<u><u>\$ 130,466,659.06</u></u>

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
		Resolution	<u> </u>
DATE:	February 9, 2021	Information	<u> </u>
		Enclosure(s)	<u> X </u>
SUBJECT:	Addendum to the Health Sciences Program Agreement - COVID-19 Acknowledgment for On-site Students required by The Regents of the University of California		

BACKGROUND: The District, on behalf of Cypress College routinely enters into clinical affiliation agreements with various agencies. The District has entered into an agreement with The Regents of the University of California on behalf of University of California, Irvine, School of Medicine (UCIMC) to provide our students with clinical experience required for them to complete their Health Sciences and/or Human Services programs.

However, as a condition of participation, UCIMC required an addendum to the education agreements that explicitly released them from any liability as a result of one of our employees and/or students contracting COVID-19 while performing the clinical assignments at UCIMC.

The first addendum, as required by the University, established that UCIMC would not assure any of the District's students or faculty members will not become infected with COVID-19 by virtue of their participation in training activities at the University medical center. As such, in addition to the indemnification clauses of the agreements, the District was required to defend and indemnify the UCIMC from any and all claims, suits, or filings, in court or otherwise, that the allege or contend that as a result of negligent conduct by UCIMC, a student or employee of the District, or the relative or live-in partner of student or employee of the District, was infected by COVID-19 as a result of participation in learning or training activities at the University medical center pursuant to the agreements. In the event of a claim, suit, or filing, the University and its medical center would fully cooperate with the District in the defense of any such legal action, in order to help defeat any such claims, suits, or filings.

At its September 9, 2020 meeting, the Board approved the first addendum. However, there were areas of concern with UCIMC requiring the District to defend and indemnify UCIMC for all claims for their negligent conduct. In addition, UCIMC included language such as, relatives and live-in partners in the addendum.

After extensive discussions with the four Orange County Community College Districts and UCIMC legal counsel, language to the original addendum was revised. The language relatives or live-in partners was removed, and new language states that in no case, though, shall the liability of the District to defend and indemnify UCIMC exceed the limitations of the District's insurance coverage (\$25,000).

The second addendum shall cover the period of January 1, 2021 to June 30, 2021. It is unknown at this time whether we will need to extend this agreement and addendum or negotiate new language for the Fall 2021 semester. While alternative clinical sites are being sought for, no viable options have been identified at this time.

This agenda item was submitted by Fred Williams, Vice Chancellor, Finance & Facilities.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This agenda item is submitted in accordance with Board Policy 6150, Designation of Authorized Signatures.

FUNDING SOURCE AND FINANCIAL IMPACT: There is a potential for financial impact to the Self Insurance Fund for any Workers Compensation claims received. Indemnification and defense of UCIMC, in no case, would exceed the limitations of District's insurance coverage.

RECOMMENDATION: It is recommended that the Board approve the second addendum to the Health Science Program Agreement – COVID-19 acknowledgement for on-site students required by the Regents of the University of California and accept the revised addendum language. Authorization is further requested for the Vice Chancellor, Finance & Facilities to execute any agreement or documents on behalf of the District.

Fred Williams

Recommended by



Approved for Submittal

3.d.2

Item No.

**Second Addendum to UCI Health Science Agreements
COVID-19 Acknowledgment for On-site Students**

Notwithstanding any other provision of the underlying Agreements pertaining to **Cypress College/North Orange County Community College District (“Affiliate”)**, School acknowledges the following:

A healthcare emergency as defined by the Governor of the State of California currently exists as result of the COVID-19 Pandemic. Southern California, including Orange County, is currently experiencing increased infection activity throughout the population.

UC Irvine Medical Center (“UCIMC”) currently provides care and treatment to individuals who suffer from COVID 19 in both its inpatient and outpatient facilities.

Affiliate, its employees, faculty, and students, individually and collectively, know that participation in the training program at UCIMC may directly or indirectly expose individuals to persons suffering from COVID 19. UCIMC shall take such steps as it, in its sole discretion, deems necessary and appropriate to minimize the risk to students/trainees and faculty of becoming infected with COVID-19 while on the premises of UCIMC. HOWEVER, UCIMC cannot assure any student or faculty member that they will not become infected with COVID-19 by virtue of their participation in training activities at UCIMC. In addition to Section VII (Indemnification) of the Agreements, Affiliate hereby agrees to defend and indemnify UCIMC from any and all claims, suits, or filings, in court or otherwise, that result in a final judgment which finds that as a result of negligent conduct by UCIMC, a student or employee of Affiliate, was infected by COVID-19 as a result of participation in learning or training activities at UCIMC pursuant to the Agreements. In no case, though, shall the liability of the Affiliate to defend and indemnify UCIMC exceed the limitations of Affiliate’s insurance coverages. This duty to defend and indemnify shall survive the expiration of the Addendum and of the Agreements.

This Second Addendum and the underlying contract shall be in effect commencing January 1, 2021 and both this Addendum and the underlying Agreement shall expire June 30, 2021.

This Addendum shall have no force and effect in the event of any subsequent state or federal legislation that would relieve the Affiliate of liability.

Peter Schneider
Chief Health Sciences Counsel
University of California, Irvine Medical Center

Date

Fred Williams
Vice Chancellor
North Orange County Community College
District

Date

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: February 9, 2021 Resolution
SUBJECT: Approval of Utilization of Contract with Information
VWR International, LLC for Laboratory Enclosure(s)
Equipment and Supplies

BACKGROUND: The District wishes to utilize the National Association of State Procurement Officials (NASPO) ValuePoint cooperative Master Agreement #MA16000234-2 with VWR International, LLC. to procure laboratory equipment and supplies for the science labs in the new SEM Building and future purchases on an as needed basis. The agreement was approved for use in California by the Department of General Services, Master Agreement 7-16-99-26-02.

Using these contracts will allow the District to purchase laboratory equipment and supplies for the labs in the new SEM building and future purchases for on an as-needed basis. These cooperative contracts were competitively bid by the State of Idaho and also meet the legal requirements to piggyback, set forth in the Public Contract Code #20652.

This agenda item was submitted by Alexander Porter, Cypress College, Vice President, Administrative Services & Michael Zari, Project Manager, Campus Capital Projects.

How does this relate to the five District Strategic Directions? This item responds to Direction Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

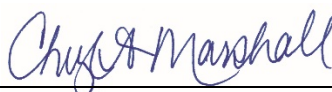
How does this relate to Board Policy: This agenda item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse and Board Policy 3720, Computer and Electronic Communications Systems

FUNDING SOURCE AND FINANCIAL IMPACT: The laboratory equipment and supplies purchases will be charged to Measure J bond funds for furniture, fixtures and equipment (FF&E)

RECOMMENDATION: It is recommended that the Board approve the utilization of NASPO ValuePoint Contract #MA16000234-2 with VWR International, LLC for the purchase of Laboratory Equipment and Supplies for the science labs in the new SEM building in the estimated amount of \$1.8 million and any future purchases on an as needed basis. It is also recommended that the Board authorize the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to proceed with any future renewals, extensions and addendums of the contract approved for use in California by the Department of General Services.

Fred Williams

Recommended by



Approved for Submittal

3.e

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
Resolution
DATE: February 9, 2021 Information
Enclosure(s)
SUBJECT: Authorization to Approve the Sole Source
Purchase of Anasazi Instruments for the
Science lab at the new Science,
Engineering, and Math (SEM) Building at
Cypress College

BACKGROUND: California Public Contract Code Section 20111 requires school districts to advertise publicly for bids for the purchase of goods involving an expenditure that exceeds the current threshold for bidding, which is \$96,700 for the 2021 calendar year. However, Public Contract Code section 3400 permits public entities to make an exception to the public bidding requirements when the necessary products, hardware, equipment, materials, supplies are only available from one source.

Cypress College is requesting to purchase the Eft-19 and 90MHz NMR spectrometers from Anasazi Instruments, Inc. The cost of the spectrometers is estimated at \$121,757.70 including tax and installation which is above the bid threshold. Staff has done extensive research and Eft spectrometers are the most stable magnetic field of any permanent instrument in the market, and no other spectrometers are made at 90MHz. Anasazi Instruments, Inc. is the sole source provider for the desired spectrometers.

This agenda item was submitted by Alexander Porter, Cypress College, Vice President, Administrative Services & Michael Zari, Project Manager, Campus Capital Projects.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for this purchase will come from allocated Measure J bond funds for furniture, fixtures, and equipment (FF&E).

RECOMMENDATION: It is recommended that the Board approve the sole source purchase of the Eft-19 and 90MHz NMR spectrometers from Anasazi Instruments, Inc. in the amount of \$121,757.50 including tax and installation. Authorization is further requested for the District Director, Purchasing, to issue a purchase order on behalf of the District.

Fred Williams

Recommended by



Approved for Submittal

3.f

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: February 9, 2021 Resolution _____
Information _____
Enclosure(s) _____

SUBJECT: Contract with Exceltox Laboratories, LLC
to provide COVID-19 testing services to
Cypress College

BACKGROUND: Despite the onset of the Coronavirus (COVID-19) pandemic, Cypress College continues to provide instruction, student support services, and athletic programs for students, with the participation of faculty, staff, and management personnel. Although most services and activities occur remotely and/or online, there are activities that require in-person attendance. These activities include clinical related programs in Health Sciences and athletic activities (conditioning/practice/competition).

In order to provide a safe environment for students, faculty, staff, and management, the College has worked with our Campus Health Center, faculty, staff, and management to develop a testing program to administer COVID-19 testing for Cypress College student activities that require in-person attendance. This testing program was developed with consideration to current county, state, and federal COVID-19 related protocols and the California Community College Athletic Association recommendations. This program will administer both antigen and polymerase chain reaction (PCR) testing in varying combinations to students and activity affiliated faculty/staff/management personnel to satisfy the established testing program.

Through June 30, 2021, the college is estimated to administer approximately 28,000 antigen tests and 3,500 PCR tests to students, faculty, staff, and managers that are participating in these in-person student activities. Currently, the college is able to receive antigen testing kits from the Orange County Health Care Agency for free, depending on kit availability. However, PCR testing requires services from a licensed laboratory. The college established a per test fee of \$85 with Exceltox Laboratories, LLC to provide these services. At the agreed rate, the college is seeking to establish a contract with Exceltox Laboratories, LLC for \$297,500 (\$85 x 3,500 tests).

This agenda item was submitted by Alexander Porter, Vice President, Administrative Services.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1 - Student Experience & Success - NOCCCD will provide comprehensive support, equitable opportunities, cocurricular programming, and clear pathways to ensure that students achieve their educational and career goals; Strategic Direction #2 - Employee Experience - NOCCCD will provide an inclusive, equitable, and welcoming environment to support the wellbeing and professional growth of all employees; and District Strategic Direction #3 - Stewardship of Resources: NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse.

FUNDING SOURCE AND FINANCIAL IMPACT: This contract will be funded using funds provided by the federal government via the CARES Act.

RECOMMENDATION: It is recommended that the Board approve a contract with Exceltox Laboratories, LLC to provide COVID-19 testing to Cypress College in the amount not to exceed \$297,500. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the contract and related documents on behalf of the District.

Fred Williams

Recommended by



Approved for Submittal

3.g.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	
DATE:	February 9, 2021	Information	
		Enclosure(s)	
SUBJECT:	Districtwide Network Refresh Project Phase 2 Change Order and Timeline Extension		

BACKGROUND: In 2016 the Board approved a project to replace the aging District network with an estimated total cost of \$25,000,000. On July 23, 2019, the Board adopted Resolution No.2019/20-01 authorizing the Districtwide Network Refresh Project phase one in the amount not to exceed \$18,650,875.08 to Vector Resources Inc. dba VectorUSA, under various California Multiple Award Schedule Contracts issued by the State of California Department of General Services Procurement Division (“CMAS”). A change order to the first phase was approved by the Board on June 23, 2020; the approved change order increased the total project cost by \$314,539.67 and extended the total project timeline to December of 2021. On October 13, 2020, the board authorized the expenditure of \$645,882.52 for networking equipment for Cypress College new construction.

Phases for this project were adopted to ensure that project was able to adapt to changes in technology to maximize the investment of the District. Phase 2 is comprised of three separate categories: 1) items that were intentionally omitted in Phase 1 to ensure the most appropriate and current technology was purchased; 2) items identified during the project implantation that are critical; and 3) items that are impacted due to COVID-19. The total not to exceed amount for Phase 2 is \$5,104,000.

The first category includes additional network switches, outdoor wireless access points, and uninterrupted power supplies across all campus locations. Firewalls for the District’s disaster recovery site is also implemented in the project.

Additional access switches, power supplies, cables	\$ 1,600,000
Outdoor wireless	\$ 600,000
IDF/BDF and Secondary UPS’s and PDU’s	\$ 1,200,000
Disaster Recovery Firewall	\$ 50,000
Not to exceed	\$ 3,450,000

The second category of items that were identified during the implementation of the project include network equipment for Fullerton College’s new construction, additional cable and coring to ensure safe and appropriate pathway for the network, proper removal of legacy cabling, correct level of equipment support, a networking tool connecting physical and cloud systems, and ensuring the digital voice and fax platform is uniform across the District.

Fullerton College Instructional Building (IB) Network	\$ 665,000
Additional cable requirements for the Fullerton IB	\$ 280,000
Additional cable pathway and clean up	\$ 145,000
Infoblox cloud synchronization	\$ 55,000
Voice system unified licensing	\$ 13,000
Voice system additional hardware	\$ 90,000
Voice system digital faxing	\$ 25,000
Switch maintenance upgrade	\$ 42,000
Design and discovery	\$ 37,000
Not to exceed	\$ 1,352,000

Impact from COVID-19 has also forced the District IT teams to react and introduce new technologies to support students and employees. The third category of Phase 2 will also include support to help streamline some of those technologies such as the digital voice system and managed vendor support.

Voice system COVID-19 impact	\$ 42,000
Vendor supported managed services	\$ 260,000
Not to exceed	\$ 302,000

Additional impact from COVID-19 is on the project timeline as labor and equipment availability has been and continue to be inconsistent. The anticipated implementation from the June 23, 2020 Board item was to be completed within 762 days. This change request, especially the amount of time needed to have the additional contracts added to CMAS, and COVID-19 impact would extend the total contract by another 190 days - the new anticipated completion timeline is May 2022.

This agenda item was submitted by Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology, in consultation with the campus Academic Computing Managers.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #3 - Stewardship of Resources: NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This agenda item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse and Board Policy 3720, Computer and Electronic Communications Systems.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for this project is from both Capital Outlay and Bond funds.

RECOMMENDATION: It is recommended that the Board approve the Districtwide Network Refresh Project Phase 2 for a not to exceed cost of \$5,104,000; the total project cost of not to exceed \$24,715,297 still stands. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to issue purchase orders or execute any agreement on behalf of the District.

Fred Williams



3.h.2

Recommended by

Approved for Submittal

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: February 9, 2021

SUBJECT: Telecommunication Standards

Action	_____
Resolution	_____
Information	X
Enclosure(s)	X

BACKGROUND: On October 28, 2003, the Board adopted Resolution No. 03/04-04 to designate a District Standard Materials and Equipment. In order to keep up with changing trends and ensure that the District has an updated set of standards that will enable the facility systems design process to be more uniform, and, thus, more conducive to operations, maintenance, and repair. Telecommunication standards were developed as a component of the District Standard Materials and Equipment. On May 26, 2015 the first District wide Telecommunication standards was approved by the Board. In the resolution, the Vice Chancellor, Finance and Facilities, was authorized without further action or authority of the Board of Trustees to amend from time-to-time, the materials and/or equipment included in the Building Design Standards as necessary or appropriate.

Technology has continued to evolve from the original standards adopted in 2015. These telecommunication standards have required significant changes and additions throughout its lifecycle including new wireless standards. After a thorough process, a homogenous set of design guidelines has been compiled. Collaboration between the Academic Computing Technology areas at Fullerton College, Cypress College, North Orange Continuing Education and District Information Services, has provided significant improvements to these infrastructure standards. This document provides an Architect, Electrical Engineer, HVAC Consultant, Civil Consultant and Telecommunication Consultant with the basic requirements and standards for network cabling infrastructure, providing for the greatest longevity and functionality of current and future application areas. The compilation is a living document that could be updated at any given time in the event technologies change and/or products become obsolete or they advance technologically.

This agenda item was submitted by Richard Williams, District Director, Facilities Planning & Construction.

How does this relate to the five District Strategic Directions? This item responds to. District Strategic Direction #3 - Stewardship of Resources: NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

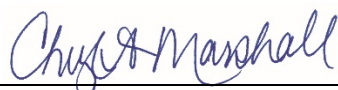
How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse.

FUNDING SOURCE AND FINANCIAL IMPACT: There is no financial impact.

RECOMMENDATION: It is recommended that the Board receive and review the updated telecommunication standards.

Fred Williams

Recommended by



Approved for Submittal

3.i

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
		Resolution	_____
DATE:	February 9, 2021	Information	_____
		Enclosure(s)	X
SUBJECT:	Strategic Plan Fund Allocation: Diversity, Equity, Inclusion, and Anti-racism		

BACKGROUND: The Strategic Plan Fund was set up over five years ago by the Board of Trustees to support projects that would contribute to strategic directions. The \$1 million allocation has not been used in the past four years. With the new Educational and Facilities Master Plan and our renewed commitment to Diversity, Equity, Inclusion and Anti-racism (DEIA), now is a good time to earmark a portion of these dollars, \$400,000, to support campus and District-wide initiatives.

Approval Process

- The funding proposal was reviewed and supported by CBF on December 8, 2020.
- DCC reviewed and supported the proposal on January 25, 2021.

Suggested DEIA Allocations

Based on a review of the campus reports, meetings with the DEI Faculty Fellows, campus Task Forces, United Faculty RJEC, and discussion in Chancellor’s Staff, the following items are consistently mentioned and have been recommended as initial action items to begin to address DEIA, social justice, and anti-blackness in our District.

Proposed Initial Actions and Initiatives that Require Additional Funds:

- Legacy and Umoja Program support
- Mental health counseling
- Mentoring for employees and students
- Student internships
- Expansion of DEI Faculty Fellows
- Expansion of the Future Instructor Training Program
- Trained Facilitators to guide discussions on DIEA (External and Internal)
- Professional development
- Stipends for work on selected projects at each campus

A full report providing context, updates, and possible future actions is included.

Initial Distribution of Proposed \$400,000 Allocation

Budget Center	Spring 2021*	2021-22 Year
Cypress College and Fullerton College	\$35,000 each	\$110,000 each
NOCE	\$15,000	\$40,000
Districtwide or District Services	\$15,000	\$40,000

* Funds would rollover if not spent

Reporting and Accountability

To ensure transparency and accountability, reports from each campus and District Services would be provided to CBF, DCC, and the Board of Trustees on a quarterly basis with the first report due in April 2021.


How does this relate to the five District Strategic Directions? This item responds to District Strategic Directions 2) Employee Experience – NOCCCD will provide an inclusive, equitable, and welcoming environment to support the wellbeing and professional growth of all employees, and 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is in accordance with Board Policy 3250, Institutional Planning and Board Policy 7100, Commitment to Equal Employment Opportunity and Diversity.

FUNDING SOURCE AND FINANCIAL IMPACT: The Strategic Plan Fund.

RECOMMENDATION: It is recommended that the Board approve the allocation of \$400,000 to support Diversity, Equity, Inclusion and Anti-racism work across the District.

Cheryl Marshall
Recommended by


Approved for Submittal

3.j.2
Item No.

Report to the Board of Trustees: Diversity, Equity, Inclusion, and Anti-Racism

Introduction

NOCCCD has long demonstrated a strong commitment to diversity, equity, and inclusion for all of its employees and students. The heightened awareness generated by the Black Lives Matter movement has created even more opportunities for removing systemic barriers in regards to DEIA. Over the past nine months, meaningful discussions have occurred at NOCCCD, plans have begun to take shape, and many employees have dedicated time and energy to initiating action steps. This report outlines the work underway and presents possible next steps for continuing the progress.

CURRENT ACTIVITIES

District-wide

Educational and Facilities Master Plan

During the creation of the *Educational and Facilities Master Plan 2021-30*, administrators, staff, faculty, and students all stressed the importance of identifying and eliminating racism as a core belief and guiding principle. New educational initiatives were added to the *Master Plan* with programmatic recommendation including the development of a District-wide Diversity, Equity, Inclusion, and Anti-Racism Council and increased coordination with external community groups and organizations.

Facilitation and Training with Dr. Frank Harris

The District has contracted with Dr. Frank Harris from the Community College Equity Assessment Laboratory at SDSU to provide customized professional development, coaching, and facilitation. Chancellor's Staff is working with Dr. Harris once a month to develop leadership competencies related to DEIA, and the CEOs have access to one-on-one coaching. He has been presenting and facilitating at both District and Campus meetings and workshops.

Leadership Meetings

To provide an opportunity for open discussion and sharing of information, the CEO's have been meetings with campus groups. President Schulz and President Schilling are meeting regularly with their respective task forces – the Black Faculty and Staff Collective at Fullerton College and the Black Lives Matter Task Force at Cypress College. The Chancellor has been invited and attended several of these meetings. President Purtell has incorporated DEIA into numerous meetings and initiatives described below, and the Chancellor is meeting monthly with several NOCE faculty members. All four CEOs are meeting monthly with the United Faculty Racial Justice and Equity Committee.

Support of Faculty and Staff Associations

NOCCCD currently has seven faculty and staff associations that help with community outreach and retention for Black, Indigenous, People of Color (BIPOC), LGBTQ+, and advocates for disability rights. The associations enhance belonging and promote mentorship opportunities, collaboration, scholarships for BIPOC students, educational activities, and community awareness and involvement.

DEI Faculty Fellows

The formation of the DEI Faculty Fellows in 2017 by the Office of Diversity & Compliance has been a critical impetus for making strides forward on District-wide initiatives. The current Faculty Fellows are: Dr. Annette Letcher from Cypress College, Dr. Leonor Cadena from Fullerton College, and Ranmalee Perera from NOCE. Some examples of their outstanding work are the Curriculum Transformation Seminar, the Future Instructor Training Program, the Pluralism, Equity, and Inclusion Series, and the Faculty of Color Survey.

- The **Curriculum Transformation Seminar** is a week-long training program held each year in January for faculty to develop culturally-responsive materials and activities for their courses. Eighty-eight faculty have participated in the seminar over the past four years.
- The **Future Instructor Training Program** is usually held each fall to mentor graduate students who want to teach in community college. Many of our full-time faculty have served as mentors. The current cohort can be seen at [NOCCCD | Future Instructor Training Program](#).
- In spring 2020, the Fellows developed, administered and analyzed the **Faculty of Color Survey**. They will be conducting focus groups in the next month to take a deeper dive into the initial findings, and will then share themes through a variety of District-wide communication.

