BOARD OF TRUSTEES
REGULAR MEETING AGENDA

JANUARY 24, 2006
AGENDA

8:30 a.m.  CALL TO ORDER, ROLL CALL AND ADOPTION OF AGENDA

COMMENTS FROM THE PUBLIC

NEW BUSINESS

Purpose: Provide a forum to encourage full Board discussion on how best to use the information from the draft EMP; how to provide direction to staff to ensure accountability regarding appropriate programming size and direction; and to focus on key Board decisions that must be made to direct the Facilities Master Planning Process.

ADJOURNMENT
Marin Community College District
Board of Trustees
Retreat

January 24, 2006
8:30 a.m. to 3:00 p.m.

College of Marin
POMO 188 –Indian Valley Campus

AGENDA

College of Marin Mission Statement

The College of Marin’s mission is to provide educational opportunities for all students and community members: preparation for transfer to four-year schools and universities, workforce education, basic skills improvement, intellectual and physical development, and cultural enrichment. The College is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment. The College of Marin pledges educational excellence to all members of our diverse community.

Proposed College of Marin Statement of Vision and Values

Our Vision

College of Marin will be a premier educational and cultural center that provides programs of the highest caliber to meet the needs of an increasingly interconnected global society. Our vision will be guided by our values.

Our Values

Student and Community Centered Education

We promote student success by providing programs and services that are learner centered and reflect the changing needs of our students and surrounding community.

Academic Excellence and Innovation

We are dedicated to academic excellence and encourage innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence. We continually evaluate the effectiveness of our programs.
Collaboration and Open Communication

We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

Diversity

We cherish a learning environment that celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty and staff. We will provide open access and strive to remove barriers to student success.

Sustainability

We will apply environmentally sustainable and green principles in our college community to ensure the future of our planet.

Accountability

We will be accountable for our decisions and actions on behalf of the students, college and community. Our decisions will be academically, fiscally and environmentally responsible.

Purpose of Retreat:  Provide a forum to encourage full Board discussion on how best to use the information from the draft EMP; how to provide direction to staff to ensure accountability regarding appropriate programming size and direction; and to focus on key Board decisions that must be made to direct the Facilities Master Planning Process.

8:30 a.m.  Coffee

8:35 a.m.  Introductions/Overview/EMP II Status (White)

8:40 a.m.  Where we are now (Schneider)

# of programs
Amount of WSCH
Total WSCH
Location of WSCH
WSCH by program

9:00 a.m.  Operating Budget (Harrison)

Breakdown of costs (e.g., staff, faculty, maintenance)
Money available for new initiatives
9:15 a.m.  Costs of Student Education (Harrison)

- Cost per student
- Metrics compared to state

9:30 a.m.  Examples of how and why programs/curricula are created, deleted (VP, Deans)

- Data/Market Analysis/Enrollment Trends
- Benchmarks of program growth/program decline
- Mission driven

10:00 a.m.  Issues to be Resolved (more data needed) Direction Needed from Trustees (Rob/Dave/José)

- Size of KTD, IVC
- Size of class/labs
- Where taught
- Niche programs
- Number of students
- Number and size of programs
- Delivery (lecture, lab, distance learning)
- Hours of operation
- Future of Bolinas Lab

11:00 a.m.  Board Discussion (Brockbank)

12:00 noon  Working Lunch

12:15 p.m.  Facilities Options/Opportunities/Concepts (Sim Van der Ryn/David Gottfried/Rob)

- Strategic partnerships
- Best practices
- Mixed use (IVC)
- Sustainability

12:45 p.m.  Review Facilities Master Plan Options and Concepts (Rob/Dave/José)

1:45 p.m.  Board Discussion/Questions/Direction to Staff (Brockbank)

2:45 p.m.  Summary/Wrap-up/Next Steps (Rob/Dave)

3:00 p.m.  Adjournment
A. Closed Session – 4:45 to 6:15 p.m. in Student Services Conference Rooms A&B

The Board shall act on posted items and shall not deliberate items that are not on the posted agenda. Persons desiring to address the Board may fill out a card and give it to the Recording Secretary.

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact Pamela Mize-Kurzman at 485-9414. Notification at least 24 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

If you wish to speak, complete card available at entrance, give card to recording secretary, get recognition from the Chair. Persons desiring to address the Board on items not on the agenda may speak under item number “B.3” on the agenda. Public comment presentations will be limited to no more than 3 minutes each.

1. Call to Order, Roll Call and Adoption of Agenda

   a) Request for Public Comment on Closed Session Agenda

2. Closed Session: To consider and/or take action upon any of the following items:

   (a) With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:
CONFERENCE WITH LABOR NEGOTIATOR
Relative to the following organizations representing employees: United Professors of Marin (AFT/UPM), California School Employees Association (CSEA), Service Employees International Union (SEIU), Unrepresented Employees (Confidential, Supervisors, Managers)

   (b) PUBLIC EMPLOYEE DISCIPLINE/DISCUSSION/DISMISSAL/RELEASE/SEPARATION

   (c) PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT (Government Code Section 54957)
Title: Superintendent/President

3. Recess to Open Session (6:15 p.m.)
REGULAR MEETING AGENDA  
Staff Lounge, Deedy Student Services, Kentfield Campus  
6:30 p.m.

B. Reconvene to Regular Meeting

1. Call to Order (6:30)
2. Approval of Minutes (6:35 to 6:40)
   ▪ Minutes of December 13, 2005
   ▪ Report of Closed Session for January 24, 2006

3. Citizens’ Requests to Address the Board on Non-Agenda Items (6:40 to 6:50)

4. Board Reports and/or Requests (6:50 to 7:30)
   a. Board Study Session - none
   b. Commendation Resolutions
   c. Legislative Report
   d. Committee Chair Reports
   e. Board Committee Assignments
   f. Individual Reports and/or Requests
   g. CEO Report to Board on WASC Compliance

5. Chief Executive Officer’s Report (7:30 to 7:50)
   a. Staff Reports
   b. Citizens’ Oversight Committee Report

6. Modernization (Capital Improvement Program) Update (7:50 to 8:05)
7. Academic Senate Report (8:05 to 8:10)
8. Classified Senate Report (8:10 to 8:15)
9. Student Senate and Student Association Report (8:15 to 8:20)
10. COM Foundation Report (8:20 to 8:25)

11. Items for Possible Future Board Action (8:25 to 8:35)
   a. Budget Update/Presentation (February)
   b. Mission Statement Review (March)
   c. MTA Partnership (February)
   d. Student Fee/Refund Schedule 2006/07 (February)
   e. Prequalification Application and Scoring Criteria for A and B Licensed Contractors (Modernization – Measure C) (March)
12. Consent Calendar Items (Roll Call Vote) (8:35 to 8:45)

The Superintendent/President recommends that the Board of Trustees approve the following Consent Calendar Items:

A. Calendar of Upcoming Meetings & Other Special Events

All Regular Board Meetings – 6:30 p.m.

February 14, 2006 – IVC Building 12, Room 100
*March 21, 2006 – Board Retreat – 9:45 a.m. to 2:00 p.m., Marin Community Foundation, Redwood Room, 5 Hamilton Landing, Ste. 200, Novato
*March 21, 2006 – Staff Lounge, Deedy Student Services, Kentfield
April 25, 2006 – Staff Lounge, Deedy Student Services, Kentfield
May 16, 2005 – IVC Building 12, Room 100
June 13, 2006 – Staff Lounge, Deedy Student Services, Kentfield
June 27, 2006 – IVC Building 12, Room 100
July 18, 2006 – Board Retreat – 9:45 to 3:00 p.m., Marin Community Foundation, Redwood Room, 5 Hamilton Landing, Ste. 200, Novato
August 29, 2006 – IVC Building 12, Room 100
September 19, 2006 – Staff Lounge, Deedy Student Services, Kentfield
October 10, 2006 – IVC, Building 12, Room 100
November 14, 2006 – Staff Lounge, Deedy Student Services, Kentfield
December 12, 2006 – Staff Lounge, Deedy Student Services, Kentfield

* Please note date change!

January 29-30, 2006 – CCLC Legislative Conference, Sheraton Grand Hotel, Sacramento

B. Classified Personnel Recommendations. Approve the Classified Personnel Recommendations:
1. Appointment of Classified Personnel
2. Appointment of Hourly Personnel
3. Temporary Increase/Decrease in Salary for Classified Personnel
4. Resignation/Retirement of Classified Personnel

C. Classified Management Personnel Recommendations. Approve the Classified Management Personnel Recommendations:
1. Appointment of Classified Management Personnel (Director of Communications & Community Relations)
2. Appointment of Interim Classified Management Personnel

D. Warrants

E. Short-Term Hourly Positions

F. Approve District Mileage Reimbursement Rate Effective 1/1/06
G. Approve New Credit Courses

H. Approve Credit Course Deletions

I. Approve Credit Course Revisions


K. Approve Amendment #1 to Agreement with ViaNovus (Modernization – Measure C)

L. Approve Contract Award to Tremco Incorporated for Miscellaneous Roof Repairs at Kentfield and Indian Valley Campuses

13. Other Action Items (8:45 to 9:00)
   The Superintendent/President recommends the Board of Trustees approve the following Action Items:

A. Approve Marin Country Club Agreement Extension – Indian Valley Campus Tennis Courts

B. District Financial Audit and Measure C Bond Program Audit for 2004/05

C. Approve College of Marin Statement of Vision and Values

D. Approve Resolution Authorizing Budget Transfers – FY 2005/06

E. Ratify Extension of Superintendent/President’s Contract

F. Approve Resolution Authorizing a Contract – CalPERS Retirement Plan Change for Safety Officers

G. Approve Extension of Agreement from School Services of California, Inc. for Legislative Advocacy Services

14. Information Items (9:00 to 9:10)
   A. Contracts and Agreements for Services Report
   B. 2nd Quarter Financial Status Report and CCFS-311Q for 2005/06
   C. CEQA Review – Notice of Exemption of Tree Removal Project (#317A & 414A)
   D. CEQA Review – Notice of Exemption of Larkspur Annex Demolition Project (#321A)
   E. CEQA Review – Notice of Exemption of Gas Main Replacement Projects
   F. CEQA Review – Notice of Exemption of Fire Mitigation Project (#418A)
15. Correspondence
   Correspondence in Board Packets

16. Board Meeting Evaluation (9:10 to 9:15)

17. Adjournment
A. Closed Session

1. Call to Order, Roll Call, Adoption of Agenda, Closed Session

The Board of Trustees of the Marin Community College District met in AC108 on the Kentfield campus. Board President Long called the meeting to order at 3:40 p.m. All Trustees were present, all members having received notice as prescribed by law. Also in attendance were Dr. Frances White, Al Harrison, Dr. Elise Schneider, Linda Beam, and Larry Frierson.

M/s (Moore/Dolan) to adopt the agenda. The motion passed unanimously.

There was no one present who wished to address the Board on the items listed to be discussed in closed session, and the Board went into closed session.

The closed session recessed at 5:45 p.m.

B. Board Organizational Meeting

1. Call to Order, Roll Call, Administration of Oath of Office

The meeting of the Board of Trustees of the Marin Community College District was reconvened for the Board Organizational Meeting at 6:45 p.m. in the staff lounge of the Deedy Student Services Building at the Kentfield campus by Board President Long. Board Clerk Hayashino called the roll and all Trustees were present except Student Trustee Smith.

Dr. White congratulated re-elected Trustees Dolan, Brockbank, and Treanor. Judge Faye D’Opal administered the Oath of Office to them.

2. Readoption of Bylaws and Policies

M/s (Brockbank/Treanor) to readopt the Board Bylaws, Policies and Procedures with recommended changes (amending the order of business to conform with existing practice and adding consideration of Trustee compensation every December). The motion passed unanimously.
3. Election of Officers

M/s (Kranenburg/Hayashino) to nominate Greg Brockbank for President. Elected unanimously.

M/s (Treanor/Brockbank) to nominate Carole Hayashino for Vice President. Elected unanimously.

M/s (Brockbank/Hayashino) to nominate Wanden Treanor for Clerk. Elected unanimously.

Outgoing Board President Long congratulated the new officers. She then commented on progress made toward the Board President’s goals she set for herself at the beginning of the year. She emphasized the fact that putting students first had been a high priority for the Board and noted that we are ahead of most community colleges which had passed bond measures a year earlier in the implementation of our facilities bond plan. Board President Long stated that she was pleased that our Board packets are now on the website and that a thorough review of COM’S governance process has been conducted. She noted that Board members have developed a strong relationship with President White and that the Board’s teamwork and collaboration have improved. She encouraged the Trustees to continue to pursue educational and training opportunities and expressed the hope that the Board would figure out ways to integrate a staff incentive program into the fundraising plan of the President’s Circle. President Long stated that she was pleased with the Board team and what they have done for the college and that she has enjoyed her role as Board President.

President Long was presented with a gift (an engraved clock) from the Board and flowers from Dr. White in appreciation for her year of service as Board President.

4. Meeting Schedule 2006

M/s (Kranenburg/Treanor) to adopt B.4, Meeting Schedule 2006. The motion passed unanimously.

5. Appointment of Trustee Representatives and Comments by Board Members

Board President Brockbank distributed copies of a chart with committee names and potential appointments and had asked them to fill out their preferences. He will report on committee appointments at the January Board meeting.

Trustee Dolan congratulated Board President Brockbank on being elected chair and presented him with a gift.

Trustee Treanor stated that she was grateful for Outgoing Board President Long’s leadership and appreciated her consistently positive attitude and the way she put the best interest of the college and the students first.

Board President Brockbank stated that he considers it a great honor to serve as Board President and thanked the Trustees for their trust. He said that he has great respect for the role and dignity the office deserves, that he is not coming into the office with a particular agenda, and that he wants to run the meetings well and keep the Trustees
working well together. He noted that this is an exciting time for COM as we are moving ahead as never before.

6. Adjournment

M/s (Brockbank/Hayashino) to adjourn the Organizational Meeting. The motion passed unanimously and President Brockbank adjourned the meeting at 7:05 p.m.

C. Regular Meeting

1. Reconcvene

The regular meeting of the Board of Trustees of the Marin Community College District was reconvened at 7:12 p.m. in the staff lounge of the Deedy Student Services Building on the Kentfield campus by Board President Brockbank. He announced that the meeting was being recorded to facilitate the preparation of minutes.

2. Approval of Minutes and Report of Closed Session

M/s (Treanor/Hayashino) to adopt the minutes of the November 15, 2005 Board meeting. The motion passed unanimously.

Outgoing Board Clerk Hayashino reported that no action was taken in the closed session which had been held earlier that day.

3. Citizens' Requests to Address the Board on Non-Agenda Items

Jim Geraghty spoke to the Board about being more student-centered and suggested putting a section on the Board agenda which focuses on what being student-centered is and how to attain this. He cited having the Transfer Center closed for a year as an example of not being as concerned about student services as the Board should be.

Jim Locke expressed concern over possible irregularities in faculty hiring policies and procedures (in the areas of minimum qualifications and equivalency determination) at COM. A copy of the letter he submitted to the Board on this subject is attached as part of the official record. Dr. White reported that this issue has been brought to the attention of the administration and that Linda Beam is working with the Academic Senate to respond and correct any problems.

4. Board Reports and/or Requests
   a. Board Study Session
      1) Educational Master Plan

Dr. Bud Allen of CCS stated that he was happy to report that the first draft of the Educational Master Plan (EMP) was completed by December 1, thanks to the hard work and contributions of faculty, staff, administrators, and students. He said that the document is a good beginning, but needs refinement and completion of some content. He anticipates that the Educational Master Planning Task Group will turn a list of goals over to the Institutional Planning Council or College Council early in February so that they can set priorities. Dr. Allen stated that the EMP draft does not contain a lot of facts and figures about facilities, as EMP’s don’t usually contain that level of detail, but that COM can
still develop an appropriate Facilities Master Plan.