Hiring Process Improvements

Numerous improvements have been made to the District's hiring process in the past few years and it is an opportune time to make additional changes. Recent progress includes:

- Edited the minimum and desired qualifications
- Added inclusive language to the job announcement
- Created inclusive hiring toolkits
- Implemented an equity-minded applicant evaluation process
- Trained search committee members
- Captured adjunct applicant data
- Developed demographic availability data for HR and search committees to assess the diversity of applicant pools
- Disaggregated current employee data by campus and department to identify where underrepresentation exists
- Annual reporting to the Board on hiring trends

Revisions to Management Evaluation Process

Over the past year, the Chancellor and DMA have partnered to make improvements to the Management Evaluation process and tools, including the incorporation of DEIA as a competency area. Specific recommendations are forthcoming and will be shared with Chancellor's Staff and DCC.

Campus Safety

Changes and improvements to Campus Safety practices, procedures, and professional development were underway prior to last fall. This work has continued with a heightened sense of the need to incorporate DEIA best practices. Currently, Administrative Procedure 7600 is being reviewed and proposed revisions will be shared in open forums and other meetings before a final draft is presented to DCC. The District has also engaged a consultant to develop Standard Operating Procedures for our Campus Safety officers, including language on conduct and professional standards, use of force, required trainings, and limits of authority.

Representation on DEI State Task Forces

Vice Chancellor of Human Resources Irma Ramos is a member of the DEI Implementation Workgroup and Cypress College President JoAnna Schilling represents Region 10 on the CEO Statewide Implementation Taskforce. Their participation provides access to information and they help shape statewide policies and practices.

Cypress College

Although Cypress College has been actively engaged in building the capacity of the campus in equity-minded work, the past year has caused the college to view this work even more urgently to focus on ensuring the college is embracing the work of anti-racism on behalf of its employees and students. From 2020-2021, the following is a sample of things Cypress College has implemented in support of the focus on anti-racism of faculty and students.

DEI Committee – provides oversight for all DEI activities on campus

- Implemented a Common Books Series: *White Fragility* (2019), *Distance Between Us* (2020), *Caste* (2021)
- Provided oversight for the Equity Leadership Alliance (choosing participants, overseeing the projects, assessing their success, promoting and sharing on campus)

Guided Pathways Title V Grant

- This \$2.8 million grant, awarded in October 2019, has allowed the college to refocus on Guided Pathways work in equity. The real work began in summer 2020 with a six-week training for all of the Peer and Data coaches at the USC Center of Race and Equity.
- Cypress College presented on their Guided Pathways model at the statewide Pathways to Equity Conference. *(See Guided Pathways and Equity charts attached)*

Equity Leadership Alliance member

- Cypress College joined 50 other community colleges as a charter member of the Equity Leadership Alliance, hosted by USC's Center of Race and Equity.
- The college implemented a student survey on race and equity in November 2020 (results to be shared spring 2021) and will be participating 12 monthly e-convenings for five participants each month.
- Current trainings have resulted in two FLEX Day presentations on equity and a development of an Implicit Bias Tool which was shared in every divisions on Opening Day.
- A total of 60 employees and students will participate in 202-2021 in these e-convenings. *(See e-convening topics and schedule attached)*

Six-week Equity Trainings for Campus Leadership

- From July 2020-September 2020, 40 campus employees participated in a six-week training, also hosted by the USC Race and Equity Center.
- The Cypress Executive Team, Academic and Student Services Deans, and Academic Senate Executive Team all participated in one training, and the Peer and Data Coaches who are leading the Completion Teams, participated in another six-week training.
- These trainings assisted our campus leadership support a better understanding across the campus to promote, support, and engage in race conscious leadership and equitable goal-setting.

Equity Retreats/Strategic Planning

- 100 campus employees participated in two equity workshops in November 2020 to lay the groundwork for the development of a Cypress College DEI Framework.
- The second Equity Retreat will be convening on March 5, 2021 to continue this work, which will, in turn, provide the basis to align the Framework with the revision of our 2021-2024 Strategic Plan.
- The college will be meeting on April 23, 2021 to begin the Strategic Plan, by aligning it with the District EFMP Strategic Directions and the DEI Framework. The final Strategic Planning Retreat will be held in fall 2021 to finalize the Strategic Plan and ensure the goals and resource allocation are grounded in equity.

Black Lives Matter Oversight Taskforce

- In July 2020, as a response to the social unrest in June, two town halls and focus groups were held with black employees and students. This led to the formation of the BLM Oversight Task force and BLM Recommendations. *(See Recommendations attached)* Dr. Schilling, Dr. Marshall, and/or senior leadership meets monthly with this taskforce to review progress on the plan and timeline for implementation.
- Academic Senate has adopted a resolution in support of the BLM Task force recommendations. *(See Senate Resolution attached)*

Creation of Equity Spaces on Campus

- In spring 2021, the campus completed work on new Legacy Program and Punte Program spaces, both located on the first floor of the Humanities Building. They will be opened when staff and students are back on campus in fall 2021.

Equity Alliance Sub-Committee

- The Equity Alliance sub-committee has representatives from all constituent groups working on equity issues. *(See DEI -SEA Flow chart attached)*

Curriculum Audit

- In January 2021, 15 faculty met for a three-day workshop to review their syllabi, courses, and reading materials with the goal of refocusing their courses to ensure an anti-racist lens.

Speakers/Presentations

- Opening Day 2020 and 2021 featured panels, interviews, student voices, and guest presentations focused on the message of anti-racism.
- Black History Month 2021 will feature Dr. Frank Harris leading a town hall with students and Dr. Angela Davis in a roundtable discussion with Professional Development coordinators

Fullerton College

The faculty, staff and students of Fullerton College have engaged in a number of Diversity, Equity, Inclusion & Antiracism (DEIA) activities in an ongoing effort to create and sustain a learning and working environment that is antiracist.

Partnership with the USC Race and Equity Center

- Fullerton College is a member college in the California Community College Equity Leadership Alliance, led by the USC Race and Equity Center. As a member college, faculty and staff have been participating in a monthly e-convening series focused on racial equity (see attached flyer).
- In partnership with the USC Race and Equity Center, the College invited all students to participate in a comprehensive campus climate survey last fall. The survey results will be available this spring and the College will utilize the data to gain a deeper understanding of student experiences and develop plans for improving racial equity on campus.
- Last summer, the College welcomed Dr. Shaun Harper, Executive Director of the USC Race and Equity Center, to facilitate a session titled “An Open Conversation About Race, Injustice, Our Campus and Our Community” and over 160 faculty, staff and students participated.

Black Faculty and Staff Collective

The Fullerton College Black Faculty and Staff Collective (BFSC) developed a comprehensive report with recommendations for the college and District. President Schulz, members of President’s Staff and Chancellor’s Marshall met with BFSC to mutually discuss action steps and opportunities for addressing the recommendations contained in the report. (See attached BFSC Report). A number of recommendations have been implemented, and this spring, the President’s Advisory Council will be reviewing the BFSC Report in accordance with the campus planning process, as the College continues open dialogue and planning for racial equity.

Faculty Senate Anti-Racism Task Forces

The Fullerton College Faculty Senate established Anti-racism Task Forces, focusing in the areas of Curriculum, Pedagogy and Grading Policies; Hiring, Tenure and Retention; Professional Learning; and Program Review, Budget Processes, and Integrated Planning. These four task forces have been meeting in the fall and will continue meeting in the spring, before sharing recommendations with the Faculty Senate and then the President’s Advisory Council. These Task Forces are open to all faculty, classified professionals and managers. (See attached documents for more information on the Antiracism Task Forces)

College Anti-Racism Statement

Following discussions at the department and division level, the college began to discuss the adoption of a college-wide Antiracism Statement at the President’s Advisory Council. The College Student Services Leadership team developed and shared a detailed draft statement that served as a powerful starting point for discussions throughout the college. Following a significant

amount of discussion last fall, the President's Advisory Council acted to adopt the attached Fullerton College Anti-racism Statement, which is now posted on the college website.

Reading Selection

All faculty and staff were invited to read the book titled *So You Want To Talk About Race* by Ijeoma Oluo. A copy of the book was provided at no charge, to every faculty and staff member who requested a copy.

Dr. Cornel West at Convocation

The College invited Dr. Cornel West to join our campus community for our 2021 Spring Convocation program. Dr. West facilitated the program, titled "Standing Together on this Journey for Equity and Justice" and faculty, staff and students have been discussing elements of that program in a variety of campus meetings that have followed.

Student Services Programming

The Fullerton College Cadena Center and UMOJA Program continue to offer programming focused on Racial Equity and Antiracism, with events and activities that are open to all students, faculty and staff.

College-wide Planning Efforts

Student Equity and Achievement (SEA) committee is discussing and applying a racial equity focus on planning and resource allocation. A SEA Task Force met last fall and delivered a number of recommendations to address racial equity that will be discussed with our SEA committee, and throughout our college governance structure. Our Pathways Steering Committee is also discussing how racial equity can be addressed in our Guided Pathways framework.

A2MEND

A large cohort of students, faculty and staff will be participating in the upcoming African American Male Education & Network Development (A2MEND) Virtual Conference. The college has also established a student led A2MEND Chapter/Club on campus, with strong support from our UMOJA Program, faculty and staff.

Campus Conversations with Dr. Harris

This spring, Scholar/Researcher Dr. Frank Harris III will be facilitating sessions across NOCCCD. At Fullerton College, this work will include sessions with the Classified Senate, Student Senate and Management team, and additional opportunities are being discussed at this time.

North Orange Continuing Education

Call to Action Plan

In September 2020, President's Cabinet approved NOCE's Call to Action Steps Plan with the goal of addressing adverse effects of racism and to be deliberate and intentional in identifying and eliminating systemic barriers to racial injustice, inclusion, and equity. Following a three-prong approach of Acknowledge – Plan – Act, the plan aims to reach the following objectives:

- To recognize racism in its various manifestations, including the most blatant forms of bigotry to its most subtle, unaware, and sometimes passive forms.
- To create an accepting and supportive environment for people of color.
- To make jobs accessible to individuals of color.
- To make learning accessible to students of color.
- Define NOCE values and prioritize humanity.

Accreditation Self Study

NOCE President Valentina Purtell began working with the Accreditation Co-Chairs Tina McClurkin and Julie Schoepf on developing local DEIA effectiveness indicators and embedding them in the accreditation self-study process. NOCE is at the beginning stage of a self-study process leading to the accreditation visit in 2023. Self-study is a perfect opportunity to involve all campus constituents in reviewing all aspects of an institution through the lens of equity-mindedness. With this in mind, an additional DEIA indicator was drafted for each of the ten self-study criteria. Most DEIA indicators are aligned with the *NOCCCD Educational and Facilities Master Plan 2021-2030*. Being intentional and asking specific questions will help our campus to identify gaps in creating an equity-minded organizational structure as well as include specific action steps to bridge these gaps in the school-wide action plan. DEIA self-study indicators will be presented to the President's Cabinet for approval at the February meeting.

Mission, Vision, Core Values

A representative workgroup was formed to review NOCE's mission and vision statements, as well as core values, to ensure that the institutional commitment to equity and inclusion is clearly communicated to internal and external stakeholders. NOCE core values serve as guiding principles for employees and students in their daily interactions. The workgroup will specifically address the existing value of Diversity to ensure that equity and anti-racism ideals are included.

Professional Development

- NOCE Professional Development (ProD) Committee chose DEIA as the main topic for the faculty winter flex event. In his presentation, *Advancing Racial Equity and Justice on Campus: Aligning Culture and Strategy*, Dr. Frank Harris III addressed institutional barriers that prevent systemic efforts to close equity gaps and proposed strategies to be enacted by community college educators to move equity efforts forward despite these barriers.

- The ProD Committee adopted a “One Book, One School Initiative” for the 2020-2021 academic year with the goal of providing professional development opportunities addressing important and/or immediate faculty and staff needs. In this way, our One Book, One School Initiative differs in scope and purpose from other schools; we are adopting a book for faculty and staff to read with a professional development goal in mind and not a book that we would necessarily use as content in our classes. The 2020-2021 book choice is *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students*, by Zaretta Hammond (2015). The immediate need that this book addresses is to recognize racist practices in education and provide clear steps towards developing a new paradigm and culture. The book marries brain-based learning strategies and culturally responsive teaching; provides a toolkit for narrowing the achievement gap; and breaks down existing frameworks for teaching marginalized and linguistically diverse students and build instead a new culturally responsive mindset. The ProD Committee formed a reading group in fall 2020 consisting of 18 NOCE team members with representatives from all employee groups. That same group is using the tools from this book to plan school-wide professional development activities for spring 2021.

Commitment to Diversity Hiring Practices

- Dr. Karen Bautista, Vice President of Instruction, reviewed the *2020 Institutional Commitment to Diversity Report* with program directors. The group discussed effective recruitment strategies to increase diversity in the future faculty and staff recruitments. Based on the findings of the report, *Recruitment, Hiring and Retention Plan* was developed by a department found to have disproportionate faculty representation.
- President Purtell met with the members of the hiring committees for fulltime faculty positions to discuss the importance of hiring diverse candidates and to set the expectations for the finalist group. With the help of the District Office of Diversity and Compliance, hiring committees received samples of DEIA evaluation criteria and interview questions. Hiring committee chairs were directed to review training materials on unconscious bias with their committee members prior to making any decisions related to faculty recruitment.

Proposed Allocation

The purpose of the February 9 Board agenda item is to approve allocation of \$400,000 for the immediate support of actions that can be taken over the six-to-18 months. This amount will not fund all of the necessary work, but will underscore the District's substantial commitment to DEIA. The proposed activities and allocations are based on common themes and recommendations from reports and discussions across the District. Each campus would be responsible for holding committee discussions to determine how their dollars would be committed. Quarterly reports will be provided to share updates on the allocations and spending.

Proposed Initial Actions and Initiatives that Require Additional Funds:

- Legacy and Umoja Program support
- Mental health counseling
- Mentoring for employees and students
- Student internships
- Expansion of DEI Faculty Fellows
- Expansion of the Future Instructor Training Program
- Trained Facilitators to guide discussions on DIEA (External and Internal)
- Professional development
- Stipends for work on selected projects at each campus

Possible Next Steps & Long-Term Activities

Making organizational culture changes and improving systems and processes will take time and on-going resource allocation. The possible activities noted above are small steps in the right direction, but much more discussion and planning are needed to transform our District. The following long-term action items are based on recurring themes and recommendations.

Expand the Office of Diversity and Compliance

The Office of Diversity and Compliance plays dual roles of ensuring compliance and supporting diversity efforts. Ideally, these two areas of responsibility would be handled by different managers since it is difficult for one person to act as both enforcer and advocate. If a Compliance Officer were hired to fulfill the high demand for investigations and to serve as an ombudsman, the existing position filled by Arturo Ocampo could focus on promoting systemic change.

Continued Improvements to Hiring Processes and Practices

Significant and specific recommendations for the next set of improvements to the District's hiring processes have been shared in the reports and during meetings. The following questions need to be addressed and decisions need to be made about how to move forward.

- **Enhancements to training for hiring committees**
 - How can the training be more interactive?
 - How often should committee members be trained?

- How can biases be addressed during training?
- **Role of the EEO Representative**
 - Should the EEO Representative be a voting member?
 - Who can and should serve as the EEO Representative? Should the individual be from outside the department? Can a broader pool of EEO Representatives be established?
 - How can EEO Representatives be more empowered to report problems? Should the process be codified?
- **Committee composition**
 - Can students participate at some stage of the selection process and be paid for the hours worked?
 - Can community members be added to hiring committees to ensure more diversity?
 - Can representatives from different Faculty Staff Associations be included to provide diverse perspectives?
- **Evaluation criteria**
 - Can a rubric be developed to help assess DEIA?
 - Should a standard set of DEIA interview questions be used?
 - Should disaggregated data be shared with the committee members prior to the start of the selection process?
- **Recruitment efforts**
 - How can more diverse applicants be encouraged to apply?
 - What additional outreach efforts need to take place and what resources are needed to support this work?

Revisions to Evaluations for Faculty, Classified, and Confidential Groups

It would be beneficial for work groups to make recommendations for changes to employee evaluations. Criteria for assessing performance related to DEIA needs to be developed and included so that all employees are held accountable.

Revisions to Tenure Review Process

A subcommittee of the Equal Employment Opportunity Advisory Committee is currently reviewing the District's tenure review process. Recommendations related to diversity, equity, and inclusion in the tenure review process will be provided to appropriate District constituency groups for consideration in spring 2021.

Student Data Analyses

While the Campus and District research teams have done phenomenal work on tracking student outcomes and disaggregating data, additional efforts are needed. Regular assessment of student progress by ethnicity, interpretation of the data, and development of specific interventions would be valuable in measuring organizational change. Student surveys of DEIA issues would also be helpful.

Diversifying Adjunct Faculty

Currently, the full-time faculty in the District are more diverse than adjunct faculty. The Future Instructor Training Program is only one solution. A review of the procedures and practices for hiring adjunct faculty is needed with recommendations for improvement.

Board Policy and Administrative Procedure Review

As part of the regular updates to Board Policies and Administrative Procedures, a DEIA lens should be used to address systemic barriers and remove or revise language. Statewide Task Forces and the Community College League are working on recommendations. A priority within NOCCCD is the review of BP/AP 3515 Reporting of Crimes and 7100 Commitment to Equal Opportunity.

Professional Development for DEIA

Several suggestions and recommendations have been made including the incorporation of DEIA into New Employee Orientation, developing a Certificate Program, and implementing mandatory training for all employees.

Committee Membership

A review of and discussion about the membership for all Campus and District committees is needed with recommendations for changes. The reports include specific recommendations for consideration.

Curriculum

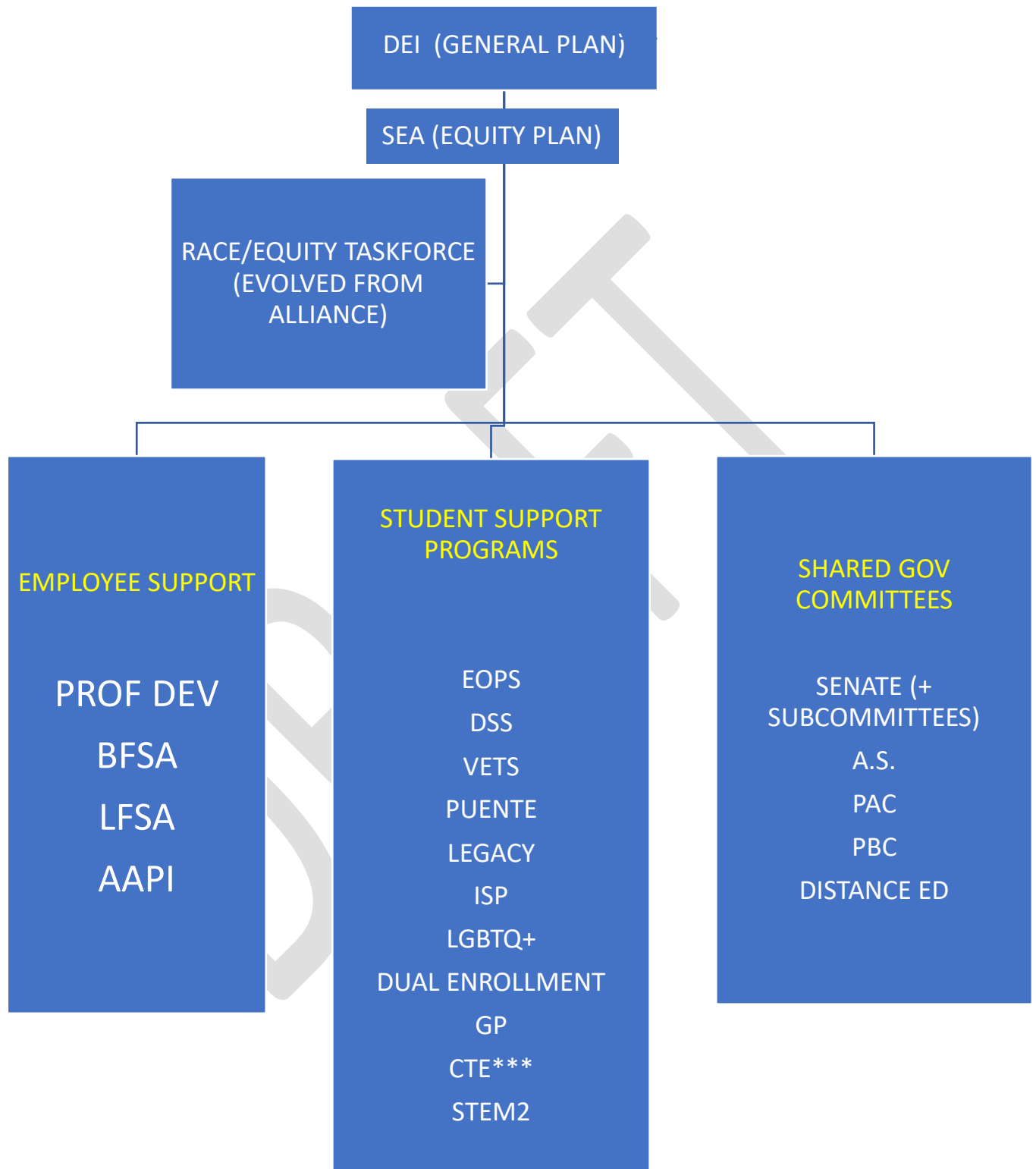
In addition to the Curriculum Transformation Seminar, the Senates at Cypress College and Fullerton College have formed working groups to make recommendations and/or changes to courses and programs. Sharing of best practices and course materials would benefit the entire District. A repository on the Intranet would allow for faculty to post examples that could be used by others.

Conclusion

The tremendous efforts taking place across the District to produce transformative change are a clear demonstration of our values and desire to be inclusive and anti-racist. The renewed commitment to shaping equitable work and learning environments provides opportunities for true systemic change. The progress is encouraging but will only continue if permanent plans are made and on-going resources are allocated.