Board members thanked Dr. Allen for the tremendous amount of work that went into the preparation of the EMP, but expressed a desire for more information about which programs and classes we will be offering and where they will be located. The Board needs to define each campus and make decisions as to where courses will be offered. Dr. White stated that this would take place at the January Board Retreat. She explained that we will focus on two or three major concepts of themes for each campus and then go through a process that will give the campus community a chance to weigh in on the concepts so that we can further define our course of action. Dr. Allen stated that real focus and clarity would come later, once six or eight goals have been specified and refined through the shared governance process.

2) Review of Mission Statement

Dr. Elise Schneider reviewed the process followed in the development of COM’s Mission Statement (copy attached) which was approved at the May 10, 2005 Board meeting.

3) Review of Vision and Values Statement

Dr. Schneider presented COM’s Statement of Vision and Values (copy attached) which was approved at the December 8 College Council meeting. She thanked the Strategic Planning Task Force for providing leadership in the development of the Mission Statement and the Vision and Values Statement.

b. Commendation Resolutions
None.

c. Legislative Report
Trustee Brockbank distributed copies of a FY2006 federal budget spreadsheet providing an overview of education programs with funding levels recommended by the President, the House, and the Senate. He reported that he heard a presentation at the recent CCLC convention on the massive new community college initiative that would include fee reductions and stated that the Board should pay close attention to this. Dr. White stated that the loss of funding to our district from a reduction in student fees (from $26 to $20) would be significant without a clause to hold basic aid districts harmless.

d. Committee Chair Reports
1) Ad Hoc Committee on Trustees’ Communications with the Press and Media

Trustee Long reported that the committee, consisting of the Board officers, reviewed existing procedures and recommended the changes to the policy and procedure on Communication with the Public. She noted that a district procedure could include the Board, at President White’s discretion, and that an administrative procedure does not require Board action. Board President Brockbank noted that there is room for differences of opinion on the issue of Board access to the press and stated that it was appropriate to address this
issue as a procedure (as opposed to a policy).

e. Individual Reports and/or Requests
Trustee Dolan reported that she, along with Trustees Long and Brockbank, attended the Annual Emeritus Winter Holiday Party and thoroughly enjoyed the event. All three Trustees addressed the group.

Trustee Hayashino reported that she had attended the recent CCLC convention and had picked up a lot of helpful information, particularly on the Campaign for College Opportunities.

Trustee Long wished Erika Harkins well as she completes her term as president of the Emeritus Students.

Board President Brockbank announced that he had attended the recent AGS Teacher Appreciation dinner.

Trustee Moore reported that he recently attended a conference in Novato which provided information on how to make the interior of rooms healthy and safe.

f. CEO Report to Board on WASC Compliance
President White reported that the November 4 team visit went well and that their report has been submitted to the Accrediting Commission. The Commission will meet in January and issue its next report.

5. Chief Executive Officer’s Report
President White indicated that her written report was in the Board packets. She announced that $136,200 had been awarded to faculty and staff for Educational Excellence Innovation Fund (EEIF) proposals. She also stated that we are working with San Francisco State to receive a Workforce Innovation in Regional Economic Development (WIRED) grant from the Department of Labor.

Board President Brockbank announced that Alex Hunt, a COM student, had recently died, and that another COM student had died in San Francisco in a gang-related incident.

a) Staff Reports
Dr. Elise Schneider stated that Board members had received two written reports: a list of disciplines scheduled for Program Review in Spring 2006, and the November Student Equity Report (copies attached).

David Snyder, Dean of Arts & Humanities, reported on the new Study Abroad Program, which we hope to kick off this summer. We are working with the American Institute of Foreign Study and plan to offer Italian 101 and Spanish 112.

Burton Shane of our IT Department demonstrated the new student portal on the COM website which allows students to register online and to access enrollment, schedule, and grade information. Board members congratulated Mr. Shane and our IT Department for providing this great service for our students. They also asked if other services could be provided, such as current grades, tracking of homework assignments, on-line exercises for skill sets, and tracking
progress toward a certificate or AA. Mr. Shane said he would check with the IT Director.

Vice President Al Harrison reported that both ERP vendors were still in the running and that no recommendation had been made yet.

Linda Beam announced that the District will be moving forward with the updating of personnel policies, beginning in January.

b) Citizens’ Oversight Committee Report

Dr. White announced that a great article had just been published in the Marin IJ describing how well we were doing with our modernization program.

6. Modernization (Capital Improvement Program) Update

Faculty member Katrina Wagner spoke to the Board about her concerns that the modernization process is being driven more by consultants than by the staff, and that architects are being hired before we have developed a Facilities Master Plan. She advocated immediate campus-wide visioning and stated that more students and faculty need to be involved in the Modernization committees on campus. A copy of her statement is attached to the minutes as part of the official record.

José Nuñez stated that the draft of the Educational Master Plan (EMP) was a step in the right direction. He said that he would prepare a formal response to Ms. Wagner but mentioned that numerous open and community forums have been held, that all meetings are open, and that he and his team have tried to be inclusive. Trustee Treanor suggested that Dr. White prepare a communication detailing the inclusive planning and visioning processes that have taken place during the last year. Mr. Nuñez and Dave Kirn updated the Board on the Capital Improvement Program (copy of presentation attached). Dave Kirn reported that he had met with the College Park Homeowners Association to discuss their concerns. Mr. Nuñez has been meeting with many groups on campus to update them on the modernization progress.

Dave Kirn distributed copies of Swinerton’s Monthly Progress Report #1, which contains budget, cash flow, project, and contract information (copy attached). These Progress Reports will be prepared each month and will be posted on the college website as part of the bond tracking system. Al Harrison stated that this report is a living document and that it can be refined to meet the information needs of the Board. Preparing the report on a quarterly as opposed to a monthly basis was suggested, and this idea will be considered. Simplifying the format of the expenditure information was also suggested.

7. Academic Senate Update

President White read David Rollison’s statement, which focused on collegial consultation, in Mr. Rollison’s absence. A copy of his statement is attached to the minutes as part of the official record.

8. Classified Senate Update

No report.

9. Student Senate and Student Association Report
Daniel Korson, President of Students for Social Responsibility at COM, reported on projects the club is working on: creating a community garden on the Kentfield campus, sponsoring free weekly film screenings, getting locally-grown organic food into our cafeteria, and creating a free textbook website for buying and selling college textbooks.

Giovanna Mazzei, ASCOM President, expressed concern about the proposed Academic Calendar changes. She cited lack of proper analysis of the shortened semester, lack of demographic analysis specific to COM, lack of documentation to back up the proposal, and potential child care problems for parents. She recommended starting the semester on August 28th and ending it on December 16th, having better analysis and student participation in the future when discussing and proposing major policy changes, and keeping documentation to support policy changes. A copy of her statement is attached to the minutes as part of the official record.

Erika Harkins reported that the Annual Emeritus Winter Party was very successful and thanked Trustees Brockbank, Long and Dolan for coming and sharing information. She reported that there is more participation in community and school activities by emeritus students than ever before, and that the bylaws have been revised. She also reported that the COM Foundation donated $2500 in scholarship funds for emeritus students and that emeritus students have a new art gallery.

10. COM Foundation Report
   No report.

11. Items for Possible Future Board Action
    a. Academic Calendar 2006-07
       Faith Caughlan stated that students are concerned about the proposed calendar changes and the resulting finals schedule. She feels that not enough consultation with students took place before proposing the schedule change and that a task force should be formed to review this issue.

       Jim Geraghty and Mario Lopez stated that they have been looking for evidence that students were given an opportunity to provide input on this issue and had not been able to find any. They stressed the importance of looking at the needs of students when negotiating issues that concern students.

       Ira Lansing stated that most of the faculty are not dissatisfied with the proposed academic calendar changes and that students may actually gain a few minutes of instruction. The semester will remain 16 weeks in length. He stated that if the starting and ending dates need to be changed, this can be re-negotiated.

    b. Board Policy re: Trustees' Communications with the Media (January)
    c. Mission Statement, Vision & Values (March)
    d. MTA Partnership
    e. Financial Audit (January)
    f. Student Fee/Refund Schedule 2006/07
    g. Marin Country Club Tennis Court Extension (January)
    h. Prequalification Application and Scoring Criteria for A and B Licensed Contractors (Modernization – Measure C) (March)
    i. School Services of California, Inc. Contract Extension (January)
12. **Consent Calendar Items (Roll Call Vote)**
M/s (Treanor/Kranenburg) to approve all items on the Consent Calendar. The motion passed unanimously with a roll call vote.

A. **Calendar of Upcoming Meetings & Other Special Events**

   December 15, 2005, 4:00 to 7:00 p.m., Campus Holiday Party, Willi's Café

B. **Academic Personnel Recommendations.** Approve the Academic Personnel Recommendations:
   1. Resignation/Retirement of Academic Personnel

C. **Classified Personnel Recommendations.** Approve the Classified Personnel Recommendations:
   1. Appointment of Classified Personnel
   2. Appointment of Hourly Personnel
   3. Resignation/Retirement of Classified Personnel
   4. Temporary Increase/Decrease in Salary for Classified Personnel

D. **Classified Management Position – Director of Modernization (Measure C)**

E. **Classified Management Personnel Recommendations.** Approve the Classified Management Personnel Recommendations:
   1. Appointment of Interim/Classified Management Personnel
   2. Appointment of Classified Management Personnel – (Director of Communications and Community Relations)

F. **Educational Administrative Personnel Recommendations.** Approve the Educational Administrative Personnel Recommendations:

   1. Appointment and/or Change of Educational Administrative Personnel
   2. Vice President of Student Learning

Dr. White introduced Dr. Bernie Blackman, COM's new Director of Organizational Development and Planning.

G. **Warrants**

H. **Short-Term Hourly Positions**

I. **Student Learning Outcomes Assessment: Memorandum of Understanding**

J. **College of Marin Foundation Memorandum of Understanding**

K. **New Community Education and Services Courses Spring 2006**

13. **Other Action Items**

A. M/s (Dolan/Kranenburg) to **Approve Change in Selection Process for Registered**
Nursing Program. The motion passed unanimously.

B. M/s (Treenor/Hayashino) to Approve Contract with Harder & Company Community Research for Needs Assessment Workplan. The motion passed unanimously. President White introduced Rafael Gomez of Harder & Company.

C. Approve Friends of Corte Madera Creek Watershed Request for Permission To Treat Invasive Spartina in Tidal Areas at the Kentfield Campus.
Sandy Guldmann of Friends of Corte Madera Creek Watershed spoke in support of this agenda item. Trustee Dolan stated that she had no problem with digging but was opposed to spraying. Trustee Treenor stated that she wanted the fact that she lives on the property to be sprayed reflected in the minutes.

M/s (Moore/Long) to Approve Friends of Corte Madera Creek Watershed Request for Permission to Treat Invasive Spartina in Tidal Areas at the Kentfield Campus. The motion passed unanimously.

D. M/s (Dolan/Hayashino) to Approve Contract Amendment to Allana-Lippert for Consulting Services (Modernization – Measure C). The motion passed unanimously.

E. M/s (Kranenburg/Treenor) to Approve Capitalization of District Property (District Policy 6.0021). The motion passed unanimously.

F. M/s (Moore/Treenor) to Approve Implementation of Assembly Bill 982 – Collection of Student Health Fee. The motion passed unanimously.

G. Approve Contract with Forster Kroeger for Fire Mitigation Project on IVC Campus (Modernization – Measure C)
Tad Jacobs of Treemasters stated that he felt his company submitted a responsive bid, that Forster Kroeger’s bid was not responsive, and that his company should be awarded the contract.

Raul Garcia of Forster Kroeger stated that he had just learned that the contract might be awarded to Treemasters and asked for more time so that he could have proper representation to argue his case and be properly prepared to address this issue before the Board.

Vice President Harrison explained that the Board has the authority to waive minor defects in the lowest bid. Unit price information was missing in Forster Kroeger’s bid (the lowest bid), while Treemasters’ bid, the second lowest bid, was complete.

M/s (Treenor/Hayashino) to Approve Contract with Treemasters for Fire Mitigation Project on IVC Campus (Modernization – Measure C). The motion passed unanimously.

H. M/s (Treenor/Hayashino) to Approve Short Form Contract with CCS Group. The motion passed unanimously.
I. M/s (Dolan/Kranenburg) to Approve Resolution Authorizing Budget Transfers – FY 2005/06. The motion passed unanimously with a roll call vote.

J. M/s (Moore/Treanor) to Ratify Contract with SEIU 949, CSEA, and Unrepresented Groups. The motion passed unanimously.

K. M/s (Treanor/Dolan) to Approve Resolution of Intention – Public Safety Retirement System. The motion passed unanimously with a roll call vote.

L. Ratify Extension of Superintendent/President’s Contract
   This agenda item was continued to the January 24, 2006 meeting.

M. M/s (Treanor/Hayashino) to Approve Five-Year Scheduled Maintenance Plan 2006/07 through 2010/11. The motion passed unanimously.

N. M/s (Kranenburg/Treanor) to Approve Contract Amendment to Fugro West, Inc. (Modernization – Measure C). The motion passed unanimously.

O. M/s (Kranenburg/Long) to Approve Contract Amendment to CSW/Stuber-Stroeh (Modernization – Measure C). The motion passed unanimously.

P. M/s (Treanor/Kranenburg) to Approve Contract Amendment to Alfa Tech Modernization - Measure C). The motion passed unanimously.

Q. M/s (Dolan/Hayashino) to Approve Contract Amendment to Ninyo & Moore (Modernization – Measure C). The motion passed unanimously.

R. M/s (Long/Kranenburg) to Approve Contract Amendment to Steinberg Architects Modernization - Measure C). The motion passed unanimously.

S. M/s (Treanor/Hayashino) to Approve Contract Amendment to Amy Skewes-Cox (Modernization – Measure C). The motion passed unanimously.

T. M/s (Dolan/Long) to Approve Contract Amendment to Royston, Hanamoto, Alley & Abey (Modernization – Measure C). The motion passed unanimously.

U. M/s (Kranenburg/Long) to Approve Fine Arts Architect Recommendation (Modernization – Measure C). The motion passed unanimously.
   José Nuñez introduced Marcy Wong, the chief Project Designer for the firm of Marcy Wong and Donn Logan Architects.

V. M/s (Moore/Kranenburg) to Approve Physical Education Complex Architect Recommendation (Modernization - Measure C). The motion passed unanimously.

W. M/s (Treanor/Hayashino) to Approve Resolution Updating Board Policy Regarding Designated Positions for Conflict of Interest. The motion passed unanimously with a roll call vote.

X. M/s (Treanor/Hayashino) to Amend Board Policy and Bylaws – Section 1.2060 (Compensation). The motion passed unanimously.
Y. M/s (Treanor/Hayashino) to Approve Increase in Trustee Compensation.  
The motion passed unanimously.

14. Information Items  
A. Contracts and Agreement for Services Report  
   No action was required on these items.

15. Correspondence  
   Board members were asked to review the correspondence in their Board packets.

16. Board Meeting Evaluation  
   Trustee Kranenburg suggested moving up agenda items when people are present  
   who need to be introduced or who wish to speak.

17. Adjournment  
   M/s (Treanor/Kranenburg) to adjourn the meeting. The motion passed unanimously and Board President Brockbank adjourned the meeting  
at 11:00 p.m.
College of Marin
Board of Trustees

Dear Trustees,

I note that at this meeting, December 13, 2005, you will be considering your Bylaws, Policies and Procedures with possible recommended changes.

As a past president of the Academic Senate for the College of Marin and a past President of the Academic Senate for California Colleges (1991-1993), I have concerns that your existing MCCD Board Policy 5.0006 “Criteria and Standards For Qualifications Equivalent To Minimum Qualifications” adopted on 5/13/97, 1) has not been followed and 2) has serious irregularities that are listed below. I am also concerned that faculty hiring, as a result, at the College of Marin may not conform to minimum qualifications for faculty. The current Academic President and Academic Standards chair of the Academic Senate for California have advised me that there is a possibility that a district could suffer loss of apportionment for the courses taught by a person not properly judged qualified under Board Policy and loss of credit for students who have taken those courses. I have also enclosed a related document from the California Community Colleges Chancellor’s Office to the general counsel to the Los Rios Community College District.