Resources and References

- ***Cypress College Black Lives Matter Task Force Report:*** [BLM-Recommendation-Report-Final.pdf \(cypresscollege.edu\)](https://www.cypresscollege.edu/BLM-Recommendation-Report-Final.pdf)
- ***Cypress College DEI SEA Flowchart***
- ***Diversity, Equity & Inclusion: A checklist and implementation guide for Community College Boards:*** [Diversity, Equity & Inclusion \(2020\) | ACCT](https://www.acct.edu/2020/11/16/diversity-equity-inclusion-checklist/)
- ***Fullerton College Anti-Racism Statement:*** <https://www.fullcoll.edu/wp-content/uploads/2020/11/Fullerton-College-Anti-Racism-Statement-PAC-Oct-28.pdf>
- ***Fullerton College Black Faculty and Staff Collective Report***
- ***Fullerton College Faculty Senate Anti-Racism Task Forces***
- ***NOCE Call to Action:*** <https://noce.edu/wp-content/uploads/2020/09/NOCE-Call-to-Action-Steps-Approved-by-PresCabinet-091520.pdf>
- ***Office of Diversity and Compliance Recruitment and Hiring Recommendations***
- ***Office of Diversity and Compliance and DEI Faculty Fellows Call to Action Report***
- ***United Faculty Racial Justice and Equity Committee Overview:*** [http://ufnorthorange.com/uploads/1/2/7/6/127684977/final_rjec_vision_and_mission_statement .pdf](http://ufnorthorange.com/uploads/1/2/7/6/127684977/final_rjec_vision_and_mission_statement.pdf)
- ***USC Equity Alliance e-convenings:*** <https://www.cypresscollege.edu/about/cypress-college-governance/diversity-committee/>



SSC = ANNUAL THEME (IE. ONE STOP TO NONSTOP)



**BLACK FACULTY & STAFF COLLECTIVE
CREATING ANTIRACIST CULTURE ON CAMPUS
August 2020**

Updated October 2020

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A Statement from Fullerton College Black Faculty & Staff Collective

The purpose of Fullerton College Black Faculty & Staff Collective (BFSC), in conjunction with Black Faculty and Staff Association (BFSA), is undertaking an examination of the pedagogies, policies, practices, and services adopted to serve students that support white supremacy on the Fullerton College campus. We assert that maintaining the status quo would be detrimental to all members of our community. In order for Fullerton College to live up to its promise and mission of fostering a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members, we demand that the College take actionable steps to facilitate dismantling systemic racism at all levels of our institution.

We, the BFSC, understand the deep racial history and trauma caused by white supremacist culture and believe that to achieve racial and social justice, we must acknowledge it as the primary root cause of institutional racism, structural racism, and white privilege.

As educators, at Fullerton College, it is important to be self-reflective and intentional as we commit to racial and social justice. Our efforts will require bold changes in the policies, protocols, and procedures on our campus. The following report is our effort as starting those bold changes. We expect that these requests will significantly correct the implicit and explicit biases in the structure and governance of Fullerton College.

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Creating Antiracist Culture on Campus

UMOJA COMMUNITY PROGRAM

I. Program Space

- A. **We request that a permanent and adequate village space be provided for students to include computer stations/study space, meeting rooms, offices/workstations, lounging areas, pantry, and storage areas.**

Documentation shows that Black Students who feel they belong, tend to seek out campus spaces and resources to a greater extent, thus furthering their academic success. A sense of belonging guards students from stress and improves their mental health (Walton, 2014). *Spring 2021*

II. Program Budget

- A. **We request an increase in the program budget to accommodate the personnel needed to serve our students effectively and for funding to be allocated as a line item on the College's general budget, thereby allowing the program to have protective status.** Our primary source of funding comes from Student Equity & Achievement (SEA), but this funding fluctuates depending on-campus state allocations. A line item reflects the prioritization and value of the program for the College. *July 1, 2021*

III. Expansion of Personnel

- A. **We request hiring essential team members within the next three years.** We are addressing the growing needs of Black students and the future growth of the program. Hiring to begin in Fall 2021, all positions to be filled by *Fall 2023*.
- a) Permanent Director
 - b) Classified Student Services Coordinator
 - c) Full-time Specialist
 - d) Full-time Counselor (to increase the counseling capacity that we receive from two Full-time Counselors on reassigned time)
 - e) Mental Health Specialist/Therapist

- f) 3-5 Student Hourly
- g) Life-skills Coach to support Umoja Athletes.

IV. We request hiring a Black therapist to be available on campus to offer counseling that addresses Black students' mental health issues. A therapist who specializes in trauma as it relates to racism. This trauma sometimes correlates with mental health issues, affecting Black students' social experiences and academic performance. The impact of discrimination, racial profiling, microaggressions, and institutional racism can create feelings of marginalization and isolation, which can be harmful to Black students' mental health. *Fall 2020*

V. Process of Resource Allocation

- A. We request a process for allocating food and emergency funds for Black students experiencing food insecurity** (Umoja, A2MEND, EOPS/CARE/FYSI/CalWorks/FYSI/CalWorks). Simplify and prioritize the process so that student needs are met promptly. *Fall 2020*
- B. We request an ongoing allocation of funding for Black students' food insecurities in special programs** (Umoja, A2MEND, EOPS/CARE/FYSI/CalWorks, Athletics). Consider food purchases in the form of gift cards, e.g., Stater Bros, Ralphs, Trader Joes. *Fall 2020*
- C. We request the implementation of ongoing funding to support housing for students experiencing houselessness.** *Spring/Fall 2021*
- D. We request the purchase of subscriptions to hotspots (portable or otherwise) to bridge the digital divide.** Hotspots are especially crucial in the era of COVID-19, where colleges made a transition to remote and online learning. Black students are often at a disadvantage when it comes to access to technology and equipment needed in order for students to achieve academic success in online learning environments. *Fall 2020*
- E. Expand internal work-study, internships (i.e., facilities, library, student services, etc.) and other financial/career opportunities for Black students**
Fall 2021
- F. Create policies for out-of-state students** that support them with housing, food, and financial security (i.e., removal out-of-state tuition fee) *Spring 2022*

COLLEGE/DISTRICT/COMMUNITY RELATIONS

VI. Hiring Committees

- A. **We request that there be Black Faculty, Staff, or Community members representation on hiring committees now and in the future.** This participation in the hiring committee will bring about a more equitable process. *Fall 2020*
- B. **We request that employment be an intentional outreach to qualified Black candidates.** Post job opportunities in major publications and websites that cater to the Black community, as well as Black organizations (e.g., Dr. Harper's Prism Network, A2MEND, Umoja, Historically Black Colleges and Universities (HBCUs) fraternities, sororities, and alumni associations). In addition to recommendations from the Black Faculty and Staff Association. *Fall 2020*
- C. **We request that members of BFSC be appointed to chair hiring committees and assist in creating the composition of those committees.** *Fall 2020 and ongoing*

VII. Black Faculty and Staff Representation

- A. **We request hiring Black full-time and part-time faculty in Communications, English, Math, Reading, and Philosophy.** These core courses are related to the Golden Four requirements for transfer to California State University, University of California, and many private and out-of-state institutions. An essential aspect of quality education is an accurate representation across all fields. Fullerton College should commit to diversifying faculty by hiring Black Faculty in order for Black students to feel represented in the classroom. Failure to address the issues of underrepresentation of Black faculty on campus hinders diversification of the learning environment and deprives students of the opportunity to have mentors and role models that are a reflection of their race and ethnicity (Letcher, 2014; Peterson, 2006). We must acknowledge not only the importance of representation in faculty for the benefit of Black students but also the ability of Black faculty to educate non-Black students. Research shows that "faculty of color are more likely than their White colleagues to allow students

to interact with people different from themselves and explore new viewpoints, creating an environment that fosters a new sense of intellectual diversity. Faculty of color significantly contribute to student learning and involvement (Umbach, 2006) and the diversification of faculty is an important aspect of preparing students to live in a diverse society” (Parker & Neville, 2019). This request aligns directly with the campus's newfound commitment to fostering a campus culture free of anti-black practices in the classroom and beyond. *Fall 2020*

- B. We request hiring Black full-time and part-time faculty in Science, Technology, Engineering, and Math (STEM).** Currently, there are few (and none in some disciplines) representation of Black faculty in these disciplines on our campus. *Spring 2021*
- C. Create a transparent and accessible path toward receiving tenure for full time Tenure Track faculty.** *Fall 2021*
- D. Create a transparent and accessible path for adjunct faculty and part-time staff toward obtaining a fulltime position.** *Fall 2021*
- E. Reallocate Campus Safety funds to create a Restorative Justice Officer Position.** Research supports the notion that restorative justice practices in schools and institutions of higher education contribute to community building “as a result of RJ efforts, various non-profit and higher education institutions have embraced RJ models to support youth, promote responsibility, and build community...” (Blas Pedreal, Marlenee Lizeth, 2014). Including a Restorative Justice Officer will assist Fullerton College in transitioning to a restorative framework that better lends itself to examining oppressive behaviors and addressing racial bias in disciplinary practices and decreasing disruptions in community space (Blas Pedreal, Marlenee Lizeth, 2014). *Spring 2022*

VIII. Professional Development

- A. We request BFSC review professional development information regarding anti-racism before distribution.** *Fall 2020 and ongoing*
- B. We request that board members, administration, divisions, departments require an intentional annual anti-racist training that everyone must attend.**

This training can be held during the beginning of the semester for students, faculty, and staff. Studies show diversity in education, particularly on college campuses, improves intellectual engagement, self-motivation, citizenship, cultural engagement, and academic skills like critical thinking and problem-solving. By educating everyone on campus, we become more aware of bias, microcosms, and issues of racism. *January 2021*

C. **We request providing a list of speakers and professionals who teaches necessary anti-racist training to staff and faculty.** The list of topics will be germane to the current racial and social justice issues. Qualified speakers should be experts in the areas of racial and social justice (upon approval by BFSC). *Fall 2020 and On-going*

IX. **Ongoing Communication-We request that regularly scheduled meetings occur monthly between the members of BFSC and campus admins.** Having a regularly scheduled meeting allows us to have a vehicle for open dialog and to ensure the implementation of the requested actionable changes documented in this report.

X. **Shared Governance Representation- We request to appoint one Black voting member on the following Fullerton College Shared Governance committees:**

- (1) 1. Academic Senate *October 2020-February 2021* 2. President's Advisory Cabinet (PAC) *September 2020* 3. Planning & Budget Committee (PBC) *September 2020* 4. Student Equity & Achievement Committee (SEAC) *September 2020* 5. Distance Education Committee, *September 2020* 6. Campus Technology Committee *September 2020* 7. Full Time Faculty Hiring Committee, *September 2020* 8. Professional Development *September 2020*

B. **We request to appoint one Black voting member to the following District Shared Governance committees:**

- (1) 1. District Consultation Council (DCC) *September 2020* 2. District Curriculum Coordinating Committee (DCCC) *September 2020* 3. Districtwide Enrollment Advisory Committee (DEMAC) *September 2020* 4. Institutional Effectiveness Coordinating Council (IECC)

September 2020 5. Technology Coordinating Council (TCC)

September 2020 6. Council on Budget and Facilities (CBF) *September 2020*

XI. Black Community Oversight Committee- We request the creation of a Black Community Oversight Task Force. This task force will follow up on the implementation of all the sub-committees' recommendations with the college president, campus, and district. *Fall 2020*

XII. Policy Changes

A. We request reviewing the process for member-appointment to hiring committees. Hiring candidates on contract employment should not be considered. Also, the immediate supervisor of the contracted employee should not be on the hiring committee so that there is less chance for internal bias and conflict of interest in the hiring process. *Fall 2020/Ongoing*

B. We request that administrators, deans, and other FC community members are trained on the protocols (AP 3505 Sections 5.0 and 6.2 / Title IX) for hate crimes and other discriminatory practices and create policies to ensure accountability. *Fall 2020*

C. We request hiring an independent and impartial mediator specifically for Fullerton College that focuses on and has expertise in anti-blackness and racism. This position is a floating position that addresses different issues and concerns. *Fall 2021*

D. We request making the Office of Diversity and Compliance more visible via digital newsletter/announcement (monthly – quarterly), thereby increasing awareness and engagement of the campus community in DEI matters. *October/November 2020*

E. We request that the Chancellor use the data and recommendations from the Office of Diversity and Compliance. This action will create a better racial climate for Black faculty, staff, and students across all three campuses. *Fall 2020/Ongoing*

F. We request the allocation of additional hours to the Office of Diversity and

Compliance Faculty Fellows. It is essential to have a maximum of 20 hours for the ongoing DEI working demands for each campus and the district. *Fall 2020*

- G. **We request that Employee Assistance Program (EAP) and mental health services are extended to Black professional experts and other non-permanent faculty and staff.** *immediate implementation*

DOCUMENTS, LANGUAGE COMPLIANCE, AND POLICY

I. Student Evaluations of Faculty

- A. **We request that student evaluations of faculty be revised to include a category to address diversity, equity, and inclusiveness of the faculty during the Tenure process and all Tenured Faculty evaluations.** *Immediate implementation*

II. Evaluations of Faculty, Managers, and Staff

- A. **We request that the evaluation of faculty, managers, and staff include an evaluation team that is represented by members of the BFSC who will review the evaluation before submittal to assure language used in the review is sensitive to Diversity, Equity, and inclusiveness in Job performance.** This evaluation will help root out racial bias, racism, and or anti-blackness during the performance evaluation process. *Immediate implementation*

III. Training and Education

- A. **We request human resources training on diversity, equity, and inclusiveness as a requirement in the orientation of all employees and mandatory ongoing continuing education annually after completing the probationary period.** *Immediate implementation*
- B. **We request that all managers, directors, deans, and President's Executive employees undergo training on methods needed to address racial, ethnic**

bias and discrimination complaints specifically germane to Black related issues when reported or observed in their official capacity. *Immediate implementation*

- C. We request that training and education must include efforts to ensure that tools like computer terminals and other equipment are set up in all departments and areas so that staff can receive emails, District notifications, and online training material. *Immediate implementation*

IV. Anti-Racism Language

- A. We request the placement of an anti-racist statement (similar to the policy on Sexual Harassment and Disabled Student Services) as a requirement in the Fullerton College catalog, on the College's website and syllabi. *Immediate implementation.*

CURRICULUM

The following timeline contains the main points of concern from the BFSC regarding the recent national conversation on anti-racism and the experiences of Black students, faculty, and staff at Fullerton College. We strongly feel that the following actionable changes ensure that Fullerton College promotes inclusivity, cultural awareness, and respect for racial/ethnic diversity across the curriculum.

I. Guaranteed Diversity, Inclusion, and Accurate Representation in All Courses.

- H. We request the creation of a racial justice task force to ensure that courses responsible for teaching racial diversity are accurately representing ethnic and racial groups—*immediate implementation.*
- I. We request that all courses that focus on race and ethnicity currently listed in the catalog, for all academic departments, be offered at least ONCE EVERY ACADEMIC YEAR IF NOT EVERY SEMESTER. *To be implemented beginning Spring 2021*
- J. We request that courses focusing on race and ethnicity in the United

States continue to be taught despite low enrollment. Even though division deans can cancel classes that do not meet the minimum enrollment criteria, courses focusing on race and ethnicity should not be held to the same standard as other courses in terms of enrollment due to the sensitive and often discussion-driven nature of the course content. These courses still need to be allowed to “run” regularly to expose students to race, ethnicity, and social justice struggles. *To be implemented beginning Fall 2020*

CURRENT RACE, ETHNICITY, AND CULTURE COURSE OFFERINGS

1. AJ 071 Preventing Racial Profiling
2. AJ 075 Cultural Diversity
3. AJ 278 Multicultural Issues within Administration of Justice
4. AJ 279 Contemporary Issues in Law Enforcement
5. ANTH 102 Cultural Anthropology
6. ANTH 102H Honors Cultural Anthropology
7. ANTH 209 Cultures of Latin America
8. CDES 210 Anti-Bias Perspective/Diversity Seminar
9. COMM 120 Intercultural Communication
10. COUN 152 F Diversity in the World of Work
11. DANC 210 Multicultural Dance in the U.S. Today
12. ENGL 249 Survey of Chicano/a Literature
13. ENGL 251 Survey of Native American Literature
14. ETHS 101 American Ethnic Studies
15. ETHS 101H Honors American Ethnic Studies
16. ETHS 111 Women of Color in the U.S.

17. ETHS 129 Introduction to African-American Studies
18. ETHS 130 African-American History I
19. ETHS 131 African-American History II
20. ETHS 150 Introduction to Chicana/o Studies
21. ETHS 151 Chicana/o History I
22. ETHS 152 Chicana/o History II
23. ETHS 153 Chicana/o and Latina/o Contemporary Issues
24. ETHS 153H Honors Chicana/o and Latina/o Contemporary Issues
25. ETHS 159 Introduction to American Indian Studies
26. ETHS 160 History of the Native Americans
27. ETHS 170 Introduction to Asian Pacific American Studies
28. ETHS 171 Asian Pacific American History
29. ETHS 199 Ethnic Studies Independent Study
30. ETHS 235 Contemporary Social Justice Movements
31. ETHS 235H Honors Contemporary Social Justice Movements
32. ETHS 299 Ethnic Studies Advanced Independent Study
33. HIST 154 Ancient Egypt
34. HIST 160 Asian Civilizations I
35. HIST 161 Asian Civilizations II
36. HIST 165 Introduction to the Middle East
37. HIST 165H Honors Introduction to the Middle East
38. JOUR 271 Introduction to Spanish- Language Reporting
39. JOUR 274 Advanced Spanish-Language Reporting

40. PHIL 250 The Religion of Islam
41. PHIL 270 Introduction to Asian Religions
42. POSC 216 Government and Politics of the Middle East
43. PSY 131 Cross Cultural Psychology
44. SOC 102 Social Problems
45. SOC 280 Media, Culture and Society
46. SOC 290 Sociology of Race and Ethnicity
47. SPAN 206 Introduction to Latin American Literature
48. SPAN 207 Children's Literature/Spanish
49. THEA 108 Multicultural Perspectives in American Theatre

K. We request that courses focusing on race/ethnicity are offered regularly during the summer sessions, primarily if those courses have been coded for Distance Education, regardless of the alleged course "popularity." *To be implemented beginning Summer 2021*

L. We request that Deans encourage their faculty to develop future courses in this area. It has been shown, year after year, that students, regardless of race/ethnic background, have taken these courses, not only to fulfill a degree, graduation, and transfer requirement but due to general, sincere interest in the subject matter. *To be implemented immediately*

XIII. All employees must be held responsible for cultural competency, and inclusive content in course work.

A. We request that a discussion occurs between members of the Black Faculty and Staff Association and United Faculty President, regarding revisions to the NOCCCD Full-Time Faculty Contract to ensure that full-time faculty are required to attend anti-racism workshops during FLEX days. *We request this discussion to take place before the beginning of the Fall 2020 semester*

B. We request that revisions be made to faculty evaluations (from students and peer faculty/management) addressing cultural competency and racial sensitivity in the classroom. *We request this discussion to take place before the beginning of the Fall 2020 semester.*

C. We request that the College administration publish an anti-racism pledge that reflects the College's commitment to promoting inclusivity, cultural awareness, and over turning systems of racism and anti-blackness.

On June 1, Fullerton College posted a letter from President Greg Schulz on Instagram, stating his position on racial/social inequities. The College needs to create and publish a similar statement as the official college anti-racism pledge. The statement should be posted prominently on the college website and around the campus in locations (e.g., Admission and Records, Financial Aid, EOPS, Veterans Center, Counseling, Center Transfer Center, Student Center College Marquee), as well as official social media sites (Instagram, Facebook, etc.). *We request that this be done immediately.*

XIV. Ethnic Studies Requirement

A. We request that an ethnic studies requirement replace the multicultural requirement for all degree-seeking students. The California legislature approved, and Governor Newsom signed AB 1460 into law, making Ethnic Studies a graduation requirement at all 23 CSU campuses. Consequently, Ethnic Studies enrollment at Fullerton College will increase substantially because the new CSU graduation requirement can be satisfied by taking a CCC course. Also, high school districts in Orange and LA counties and across the state have already made ES a high school graduation requirement. Ethnic studies are more than examining or being exposed to different cultures. It teaches students how to question present manifestations of colonialism, capitalism, racism, and anti-blackness and explains the effects of these power structures on Indigenous, Black, and people of color. ES curriculum examines intersectional, feminist, and queer analyses that treat categories such as race, class, gender, and sexuality as robust analytics for critically apprehending and theorizing alternative ways of

living. These are skills needed to understand and function in the 21st century.

- B. **We request that counselors strongly request that students seeking to attain an ADT degree take an ethnic studies course. As most of these courses satisfy general education transfer requirements in humanities, social sciences, and now the ethnic studies graduation requirement at CSUs, counselors should encourage students to include these courses in their general education plan.** We recommend immediate implementation of this change, as counselors are currently advising students in planning their course schedule for the Fall 2020 semester. *Implemented immediately.*

BLACK STUDENT FUNDING & OPPORTUNITIES TO INCREASE SUPPORT

A community college assessment conducted by Wood and colleagues (2017), determined that 48% of Black families are positioned near or below the poverty line, which results in Black students disproportionately more likely to suffer from food and housing insecurities. Recognizing how these insecurities impact the ability to continue with a college education, the 2019 State of Higher Education for Black Californian's report produced by The Campaign for Higher Opportunity, recommended that providing financial aid to cover all educational costs to marginalized students would positively impact continuation and success.

As proposed in our **Mission Statement**, *"Fullerton College advances student learning and achievement... We foster a supportive and inclusive environment for students..."* With this in mind, we assert that the faculty and staff at Fullerton College would want to ensure that all of our students have the financial support to reduce hardships that might impede success. To this end, we intend to take steps to ensure that there are mechanisms and funding in place to satisfy the disproportionate need of our Black students.

- I. **Create Emergency Grants and Scholarships for Black Students.** *to be implemented immediately.*

- A. **We request that emergency grants and scholarships be made available beginning in spring 2021 for Black students attending Fullerton College.** To raise funds for these grants and scholarships, we request that the Fullerton College Foundation Office host a campaign to solicit donors to support this cause. Starting in fall 2020, our goal would be to make this an annual fall fundraising campaign for Black Students.
 - B. **We request the establishment and allocation of emergency need-based grants** to aid Black students who are experiencing pressing hardships and insecurities. We suggest a duplication of the Foundation process for obtaining Emergency grants for Black students. Furthermore, we support the Cypress College BFSA recommendation that the Foundation Office created a template for other district entities to use as a guide to making resources available for all Black students within NOCCCD.
 - C. **We request issuing merit-based scholarships** to aid Black students who are transferring or have met specific criteria.
 - D. **We request an exclusive web page to be created and added** to the Fullerton College website to direct all potential donors to participate in the Black student campaign.
 - E. **We request fundraising accounts** be housed in the Fullerton College Foundation Office.
- // **We request funding to establish an African American Male Education Network and Development (A2MEND) Program** to serve Black, indigenous, and male students of color. This program will center the unique support needed to ensure Black males and other minoritized males of color are achieving their academic goals at Fullerton College. Funding for staff (i.e. coordinator, faculty, and mentors) an operating budget will be necessary to effectively serve this population of students.