Apparent irregularity 1 (related directly current to COM Board Policy)

It is my understanding that the following policy statement has not been adhered to and it directly conflicts with a later statement regarding the Responsibilities of the Equivalency Committee)

COM Board Policy issue

Responsibilities of the Personnel Office

The Personnel Office must include, on the job announcements, the minimum and desirable qualifications for the position and the criteria for determining equivalency. It must inform all candidates that they are responsible for including all relevant degree and experience documentation with their job application. For both permanent and temporary positions the Personnel Office will screen all applications to determine those that meet the minimum qualifications on the Board of Governors List of Disciplines. Those applications for permanent positions which require an equivalency determination will be forwarded to the Academic Senate’s Equivalency Committee. For temporary positions, the Department Chair will forward the applications of all candidates deemed equivalent to the Equivalency Committee for review.
Apparent irregularity 2 (not adhered to during the tenure of, at least, the past two academic senate presidents)

COM Board Policy issue

Responsibilities of the Academic Senate

The Academic Senate President, with the advice and consent of the Academic Senate and in consultation with the College President, will appoint members to the Equivalency Committee. The Academic Senate will insure, as far as disciplines allow, the same standards are applied in every case. The actions of the Equivalency Committee and/or relative to evaluating equivalency shall not be considered as part of the hiring process and shall have no bearing on any other deliberation.

Composition of the Equivalency Committee

All deliberations and records of the Equivalency Committee shall be confidential. The Equivalency Committee shall consist of:

A. The President of the Academic Senate or designee;
B. Two members from the faculty, including at least one from an ethnic, racial, or protected group underrepresented among the faculty as a whole, each appointed by the President of the Academic Senate in consultation with the College President on a case by case basis,
C. Two members from the relevant discipline appointed by the President of the Academic Senate in consultation with the College President on a case by case basis;
D. Affirmative Action Officer or designee as a non-voting member; and
E. Personnel Specialist as a non-voting member.
Apparent irregularity 3 (out of compliance with the 2003 version of Minimum Qualifications for Faculty and Administrators in California Community Colleges)

COM Board Policy

Standards for Consideration of Equivalency
In the case of disciplines normally requiring a Master’s degree:
Master’s degree and 24 semester units of course work in the discipline of the assignment. At least 12 units of these units must be graduate or upper division (The 24 units may have been either included in or taken in addition to the Master’s degree.) or
Master’s degree plus two years professional experience related to the discipline of the assignment or two years of teaching experience in the discipline of the assignment. or
Bachelor’s degree plus six years of professional experience related to the discipline of the assignment or six years teaching experience in the discipline of the assignment. or
Recognized accomplishments which demonstrate expertise and skill in the field of study beyond that normally achieved through formal education.

The 2003 Chancellor’s Office document entitled “Minimum Qualifications for faculty and Administrators in California Community Colleges” identifies “Disciplines Requiring a Master’s Degree” and “Disciplines in Which A Master’s Degree is not Generally Expected or Available” separately
http://www.cccco.edu/divisions/grea/min%5FEqual.htm

As a simple example of the extent of the changes, if I were to teach in a discipline that I taught for 18 years (because the old credential system had the statement that if one had a geology degree, that individual also could teach in Geography) I would not meet the equivalency to teach in the field of Geography because the requirement is as followed:

Geography
Master’s in Geography
Bachelor’s in geography AND Master’s in geology, history, meteorology, or oceanography OR
The equivalent OR Interdisciplinary
See Interdisciplinary Studies
Apparent irregularity 4 (possible errors by using “Limited Service” in the COM policy applied to Disciplines in which a Master’s degree is required)

*Chancellor’s office listing for “Disciplines in which a Master’s degree is not generally expected or available”*

*The minimum qualifications for disciplines on this list are any bachelor’s degree and two years of experience, or any associate degree and six years of experience.*

COM Board Policy

C. Limited Service

An applicant may be hired to teach a limited number of specific course under the following conditions:

Bachelor’s degree or completion of 120 semester units and two years of occupational experience, or

Associate’s degree or completion of 60 semester units and four years of occupational experience related to the discipline of the assignment; or

High School diploma and six years of occupational experience related to the discipline of the assignment.

I hope that my summary may be of assistance to a very needed review of this policy and avoid any possibility of a invalidation of courses that a faculty member that does not have the equivalencies is the strongest and clearest argument for taking a difference course of action.

Respectfully,

James Locke  
Professor Emeritus  
College of Marin  
Kentfield, CA  94904  
415 485-9526
COLLEGE OF MARIN MISSION STATEMENT
APPROVED MAY 10, 2005

The College of Marin's mission is to provide educational opportunities for all students and community members: preparation for transfer to four-year schools and universities, workforce education, basic skills improvement, intellectual and physical development, and cultural enrichment. The College is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment. The College of Marin pledges educational excellence to all members of our diverse community.

The College of Marin Mission Statement shall be reviewed annually at the March Board of Trustees Meeting and considered for approval by the Board at the April Board of Trustees Meeting.

Dated: December 7, 2005
COLLEGE OF MARIN
STATEMENT OF VISION & VALUES

The following Vision and Values statements were crafted by the Strategic Planning Task Force based on feedback received from faculty, staff and students. The Strategic Planning Task Force is a subcommittee of College Council made up of representatives from each constituency.

Our Vision

College of Marin will be a premier educational and cultural center that provides programs of the highest caliber to meet the needs of an increasingly interconnected global society. Our vision will be guided by our values.

Our Values

Student and Community Centered Education
We promote student success by providing programs and services that are learner centered and reflect the changing needs of our students and surrounding community.

Academic Excellence and Innovation
We are dedicated to academic excellence and encourage innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence. We continually evaluate the effectiveness of our programs.

Collaboration and Open Communication
We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

Diversity
We cherish a learning environment that celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty and staff. We will provide open access and strive to remove barriers to student success.

Sustainability
We will apply environmentally sustainable and green principles in our college community to ensure the future of our planet.

Accountability
We will be accountable for our decisions and actions on behalf of the students, college and community. Our decisions will be academically, fiscally and environmentally responsible.
LIST OF DISCIPLINES FOR PROGRAM REVIEW

SPRING 2006 SEMESTER

English/Humanities
- Humanities
- Philosophy

Health Sciences
- Medical Assisting
- Nursing Education

Mathematics
- Mathematics

Performing Arts
- Dance
- Drama
- Music

Physical Education/Health
- Health Education
- Physical Education
Outreach: Mauricio Torres, Lead

- **High School Outreach:** In conjunction with the Marketing Department, developing copy material for three outreach brochures targeting high school students.
- High School visit: Sir Francis Drake High School (Oct. 24th) to talk to College and Career specialist on events calendar and outreach opportunities at Sir Francis Drake High School.
- San Rafael School District - COM meeting (Nov. 30th). In attendance were: San Rafael School District Superintendent Dr. Laura Alvarenga; Associate Superintendent of Curriculum Rebecca Rosales, K-12 Math Coach Eileen Smith and COM Outreach Coordinator Mauricio Torres-Benavides. The purpose of these exploratory discussions was to determine the feasibility of establishing a math tutoring program for at-risk youth in the elementary and middle schools using COM students as tutors.
- COM Student presenters: Arranged for COM students to speak to targeted HS students about the College of Marin and help answer their questions about the difference between high school and college. A COM tour planned is planned in early December for Madrone High School.
- Informal meeting with a counselor of the ELS program at Dominican University on providing more exposure to COM for ELS students.

*Student Equity Plan Connection: Access 1.1 Increase awareness of CoM's academic programs and student services to underrepresented populations.*

- **Community Based Organizations:** Working with area representative of state consulting agency “icanaffordcollege.com,” developing financial-aid workshop for Latino youth (who are primarily AB540) focusing primarily on private scholarship opportunities and including an overview of traditional CA State and Federal financial aid funding. Proposed workshop would be delivered in December or early January at Canal Alliance in San Rafael.
- Working dialogue and set up of COM visit for Adrian Henderson (Making Waves, Marin City 7th-8th grade program at MLK Jr. High School) on feasibility of establishing an academic and social mentoring program using COM students to help at-risk Marin City kids.

*Student Equity Plan Connection: Access 1.1 Increase awareness of academic programs and student services/ Degree & Certificate Completion 4.1 Increase awareness about academic and career programs.*
Event Planning: First phase of logistics planning for Latino College Awareness Day (April 8th, 2006).

Student Equity Plan Connection: Degree & Certificate Completion 4.1 Increase awareness about academic and career programs.

DSPS: Chris Schultz, Lead

Access:
DSPS staff provided an orientation/open house to all new students in the Program. Counselors presented background on accommodations and other support services.
Staff offered an orientation to Special Education teachers and counselors from the Tam School District with the goal of developing more effective transition services from high school to college.
Outreach activities to three community agencies have taken place to assist staff and clients in better understanding what the college has to offer as well as how to access services.
Three members of program staff are participating on Bond subcommittees to actively represent the needs of the disabled community in all areas of construction and design. This will be a long term effort of great importance.
Orientation was provided to both Department Chairs and new faculty regarding the Disabled Students Program and how to access services for students.
Ongoing targeted orientations are planned.
Student Equity Plan Connection: Access 1.1 Increase awareness of CoM’s academic programs and student services to underrepresented populations.

Course Completion:
DSPS Counselors and faculty are investigating alternate tutoring and support services to assist students in being successful in basic math classes.
Staff in collaboration with the Tutoring Department are developing better methods for providing tutoring for specific classes.
Student Equity Plan Connection: Course Completion 2.

Data Collection: Melody Creel, Lead
In the process of contacting department secretaries to get a list of students who have received Skills Certificates so that the information is centralized and historical data is available to make baseline comparisons (Goal 4.2).

In the process of writing a computer program to look at grade distributions by course by ethnicity to determine courses with low completion rates. This will increase our awareness of areas where course completion needs the most improvement (Goal 2.1).
Marketing: Andrew Carothers, Lead

Community Relations should provide guidance as necessary regarding marketing research – research should be done by Research Office.
Activity/Outcome mismatch: Increasing outreach will not lead to increase in satisfaction – to increase satisfaction, COM must improve the experience (Goal 1.1).

Activity/Outcome mismatch: Developing bi-lingual phone and web structure alone will not increase non-native English speakers by 5%.
Timeline: Website: beginning Fall 06 at earliest; Spring 07 more likely as this should be incorporated into requirements for website overhaul. Phone: Spring 06 is possible – dependent on new director of communications & community relations (Goal 1.3).

Community Relations should provide guidance as necessary regarding focus group research – research should be done by 3rd party for most valuable research.
Timeline: Spring, 2005 if managed by 3rd party firm (Goal 3.1)

No role for Communications; add Research Office (Goal 3.2).

Need to determine what is meant by “marketing material” – depending on answer, may not involve Community Relations (i.e., if vehicle chosen is simple poster).
Activity/Outcome mismatch: Developing “marketing material” will not increase number of students receiving degrees by 5% over the next three years – more valuable activity would be to tailor course offerings to students’ schedules and offering sufficient number of sections so that students can take the classes they need.
Timeline: undetermined (Goal 4.3).

Need to determine what is meant by “communicate widely” all articulation agreements with students.
Timeline: undetermined (Goal 5.2).

Enrollment Services: Pamela Mize-Kurzman, Lead
No update.
Facilities: Robert Thompson, Lead
Physical Access: Certainly all the PE flat concrete walks require correction (Goal 1.1).

Ramps to access the pool tanks from the locker rooms at minimum, plus possibly from the public entrances.

For the FA, new vertical (elevator) access required; may need more than one to accommodate the various new-old levels. Restrooms need to be upgraded. Need to add ADA and companion seats/spaces in the theaters. The ramp between the choral and music chamber practice rooms is quite excessive in slope and may need changing or an alternative solution.
MEMO

TO: Fran White
FROM: Katrina Wagner
CC: David Rollison
     David Snyder
     Rick Hall
DATE: December 9, 2005

Let me first say that I am delighted that we have this generous Bond Measure to allow
College of Marin to be renovated, renewed and become once again the place students,
particularly those coming out of our high schools, will choose to attend.

I hope that you will join me in my enthusiasm for revising certain procedures we have
been using so far. My remarks are meant to improve and to contribute to the process in a
positive and constructive way.

As a member of the faculty for over 30 years, a member of the Educational Master Plan
Task Force, and as a member of both the College Modernization and the Exterior and
Site Subcommittees, I have done some fact finding and have some serious concerns
about the process we are using to implement the Bond Measure. I think issues lie with I-
the Modernization Process and II-Shared Governance.

1 - The MODERNIZATION PROCESS has NOT, as yet, been
DRIVEN by an OVERALL CAMPUS – WIDE VISION:

The STATE mandates a linear process for developing Capital Outlay
Projects, a process that should proceed from a) Mission Statement to
b) Values, to c) Goals and then to d) Educational Master Plan and to e)
Facilities Master Plan. Particular projects should follow this process.
We have so far agreed on a), have b) and d) under consideration and
e) does not yet exist. But architects have already been interviewed
for particular buildings that no overall vision has mandated.

The FACILITIES PLANNING COMMITTEE is charged specifically
• "to assure faculty, staff and student involvement in the planning, design,
construction, and upkeep of college owned facilities and the execution of
major capital facilities projects such as... a Facilities Bond Measure"

• "to act as the participatory governance representative for the planning and
execution of capital Projects."

Yet this committee met for the first time in mid-November and has not as yet
been able to do any visioning for the whole College.
The DISTRICT MODERNIZATION COMMITTEE is charged:
- "to set the guiding principles and ensure compliance with the District’s Facilities Master Plan," yet the District has as yet developed no list of Guiding Principles and has set forth NO Facilities Master Plan with which to comply.

The laws clearly SPECIFY that PARTICIPANTS in the SHARED GOVERNANCE process and NOT CONSULTANTS shall be the guiding forces in the Modernization.

But the two committees charged with establishing guiding principles and assuring involvement in planning have not yet involved themselves in an OVERALL VISION for the COLLEGE.

Nor has the COLLEGE COMMUNITY—Faculty, Students, Staff, and Community—had an opportunity to create a campus-wide vision for the whole college.

Our consultants Rob Barthelman of Steinberg Architects and Elizabeth Tucker of Swinerton Construction Management have both clearly stated that Swinerton would be developing "initial concepts" for whole project during the Winter Break.

These construction managers and architects are inappropriately taking on an educational and policy making role by developing concepts for the college in isolation from the Shared Governance procedures. By allowing physical plant renovation consultants to create and control our Facilities Master Plan, we are unwisely giving free rein to a horse without showing him the path we want him to take.

It is the whole COLLEGE COMMUNITY-- STUDENTS, FACULTY, STAFF, and COMMUNITY MEMBERS—who SHOULD according to the state legislative mandate, be envisioning how the overall campus should function and look.

Now is the perfect time for this to happen before any more money is spent on physical plant design.

II - PROPORTIONAL REPRESENTATION of FACULTY and STUDENTS does not as yet reflect true SHARED GOVERNANCE DIRECTIVES

Faculty and student participation in all Committees related to Planning and Modernization is minimal due to the way the committees have been configured so far:
College Modernization Committee:
  Administration: 6 (4 of whom are new to the District)
  Consultants: 5
  Student: 1
  Faculty: 1

Modernization Subcommittees
  Systems:
  Administration: 9
  Consultants: 2
  Students: 1
  Faculty: 1

Exteriors and Site:
  Administration: 7
  Consultants: 2
  Students: 1
  Faculty: 1

Interior Finishes:
  Administration: 4
  Consultants: 2
  Students: 1
  Faculty: 1

Furniture, Fixtures & Equipment:
  Administration: 5
  Consultants: 2
  Students: 1
  Faculty: 1

It is clear from these preliminary configurations that we do not have a structure that enables Faculty and Students to do their jobs to meet legislative expectations.