Summer 2021

HIRING, RECLASSIFICATIONS, AND PROMOTIONS

I. Representation on Hiring Committees

- C. **We request that in order to have Black Representation on each hiring committee in the District, the Black Faculty and Staff Association should be a Districtwide Constituency Group.** Currently, there is nothing in the hiring policies and procedures of BP-Board Policy or AP-Administrative Procedure stating how Black Representation is assured on hiring committees. Based on all the current North Orange County Community College Diversity Reports/ Identified Areas of Underrepresentation dated (12-2019) for Fullerton and Cypress Colleges and North Orange Continuing Education several Areas/Departments DO NOT have any Black Representation as Directors/Managers (Temporary and Permanent), Faculty (Full and Part-Time) and Classified employees. These areas also include NOCCCD Human Resources Department. North Orange County Community College District continues to hide under the umbrella of "Diversity, Equity, and Inclusion, " which has so far resulted in no Black Representation. *Fall 2020/Ongoing*
- D. **We request that the District, Fullerton, and Cypress Colleges and North Orange Continuing Education restructure and change the current policy and replace it with one that will enhance, promote, and ensure Black Representation.** *Fall 2020*
- E. **We request continued meetings with the Office of Diversity to change the language to bring about the results mentioned in recommendation IB above.** *Ongoing*
- F. **We request fewer managers and faculty members on hiring committees to make room for a representative(s) of the BFSC, BFSA, and members of the Black Community Oversight Committee.** Another way of doing this is to have one or more representative(s) of the managers and faculty on hiring committees to overlap by also representing BFSA.
- G.

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Antiracism Task Forces of the Fullerton College Faculty Senate 2020-2021

Purpose Statement:

The faculty of Fullerton College must take a central role in helping Fullerton College fulfill its commitment to be an antiracist institution. The Faculty Senate, as the representative body of the faculty, must therefore do more than tacitly or passively support antiracist endeavors on campus. Instead, it must actively engage in antiracist work within the purview of the 10 +1 (academic and professional matters). To that end, the Faculty Senate Antiracism Task Forces will first and foremost pledge to become agents of change.

Each task force will commit to the following:

1. Meet on a regular basis throughout the fall semester and into the beginning of the spring semester if necessary.
2. Coordinate with the Office of Institutional Effectiveness to gather data regarding its topic and to help highlight barriers to BIPOC student success and/or gaps in the institution that, if filled, would help BIPOC students succeed.
3. Develop ideas, recommendations, and best practices connected to its topic using data and other research, including the expertise and experiences of BIPOC faculty, staff, and students.
4. Create an action plan that outlines how those ideas, recommendations, and best practices could be realized.
5. Share that action plan with the Faculty Senate.

Task Force Membership

- The faculty chair or co-chair (depending on interest of non-faculty) of each task force will be elected by the Faculty Senate.
 - Interested faculty shall submit a 200-300 word letter of interest in and commitment to guiding the task force to be an agent of change in helping Fullerton College become an antiracist college.
 - Interested faculty should indicate in the letter which task force they are interested in chairing.

- Interested faculty should indicate how they think they are qualified to help lead this effort.
- Similar to the make-up of the Guided Pathways workgroups, these task forces will be open to anyone at Fullerton College and have an unlimited number of members. These members do not need to be elected by the Senate.

Timeline:

- The action plan of each task force should be presented to the Faculty Senate by the second Senate meeting of the spring 2021 semester, February 18.
- The Faculty Senate will then vote on that action plan and decide how best to facilitate its implementation.

Task Forces:

1. Curriculum (including degree and certificate requirements), Pedagogy, and Grading Policies
2. Hiring, Tenure, and Retention
3. Professional Learning
4. Program Review, Budget Processes, and Integrated Planning

Recruitment and Hiring Recommendations

RECRUITMENT

- **Divisions and departments must take a more proactive role** in recruiting diverse applicants, ultimately performing the role of search advocates, and be held accountable for progress.
- **Track underrepresentation:** Division and department hiring managers track where employee underrepresentation exists by race, ethnicity, or gender.
- **Human Resources meet annually with each division dean/administrator** to share current workforce dashboards and hiring dashboards by race, ethnicity, and gender to view the applicant pools and the outcomes (offers made, rejected, and accepted).
- **Networking/pipelines:** In areas where underrepresentation exists, departments and divisions must develop networks and pipelines creating and nurturing relationships with professional organizations, graduate programs, and community-based organizations (CBOs) made up of, or catering to, underrepresented (UR) groups.
- **Accountability:** All hiring managers must be held accountable for showing progress for recruiting and hiring more diverse faculty and staff.
- **Include a recruitment video** that potential applicants can link to for a more personal recruitment and that provides a better sense of the diversity of the campuses and their commitment to DEI.
- **Discipline focused events:** Collaborating with Human Resources, Division Deans hold discipline-focused events (e.g. Inclusive STEM Teaching Practices at the Community College) to engage and establish networks with underrepresented groups.
- **Expand NOCCCD's Future Instructor Training (FIT) Program** by increasing the number of interns in the program. Provide additional funding to cover costs of professional experts who can provide workshops on how to integrate DEI into curricular content and pedagogy and to lengthen the program to a full academic year.
 - Guaranteed successful graduates of the FIT program a teaching assignment of at least one course for two semesters, when a course is available in their discipline.

JOB ANNOUNCEMENTS/APPLICATIONS

- **Re-word the Diversity minimum qualifications** prompt on the job application to clarify the DEI minimum qualifications we are seeking¹. Current responses indicate it is unclear to the applicant that we are asking for evidence of past experience working with diverse and marginalized communities. Current responses also do not give specifics in terms of how they would perform the job they are applying for in a manner that reflects their DEI skill set or knowledge. Current responses tend to generally state they are committed to diversity or that they value diversity without describing how they would demonstrate that commitment.
- **Strengthen the language of the Diversity Desirable Qualifications on Job Announcements.** The job announcement requires a higher standard and more specifics about what we are looking for in diversity desirable qualifications. The broadness and current lack of specificity allows committees to water down the skill set that would make a candidate effective with diverse students. Many of the responses applicants provide are still too general and still too elementary to show the applicant has any depth in DEI.

For example, the diversity desirable qualifications for faculty positions should be specific and include skills such as:²

(1) Past experience demonstrating the ability to address achievement gaps and promote success for Latinx, Black, Asian/Pacific Islander, and Native American students (specifically Latinx and Black males in certain disciplines) or past experience working with these groups/communities in a substantive way that address social justice issues.

¹ As an example, MiraCosta College makes a general statement about its commitment to diversity and asks applicants to respond to the following. "Please reflect on two or three examples how you have or would create, modify, and/or perform one or more of the following to meet the needs of a diverse student population: (1) curricula; (2) learning activities; (3) teaching/counseling practices; (4) library reference services or collection development; (5) literary efforts (e.g., original scholarly works); or (6) budgetary or planning processes." Another example is the following, "Write a one-page description of the steps taken in an in-class activity, designed by you, to help students recognize and utilize cultural capital."

² Other examples from MiraCosta include:

Commitment to examine, reflect, and modify instructional, relational, and classroom practices to more effectively engage and support disproportionately impacted student populations with a goal of closing equity gaps.

Experience designing and teaching curricula responsive to the needs of historically underrepresented students.

Experience using multi-modal approaches and student-centered pedagogy to meet the needs of first-generation students.

Experience collaborating with faculty or community leaders in programs or initiatives that are specifically designed to help historically underrepresented students achieve their educational goals.

Commitment to examine, reflect, and modify instructional, relational, and classroom practices to more effectively engage and support disproportionately impacted student populations with a goal of closing equity gaps.

(2) Demonstrated ability to integrate into course content critical pedagogy that questions systems of oppression and/or addresses in a substantive manner DEI and social justice matters related to the discipline.

(3) Demonstrated ability to teach using culturally responsive and culturally relevant pedagogies.

- **Remove criteria that may adversely affect the diversity of pools.**³ Commonly used criteria such as years of experience, preferring a PhD, “being able to hit the ground running,” often gives greater weight to the needs of the department or division as opposed to the needs of students. Questions in interviews should be evaluated to determine if they have a tendency to screen out diverse candidates. Question and evaluate criteria that may show cultural bias because of its subjective nature, such as questioning who we determine to be compassionate, driven, collegial, or confident.⁴ Hiring managers and committees, in addition to being aware of their own biases, must be aware how stereotype threat affects a person’s ability to perform in an interview.

Focus needs to be on hiring faculty and staff that increase our diversity. This, in some instances, may mean hiring someone with a learning curve but who shows potential, or prioritizing someone who will have a direct impact in student success over someone who could represent the division well or provide leadership for the division. The most qualified candidate should be the individual who will have the greatest impact on student success. All candidates and finalists will have different skill sets that will meet different needs of the department or college. If the priority is hiring diverse faculty, this should outweigh meeting other needs, particularly if the other needs had not been identified as a desirable qualification or identified as a skill set on the job announcement.

SCREENING/HIRING COMMITTEES

- **Faculty Staff Associations (FSAs)** appoint representatives to hiring committees on a rotating basis or based on which group is underrepresented either on the committee or in the department the committee will be hiring for. FSAs should be integrated into the decision-making process when developing goals and procedures related to hiring and retention.
- **Appoint Community member representatives onto hiring committees** to increase the diverse make up of all hiring committees.

³ See 5 CCR § 53006(5)

⁴ See https://www.gsb.stanford.edu/insights/hidden-social-advantage?utm_source=sfmc&utm_medium=email&utm_campaign=welcome_series&utm_content=insights&_ga=2.81375191.1549328337.1596608240-1296936049.1596608240

- **Increase student representation on hiring committees to increase the diverse make up of all hiring committees.** In particular for faculty and management positions.
 - In instances where students cannot commit to the entire hiring process, student representatives should be allowed to sit and provide feedback during first and/or second level interviews.

- **The EEO Representative Role**
 - EEO representatives should not report to or be supervised by any member of the hiring committee or be employed in the department doing the hiring.
 - Develop a standing group of EEO representatives who are committed to serving on a number of hiring committees for a period of years and compensated for their work. FSA members may wish to be considered for this role. The current practice does not allow EEO representatives to develop expertise or confidence in this role. If the EEO representatives are well educated in EEO, have a high degree of credibility and are not felt merely to be “policing” the process, this model can be quite effective.
 - EEO representatives are currently permitted to participate in discussions and deliberations of the committee. This needs to continue and be encouraged. EEO representatives should be voting members on all committees.
 - Provide frequent training and meetings for EEO representatives with additional discussions and examples on how to identify and respond to criteria and biases that are barriers to diverse hiring. Training must continue to emphasize the role of being an advocate for diversity, equity, and inclusive-minded hiring in addition to the role of the non-discrimination officer.
 - EEO representatives should provide regular updates to the Office of Diversity and Compliance on hiring committee progress.

- **Increase Training** on the DEI section of the hiring committee and include best practices for equity-minded hiring⁵.

- **The District Director for Diversity and Compliance** authority is clearly stated in the faculty hiring procedures and should be repeated in all hiring procedures. This includes the District Director’s authority to approve the diversity of hiring committees to ensure compliance with 5 CCR § 53024(e).⁶ The District Director for Diversity and

⁵ In the recent Faculty of Color survey several respondents stated the current training for hiring committees on DEI is too cursory.

⁶ 5 CCR § 53024(e) states, “Whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications,” (emphasis added). In most instances, it is “possible” to add to the diversity of a committee.

Compliance can require a hiring committee to select additional member(s) from designated group(s) to provide representation from underrepresented groups.⁷

- **Constituency groups** who appoint members to hiring committees adopt a commitment to diversity hiring and develop processes to ensure diverse and culturally competent representatives. Constituency groups should adopt processes and criteria that ensure representatives they appoint are committed to equity-minded hiring.

SCREENING PROCESS

- **Designees.** The current authority of the Presidents, the Vice Chancellor for Human Resources, and the District Director for Diversity and Compliance as Board designees for determining whether a search may proceed, should be clearly stated in the hiring procedures or in the policy.⁸
- **The DEI minimum qualification and desired qualifications for faculty and administrator positions must be scored at each stage of the screening process and should carry a minimum weight of 30% (as part of the evaluation criteria).** Classified positions should have a minimum weight of 20%. For positions requiring a high level of intercultural proficiency the weight can be increased as appropriate. Currently, hiring committees are told that the weight on the scoring rubric for DEI must at a minimum be 10%. Unfortunately, many committees, without discussion, simply apply the 10% minimum. In the training they are told faculty and most management positions should be closer to 25%. They are told the 10% should be reserved for positions where the employee has little or no student contact or where it would be unreasonable, given the MQ's for the position, that they would have had much opportunity to attend DEI trainings or engage in DEI activities.
- **Develop a rubric for scoring the DEI criteria.** There is inconsistency on how hiring committees are scoring this criterion. In addition, in several instances we have seen committee members give high scores for responses that have been identified in training as inadequate.
- **Adverse impact.** Clarify in the hiring procedures and/or training the steps that will be taken in accordance with EEOC guidelines⁹ and Title 5 regulations regarding adverse impact.¹⁰ When adverse impact is found at any stage of the screening process,

⁷ This authority is already clearly stated in the tenure track faculty hiring guidelines.

⁸ This authority is pursuant to Title 5, section 53024(f), and 53020 of the California Code of Regulations

⁹ See, <https://www.eeoc.gov/laws/guidance/questions-and-answers-clarify-and-provide-common-interpretation-uniform-guidelines>

¹⁰ In 2019 Human Resources began conducting adverse impact checks for individual searches for faculty. Adverse impact checks are conducted at each stage of the screening process. Hiring committees are informed of the race/ethnicity and gender diversity at each stage.

options available to the District include pausing the process to investigate why adverse impact occurred, removing criteria that created the adverse impact if not justified by business necessity, extending the deadline to apply and reposting the position, and/or cancel the search.¹¹ Hiring committees will be informed that pools will be reviewed for adverse impact and the potential consequences.

- **Sample diversity questions** should be reviewed and, if necessary, redesigned to better elicit the DEI minimum and desirable qualifications identified in the job announcement.

ADDITIONAL RECOMMENDATIONS

- **Cluster Hires.** Hire a cohort of faculty in different disciplines who will focus on racial justice with an interdisciplinary approach. The cohort can be tasked with assisting other faculty on how to integrate racial justice into their teaching. The cohort can create interdisciplinary courses. They can assist with the DEI curriculum transformation seminar and/or with the creation of a Social Justice Institute within the District.
- **Hire visiting professors from Historically Black College and Universities, Tribal Colleges and Universities, and other diverse faculty to teach under short term contracts in departments where diversity is currently lacking.** In addition to teaching, the visiting professors can be charged with assisting the departments with developing networks to recruit more diverse faculty and academic administrators.
- **Focus on diversifying adjunct faculty.** Since 2017, 57% to 72% of full-time faculty have come from the adjunct ranks. NOCCCD's adjunct faculty, however, are no more diverse than full-time faculty. To increase diversity of full-time faculty we need either to increase the diversity of adjunct faculty or decrease the hiring of adjunct faculty. The following action steps to increase the diversity of adjunct faculty are recommended:
 - All academic departments develop specific action plans on how they will attract and hire more diverse faculty.
 - Revise the adjunct hiring procedures to incorporate, where appropriate, the recommendations in this document.
 - Department chairs and division deans must be held accountable for showing progress in diversifying their adjunct faculty.
 - Each year, academic departments produce data showing longitudinal analysis of its efforts to diversify its adjunct faculty by gender, race and/or ethnicity.

¹¹ See also 5 CCR § 53023(c).

- Capture adjunct faculty race and/or ethnicity and gender hired through NOCCCDs applicant tracking system.
 - In their performance reviews, Division Deans must be evaluated on their ability to increase the diversity of their adjunct faculty. Failure to improve adjunct diversity, and in particular failure to make a meaningful effort to do so, should carry consequences.
- **Recruitment, Hiring, and Retention Plans.** Pursuant to the 2019-2022 EEO Plan, departments where faculty underrepresentation has been found are required to develop a plan to recruit, hire and retain diverse faculty (both tenure-track and adjunct). These plans are currently due December 2020. Presidents need to communicate clearly to division deans that there is an expectation that these plans be well thought out and contain substantive and effective approaches to diversifying full-time and adjunct faculty. Poorly crafted and ineffective plans should be rejected and not approved. Future faculty hires for these departments should not be approved until an acceptable plan has been submitted.
 - **Rewarding Actions.** Consider recognizing, through an annual event or some other process, individuals or departments that succeed in increasing the diversity and excellence in their faculty. Describe the ways they accomplished this achievement to encourage others.

Call to Action

NOCCCD Diversity Equity & Inclusion Meeting With Chancellor Marshall

7.14.20

The following are recommendations from the District Office of Diversity and Compliance (DODC) and the Diversity and Inclusion Faculty Fellows.

Preliminary Caveats

- **Over-reliance on trainings as the solution** - Do not over-rely on training and learning opportunities as the solution. When recommending trainings and workshops we must be aware that a one or even four-hour workshop does little to change how people think and act. Training should be strategic, scaffolded, and long term.¹ Training is only one of many components required to create institutional change. It by itself is not enough to change a campus or societal culture.

Based on the “Action Steps” outlined by the State Chancellor’s Office and based on the responses of FOC survey, we must offer in depth, strategic, sustainable long term training in DEI and social justice. The goal should be to move from compliance and into dismantling current inequitable practices. As with all trainings: they should be “valued” and must include accountability measures for upper management, HR, faculty, and staff.

- **Avoid thinking of race in binary terms.** Although we should maintain a focus on racism against African Americans, the conversation on racial justice must also include how other groups experience racism. Failure to do so can result in several problems. First, a binary approach does not solve all racial justice issues, as quoted in an Article by Robette Dias, “The Black/White Binary prevents us from seeing the totality of white supremacy and thus from diagnosing and solving the totality of the problem.”² Second, we may begin to see other racial/ethnic groups splintering off because they may start feeling invisible and that their experiences with racism is devalued. Third, this splintering may cause inter-group divisiveness, reducing the current support by a broad coalition of racial, ethnic, and religious groups. Therefore, we should use terms like Black and Brown communities, People of Color, marginalized groups, under-represented populations, or be specific and include, Black, Latinx, Native (Indigenous) American, and Asian/Pacific Islander. When addressing issues of racial justice we should also include when appropriate how different racial and ethnic groups experience racism.

¹ In the recent survey of Faculty of Color at NOCCCD, several FOC commented that some trainings in DEI are too cursory, and cited the EEO/Diversity training for hiring committees (which is an hour long) as an example.

² Quote from Robette A. Dias Article. <http://crossroadsantiracism.org/antiracism-analysis/the-black-white-binary-obfuscates-and-distorts-why-the-antiracism-movement-must-reject-it/>

Of course, care should always be taken with the use of labels, with not essentializing groups, recognizing intersectionality, and inter and intra group internalized racism.

- **Avoid only “tweaking” programs, and policies.** Some programs and policies will require overhauling and reconstruction for real change. For example, in our law enforcement program, adding just one class on race or bias taught by current personnel will not by itself change the culture in law enforcement.
- **Avoid spending too much time talking and spend more time on proactive measures.** More discussions on racial justice to increase understanding is very much needed. However, we should be cautious not to mistake talking/reading/attending an hour-long training on race for being proactive about racial justice. ,When forums, trainings, workshops, and focus groups are offered they should be led by skilled professionals within the academy and community, who have training in dealing with racial justice, trauma and healing. This is especially important when participants are explicitly asked to share their experience of racism. Discussions should be designed with special attention paid to historical contextualization and problem solving where participants identify issues and recommend solutions.

Broad Recommendations

- **Take a step back** and identify what we have committed to already on addressing racial justice. What is in the works at the district, college, department, and committee levels to cultivate anti-racist and racially equitable campuses? Have we determined what the end goal should be at the District and Campus level?
- **Ensure all DEI groups are communicating with one another.**
- **Racial Justice/Anti-Racism** should continue to be the specific focus.
- **Accountability is key.** All employees, in particular administrators, should be held accountable for progress towards the District’s DEI and racial justice goals.
- **Seek formal commitments from constituency groups** on addressing racial justice, and on how they will address the issue. Seek commitment to work on shared recommendations. Expand the constituency groups to include FSAs

Specific Recommendations

- **Develop a “Ten Point Plan.”** Develop a plan with ten to fifteen action items that the District/campuses can begin to implement within the next year. Some can be low hanging fruit; other initiatives may be long term and more complex in nature. The plan can include

eventually creating a DEI districtwide plan. When addressing DEI the following areas should be addressed:

- Compositional DEI – Requiring diversity in the demographic make-up of faculty, staff and students.
 - Equitable Outcomes – Requiring equitable outcomes and success for the students and employees at the District.
 - DEI in the curriculum and co-curriculum – Ensuring the curriculum and co-curriculum include DEI themes and content as well as teaching approaches that are culturally responsive and that include critical pedagogy. There should exist DEI learning outcomes.
 - Campus Climate DEI – Creating a Campus Climate that is welcoming and inclusive.
 - Institutionalized DEI – Requiring that policies, procedures, and best practices are designed to support the DEI efforts and goals in the above four areas.
- **Create a Chief DEI Officer (CDO) position** with oversight of DEI efforts. This position should report directly to the Chancellor and be a member of the Executive Council. The DEI and compliance functions should not be combined in one position. The overall structure on how the District provides for DEI efforts should be re-evaluated.
 - **Curriculum transformation.** Redesign curriculum with more DEI and antiracism themes and content. This should also include adopting approaches to teaching that are culturally responsive and include critical pedagogy. This recommendation should be a high priority and is essential in addressing racial justice. Specific action items include, but are not limited to:
 - Increase support and expand the **Curriculum Transformation Seminar**
 - Create a **DEI Foundational Course** that is a requisite for certain designated programs.
 - Consideration of DEI foundational or entry level courses that are required for first year students.
 - **Establish a districtwide DEI council** to be chaired by the CDO. Determine the mission of the DEI council. The council should include representatives from the Faculty and Staff Associations, Student Associations, and individuals with expertise in DEI.
 - **Develop an extensive DEI orientation for all new employees** (Full-time and Part-time) that also covers racial justice. Can be a full week or one day a month spread over an academic year or 2-3 days in a row (4-6 hours) at the beginning of the academic year, then training can continue on a few select days during the semester.
 - **Develop a DEI/Racial Justice Certificate** for employees. This can be a yearlong academy with workshops throughout the year.