To make the process more a result of a considered, Vision-first, Facilities Master-Plan-driven Process, our best options include:

- A temporary hold on all non-reversible modernization decisions that would impact on educational policy decisions until the relevant campus community can do visioning.

- These Flex Workshops can be a start at college-wide visioning:
  Wed Jan 18, 10-12 and 1:30-3:30 – "Experience Engineering: A Model for Creating Optimal Learning Environments"
  presented by the Ventura College Team of Administrator, Staff and Faculty responsible for their new Learning Resource Center
  Thurs Jan 19, 1:30-3:30 "Imagineering the Student Center"
IV. Design Update (Reference also Monthly Report)
   a. Kentfield
      i. Partial Roof Replacement – PE Complex – In design review
      ii. Larkspur Annex Demolition – underway
      iii. Tree Trimming / Removal - underway
      iv. Architectural Programming of Fine Arts and PE - underway
      v. Asbestos Abatement PE - underway
   b. IVC
      i. Wildfire Mitigation – Bids Received 11/8/05 (Recommendating award to Forester – Kroegger)
      ii. Tree Trimming / Removal - underway
      iii. Gas Main Replacement - underway
      iv. Stream Erosion Control - underway
V. Construction Update (Reference also Monthly Report)
   a. Roof Repairs HC and LRC – Work nearing completion. Leak repairs for mechanical room at LRC scheduled for Saturday.
   b. Additional Roof Repairs – The District will use Tremco’s CMAS contract to perform additional roof repairs. Many new leaks reported with most recent heavy rains.

VI. New Business
   a. Facilities Master Planning Workshop – January 24th
   b. Owner Controlled Insurance Programs (OCIPs), Builders Risk Insurance, Project Labor Agreements (PLAs – also know as Project Stabilization Agreements (PSAs)), Contractor Pre-Qualification, Subcontractor Pre-Qualification & other related topics, Workshop – February 14th
# TABLE OF CONTENTS

1. GENERAL INFORMATION  
   a. Table of Contents  
   b. Distribution List  
   c. Project Team  

2. EXECUTIVE SUMMARY  
   a. Program Narrative Report  
   b. Issues  
   c. Budget Update  
   d. Program Summary Cash flow  
   e. Contingency Status  
   f. Contract Status  
   g. Add Services Status  
   h. Payment Status  
   i. Next 30 Days  

3. SUMMARY BAR CHART SCHEDULE  
   a. Program Summary Bar chart Schedule – Based on 3DI Report  

4. PROGRAM BUDGET SUMMARY  
   a. Preliminary Program Budget Summary – Based on 3DI Report  

5. PRELIMINARY CUMULATIVE CASH FLOW PROJECTION  
   a. Program Summary Cashflow Projection – Based on 3DI Report  

6. ACTIVE PROJECT REPORTS  
   a. Individual Project Reports  

7. APPENDICES  
   a. Campus Site Plans – Existing/ New Facilities  
      1. Kentfield  
      2. Indian Valley  
      3. Bolinas
PROJECT TEAM

Owner: Marin Community College District
Program /Construction Manager: Swinerton Management & Consulting, Inc.
District Architect: Steinberg Architects
Landscape Planner: Royston Hanamoto Alley & Abey
District Civil Engineer: CSW/Stuber-Stroeh
District Geotechnical Engineer: Fugro West, Inc.
Structural Engineer: Degenkolb Engineers
MEP Engineer: Alfa Tech
Industrial Hygenist: Ninyo & Moore
CEQA / Environmental: AMY Skewes-Cox
Bolinas Lab Architect: MBT Architecture
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<td>SMC Monthly Report Distribution Matrix</td>
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Marin County Community College District
Monthly Progress Report
Monthly Report – Nov 30, 2005

Swinerton Management and Consulting, Inc.
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<tr>
<td>CDD</td>
<td>RJ</td>
<td>de Recat</td>
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<tr>
<td>CDD</td>
<td>Roberta</td>
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<td>CDD</td>
<td>Ross</td>
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<td>MCC D</td>
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<tr>
<td>CDD</td>
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<tr>
<td>COM F</td>
<td>Tom</td>
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<td>MCC D</td>
<td>Wanden</td>
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<td>MCC D</td>
<td>Yulian</td>
<td>Lligosco</td>
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</tbody>
</table>

Total 63
EXECUTIVE SUMMARY

A. PROGRAM NARRATIVE REPORT

On November 2, 2004, 63% of the Marin County voters resoundingly approved the $249.5 Million Measure "C" Bond to modernize the College of Marin. In the last 6 months the District and its newly hired consultants have been busy organizing the program and meticulously completing the required front-end research and master planning to deliver a quality capital improvement program to voters, students, faculty and staff.

Swinerton Management and Consulting was selected as the District’s Program and Construction Manager on February 08, 2005. Swinerton’s long form Contract was approved on July 19, 2005. Swinerton moved into the MS-3 building and set up shop May 04, 2005.

In a detailed process the District advertised for Architectural and Engineering Consultants and received 137 Statements of Qualifications from a wide range of consultants. Swinerton and the District developed a comprehensive review process where each Statement of Qualifications package was reviewed and rated by at least two reviewers. Firms were rated on their experience with Community College programs, sustainable design, commissioning, team proposed and hourly billing rates. This comprehensive process yielded a long list and short list of architectural and professional services firms. From this short list we conducted 36 consultant interviews to eventually select all the District wide consultants found on page 4 of this report under Project Team.

One of the main priorities with the above process was to select the District Masterplan Architect. Steinberg Architects was selected by the Board of Trustees on June 14, 2005. Steinberg’s short form contract was signed on August 26, 2005 and their Long Form Contract is currently awaiting signature. Under the direction of Rob Barthelmess, Steinberg Architects have done a tremendous job getting up to speed on the program and leading items such as the goals and visioning and sustainability workshops.

Also from the long list/short list process described above Swinerton and the District are interviewing 11 architectural firms for the Kentfield PE Complex and Fine Arts Buildings projects. Interviews will be conducted in early December.

The District wide consultants selected are currently completing their facility assessments of all the buildings and systems on the campuses. Their draft report is scheduled to be received on November 18, 2005. The final building by building facility assessment report is currently scheduled for publication in mid to late January. The report will be broken down by the following disciplines:

- CEQA (Environmental)
- Architectural
- Landscape
- Structural
- Mechanical (HVAC)
- Plumbing
- Electrical
- Civil
- Geotechnical
- Hazardous Materials
Original construction or as-built documents from both campuses are in the process of being scanned. To date we have scanned over 1,700 documents. These electronic files are be utilized by the current assessment teams and will be used by future architects and designers. Swinerton and the District are working together to ensure that we have all the appropriate / required documents scanned.

Swinerton's offices are set up and 100% operational. Swinerton is finalizing its Procedure Manual for the program and will begin formatting the Program Definition Document. This however will be extremely difficult because it is 100% dependent on the project list, project budgets and schedule/priorities as determined by the Architectural Master Plan and Educational Master Plan. It is paramount to the overall success of the modernization program that the EMP continue moving forward at a steady progressive pace.

To date Swinerton has conducted 42 campus and or community forums to educate all constituencies about the Capital Improvement Program. In addition there have been several special workshops held:

- Modernization Process Overview – July 19th, 2005
- Green Summit – September 09th, 2005
- Board Retreat Visioning and Goals – September 20th, 2005
- Facilities workshop on Sustainability – September 30th, 2005
- Program Controls – Budgeting, Cost Control & Scheduling – October 11th 2005

The consultants have completed 39 supplemental geotechnical borings at the College of Marin. There have been 22 borings drilled Kentfield and 17 at Indian Valley. These borings will tell the engineers the composition and bearing capacity of the soils for new structure and parking areas as well as the groundwater depth.
B. ISSUES

Bolinas Marine Biology Center
Preliminary findings on Bolinas Marine Biology Facility were presented at the October 11th Meeting of the Board of Trustees. This one-time Coast Guard station has a number of issues including, but not limited to, geologic and seismic hazards identified by Fugro West which, in all likelihood, would preclude the College from teaching students at this facility. The Division of the State Architect (DSA) requires certification from the geologist that the area is geologically stable and building on the site would not put students at risk. DSA does not even start their design review process without this paperwork in hand. In addition Nino and Moore the District’s hazardous materials consultant identified and documented a number of hazardous items such as asbestos, heavy concentrations of mold and mildew that create problems for occupancy. In addition Degenkolb engineers found there to be serious structural issues relating to the foundations, lack of shear walls and the absence of structural bracing.