- **Make additional improvements to the hiring and recruitment process to increase diverse hires.** A full set of specific recommendations will be provided shortly. The specific recommendations will include, but not be limited to, the following themes:
 - Ensuring greater diversity on hiring committees
 - Cluster hires
 - Improving the diversity prompt on job applications
 - Strengthening the DEI desirable qualifications
 - Focusing on diversifying adjunct faculty
 - Increasing support and expanding the Future Instructor Program (FIT)
 - Broadening who can sit on hiring committees
 - Redesigning who serves as the EEO/Diversity representative
 - Strengthening the checks and balances once a hiring committee has been selected.

- **Increase support and expand the Future Instructor Training Program (FIT).**
 - Guarantee that successful graduates of the FIT program will be hired to teach one class for two semesters as an adjunct.

- **Include DEI criteria in the tenure review process and in performance evaluations.** Develop systems to ensure all employees are **accountable** for the Districts goals on DEI and antiracism. These criteria should be weighted competitively with other criteria. This is critical; by not having these criteria in these processes, we are sending a message that DEI is not truly valued.

- **Provide more workshops on DEI and hold discussions on racial justice.** Professional Development in collaboration with the Office Diversity and Compliance should provide strategic training for current faculty and staff on DEI and racial justice.

- **Make meaningful changes to our law enforcement program and conduct an audit of our Campus Safety departments.** Is there anything we can do to promote antiracism within law enforcement and campus safety that reduces bias in a transformative way?

- **Provide greater support for FSA's.** Provide the FSA's with more resources and integrate them into the decision making of the District. Consider developing an FSA for Native Americans, Disability Advocates, and persons who identify as Middle Eastern or Arab descent.

- **Audit campus climate (includes symbolic DEI).** How can we make the campuses more welcoming and inclusive? This could include, amongst other things, creating multicultural centers for student use, providing images, language, and names of buildings and spaces that reflect the diversity of our students. (Some of these Campus climate and DEI recommendations are included in the Education and Facilities Master Plan).

- **Have the “Beyond the Stereotype Poster Campaign” completed by spring 2021.** Sponsor an interactive Beyond the Stereotype Campaign” exhibit in a prominent place on each campus and invite faculty to design class discussions or homework around the messages in the posters. Curriculum based on the themes in the posters will be developed and integrated as a workshop in the Pluralism, Inclusion, and Equity Series. A panel discussion featuring the students in the posters will be offered where they discuss what the campaign means to them.
- **Policies and procedures should be reviewed for DEI and Anti-Racism.**
- **Train the Trainers on DEI.** Fullerton College and Cypress have committed to Dr. Harper’s Alliance group at USC. NOCE and the District Office should commit to a similar train the trainer program. The District should consider working with CCEAL, CORA, or a similar group. The Diversity and Inclusion Faculty Fellows should be involved in decision-making and be invited to participate in the Train the Trainers events to ensure consistency and cross-communication across the district.
- **Increase the visibility, funding and space for Black, Brown, and Indigenous student organizations on campus.**

Relevant DEI Initiatives Currently in the Works by DODC and the Faculty Fellows

- Each campus is to complete the Diversity Recruitment, Hiring, and Retention Plan due December 2020. The Plan must address how the department or division will address underrepresentation of faculty of color in those departments where underrepresentation was found.
- Modifying the curriculum transformation seminar from a week to span the academic year.
- Collected the districtwide Faculty of Color survey.
- The EEOAC Subcommittee review & recommendations to the tenure process.
- The EEOAC Subcommittee review & recommendations of Campus Climate Surveys
- Developing the PIE series for fall 2020
- Developing the Beyond the Stereotype Poster Campaign.
- Faculty Fellows receive on-going DEI training (NCORE, SpeakOut, CUE, CORA, etc.)
- The Future Instructor Training Program

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	February 9, 2021	Resolution	<u>X</u>
		Information	<u> </u>
SUBJECT:	Fullerton College and Cypress College Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) Funding	Enclosure(s)	<u>X</u>

BACKGROUND: Cypress and Fullerton Colleges are pleased to report a funding allocation from the U.S. Department of Education’s Coronavirus Response and Relief Supplement Appropriations Act (CRRSAA) – Higher Education Emergency Relief Funds II (HEERF II) in the total amount of \$35,820,321.00 to cover expenses related to the disruption of campus operations due to coronavirus. CRRSAA – HEERF II divides the funding into two types of allocations: 1) student financial assistance; and 2) institution costs assistance. Since Cypress and Fullerton College both applied and were awarded grants under the earlier, first round of funds, the CARES-HEERF funds, participation in the second round, CRRSAA-HEERF II, was automatically granted by the Department of Education. Institutions have one year after receiving their CRRSAA awards to spend these funds. As of 1/29/2021, the District has not yet received these funds.

The student financial assistance portion requires that an institution receiving funding under section 314(a)(1) provide the “same amount” in financial aid grants to students from the new CRRSAA funds that have been required to provide under its original CARES Act Student Aid Portion award. Unlike the CARES Act, the CRRSAA requires that institutions prioritize students with exceptional need, such as students who receive Pell Grants, in awarding financial aid grants to students. However, students do not need to be Pell recipients or eligible for Pell grants to be identified as having exceptional need. In addition, the CRRSAA explicitly provides that financial aid grants to students may be provided to students exclusively enrolled in distance education. Cypress College is to receive \$3,573,967.00 and Fullerton College is to receive \$4,850,367.00 under this allocation.

The Department of Education has expanded the flexibility in the use of supplemental Institutional Portion funds. Under section 18004(c) of the CARES Act, institutions were required to use their Institutional Portion awards to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus and/or for additional emergency financial aid grants, subject to certain limitations. Under CRRSAA – HEERF II, the Institutional Portion may be used for: defraying expenses associated with coronavirus (including lost revenue, reimbursement for expenses already incurred, technology costs associated with a transition to distance education, faculty and staff

trainings, and payroll); carrying out student support activities authorized by the Higher Education Act of 1965, as amended (HEA), that address needs related to coronavirus; and/or making additional financial aid grants to students. However, no supplemental Institutional Portion awards or new Institutional Portion awards may be used to fund contractors for the provision of pre-enrollment recruitment activities; marketing or recruitment; endowments; capital outlays associated with facilities related to athletics, sectarian instruction, or religious worship; senior administrator or executive salaries, benefits, bonuses, contracts, incentives; stock buybacks, shareholder dividends, capital distributions, and stock options; or any other cash or other benefit for a senior administrator or executive. Cypress College is to receive \$12,065,565.00 and Fullerton College is to receive \$15,330,422.00 under this allocation.

An allocation for NOCE will be determined and funding will be redistributed internally to support NOCE students and operations.

This item was submitted by Lisa King, District Director, Grants, NOCCCD


How does this relate to the five District Strategic Directions? This funding supports the District's Strategic Directions #1, #3, and #5.

How does this relate to Board Policy: This item is in compliance with Board Policy 3280, Grants, 1.0 and 2.0. The Board will be informed about all grants received by the District, and the Chancellor shall establish procedures to assure timely application and processing of grant applications and funds, and that the grants that are applied for directly support the purposes of the District.

FUNDING SOURCE AND FINANCIAL IMPACT: Cypress College and Fullerton College have been allocated a total of \$35,820,321 from CRRSAA – HEERF II funds to be used within one year of receipt of the funds for expenses related to the disruption of campus operations due to coronavirus.

RECOMMENDATION: Authorization is requested for Fullerton College and Cypress College to enter into agreements with the U.S. Department of Education to accept the total CRRSAA - HEERF II funds in the amount of \$35,820,321 to be used within one year of receipt of the funds to cover expenses related to the disruption of campus operations due to coronavirus. It is also requested that a resolution be adopted to accept new revenue and authorize expenditures within the General Fund and the Financial Aid Fund, pursuant to the California Code of Regulations Title 5, Section 58308. Further authorization is requested for the Vice Chancellor, Finance and Facilities, or the District Director, Fiscal Affairs to execute any agreements and related documents and any amendments to modify the agreements on behalf of the District.

Cherry Li-Bugg
Recommended by



Approved for Submittal

4.a.2
Item No.

**Cypress College & Fullerton College
HEERF-II CRRSA Act**

**New Budget
January 14, 2021 - January 13, 2022 (Estimated)**

<u>OBJECT OF EXPENDITURE</u>	<u>BUDGET ACCOUNT NUMBER</u>	<u>PROPOSED BUDGET</u>
50000 Other Operating Expenses & Services	16660 4800 50000 6600	\$ 8,491,598
	16661 5125 50000 6600	\$ 10,480,055
60000 Capital Outlay	16660 4800 60000 6600	\$ 3,573,967
	16661 5125 60000 6600	\$ 4,850,367
75000 Student Financial Aid	37346 3410 75000 6600	\$ 3,573,967
	37347 6150 75000 6600	\$ 4,850,367
Total Expenses		\$ 35,820,321
 80000 Revenue		
HEERF-II CRRSA Act - Institution	16660 4800 81902 6600	\$ 12,065,565
HEERF-II CRRSA Act - Institution	16661 5125 81902 6600	\$ 15,330,422
HEERF-II CRRSA Act - Student Aid	37346 3410 81561 7320	\$ 3,573,967
HEERF-II CRRSA Act - Student Aid	34347 6150 81561 7320	\$ 4,850,367
Total Revenues		\$ 35,820,321

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: February 9, 2021

SUBJECT: Academic Personnel

Action	<u>X</u>
Resolution	_____
Information	_____
Enclosure(s)	<u>X</u>

BACKGROUND: Academic personnel matters within budget.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

5.a.1

Item No.

Academic Personnel
February 9, 2021

RETIREMENTS

Magee, Bruce	FC	English Instructor Eff. 01/15/2021 PN FCF824
Whalen, Kathleen	FC	Dance Instructor Eff. 06/22/2021 PN FCF702

NEW PERSONNEL

Johnson, Jessica	FC	Manager, Tutoring Programs 12-month Position (100%) Range 18, Column C Management Salary Schedule Eff. 02/10/2021 PN FCM944
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LEAVE OF ABSENCE

Anderson, Janna	FC	English Instructor Load Banking Leave With Pay (6.67%) Eff. 2021 Spring Semester
Barsamian, Aram	FC	Music Instructor Load Banking Leave With Pay (6.67%) Eff. 2021 Spring Semester
Berger, Margaret	FC	Radio/Audio Production Instructor Load Banking Leave With Pay (5.00%) Eff. 2021 Spring Semester
Eisner, Douglas	FC	English Instructor Load Banking Leave With Pay (20.00%) Eff. 2021 Spring Semester
Goldstein, Jay	FC	Communications Instructor Load Banking Leave With Pay (33.33%) Eff. 2021 Spring Semester
Lawrence, Roberta	CC	Dental Hygiene Instructor Family Medical Leave (FMLA/CFRA) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 12/31/2020 – 03/08/2021

Academic Personnel
February 9, 2021

Mendoza, Armando	CC	Geography Instructor Load Banking Leave With Pay (20.00%) Eff. 2021 Spring Semester
Paek, Sylvia	CC	Mathematics Instructor Load Banking Leave With Pay (13.33%) Eff. 2021 Spring Semester
Perez, Roger	FC	English Instructor Load Banking Leave With Pay (26.67%) Eff. 2021 Spring Semester
Schulze, Michael	FC	English Instructor Load Banking Leave With Pay (6.67%) Eff. 2021 Spring Semester

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2021 SPRING SEMESTER

Antemie, David	FC	Column 1, Step 1
Brunner, Jared	CC	Column 2, Step 1
Castro Kahn, Karlie	FC	Column 1, Step 1
Forbes, Veronica	FC	Column 2, Step 1
Do, Khuong	CC	Column 1, Step 2
Montes, Elizabeth	CC	Column 1, Step 1
Keissieh, Claude	CC	Column 1, Step 1
Kim, Hyo Jeong	FC	Column 1, Step 1
Punsalang, Arcel	FC	Column 1, Step 1
Tamariz, Santiago	CC	Column 1, Step 1
Tawfik, Marine	FC	Column 3, Step 1
Ward, Sheryl	CC	Column 2, Step 4

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Lakeman, Christina	NOCE	Hiring Committee Service Adjunct Faculty Salary Schedule Column 2, Step 3 Not to exceed 30 hours Eff. 02/16/2021-05/28/2021
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NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: February 9, 2021

SUBJECT: Classified Personnel

Action	<u>X</u>
Resolution	_____
Information	_____
Enclosure(s)	<u>X</u>

BACKGROUND: Classified personnel matters within budget.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

5.b.1

Item No.

Classified Personnel
February 9, 2021

NEW PERSONNEL

Arellano, Alexis	CC	Dental Hygiene Clinical Technician 11-month position (100%) Classified Salary Schedule Range 36, Step E Eff. 02/17/2021 PN CCC680
Hamilton, Synclaire	CC	Special Project Coordinator, COVID Athletic Testing Temporary Management Position (100%) Range 1, Special Project Admin Daily Rate Schedule Eff. 02/01/2021 – 06/30/2021 PN CCT707

VOLUNTARY CHANGES IN ASSIGNMENT

Ellison, Angela	CC	Instructional Assistant (50%) Temporary Increase in Percent Employed From: 50% To: 100% Eff. 02/10/2021 – 06/30/2021
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PROFESSIONAL GROWTH & DEVELOPMENT

Aponte, Lance	AC	IT Project Leader 4 th Increment (\$400) Eff. 07/01/2021
Phan, Michelle	FC	Evaluator 5 th Increment (\$400) Eff. 07/01/2021 6 th Increment (\$400) Eff. 07/01/2021

LEAVES OF ABSENCE

Anzures, Remedios	CC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/15/2021 – 01/24/2021 (Consecutive Leave)
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Classified Personnel
February 9, 2021

Aranda, Maureen	AC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/15/2021 – 01/25/2021 (Consecutive Leave)
@01672766	CC	HVAC Mechanic I (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 11/24/2020 – 12/10/2020 (Consecutive Leave)
@01825656	CC	Campus Safety Officer (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/22/2020 – 12/31/2020 (Consecutive Leave)
@01081092	AC	Human Resources Technician (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/14/2020 – 12/17/2020 (Consecutive Leave)
Jimenez, Martin	FC	HVAC Mechanic I (100%) Family Medical Leave (FMLA/CFRA) and Parental Leave (AB 2393) Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 02/01/2021 – 02/21/2021 (Consecutive Leave)
@01403071	CC	Accounting Technician (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/12/2020 – 12/22/2020 (Consecutive Leave)
Llamas Zataray, Jaime	CC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/18/2021 – 01/25/2021 (Consecutive Leave)

Classified Personnel
February 9, 2021

Malacara, Karla	FC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/05/2021 – 01/19/2021 (Consecutive Leave)
Pilkey, Aaron	CC	HVAC Mechanic II (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 12/08/2020; 12/14/2020 –12/18/2020 (Consecutive Leave)
@01391076	NOCE	Accounting Technician (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/01/2020 – 12/11/2020 (Consecutive Leave)
Thompson, Jeanne	CC	Financial Aid Technician (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 12/08/2020 – 12/15/2020 (Consecutive Leave)
Toral, Celena	CC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/13/2021 – 01/23/2021 (Consecutive Leave)
@01136947	CC	Evaluator Specialist (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/14/2020 – 12/23/2020 (Consecutive Leave)
@01223090	FC	Campus Safety Officer (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/02/2020 – 12/06/2020 (Consecutive Leave)

Classified Personnel
February 9, 2021

Villegas, Fatima

FC

Financial Aid Coordinator (100%)
Family Medical Leave (FMLA/CFRA)
Paid Leave Using Regular and Supplemental Sick
Leave Until Exhausted; Unpaid Thereafter
Eff. 12/29/2020 – 01/08/2021 (Consecutive Leave)

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: February 9, 2021

SUBJECT: Professional Experts

Action	<u>X</u>
Resolution	<u> </u>
Information	<u> </u>
Enclosure(s)	<u>X</u>

BACKGROUND: Professional Experts within budget.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget. The supervising manager is authorized by the Board to assign budget numbers in the employment of Professional Experts.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

5.c.1

Item No.

Professional Experts
February 9, 2021

PROFESSIONAL EXPERTS

Name	Site	Job Classification	Project Title	Max Permitted Hours per Week	Begin	End
Bui, Tuan	FC	Project Expert	SSSP Related Data and Research Project	26	02/22/2021	03/26/2021
Bui, Tuan	FC	Project Expert	SSSP Related Data and Research Project	26	04/05/2021	05/28/2021
Carlin, Anna	FC	Technical Expert II	Business Faculty Student Mentoring Pilot Program	8	01/28/2021	06/30/2021
Costello, Jeanne	FC	Technical Expert II	Guided Pathways Planning	20	01/04/2021	01/24/2021
Gargano, Amanda	CC	Technical Expert II	Distance Education Remote Instructional Work	15	02/08/2021	06/30/2021
Ghidella, Richard	FC	Technical Expert II	Business Faculty Student Mentoring Pilot Program	8	01/28/2021	06/30/2021
Gould, Sam	CC	Technical Expert II	Wellness Activities and Newsletter	10	01/19/2021	05/21/2021
Graves, Gary	FC	Technical Expert II	Guided Pathways Planning	20	01/04/2021	05/22/2021
Graves, Gary	FC	Technical Expert II	Business Faculty Student Mentoring Pilot Program	10	01/28/2021	06/30/2021
Hanson, Michelle	FC	Project Expert	Graphic Designer	26	02/01/2021	05/30/2021
Khattar, Kaushal	FC	Project Expert	Student Center Project Specialist	26	02/01/2021	06/30/2021
Marinello, Nicolette	CC	Certified Athletic Trainer	Certified Athletic Trainer	26	02/01/2021	05/24/2021
McCarthy, Barry	FC	Technical Expert II	Business Faculty Student Mentoring Pilot Program	8	01/28/2021	06/30/2021
Ngo, Eric	FC	Project Expert	SSSP Related Data and Research Project	26	04/05/2021	06/30/2021
Nguyen, Amanda	FC	Project Expert	SSSP Related Data and Research Project	26	02/01/2021	03/26/2021
Nguyen, Hung	FC	Project Expert	SSSP Related Data and Research Project	26	05/03/2021	06/30/2021
Parra, Denise	FC	Project Expert	Project Specialist – Commencement	26	01/19/2021	06/30/2021
Rangel, Jacquelyn	CC	Technical Expert	Distance Education Remote Instructional Work	15	02/08/2021	06/30/2021
Sanchez Tapia, Lenine	FC	Project Expert	SSSP Related Data and Research Project	26	04/05/2021	04/09/2021
Silva, Joel	CC	Technical Expert II	Dental Assisting Program Director Reassigned Time	10.5	01/25/2021	05/22/2021
St John, Daria	AC	Project Expert	Hourly Processing, HR Tasks	8	01/26/2021	06/30/2021

Professional Experts
February 9, 2021

Standen, Kathy	FC	Technical Expert II	Business Faculty Student Mentoring Pilot Program	8	01/28/2021	06/30/2021
Tran, Brandon	FC	Technical Expert II	Business Faculty Student Mentoring Pilot Program	8	01/28/2021	06/30/2021
Velasco, Kendra	CC	Technical Expert II	Dental Clinic Software Update and Training	25	01/04/2021	01/22/2021

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: February 9, 2021

SUBJECT: Hourly Personnel

Action	<u>X</u>
Resolution	<u> </u>
Information	<u> </u>
Enclosure(s)	<u>X</u>

BACKGROUND: Short-term, substitute and student work-study/work experience personnel may be employed on a temporary basis from time to time to assist in the workload of various departments.

In accordance with the District's administrative procedures, the employment of short-term and substitute employees is restricted to not more than twenty-six (26) hours per week. The employment of student employees is restricted to not more than twenty (20) hours per week.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

5.d.1

Item No.

Hourly Personnel
February 9, 2021

Short-Term Hourly

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Beltran, Christine	NOCE	Technical - Assisting with COVID-19 student screening	02/10/21	05/11/21	TE B 1
Castillo, Justin	CC	Paraprof - On-call Theater Technician for campus productions	02/10/21	05/21/21	TE J 4
Dominguez, Vitzania	FC	Technical - Assist with COVID-19 screenings for Health Services	02/10/21	06/30/21	TE A 2
Garcia, Melissa	FC	Technical - Assist the Counseling Department remotely	02/22/21	05/22/21	TE A 1
Hofstetter, Andrew	CC	Technical - Assist in Photography lab	02/10/21	05/12/21	TE A 3
Horton, Samantha	NOCE	Technical - Assisting with COVID-19 student screening	02/10/21	05/11/21	TE B 1
Meelar, Abdul	CC	Paraprof - Assist with creating and editing tutorial videos	02/24/21	05/28/21	TE A 1
Mix, Kevin	CC	Technical - Assist with monitoring student study spaces	02/24/21	05/26/21	TE A 2
Pantoja, Albert	CC	Technical - Assist with student mentoring and tutoring	01/27/21	04/21/21	TE A 2
Perez, Christian	CC	Technical - Assist with monitoring student study spaces	02/24/21	05/26/21	TE A 2
Poloa, Vanessa	CC	Technical - Assist in Counseling Center	02/10/21	05/21/21	TE A 1
Rone, Kenyun	CC	Technical - Assist with monitoring student study spaces	02/24/21	05/26/21	TE A 2
Sageb, Mirwais	CC	Technical - Assist in Counseling Center	02/10/21	05/12/21	TE A 1
So, Aaron	FC	Technical - Assist in Academic Computing Technology	03/22/21	06/30/21	TE B 1
Tamalatz, Alex	CC	Technical - Assist with monitoring student study spaces	03/24/21	06/23/21	TE A 2
Thomas, Robert	CC	Technical - Assist with mentoring and tutoring students	01/25/21	04/23/21	TE A 2
Tran, Mikah	FC	Technical - Assist with COVID-19 screenings for Health Services	02/10/21	06/30/21	TE A 2

Tutors, Interpreters, and Readers

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Capulong, Lauryn	CC	Direct Instr Support - PEER Assistant Leader in LRC	03/24/21	06/30/21	TE A 1
Dueifi, Maryam	CC	Direct Instr Support - PEER Assistant Leader in LRC	02/10/21	06/30/21	TE A 1
Guadarrama, Christina	CC	Direct Instr Support - PEER Assistant Leader in LRC	02/10/21	06/30/21	TE A 1
Hsu, Hui-Chung	CC	Direct Instr Support - Tutor for Supplemental Instruction	02/10/21	06/30/21	TE A 2

Hourly Personnel
February 9, 2021

Full Time Students and Work Study

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Freitas, Blake	FC	Full-time Student - Assist with COVID-19 screenings for Health Services	02/10/21	06/30/21	TE A 2
Jimenez, Ashley	CC	Work Study Student - Assist in Financial Aid office via Cranium Café	02/10/21	06/30/21	TE A 1
Melendez, George	FC	Full-time Student - Assist with COVID-19 screenings for Health Services	02/10/21	06/30/21	TE A 2
Sanchez, Kaitlyn	CC	Work Study Student - Assist in Financial Aid office via Cranium Café	02/10/21	06/30/21	TE A 1
Soto, Edith	CC	Work Study Student - Assist in Financial Aid office via Cranium Café	02/10/21	06/30/21	TE A 1
Thompson, Annika	FC	Full-time Student - Assist with COVID-19 screenings for Health Services	02/10/21	06/30/21	TE A 2

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: February 9, 2021

SUBJECT: Volunteers

Action	<u>X</u>
Resolution	<u> </u>
Information	<u> </u>
Enclosure(s)	<u>X</u>

BACKGROUND: The District recognizes the value of volunteer services in conjunction with certain programs, projects, and activities and may use the services of volunteers from time to time, when it serves the interests of the District. Volunteers are individuals who freely offer to perform services for the District without promise, expectation, or receipt of any compensation for the services provided.

How does this relate to the five District Strategic Directions? NOCCCD will provide an inclusive, equitable, and welcoming environment to support the well-being and professional growth of all employees.

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by



Approved for Submittal

5.e.1

Item No.

Volunteer Personnel
February 09, 2021

Name	Site	Program	Begin	End
Robles, Raymond	FC	Veteran's Work Study Program	01/04/2021	06/30/2021
Rubalcava, Veronica	FC	Counseling & Student Development	02/25/2021	05/22/2021

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

Action	<u>X</u>
Resolution	<u> </u>
Information	<u> </u>
Enclosure(s)	<u>X</u>

DATE: February 9, 2021

SUBJECT: Board Ad Hoc Committee Report:
Trustee Misconduct Complaint

BACKGROUND: The Board of Trustees received two formal complaints of trustee misconduct related to Trustee Ryan Bent: the first submitted by a Fullerton College faculty member and the second submitted by the Fullerton College Associated Students (AS) President. Both complaints center on Trustee Bent's behavior at the Fullerton College AS meeting on October 27, 2020. The complaints included the following requests: immediate intervention from the Board, a response to the Fullerton College AS, a public apology from Trustee Bent for his actions, and his resignation effective immediately. Barring his resignation, the complaint requests that the Board reprimand Trustee Bent to prevent further misconduct and recommends the immediate removal of Trustee Bent as Board President; barring him from holding Board officer positions; and/or withholding a portion, or all of the per diem allotted to him, until a public apology is received and corrective action to include cultural sensitivity training is completed.

At its November 24, 2020 meeting, the Board discussed how to proceed with the formal complaint and appointed trustees to an ad hoc committee as outlined in Board Policy 2715. The ad hoc committee –comprised of Trustees Blount, Dunsheath, and Rodarte– was formed to investigate the complaint allegations regarding Trustee Ryan Bent, met, and prepared the enclosed report.

How does this relate to the five District Strategic Directions? Not applicable.


How does this relate to Board Policy: This item is in accordance with Board Policy 2715, Code of Ethics/Standards of Practice.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board take formal action on the report prepared by the Board ad hoc committee investigating allegations of trustee misconduct.

Cheryl Marshall

Recommended by



Approved for Submittal

6.a.1

Item No.

AD HOC SUB-COMMITTEE REPORT ON ALLEGED ETHICS VIOLATIONS February 9th, 2021

Sub-Committee Members: Barbara Dunsheath, Stephen Blount, Jacqueline Rodarte

Sub-Committee Meetings: December 8, 2020; December 14, 2020; January 5, 2021

REVIEW OF MATERIAL

- Formal Complaints
 - Nov. 3, 2020 from David Robles
 - Undated, received Nov. 10 from Aline Gregorio
- The Ethical and Lawful Board of Trustees CCC from CCLC
- Walking the Line: What to Do When You Suspect an Ethics Problem, Institute for Local Government
- [*The Ethics of Speaking One's Mind*](#), Institute for Local Government
- ACCT's [Diversity, Equity and Inclusion Checklist and Implementation Guide for Community College Boards](#)
- BP 2715 (Code of Ethics/Standards of Practice)
- Accrediting Commission for Community Colleges: Standards IV:C
- Articles other CCC BOT censure
- October 27, 2020 Agenda item 6.a
- The Fullerton college student newspaper THE HORNET article
- Associated Students (AS) Minutes meeting of October 27, 2020

It should be noted that no recording of the Oct. 27, 2020 AS meeting was made.

The sub-committee interviewed Ryan Bent, Trustee; David Robles, AS President; Dr. Joe Carrithers, AS Advisor.

Two complaints were received.

1. Complaint from Aline Gregorio.
The sub-committee established that Ms. Gregorio was not in attendance at the Oct. 27th AS meeting and thus her comments regarding that meeting are second-hand and therefore difficult to substantiate. The sub-committee preferred to address only the second complaint from David Robles who was at the meeting.
2. Complaint from David Robles. – (attached).

Since there is no official recording of the October 27, 2020 special meeting of Fullerton College's AS it is cumbersome to fully ascertain exactly what happened. This is somewhat acerbated because the recollections of the three persons interviewed did not completely align.

CONTEXT

- There has been concern through the district about Trustee Bent's opinions related to Black Lives Matter, the term anti-racism and general ideas around his expression of ideas as Board president. This culminated in a formal complaint against Trustee Bent alleging ethics violations in July 2020. A previous Board Ad Hoc Committee exonerated Trustee Bent of any violations of BP 2715 and this was approved by the BOT October 27, 2020. It should be noted that the BOT accepted several recommendations from the Ad Hoc Committee which are in process, but have not been completed, such as review of BP 2715. Previous recommendations include:
 - Clarification regarding what constitutes an actionable complaint against a trustee,
 - Possible policy language to ensure distinguishing between individual and District points of view,
 - Censure of a trustee does not have much teeth in it. Consider possible sanctions the Board could apply other than simply censuring such as removal from committees or ineligibility for Board offices,
 - The Board should consider including ethics training as part of a study session,
 - The Board should continue discussion regarding appropriate trustee roles during its upcoming retreat.
- A wider political climate permeates division of opinion. While trustee roles are supposed to be non-partisan, the polarization of thought has crept into almost every aspect of society, including actions here at North Orange. The bifurcation of opinion between Trustee Bent and others reflects our society as a whole and played out in Board elections during 2020. This was exasperated by a prolonged disagreement between the BOT and negotiations with one of the bargaining units that thankfully is now settled, but remained prominent in trustee elections in November 2020.

AREAS OF GENERAL AGREEMENT

- The AS special meeting of Oct. 27, 2020 was called for students to discuss a resolution against Trustee Bent's behavior and in objection to the BOT's response to previous Ethic's complaint. This was the only item on the agenda. The meeting was held virtually. It was not recorded. At different points in the meeting Trustee Bent's microphone/video were turned off, although no clear explanation of why was determined. Trustee Bent had emailed David Robles in advance of the meeting that he would attend. Trustee Bent had been muted during the meeting.
- All agreed that Trustee Bent called the behavior "thuggish" – although differences remain over the implication of the term.
- All agreed that at one point Trustee Bent chided Trustee Reyes about her performance and mentioned something along the lines that if this was about trustee performance and behavior, then we can meet about this another time to talk about your performance. Bent admits that this might not have been the "nicest" thing to have said. Mr. Robles and Dr. Carrithers viewed his statements as a threat to Trustee Reyes and they were "shocked".

AREAS OF DISAGREEMENT

- Did Trustee Bent interrupt and if so how often? Trustee Bent claims he was interrupted, and not allowed to speak. Robles claims Bent interrupted about 15 times, was warned that he would be muted if he did not allow the meeting to progress and was eventually muted. Dr. Carrithers claims Bent interrupted at least 5 times, was warned he would be muted and was eventually muted. Dr. Carrithers says that the meeting time was extended and that Trustee Bent's behavior disabled AS to fully complete its business. Trustee Bent spoke over the students so much that they were unable to complete the business at hand which was to discuss the resolution.
- Was Trustee Bent's behavior inappropriate? Trustee Bent claims that he "knows what I said." He was calm and professional. He did not yell or raise his voice. "I will stand by what I said." David Robles believes that Trustee Bent's behavior attacked students and threatened Trustee Reyes. Dr. Carrithers stated Trustee Bent's behavior was "unconscionable" and deeply troubling. Dr. Carrithers believes the students were "traumatized by what happened" and in shock so much that he stayed with the students until at least 4:00 that day.

CONCLUSIONS OF THE AD HOC SUB-COMMITTEE

The primary goal of the Ad Hoc Sub-Committee is to ensure ethical and effective trustee behavior that places the good of the district, especially the welfare of our students, at the core of any action.

The Ad Hoc Sub-Committee remains cognizant that effective trustee behavior also requires the respect of differences in opinion AND the need to cultivate professional and respectful behavior toward other trustees.

1. Initially the sub-committee hoped to convince Trustee Bent to make an apology to the students. This request had been made previously to receiving any formal complaints, privately, and by more than one member of the Board to Trustees. The sub-committee's request for Trustee Bent to apologize, as well as the other requests, failed. Trustee Bent adamantly refuses to apologize.

In some respects, the sub-committee views the unwillingness of Trustee Bent to make amends for his actions more unsettling than his actions.

2. Trustee Bent does violate Section 1.5 of BP 2715 "In all decisions hold the educational welfare and equality of opportunity of the students of the District as his or her primary concern." and Section 1.12 "Be an advocate of the District in the community by encouraging support for and interest in the North Orange County Community College District."
3. The sub-committee recommends that a formal and public apology to the students, especially fellow Trustee Reyes be made and that Trustee Bent should not be allowed to hold leadership roles in the BOT (Secretary, Vice President, President) until such apology is made.

The sub-committee does not wish to proceed with a formal censure in recognition that Trustee Bent was duly elected in November 2020 in hope that change in behavior can be achieved without the need for a formal censure.

4. This second Ad Hoc Sub-committee wishes to ensure that the recommendations of the first Ad Hoc Sub-committee continue to be followed and enacted. Part of the first Ad Hoc Sub-committee recommended that “the Board undergo ethics training.” This Ad Hoc Sub-committee also recommends that trustees, especially Trustee Bent receive professional development regarding DEIA (Diversity, Equity, Inclusion and Anti-Racism). It should be noted that DEI has been added as a new component for completion of the Excellence in Trusteeship Certificate, and that ACCT’s [Diversity, Equity and Inclusion Checklist and Implementation Guide for Community College Boards](#), calls for Boards to implement an equity lens and Step I is to Create an equity-minded Board. Furthermore, it should be noted that at the January 26, 2021 BOT meeting there was board consensus to adopt and implement this ACCT Checklist as one of 2021 Board goals.
5. The case against Trustee Bent be closed and the Board not entertain any further complaints against him unless egregious additional actions are committed.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: February 9, 2021

SUBJECT: Revised Board Policy 2310,
Regular Meetings of the Board

Action	_____
Resolution	_____
Information	X
Enclosure(s)	X

BACKGROUND: On September 25, 2018 the Board conducted a study session to review and discuss the District's policy development process. During that study session, four Board Policies were referred to the Board Policy Subcommittee for review, including Board Policy 2310, Regular Meetings of the Board. The Board Subcommittee revised BP 2310 to clarify when Board meetings occur in Section 1.0; to add language in the newly created Sections 7.0 and 8.0 regarding teleconferenced meetings and procedural rules; make grammatical corrections; and to cite the corresponding policies and procedures.

Revised BP 2310 was presented to the Board on November 24 for review and input prior to be shared with the District Consultation Council (DCC). DCC reviewed, discussed, and reached consensus on BP 2310 on January 25.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy: This item is in accordance with Board Policy 2410, Board Policies and Administrative Procedures.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board receive proposed, revised BP 2310 and direct that it be placed on a future Board meeting agenda for action.

Cheryl Marshall

Recommended by

Cheryl Marshall

Approved for Submittal

6.b.1

Item No.

BP 2310 Regular Meetings of the Board

Reference:

**Education Code Section 72000(d);
Government Code 54952.2, 54953 et seq., 54961**

- 1.0 ~~Regular meetings of the Board shall be held the second and fourth Tuesday of each month.~~ **The Board of Trustees will adopt a calendar of Board meetings at its annual organizational meeting. In most months the Board will meet on the second and fourth Tuesday. In some months the Board may meet only once.** Regular meetings of the Board shall normally be held at the Anaheim Campus, 1830 W. Romneya Drive, Anaheim, CA, 92801 **at 5:30 p.m. The calendar of Board meetings shall be published on the District website.**
- 2.0 A notice identifying the location, date, and time of each regular meeting of the Board **of Trustees** shall be posted at least ten (10) days prior to the meeting and shall remain posted until the day and time of the meeting.
- 3.0 All regular meetings of the Board **of Trustees** shall be held within the boundaries of the District except in cases where the Board is meeting with another local agency or is meeting with its attorney to discuss pending litigation if the attorney's office is outside the District.
- 4.0 All regular and special meetings of the Board **of Trustees** shall be open to the public, be accessible to persons with disabilities, and otherwise comply with Brown Act provisions, except as required or permitted by law.
- 5.0 The Board **of Trustees** may adjourn any regular meeting to a later fixed date to complete any unfinished business. At such adjourned session, the Board shall have all the powers of the preceding regular session. Notice of the adjourned meeting must be posted on or near the door of the meeting room within 24 hours of the adjournment.
- 6.0 Representatives of each bargaining unit of District employees, the Academic/Faculty Senates, and administrative personnel as designated by the Chancellor will be seated at a Resource Table. These representatives may provide reports to the Board **of Trustees** from their respective organizations, provide input on agenda items, or serve as a resource to the Board in the discussion of issues **subject to Board guidelines.**
- 7.0** **The Board of Trustees may use teleconferencing for its meetings consistent with Government Code Section 54953(b). A teleconferenced meeting shall comply with all legal requirements pertaining to such meetings. All votes taken during a teleconferenced meeting shall be by roll call.**
- 8.0** **Matters of procedure not governed by law or Board policy shall be **guided** by Robert's Rules of Order.**

See Board Policy 2315, Closed Sessions; Board Policy 2320, Special and Emergency Meetings; Administrative Procedure 2320, Special and Emergency Meetings; Board Policy 2330, Quorum and Voting; Board Policy 2340, Agendas; Administrative Procedure 2340, Agendas; Board Policy 2360, Minutes; and Administrative Procedure 2360, Minutes.

North Orange County Community College District
BOARD POLICY
Chapter 2
Board of Trustees

BP 2310 Regular Meetings of the Board

Date of Adoption: June 24, 2003

Date of Last Revision: June 1, 2004

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	_____
DATE:	February 9, 2021	Resolution	_____
SUBJECT:	Revised Administrative Procedure 3725, Computer and Electronic Communication Systems	Information	X
		Enclosure(s)	X

BACKGROUND: Administrative Procedure 3725 was reviewed and revised to reflect content revisions per the Community College League of California (CCLC) Policy and Procedure Legal Updates to add a section to address information security program requirements for institutions that participate in Title IV Educational Assistance Programs. Additional revisions were recommended by the Technology Coordinating Council to reflect current terminology and practice.

The District Consultation Council reviewed, discussed, and reached consensus on AP 3725 on January 25.

The approved procedure is provided to the Board as information in compliance with Board Policy 2410, Board Policies and Administrative Procedures.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction 3) Stewardship of Resources – NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

How does this relate to Board Policy? This item is in accordance with Board Policy 2410, Board Policies and Administrative Procedures.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board receive as information revised AP 3725.

Cheryl Marshall

Recommended by

Cheryl Marshall

Approved for Submittal

6.c.1

Item No.

AP 3720 Computer and Electronic Communication Systems

Reference:

Education Code Section 70902;
15 U.S. Code Sections 6801 et. seq.;
17 U.S. Code Sections 101 et seq.;
Penal Code Section 502, Cal. Const., Art. 1 Section 1;
Government Code Section 3543.1 subdivision (b);
16 Code of Federal Regulations Parts 314.1 et seq.;
Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, 45

1.0 This procedure applies to all District students, faculty, and staff and to others granted use of District computer and electronic communication systems. This procedure applies to all computer and electronic communication systems, either District-owned or individually owned which interfere with District operations or through operation violate District policy. For purposes of this procedure, Computer and Electronic Communication Systems include, but are not limited to, technology endpoints, electronic communication and collaboration systems, software, data, and intellectual property which traverse District-owned, leased, or rented computer hardware, software, database and communication and collaboration systems. Campuses may adopt acceptable use procedures which are not in conflict with this procedure.

2.0 Access to Systems

2.1 District computer and electronic communication systems components, devices, and services are District property. Any electronic device, mail address, account, or license associated with the District or assigned by the District to individuals or functions of the District are the property of the District. All electronic devices, mail addresses, accounts, and licenses and all devices connected to the District's secured computer and electronic communication systems must meet District interface and security protocol as determined by the District. For purposes of this procedure, the word "secured" means protection of District systems and data from unauthorized use.

2.2 Access to the District's computer and electronic communications systems is a privilege that may be revoked or restricted by the Chancellor or designee at any time without prior notice and without the consent of the user. Some reasons for revocation or restriction of access to services include, but are not limited to, the following:

2.2.1 when required by and consistent with law, or when there is probable cause to believe that violations of policy or law have occurred;

2.2.2 when necessary to prevent loss of evidence of violations of policy or law;

2.2.3 when necessary to prevent property damage or loss of property, or bodily harm;

2.2.4 when necessary to prevent liability to the District;

AP 3720 Computer and Electronic Communication Systems

2.2.5 when business operational needs warrant, as determined by the District.

2.3 Computer and electronic communications systems access privileges will be granted to users only with individually-assigned accounts which must use strong passwords. Passwords may not be transferred, shared, or converted to other individuals without explicit permission from the District.

2.4 Voice mail means an audio message transmitted between two or more systems, whether or not the message is converted to digital format after receipt and whether or not the message is heard upon transmission or stored for later retrieval. Voice mail includes telephonic messages that are transmitted through a local, regional, or global network.

3.0 Privacy Disclosure and Use Disclaimer

3.1 District Electronic Communication Systems and services are District property. Any electronic mail address or account associated with the District, or any sub-unit of the District, assigned by the District to individuals, sub-units, or functions of the District, is the property of the District. Users should be aware that because of the nature of electronic communications and the public character of the District's business, the District's computer and electronic communication systems are not private. Routine maintenance and system administration may result in observation of the contents of files and communications. Access to District computer and electronic communication systems may be logged at the discretion of the District. District computer and electronic systems may be subject to device location tracking. Users should be aware that there is no expectation of privacy or confidentiality in the content of electronic communications or data sent, received, or stored on District systems, and therefore, users should exercise extreme caution in using electronic communications to communicate or store information of a confidential or sensitive nature. Portable devices without encryption such as laptop computers and data storage devices are especially susceptible to theft or loss and should not be used to store any District information.

3.2 Electronic communications that utilize district computer and electronic communication systems equipment, including communication records arising from personal use, whether or not created or stored on District equipment, may be presumed to constitute a District record subject to disclosure under the California Public Records Act or other laws, or as a result of litigation. It is possible for information entered on or transmitted via computer and electronic communication systems to be retrieved, even if a user has deleted such information. Users should be aware of the implications of this presumption in any decision to use district computer and electronic communication systems for personal use.

3.3 Although the District respects the privacy of users and does not routinely inspect, monitor, or disclose electronic communications, the District reserves the right to inspect, monitor, or disclose electronic communications at any time without prior notice and without the consent of the user. Reasons for inspecting, monitoring or disclosing electronic communications include, but are not limited to, the following:

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- 3.3.1 when required by and consistent with law, or when there is probable cause to believe that violations of District policy or law have occurred;
 - 3.3.2 when necessary to prevent loss of evidence of violations of District policy or law;
 - 3.3.3 when necessary to prevent property damage, loss, or bodily harm;
 - 3.3.4 when necessary to prevent liability to the District.
 - 3.4 Inspection or monitoring, other than for routine maintenance and system administration, must be authorized by the Chancellor, Vice Chancellor, or President. Such inspection or monitoring must be limited to materials related to the investigation, and the confidentiality of the inspection must be maintained to the highest degree possible.
 - 3.5 The District cannot protect users from receiving electronic communications they may find offensive, nor can the District guarantee the authenticity of electronic communications received, or that electronic communications received were in fact sent by the purported sender. Users are responsible for materials they access and disseminate on the District's computer and electronic communication systems.
 - 3.6 The District assumes no responsibility for the loss of data on individual owned or District-owned Computer and Electronic Communication Systems due to malicious or destructive software, or as a result of flaws in the application, operating system, or network.
- 4.0 Acceptable Use**
- 4.1 The District's computer and electronic communication systems are provided to support the educational mission of the colleges, North Orange Continuing Education, and the administrative functions that support this mission, and are to be used primarily for District business-related purposes. Incidental personal use is permitted, provided that such incidental personal use conforms to this procedure and such use does not:
 - 4.1.1 Interfere with the user's employment or ability to perform work assignments or those of another employee;
 - 4.1.2 Directly or indirectly interfere with the District's operation of computer and electronic communication systems;
 - 4.1.3 Burden the District with noticeable incremental cost.
 - 4.2 Use of the District's computer and electronic communication systems and services is limited to the District's students, faculty, staff, and other authorized persons. Users of the District's computer and electronic communication systems and services are expected to do so responsibly and in compliance with local, state, and federal laws, as well as the policies and procedures of the District, and with normal

AP 3720 Computer and Electronic Communication Systems

standards of professional and personal courtesy and conduct.

- 4.2.1 Under no circumstance shall any employee access or alter their own personal records, or cause another employee to access or alter their personal records. Banner self-service and myGateway functions are permissible.
- 4.3 The use of the District's computer and electronic communications systems for any of the following is prohibited:
 - 4.3.1 Use which violates local, state, or federal law;
 - 4.3.2 Use which violates board policies or administrative procedures;
 - 4.3.3 Use which violates District software licensing agreements, use of software without legal authorization, or unauthorized duplication, transmission, or use of unlicensed copies;
 - 4.3.4 Use for private commercial purposes not under the auspices of the District;
 - 4.3.5 Use for personal financial gain;
 - 4.3.6 Use, other than for purposes for an authorized course of instruction or system administration that interferes with, disrupts, causes excessive strain on, or interferes with others' use of District computer and electronic communications systems including, but not limited to, the following:
 - 4.3.6.1 Knowingly loading malicious programs onto or from any computer systems;
 - 4.3.6.2 Attempting or gaining unauthorized access or alteration to data, files, emails, or passwords (hacking);
 - 4.3.6.3 Unauthorized tampering with computing resources, including connecting or disconnecting computer equipment or otherwise altering the set-up of any computer or network;
 - 4.3.7 Use for unauthorized advertising, campaigning, soliciting or proselytizing for any religious or political cause, outside organization, business, or individual;
 - 4.3.8 Use for sending defamatory, intimidating, threatening, harassing, discriminatory, abusive, or patently offensive material to or about others, or any use that violates the District policy regarding unlawful discrimination;
 - 4.3.9 Use that violates board policy regarding intellectual property;
 - 4.3.10 Use for intentionally sending or accessing pornography or patently obscene material other than for authorized research or instructional

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purposes;

4.3.11 Use for unlicensed downloading, copying, or distributing of copyrighted works such as movies or music for other than legally authorized uses, or uses authorized by the District;

4.3.12 Use for connection of non-district devices to the District's computer and electronic communications systems that results in a violation of this procedure;

4.3.13 Personal use inconsistent with section 4.3 of this procedure;

4.3.14 Personal use which processes, stores, or transmits credit card information.

4.4 Users of the District's computer and electronic communication systems shall not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the District or any unit of the District unless authorized to do so. Where appropriate, an explicit disclaimer shall be included.

4.5 Users of the District's computer and electronic communication systems shall not employ a false identity or otherwise transmit or attempt to transmit any message which is misleading as to origination.

4.6 The District encourages the use of electronic communication systems to conduct all communication with the community, students, faculty, staff, and business partners. Communication sent from the District or any representative acting on behalf of the District will exclusively use District provided systems. Electronic mail, facsimiles, text messages, or other data that originated or traversed District systems should not be forwarded to personal accounts while conducting District business.

5.0 **District Access and Disclosure:** Violations of District policies and procedures governing the use of District computer and electronic communication systems may result in the restriction of access to District computer and electronic communication systems and appropriate disciplinary action, up to and including dismissal.

5.1 Users should have no expectation of privacy or confidentiality in the content of electronic communications or other data sent, received, or stored on District computer systems.

5.2 Although the District does not routinely inspect, monitor, or disclose electronic communications, the District reserves the right to inspect, monitor, or disclose electronic communications without prior notice and without consent. Reasons for inspecting, monitoring, or disclosing electronic communications include, but are not limited to, the following: when required by and consistent with law; when there is significant reason to believe that violations of policy or law have occurred; when failure to act may result in significant bodily harm, when significant property loss or damage would result, when loss of significant evidence of one or more violations of law or of District policies would result, when significant liability to the District or

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to members of the District community would result; or significant liability to business purposes, such as inspection of the contents of electronic messages in the course of an investigation triggered by indications of misconduct. Such inspections must be authorized by the Chancellor, Vice Chancellor, or President. The inspection must be limited to materials related to the investigation and the confidentiality of the inspection must be maintained to the highest degree possible.

6.0 Information Security Compliance: In accordance with the Gramm-Leach-Bliley Act for entities that participate in Title IV Educational Assistance Programs, the District will develop, implement, and maintain a comprehensive information security program containing administrative, technical, and physical safeguards.

6.1 The Vice Chancellor of Educational Services and Technology in collaboration with the District Director, IT Infrastructure & Operations and District Director, Enterprise IT Applications Support & Development are responsible for coordinating the District information security program.

6.2 The District shall conduct an information security risk assessment to identify internal and external risks to the security, confidentiality, and integrity of student or District information. Risks will be assessed in each of the following areas on an annual basis:

6.2.1 Employee training and management;

6.2.2 Information systems, including network and software design, as well as information processing, storage, transmission and disposal;

6.2.3 Detecting, preventing and responding to attacks, intrusions, or other systems failures

6.3 Based on the results of the information security risk assessment, the District shall implement appropriate information safeguards to control the risks identified and regularly monitor the effectiveness of the safeguard's controls, systems, and procedures.

6.4 The District will take reasonable steps to select and retain service providers that are capable of maintaining appropriate safeguards for the District information at issue; and require service providers by contract to implement and maintain such safeguards.

6.5 The District will evaluate and adjust the information security program in light of the results of the testing and monitoring required; any material changes to the District's operations or business arrangements; or any other circumstances that may have a material impact on the information security program.

7.0 Computer and Electronic System Agreement: As a condition of providing access to the District's computer and electronic communications systems, users shall sign an agreement, in a form prescribed by the Chancellor, acknowledging that the user has read and understands the provisions of this procedure and agrees to comply with the terms

AP 3720 Computer and Electronic Communication Systems

stated herein.

See Board Policy 3720, Computer and Electronic Communication Systems and Administrative Procedure 6365, Accessibility of Information Technology.

Date of Adoption: March 23, 2004

Date of Last Revision: January 25, 2021 District Consultation Council
April 27, 2020 District Consultation Council
September 25, 2017 District Consultation Council
September 26, 2016 District Consultation Council
November 23, 2015 District Consultation Council
April 28, 2008 Chancellor's Cabinet

AP 3720 Computer and Electronic Communication Systems

Computer and Electronic Communication Systems Use Agreement

I have been provided with, and have read District Administrative Procedure (AP) 3720, Computer and Electronic Communications Systems. I agree to comply, and assist any staff for which I am responsible for to comply, with the provisions of AP 3720 regarding the use of the District's computer and electronic communications systems, and by any future terms and conditions of the procedure that may be developed.

I understand that District computer and electronic communications systems components, devices, and services are the property of the District and that access to the District's computer and electronic communications systems is a privilege that may be revoked or restricted at any time without prior notice and without consent of the user.

I also understand that because of the nature of electronic communications and the public character of the District's business, there is no expectation of privacy or confidentiality in the content of electronic communications or computer files sent and received on the District's computer or electronic communications systems or stored in the users' directories, and that the District reserves the right to inspect, monitor, or disclose electronic communications at any time without prior notice and without the consent of the user.

Signature

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: February 9, 2021

SUBJECT: Future Board Agenda Items

Action	_____
Resolution	_____
Information	_____ X _____
Enclosure(s)	_____

BACKGROUND: At the June 2018 Board and Chancellor planning retreat, the group discussed how to make Board meetings more effective and efficient. As a result of that discussion, it was agreed that a new *Future Board Agenda Items* section would be included in Board meeting agendas to provide an opportunity for trustees to discuss the possibility of adding topics or items of interest to future agendas.

This information item is presented to allow for discussion on any potential future Board agenda items.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: This item is in accordance with Board Policy 2310, Regular Meetings of the Board and Board Policy 2340, Agendas.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the Board discuss any potential future Board agenda items.

Cheryl Marshall

Recommended by

Cheryl Marshall

Approved for Submittal

6.d

Item No.

UNAPPROVED
MINUTES OF THE ONLY REGULAR MEETING
OF THE BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

January 26, 2021

The Board of Trustees of the North Orange County Community College District met for its Only Regular Meeting on Tuesday, January 26, 2021, at 5:30 p.m. via Zoom teleconference and YouTube livestream.

President Barbara Dunsheath called the meeting to order at 5:31 p.m. Student Trustee Chloe Reyes led the Pledge of Allegiance to the Flag and provided a statement on what democracy means to her.

TRUSTEE ROLL CALL: Present: Ryan Bent, Stephen T. Blount, Jeffrey P. Brown, Barbara Dunsheath, Ed Lopez, Jacqueline Rodarte, Evangelina Rosales, and Student Trustees Ester Plavdjian and Chloe Reyes. Absent: None.

RESOURCE PERSONNEL PRESENT: Cheryl Marshall, Chancellor; Fred Williams, Vice Chancellor, Finance & Facilities; Irma Ramos, Vice Chancellor, Human Resources; Cherry Li-Bugg, Vice Chancellor, Educational Services & Technology; Greg Schulz, President, Fullerton College; JoAnna Schilling, President, Cypress College; Valentina Purtell, President, North Orange Continuing Education; Kai Stearns, District Director, Public & Governmental Affairs; Lisa McPheron, representing the District Management Association; Craig Goralski, representing the Cypress College Academic Senate; Kim Orlijan, representing the Fullerton College Faculty Senate; Christie Diep, representing United Faculty; Joseph Vasquez representing CSEA; and Alba Recinos, Recording Secretary.

OTHER ADMINISTRATORS AND EMPLOYEES PRESENT: Paul de Dios, Lee Douglas, Alex Porter, and Michael Zari from Cypress College; Gil Contreras, Rod Garcia, Jose Ramon Nunez, and Joe Ramirez from Fullerton College; Terry Cox from North Orange Continuing Education; and Chelsea Salisbury from the District Office.

VISITORS: Public participation was provided via YouTube livestream.

COMMENTS: MEMBERS OF THE AUDIENCE: The following public comments were received via email and were read into the record by the Recording Secretary:

- A. **Liz Putnam**, Cypress College Faculty, provided a statement to the Board where she shared her happiness in having **Trustee Evangelina Rosales** on the Board and addressed serious safety issues within the Cypress College Health Sciences Division and Nursing Department. She noted the lack of filters and supplies, the lack of an assessment to ensure the safety of students and faculty, and the lack of attention and urgency from campus administrators to provide appropriate safety measures.
- B. **David Robles**, Fullerton College Student and Associated Students President, provided a statement to the Board to comment on the troubling actions and comments by the Board since October 2020 following the "harassment, racially coded language and threatening of a student by a Trustee." He alleged that trustees have continued to show

bad faith in their consideration and investigation of trustee misconduct with empty platitudes, inaction, and a reluctance to enforce their own code of ethics. He expressed his dissatisfaction with his interview with the ad hoc committee investigating the complaint, criticized them for not protecting the student trustee who was threatened, and stated he had no intention of complying with their records requests or future interviews until they could show good faith in the conduct of the investigation.

BLOCK VOTE APPROVAL OF NON-PERSONNEL ITEMS: Subsequent to the noted correction to Item 4.b, it was moved by Trustee Jacqueline Rodarte and seconded by Trustee Jeffrey P. Brown that the following non-personnel items be approved by block vote:

Finance & Facilities: 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 3.g, 3.h, 3.j, 3.k, 3.m, 3.n, 3.o, 3.p, 3.q
Instructional Resources: 4.a, 4.b, 4.c

Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustee Reyes and Plavdjian's advisory votes.

BLOCK VOTE APPROVAL OF PERSONNEL ITEMS: Subsequent to noting the revised pages in Item 5.b, it was moved by Trustee Jacqueline Rodarte and seconded by Trustee Ryan Bent that the following personnel items be approved by block vote:

Human Resources: 5.b, 5.c, 5.d, 5.e, 5.f

Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.

CHANCELLOR'S REPORT

A. **2020-21 Governor's Budget Proposal:** As part of the Chancellor's Report, **Fred Williams**, Vice Chancellor of Finance & Facilities conducted a presentation on the 2020-21 Governor's Budget Proposal. Highlights included:

Community College One-time Funding

- Emergency aid to students
- Work-based learning
- Mental health
- Student retention and (re)enrollment
- On-line Education Infrastructure
- Expansion of apprenticeship

Community College On-going Funding

- COLA
- Growth
- Buy down of deferrals

Economic Forecast

- 2021-22 – \$15 billion estimated surplus
- 2022-23 – (\$7.6) billion deficit
- 2023-24 – (\$8.7) billion deficit
- 2024-25 – (\$11.3) billion deficit

Budget Highlights

- COLA 1.5% – \$111.1 million
- Growth .5% – \$23.1 million
- Buy down of deferrals – \$1.1 billion leaving \$326.5 million
- PERS/STRS stabilization

Estimated Cal PERS/STRS Rates

	2019-20	2020-21	2021-22
STRS	17.10%	16.15%	15.92%
PERS	19.721%	20.70%	23.00%

Other Funding

- Emergency Financial Assistance – \$250 million
 - \$100 million – Student Financial Needs
 - \$150 million – Grade Requirements
- \$15 million – Zero Textbook Costs
- Student Basic Needs – \$130 million
 - \$100 million over 3-years – Housing and Food Security
 - \$30 million – Mental Health
- \$20 million – Student retention and (re)enrollment
- \$13.1 million – On-line education support and infrastructure

Flexible Federal Funding (Part of the 20-21 Year)

	Amount	Minimum for Students	Maximum for Institution
Fullerton	\$20,180,789	\$4,850,367	\$15,330,422
Cypress	\$15,639,532	\$3,573,967	\$12,065,565

- \$1.286 billion for California Community Colleges
- Flexible uses
 - Operating expenses
 - Backfill from lost revenue
 - Authorized student support services
 - Financial Aid grants without regard to immigration status
- One year to spend funds

Other

- The difference in COLA funding for K-12 (3.84%) and community colleges (1.5%)
- Prop 98 funds going to Student Aid

Subsequent to the presentation, Vice Chancellor Williams addressed questions regarding the timeline for funding that will be available earlier, advocacy efforts for noncredit funding, and scheduled maintenance funding.

(See Supplemental Minutes #1267 for a copy of the presentation.)

COMMENTS

- A. **Valentina Purtell** reported on her attendance at the CSEA Officer Installation, congratulated **Joseph Vasquez** on his presidency, and acknowledged the contributions of classified employees in support of students during pandemic. She shared that at the P-1 submission period for the 320 Report, NOCE had an increase of 151 FTES compared to the same time last year and attributed the increase to several factors including digital marketing efforts and distance education. President Purtell also reported on NOCE increases in the 2020 CTE Student Outcome Survey. Among the increases: the number of students who secured a job within their field of NOCE study increased from 39% to 44%, 82.6% of NOCE respondents found a job within first three months after exit, and hourly wages increased by \$8. She concluded her report by sharing that NOCE has had well attended professional development events and will continue to find ways to engage faculty and staff virtually for the time being.
- B. **JoAnna Schilling** welcomed everyone to the start of the Spring semester and congratulated **Joseph Vasquez** on his new role as CSEA President. She reported on the Cypress College Opening Day and Adjunct Faculty Learning Day, and thanked everyone who attended and helped coordinate the events. She also acknowledged the work of **Dr. Lee Douglas** and **Dr. Silvie Grote** in leading the efforts to review course syllabi through a cultural lens. Dr. Schilling announced that the Toyota T-TEN Program was recognized yet again for having the highest number of excellence certifications per student nationwide and thanked **Michael Klyde** and **Paul Kelly** for their work.
- C. **Greg Schulz** shared three highlights from his written report to the Board. He called attention to the Fullerton College Spring Convocation that featured **Dr. Cornell West** and thanked **Queen Peterson** and **Phil Austin** for their participation. He congratulated Joseph Vasquez and the other districtwide CSEA officers installed recently and said he looked forward to working with them. He concluded his report by acknowledging the retirement of **Chancellor Marshall** and thanked her, on behalf of the Fullerton College community, for her leadership and support of students.
- D. **Lisa McPheron** congratulated **Chancellor Marshall** on her retirement and reported on the January 7 DMA virtual coffee break. The short format meeting was well received and will be repeated. Most of the questions during the meeting were regarding salary and benefits; DMA hopes that the District will work toward parity.
- E. **Jennifer Oo** provided an update on the NOCE Flex Day for the Spring semester and shared her pride in the NOCE FTES increase which is quite an accomplishment during this unprecedented time.
- F. **Craig Goralski** stated that although a new semester has begun, many of the same issues from the previous semester persist regarding the safety of faculty and students in in-person classes. Faculty continue to have expectations that trustees will engage with Black Lives Matter Task Force recommendations and in an honest, internal review of the processes within the District. He invited **Trustee Evangelina Rosales** to attend the January 28 Cypress College Academic Senate meeting to introduce herself.
- G. **Kim Orlijan** shared that the Fullerton College Faculty Senate will hold its first meeting on February 4 and thanked **Chancellor Marshall** for her work in the District and for leading with integrity.

- H. **Christie Diep** expressed gratitude to **Chancellor Marshall** for the work that she accomplished with United Faculty and congratulated her on her retirement. She also commented on the upcoming work of the UF Racial Justice and Equity Committee.
- I. **Joseph Vasquez** expressed his appreciation for **Chancellor Marshall** and thanked everyone for the warm welcome.
- J. **Student Trustee Chloe Reyes** extended thanks to **Chancellor Marshall** for her leadership and support on behalf of Fullerton College students.
- K. **Student Trustee Ester Plavdjian** shared an update on the OCTA partnership and thanked **Dr. Marshall** for her leadership noting that she looks up to her as a role model.
- L. **Trustee Ryan Bent** welcomed **Joseph Vasquez** as the CSEA President. He said that while he was sad to see **Chancellor Marshall** retire, he was happy for her and acknowledged her outstanding work during her almost six year tenure with the District.
- M. **Trustee Jeffrey P. Brown** wished everyone a happy new year and noted that it was great to be getting back into a new semester.
- N. **Trustee Jacqueline Rodarte** officially welcomed **Joseph Vasquez** to the dais.
- O. **Trustee Ed Lopez** thanked **President Valentina Purtell** for her report and congratulated NOCE on the survey results. He noted that the comments on safety were important and worthy of a future agenda item.
- P. **Trustee Stephen T. Blount** reported on his recent campus tours of Cypress College and Fullerton College and complimented their impressive construction projects. He also shared that he attended the CSEA Officer Installation.
- Q. **Trustee Evangelina Rosales** welcome everyone to the new semester and thanked **Presidents Schulz** and **Schilling** for the campus tours they each led her on. She congratulated **Joseph Vasquez** on his new term as CSEA President and **Chancellor Marshall** on her planned retirement.
- R. **Trustee Barbara Dunsheath** reported on her attendance at the recent CCLC Conference and the ACCJC Annual Meeting, and shared that ACCJC is undergoing a standards review. She also commended the Colleges for their wonderful Convocation and Opening Day events.

MINUTES: It was moved by Trustee Jacqueline Rodarte and seconded by Trustee Ryan Bent to approve the Minutes of the Organizational and Only Regular Meeting of December 15, 2020. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

FINANCE & FACILITIES

Item 3.a: By the block vote, authorization was granted to ratify purchase order numbers P0140537 - P0143158 through January 5, 2021, totaling \$5,041,172.46, and check numbers C0052317 - C0052367, totaling \$26,503.88; check numbers F0268863 - F0269848, totaling

\$204,947.02; check numbers Q0000000 - Q0000000, totaling \$0.00; check numbers 88508906 - 88509523, \$13,263,442.19; check numbers V0031832 - V0031832, totaling \$800.00; check numbers 70112808 - 70113642, totaling \$81,888.56; and disbursements E8908948 - E8910987, totaling \$1,579,864.17, through December 31, 2020.

Item 3.b: By the block vote, authorization was granted to accept new revenue and to make adjustments to General Fund, Child Development Fund, and Financial Aid Fund revenue and expenditure budgets in accordance with the revised and new fiscal year 2020-2021 allocations totaling \$1,063,205 and to adopt resolutions to adjust budgets, to accept new revenue and authorize expenditures within the General Fund, Child Development Fund, and Financial Aid Fund pursuant to the California Code of Regulations Title 5, §58308.

Further authorization was granted for the Vice Chancellor, Finance and Facilities, or the District Director, Fiscal Affairs, to execute any agreements and related documents and any amendments to modify the agreements on behalf of the District.

Item 3.c: By the block vote, authorization was granted to approve the 2020-2021 General Fund transfers, netting to the amount of \$4,482,523, and adoption of the resolution showing the summary, pursuant to the California Code of Regulations, Title 5, §58307.

Item 3.d: By block vote, authorization was granted approve the District to offer a Supplemental Early Retirement Plan (SERP), administered by Public Agency Retirement Services (PARS), for eligible Employees; effective January 27, 2021 and approve Resolution No. 20/21-11.

Further authorization was granted for the Vice Chancellor, Human Resources, or designee, to execute the agreement and any related documents on behalf of the District.

Item 3.e: By block vote, authorization was granted to approve payment of the Assessment by Schools Excess Liability Fund (SELF) in the amount of \$196,239.53 for the liability program years 1996/97, 1999/20, 2006/07, and 2016/17, which is an additional liability that resulted from AB 218.

Further authorization was granted for the Vice Chancellor, Finance and Facilities to execute any related documents on behalf of the District.

Item 3.f: By block vote, authorization was granted to declare the list of items as surplus and for the Liquidation Company to conduct an auction for the sale of the surplus items. Proceeds collected by the auction company will be split between the District (55%) and the auction company (45%).

Item 3.g: By block vote, authorization was granted to file the Notice of Completion for the Energy Management System Upgrade project at Anaheim Campus with Trane and pay the final retention payment when due.

Item 3.h: By block vote, authorization was granted to approve the updated Master Agreement between NOCCCD, Cypress College and the Cypress College Foundation.

Item 3.i: The Board reviewed and received information on the Sundt Construction update.

Item 3.j: By the block vote, authorization was granted to adopt Resolution No. 20/21-12, approving the use of the design-build contracting method for the New Chapman Newell Instructional Building and New Maintenance and Operations Building at Fullerton College.

Item 3.k: By block vote, authorization was granted to enter into an agreement with Pfeiffer Partners Architects, Inc. to provide architectural consultant services for the entire Music-Drama Complex Buildings 1000 and 1300 Replacement Project at Fullerton College. The agreement, however, will only authorize Pfeiffer Partners Architects, Inc. to prepare Preliminary Plans for a total not to exceed \$1,418,750 plus \$25,000 for reimbursable expenses. After a construction cost estimate better aligned with the programming documents is completed, staff will request the Board approve additional fees and costs for the remaining architectural services. The term of the agreement shall be effective February 1, 2021 through February 1, 2026.

Further authorization was granted for the Vice-Chancellor, Finance & Facilities, or District Director, Purchasing to execute the agreement on behalf of the District.

Item 3.l: The Board received and reviewed the information related to the contract Change Order #1 – BN Builders, Inc. for the new Instructional Building and Central Plant Expansion/Replacement at Fullerton College. Rod Garcia, Fullerton College Vice President of Administrative Services conducted a presentation on the project that included an overview, contingencies, allowances, the network refresh project, and COVID-related expenses.

(See Supplemental Minutes #1267 for a copy of the presentation.)

Item 3.m: By block vote, authorization was granted to augment the Project Task Order Agreement with Dovetail by \$2,460, for a total agreement amount not to exceed \$153,360, including all project-related expenses to provide Furniture, Fixture & Equipment (FF&E) Coordination Consulting Services for the 300-500 Building Renovation. Services shall begin no later than July 2018 to December 2023.

Further authorization was granted for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the Individual Task Order Project Agreements on behalf of the District.

Item 3.n: By block vote, authorization was granted to approve the Deductive Change Order #1 for Bid #1920-50, Fullerton College Building 3100 Data Room HVAC Replacement Project, with NKS Mechanical Contracting Inc. in the amount of \$27,275.39 reducing the contract from \$298,000.00 to \$270,724.61.

Further authorization was granted for Vice Chancellor, Finance & Facilities, or the District Director, Purchasing, to execute the deductive change order on behalf of the District.

Item 3.o: By block vote, authorization was granted to enter into a two-year agreement with CampusLogic Inc. for \$351,390 for the subscription services. This subscription includes the continued use of StudentForms and AwardLetter from April 1, 2021 through March 31, 2023 and the Virtual Advisor from March 1, 2021 – March 31, 2023.

Further authorization was granted for Vice Chancellor, Finance & Facilities, to execute the agreement and any related documents on behalf of the District.

Item 3.p: By block vote, authorization was granted for Fullerton College to accept donations to its divisions, departments, and/or programs.

Item 3.q: By block vote, authorization was granted to enter into a one-year lease term agreement with Anaheim Place Partners, LP, at 505 N. Euclid Avenue, (Suites 200, 250), Anaheim, CA 92801 for a total consideration of \$114,552 from February 1, 2021 through January 31, 2022 for the California Adult Education Program (CAEP).

Further authorization was granted for the Vice Chancellor, Finance & Facilities to execute the agreement on behalf of the District.

INSTRUCTIONAL RESOURCES

Item 4.a: By block vote, authorization was granted to approve the summary of curriculum changes for Cypress College, to be effective Fall 2021. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and have been approved by the District Curriculum Coordinating Committee.

Item 4.b: By block vote, authorization was granted to approve the amendment of the 2019-2021 NOCCCD and Anaheim Union High School District College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement with the noted correction to the year.

Item 4.c: By block vote, authorization was granted to approve the amendment of the 2018-2021 NOCCCD and Placentia Yorba Linda Unified School District College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement.

HUMAN RESOURCES

Item 5.a: It was moved by Trustee Barbara Dunsheath and seconded by Trustee Jeffrey P. Brown to approve the academic personnel matters listing which are within budget with the noted corrections to the faculty listing.

Prior to the vote, Board President Barbara Dunsheath acknowledged the bittersweet retirement of Chancellor Marshall on the agenda. She shared her pleasure in serving with Dr. Marshall in the District and highlighted her strengths in organizational management which helped establish and foster a lot of programs and initiatives within the District. Trustee Jacqueline Rodarte echoed her comments and expressed her gratitude to Dr. Marshall for her leadership and accomplishments not only in the District, but in the community and statewide. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**

RETIREMENT

Marshall, Cheryl	AC	Chancellor Eff. 09/03/2021 PN DEX999
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RESIGNATION

Rams, Richard	CC	Dean, Student Support Services, Physical Education Eff. 02/02/2021 PN CCM974
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RELEASE

@00169761	NOCE	Noncredit Adjunct Instructor Eff. 01/15/2021
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TEMPORARY CONTRACT

Heller, Rosanne	CC	Culinary Arts Instructor Temporary Contract (100%) Pursuant to E.C. 87482 Class B, Step 1 Eff. 01/21/2021-05/22/2021
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CHANGE IN SALARY CLASSIFICATION

Alessi, Tyler	FC	Music Instructor (ADJ) From: Column 1, Step 1 To: Column 3, Step 1 Eff. 08/24/2020
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Moore, Michael	FC	Paralegal Studies Instructor From: Class B, Step 1 To: Class B, Step 5 Eff. 01/21/2021
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Prell, Megan	NOCE	Noncredit DSS Instructor From: Class B, Step 1 To: Class C, Step 1 Eff. 01/14/2021
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Torres, Anacany	NOCE	Noncredit Counselor From: Class B, Step 1 To: Class F, Step 7 Eff. 01/14/2021
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PAYMENT FOR INDEPENDENT LEARNING CONTRACT

Afra, Maha	CC	\$ 20.00
Balma, Jodi	FC	\$ 40.00
Gonzalez, Amber	FC	\$ 10.00
Keller, Johnathan	FC	\$ 30.00
Maher, Anthony	CC	\$ 10.00
McMillan, Marcus	CC	\$ 10.00
Menton, Allen	FC	\$ 20.00
Mosqueda-Ponce, Therese	CC	\$ 50.00
Nelson-Wright, Kelly	FC	\$ 20.00

Pinkham, Bill	CC	\$170.00
Ramos, Jaime	CC	\$ 15.00
Seidel, Jay	FC	\$ 50.00
Siskind, Jeremy	FC	\$ 10.00

LEAVES OF ABSENCE

Clahane, Dana	FC	Mathematics Instructor Load Banking Leave With Pay (34.00%) Eff. 2021 Spring Semester
Garcia, Amy	FC	Reading Instructor Load Banking Leave With Pay (13.33%) Eff. 2021 Spring Semester
Gonzalez, Amber	FC	Ethnic Studies Instructor Load Banking Leave With Pay (13.33%) Eff. 2021 Spring Semester
Langlois, Jessica	FC	Journalism Instructor Family Medical Leave (FMLA/PDL) (100%) Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 01/21/2021-03/15/2021
Levesque, Richard	FC	English Instructor Load Banking Leave With Pay (33.33%) Eff. 2021 Spring Semester
Linggi, Edward	FC	Foreign Language Instructor Load Banking Leave With Pay (33.33%) Eff. 2021 Spring Semester
Liu, Annie	FC	English Instructor Load Banking Leave With Pay (20.00%) Eff. 2021 Spring Semester
@01560121	NOCE	Noncredit Instructor Family First Coronavirus Response Act (FFCRA) (100%) Paid Leave Using EPSL/FFCRA Until Exhausted; Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter Eff. 12/09/2020-12/22/2020
Medina-Bernstein, Denise	CC	Nursing Instructor Load Banking Leave With Pay (100.00%) Eff. 2021 Spring Semester
Rasch, Kaylan	FC	Counselor Family Medical Leave (FMLA/PDL) (100%)

Paid Leave using Regular and Supplemental Sick Leave until Exhausted; Unpaid thereafter
Eff. 01/21/2021-03/04/2021

Reinhardt-Zacair, Catherine	FC	Foreign Language Instructor Load Banking Leave With Pay (6.67%) Eff. 2021 Spring Semester
Robertson, Alison	CC	ESL Instructor Load Banking Leave With Pay (6.67%) Eff. 2021 Spring Semester
Rodine, Jeff	FC	Reading Instructor Load Banking Leave With Pay (26.67%) Eff. 2021 Spring Semester
Samano, Jeffrey	FC	Speech Instructor Load Banking Leave With Pay (25.00%) Eff. 2021 Spring Semester
Tran, Stephanie	CC	English Instructor Load Banking Leave With Pay (13.33%) Eff. 2021 Spring Semester
Wada, Kathryn	CC	ESL Instructor Load Banking Leave With Pay (26.67%) Eff. 2021 Spring Semester

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2021 SPRING SEMESTER

Catalano, Meghan	CC	Column 1, Step 1
Connolly, Rachel	CC	Column 1, Step 1
Cruz, Tammy	CC	Column 1, Step 1
Doidge, Kristin	FC	Column 1, Step 1
Elliott, Steve	CC	Column 1, Step 1
Gomez, Charley	FC	Column 1, Step 1
Molina, Jessica	CC	Column 1, Step 1
Ramirez, Leticia	FC	Column 1, Step 1
Reid, Mary Sarah	CC	Column 1, Step 1
Salim, Faryha	CC	Column 1, Step 1
Zozaya, Olga	CC	Column 2, Step 1
Lelesi, Peggy	CC	Column 1, Step 1

TEMPORARY ACADEMIC HOURLY-NONINSTRUCTIONAL

Doan, Quyen	CC	Column 2, Step 1
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TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Adams, Virgil	CC	Hiring Committee Service
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			Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class E Not to exceed 4 hours Eff. 12/16/2020-12/23/2020
Alizadeh, Rassoul	CC		LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
Bayz, Kalthoum	CC		Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class B Not to exceed 4 hours Eff. 12/16/2020-12/23/2020
Cherney, Julia	CC		Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class E Not to exceed 50 hours Eff. 12/14/2020-01/21/2021
De Dios, Angela	CC		LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
Eapen, Beena	CC		Nursing Program Options for Instruction Meetings Class D Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 6 hours Eff. 12/13/2020-01/20/2021
			Nursing Orientations/Trainings at Clinical Sites Class D Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 25 hours Eff. 01/12/2021-01/19/2021
Estrada, Steven	CC		LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
Faraci, Michael	CC		Nursing Program Options for Instruction Meetings Class F Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 6 hours

Eff. 12/13/2020-01/20/2021

Frianeza, Michael	CC	Radiology Program Accrediting Body Site Visit Class F Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 24 hours Eff. 01/02/2021-01/15/2021
Galich, Jennifer	CC	Nursing Program Options for Instruction Meetings Class F Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 6 hours Eff. 12/13/2020-01/20/2021 Nursing Orientations/Trainings at Clinical Sites Class F Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 25 hours Eff. 01/12/2021-01/19/2021
Gargano, Amanda	CC	LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
Grande, Jolena	CC	LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
Grote, Silvie	CC	LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
Halahmy, David	CC	Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class D Not to exceed 15 hours Eff. 01/11/2021-01/13/2021
Hoang, Christine	CC	Nursing Program Options for Instruction Meetings Class F Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 6 hours Eff. 12/13/2020-01/20/2021 Nursing Orientations/Trainings at Clinical Sites Class F

			Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 25 hours Eff. 01/12/2021-01/19/2021
Howard, Donivan	CC		LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
Ji, Shinah	CC		Nursing Program Options for Instruction Meetings Class D Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 6 hours Eff. 12/13/2020-01/20/2021
Jones, Sarah	CC		LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
Kirby, Patricia	CC		Nursing Program Options for Instruction Meetings Class B Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 6 hours Eff. 12/13/2020-01/20/2021
			Nursing Orientations/Trainings at Clinical Sites Class B Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 25 hours Eff. 01/12/2021-01/19/2021
Lewis, Carol	CC		Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class E Not to exceed 15 hours Eff. 01/11/2021-01/13/2021
McNay, Sally	CC		Nursing Program Options for Instruction Meetings Class D Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 6 hours Eff. 12/13/2020-01/20/2021
Medina-Bernstein, Denise	CC		Nursing Program Options for Instruction Meetings Class D

Lecture Rate, Regular and Contract Faculty Overload
Teaching Schedule
Not to exceed 6 hours
Eff. 12/13/2020-01/20/2021

Mitts, Lynn	CC	Radiology Program Accrediting Body Site Visit Class D Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 24 hours Eff. 01/02/2021-01/15/2021
Moady, Alireza	CC	LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
Molner, Peter	CC	LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
Ortega, Ryan	CC	Nursing Program Options for Instruction Meetings Class B Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 6 hours Eff. 12/13/2020-01/20/2021
Peacock, Joyce	CC	LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
Pham, Thu	CC	LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
		Nursing Program Options for Instruction Meetings Class F Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 6 hours Eff. 12/13/2020-01/20/2021
		Nursing Orientations/Trainings at Clinical Sites Class F Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 25 hours Eff. 01/12/2021-01/19/2021

Plett, Christina	CC	Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class E Not to exceed 4 hours Eff. 12/16/2020-12/23/2020
Putman, Elizabeth	CC	Nursing Program Options for Instruction Meetings Class E Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 6 hours Eff. 12/13/2020-01/20/2021
Rajab, Adel	CC	Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class F Not to exceed 4 hours Eff. 12/16/2020-12/23/2020
Rangel, Jacquelyn	CC	LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
Seiling, Bryan	CC	Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class C Not to exceed 15 hours Eff. 01/11/2021-01/13/2021
Siegel, Barry	CC	Radiology Program Accrediting Body Site Visit Class E Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 24 hours Eff. 01/02/2021-01/15/2021
Smith, Susie	CC	Nursing Program Options for Instruction Meetings Class B Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 6 hours Eff. 12/13/2020-01/20/2021
Suresh, Suma	CC	Nursing Orientations/Trainings at Clinical Sites Column 1, Step 2 Lecture Rate, Adjunct Faculty Salary Schedule Not to exceed 25 hours Eff. 01/12/2021-01/19/2021

Tran, Stephanie	CC	LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
Velasco, Kendra	CC	Hiring Committee Service Lab Rate, Regular and Contract Faculty Overload Teaching Schedule Class E Not to exceed 50 hours Eff. 12/14/2020-01/21/2021
Wada, Kathy	CC	LBCC Cultural Curriculum Audit Project Stipend not to exceed \$1,000.00 Eff. 01/04/2021-01/24/2021
Walker, Jane	CC	Nursing Program Options for Instruction Meetings Class D Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 6 hours Eff. 12/13/2020-01/20/2021 Nursing Orientations/Trainings at Clinical Sites Class D Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 25 hours Eff. 01/12/2021-01/19/2021
Williams, Marredda	CC	Nursing Program Options for Instruction Meetings Class C Lecture Rate, Regular and Contract Faculty Overload Teaching Schedule Not to exceed 6 hours Eff. 12/13/2020-01/20/2021

Item 5.b: By the block vote, authorization was granted for the following classified personnel matters, which are within budget:

RESIGNATION

McPheron, Jason	AC	IT Project Leader 12-month position (100%) Eff. 01/29/2021 PN ISC971
Prell, Megan	NOCE	Instructional Aide/DSS 11-month position (75%) Eff. 01/13/2021 PN SCC881

CHANGE IN HIRE DATE

Smith, Dane CC Campus Safety Officer
 From: 12/16/2020
 To: 01/05/2021
 PN CCC852

NEW PERSONNEL

Coburn, Allison CC Manager, Campus Capital Projects
 12-month position (100%)
 Range 24, Column G
 Management Salary Schedule
 PN CCM956
 Eff. 02/08/2021

Hite, John Vito AC District Manager, Internal Audit
 12-month position (100%)
 Range 19, Colum G
 Management Salary Schedule
 Eff. 01/04/2021
 PN DEM980

Marriott-Simes, Deborah CC Special Projects Coordinator, Contact Reporting
 and Tracing
 Temporary Management Position (100%)
 Range 1, Special Project Admin Daily Rate Schedule
 Eff. 01/04/2021 – 06/30/2021
 PN CCT708

Norzagaray-Spillers, Cesar NOCE Student Services Specialist/ESL Outreach
 12-month position (100%)
 Range 36, Step B
 Classified Salary Schedule
 Eff. 02/01/2021
 PN SCC944

Thrift, Anastasia CC Special Projects Coordinator, CTE
 Temporary Management Position (100%)
 Range 1, Special Project Admin Daily Rate Schedule
 Eff. 01/04/2021 – 06/30/2021
 PN CCT709

REHIRES

Garcia, Yanet CC Special Projects Director, STEM Grant
 Temporary Management Position (100%)
 Range 3, Special Project Admin Daily Rate Schedule
 Eff. 01/01/2021 – 06/30/2021
 PN CCT993

VOLUNTARY CHANGES IN ASSIGNMENT

Felipe, Victoria	CC	<p>Administrative Assistant II (50%)</p> <p>Temporary Increase in Percent Employed From: 50% To: 100% Eff. 01/01/2021 – 06/30/2021</p>
Valadez, Anne-Marie	CC	<p>Campus Safety Officer (100%)</p> <p>Temporary Change in Assignment To: Campus Safety Officer Coordinator 12-month position (100%) Classified Salary Schedule Range 34, Step D Eff. 12/14/2020 – 06/30/2021</p>
Vega, Armando	CC	<p>Campus Safety Officer (100%)</p> <p>Temporary Change in Assignment To: Campus Safety Officer Coordinator 12-month position (100%) Classified Salary Schedule Range 34, Step E + 5% Longevity +10% Shift Eff. 12/14/2020 – 06/30/2021</p>

LEAVES OF ABSENCE

@00007668	FC	<p>Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/12/2020 – 12/23/2020 (Consecutive Leave)</p> <p>Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave and Until Exhausted: Unpaid Thereafter Eff. 12/24/2020 – 01/18/2021 (Consecutive Leave)</p>
@01555638	CC	<p>Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/02/2020 – 12/15/2020 (Consecutive Leave)</p>
@00846773	FC	<p>Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave and Until Exhausted: Unpaid Thereafter Eff. 12/02/2020 – 12/15/2020; 12/30/2020 – 01/24/2021(Consecutive Leave)</p>

		Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/16/2020 – 12/29/2020 (Consecutive Leave)
@01081092	AC	Human Resources Technician (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/12/2020 – 12/25/2020 (Consecutive Leave)
@01823912	CC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/03/2020 – 12/16/2020 (Consecutive Leave)
@01147437	FC	Student Services Specialist (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/21/2020 – 12/23/2020 (Consecutive Leave)
@01137290	CC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/07/2020 – 12/20/2020 (Consecutive Leave)
@00536473	CC	Administrative Assistant III (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Until Exhausted; Unpaid Thereafter Eff. 01/05/2021 – 01/14/2021 (Consecutive Leave)
@00612114	NOCE	Instructional Assistant/ESL (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 11/28/2020 – 12/11/2020 (Consecutive Leave)
@01631300	FC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/10/2020 – 12/23/2020 (Consecutive Leave)
@00004554	AC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter

		Eff. 11/30/2020 – 12/02/2020 (Consecutive Leave)
Park, A Hang	CC	Accounting Technician (100%) Family Medical Leave (FMLA/CFRA) and Parental Leave (AB 2393) Paid Leave Using Sick Leave and Bonding Leave Until Exhausted; Unpaid Thereafter Eff. 01/29/2021 – 03/14/2021 (Consecutive Leave)
@01783100	FC	Groundskeeper (100%) Family Medical Leave (FMLA/CFRA/FFCRA) Paid Leave Using FFCRA Until Exhausted; Unpaid Thereafter Eff. 12/10/2020 – 12/23/2020 (Consecutive Leave)
Teh, Edwin	NOCE	Instructional Aide, High School Lab (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Family Illness Leave and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 01/07/2019 – 01/06/2019 (Intermittent Leave)
Young, Lynette	CC	Administrative Assistant II (80%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Family Illness Leave and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 01/01/2021 – 01/01/2022 (Intermittent Leave)

PROFESSIONAL GROWTH & DEVELOPMENT

Hegle, Sierra	CC	Student Services Specialist, Transfer Center 5 th increment (\$400) Eff. 07/01/2021
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STIPEND FOR ADDITIONAL ADMINSTRATIVE DUTIES

Cruz, Lizette	CC	Administrative Assistant II (100%) 6% Stipend Eff. 12/14/2020 – 06/30/2021
Jackson-Reed, Leslie	NOCE	Administrative Assistant II (100%) 6% Stipend 10/01/2020 – 01/15/2021
Quach, Tony	FC	Student Services MIS Analyst (100%) Extension of 6% Stipend Eff. 01/01/2021 – 03/31/2021

STIPEND FOR ADDITIONAL MANAGEMENT DUTIES

Bernal, Alex CC Campus Safety Officer Coordinator (100%)
10% Stipend
Eff. 12/14/2020 – 06/30/2021

NEW CLASSIFIED JOB DESCRIPTION

CARE Program Coordinator
Range 40

Item 5.c: By the block vote, authorization was granted for the assignment of professional expert personnel per the professional expert listing.

(See Supplemental Minutes #1267 for a copy of the professional expert personnel listing.)

Item 5.d: By the block vote, authorization was granted for the hourly listing.

(See Supplemental Minutes #1267 for a copy of the hourly personnel listing.)

Item 5.e: By the block vote, authorization was granted for the assignment of volunteers per the volunteer listing.

(See Supplemental Minutes #1267 for a copy of the volunteer listing.)

GENERAL

Item 6.a: The Board discussed Board Goals for the next 12-24 months related to their evaluation results, Strategic Directions, District needs, and trustee priorities. Suggestions included:

- Conduct a successful Chancellor recruitment, including extensive outreach, fair consideration of all applicants, and selection of an outstanding candidate commensurate with NOCCCD's position as a leading California community college district.
- Promote and support efforts to address issues interfering with student success, such as high instructional materials costs, expanded mental health care needs, and food insecurity.
- Review and discuss the Board's role in the collective bargaining process (from the Board Evaluation).
- Support Diversity, Equity, Inclusion, and Anti-racism throughout the District in coordination with the Educational and Facilities Master Plan.
- Adoption of ACCT's Diversity, Equity, and Inclusion checklist and implementation guide for Community College Boards.
- Food and housing insecurity for students.
- Protocols related to COVID and the safe return to campus.
- Student dismissal policy, particularly as it compares to other districts.
- A better Code of Ethics that trustees follow.
- Parliamentary procedures; with specifics discussed at a Board retreat.
- To see groups and everyone in the District get out of their silos and do what's best for the students instead of defending their territories or biases.
- Incorporation of transparency and more collaboration.

Item 6.b: Board President Barbara Dunsheath asked if there were any requests for potential future Board agenda items. Trustee Ed Lopez stated that he would like to see an agenda item related to safety in light of the issues that were addressed during public comment and Craig Goralski's comments.

CLOSED SESSION: At 6:55 p.m., Board President Barbara Dunsheath adjourned the meeting to closed session per the following sections of the Government Code and stated that there would not be a readout:

Per Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR IRMA RAMOS, VICE CHANCELLOR, HUMAN RESOURCES; Employee Organizations: United Faculty/CCA/CTA/NEA, Adjunct Faculty United Local 6106, CSEA Chapter #167, and Unrepresented Employees.

Per Section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Per Section 54956.9(a): CONFERENCE WITH LEGAL COUNSEL: ANTICIPATED LITIGATION: One (1) Potential Case.

Per Section 54957: PUBLIC EMPLOYEE APPOINTMENT: Chancellor

RECONVENE MEETING: At 8:43 p.m., Board President Barbara Dunsheath reconvened the meeting in open session.

ADJOURNMENT: At 8:43 p.m., it was moved by Trustee Jacqueline Rodarte and seconded by Trustee Stephen T. Blount to adjourn the meeting. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, Rodarte, and Rosales voting yes.**

Prepared By Recording Secretary for
Ed Lopez, Secretary, Board of Trustees