Educational Master Plan
It is imperative to the success of the overall program that the Educational Master Plan (EMP) continues to move forward at a steady pace. A delay in the completion of the program will have a detrimental effect to the overall construction schedule and dollars available for construction.

In the spring of 2005 the District hired CCS to facilitate the development of the EMP with Faculty and Staff. Without the EMP in place, Steinberg Architects cannot complete their Architectural Master Plan for the Program. The Architectural Master Plan which ultimately defines the layout, look and feel for each campus in terms of number of new classrooms, new buildings, modernizations and renovations is directly tied to the EMP in terms of number of students at each campus, the curriculum at each campus, quantity and what type of classrooms and teaching facilities at each campus. As stated in the October 11th, 2005 Board Retreat a 1-month delay in the EMP would cost the District upwards of $1,000,000 in future construction purchasing power.

Cultural Resources
With the planning and preparation for the Geotech borings at Kentfield and IVC several discussions transpired regarding planning, campus notifications and procedures and protocols. During these discussions the issue over Native American / Indian cultural resources and the Board of Trustees resolution relating to such was brought to the team’s attention. Per the Board of Trustees Resolution 8.0025 adopted August 5, 1981, revised on April 09, 1985: *Excavation shall be defined with respect to this procedure to be any action that disturbs existing soil more than 6-inches below the surface. However there are extremely fragile areas (as shown on campus maps) where any proposed excavation over one-inch shall be noticed.*

Any time a shovel of dirt is turned for a project no matter if the area has been previously disturbed there will need to be 10 days notice issued to the campus Archaeologist and Native American / Indian representative onsite to observe and catalog any and all excavations. Any cultural resources discovered during work will additionally slow the process down with mapping cataloging and potentially intensive archaeological work. It should be noted that these procedures and protocols at both campuses will add significant time and construction dollars to each and every project that requires excavation, trenching or ground disturbance.
C. BUDGET UPDATE

Please see the attached Program Summary Budget section for the Project by Project budget and associated cash flow curve. To date there have been $2,193,645 (0.87%) invoiced to date against the Current Program Budget of $250,098,154. Currently the individual projects and their associated budgets are based on preliminary information derived from the 3DI Facilities Master Plan document. The project list and their associated budgets will be finalized once the Educational Master Plan and Architectural Master Plan have been completed. Recommendations on projects, project budgets and project priorities will be made to the Board of Trustees for their action in the spring of 2006.

Please see the attached individual project reports for budget information on individual active projects.

D. PROGRAM SUMMARY CASH FLOW

Please see the attached Program Summary Cash Flow for the preliminary forecasted cumulative project cash flow. This cash flow projection is based on the preliminary program schedule and budget information as developed from the 3DI Facilities Master Plan document. The final project cash flow and associated project-by-project construction schedule will be finalized as discussed above.

E. CONTINGENCY STATUS

Based on initial budget breakdown of 3DI preliminary Project Budgets. The remaining contingency for the overall Capital Improvement Program stands at $35,925,000. The Program Contingency started at $35,925,000. To date $0.00 or 0% of the contingency has been committed.

F. CONTRACT STATUS

To date there have been 33 original contracts or associated amendments executed to date. There are currently 5 contracts currently awaiting signature which are:

<table>
<thead>
<tr>
<th>Location</th>
<th>Project/Scope</th>
<th>Firm</th>
</tr>
</thead>
<tbody>
<tr>
<td>DW</td>
<td>District Civil Engineer</td>
<td>CSW</td>
</tr>
<tr>
<td>DW</td>
<td>District Structural Engineer</td>
<td>Degenkolb Engineers</td>
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<tr>
<td>DW</td>
<td>District Geotechnical</td>
<td>Fugro West</td>
</tr>
<tr>
<td>DW</td>
<td>Industrial Hygiene</td>
<td>Ninyo &amp; Moore</td>
</tr>
<tr>
<td>DW</td>
<td>Business software for college management</td>
<td>Strata Information Group</td>
</tr>
</tbody>
</table>

Marin County Community College District
Monthly Progress Report
Monthly Report – Nov 30, 2005

Swinerton Management and Consulting, Inc.
Page 9 of 33
G. ADDITIONAL SERVICES / PENDING EXHIBITS

We are anticipating Add Services requests from the following consultants for additional work associated with the program:

<table>
<thead>
<tr>
<th>Consultant</th>
<th>Reason</th>
<th>Cost Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSW</td>
<td>Added Scope</td>
<td>$25,000 (estimate)</td>
</tr>
<tr>
<td>Fugro</td>
<td>Added Scope</td>
<td>$10,000 (estimate)</td>
</tr>
<tr>
<td>Alfa Tech</td>
<td>Security</td>
<td>$64,000 (estimate)</td>
</tr>
<tr>
<td>Ninoy &amp; Moore</td>
<td>On-call Haz-Mat Abate</td>
<td>$50,000 (estimate)</td>
</tr>
<tr>
<td>RHAA</td>
<td>Added Scope – Fire Mitigation Insp. Svc’s</td>
<td>$30,000 (estimate)</td>
</tr>
<tr>
<td>Steinberg</td>
<td>Added Scope – Program PE &amp; Fine Arts</td>
<td>$140,000 (estimate)</td>
</tr>
<tr>
<td>Amy Skewes-Cox</td>
<td>Added Scope – Archeological Monitoring</td>
<td>$25,000 (estimate)</td>
</tr>
</tbody>
</table>

A. PAYMENT STATUS

Contractor and Consultant Payments have been processed within a satisfactory time period.
I. NEXT 30 DAYS

Program
Swinerton will continue working on defining and refining its program procedures. The Paragon Program Management system is being implemented and is being aligned with District accounting procedures to track projects by funding source. A major goal of the Paragon system implementation is to eliminate or minimize any double entry of data. Rev 0 of the Program Procedures Manual is currently being reviewed. Swinerton and Steinberg will continue to monitor the process on the Educational Master Plan.

Kentfield
In order to keep things moving the District has given Swinerton approval to move forward with project Architect interviews for the Kentfield Fine Arts Facility and Physical Education buildings. Swinerton is working with the District on setting up interviews for Architectural firms for both these projects.

From the list of pre-qualified Architectural firms Swinerton and the District have developed a shortlist of firms with the most applicable experience to present their team and qualifications for Diamond PE Center and the Fine Arts Complex. Swinerton and the District have a total of 11 firms to interview for these two projects. Interviews for the PE complex are scheduled for November 30th and December 2nd for the Fine Arts Building. The design of these projects will dovetail with the Architectural Masterplan which is derived directly from the Educational Master Plan.

IVC
The award process for the Fire Mitigation project is scheduled for December 13, 2005 Board of Trustees meeting. There were a total of 3 bids received. Work is scheduled to be completed by mid September 2006. The gas line repair/replacement project in design is scheduled to be completed in Spring/Summer of 2006.
SUMMARY BARCHART SCHEDULE

Program Barchart Schedule - Broken down by: Program, Campus and Project

a. This preliminary program barchart schedule is derived from the 3DI Facilities Masterplan document. The schedule will be updated once the Educational Masterplan and Architectural Masterplan are completed.
### College of Marin Capital Improvement Program

**District Level:**
- **201x Technology Infrastructure**
  - **TI**
  - Start Date: 30 JUN 09
  - Finish Date: 9,774,033
- **502x Modernization of Bolinas Marine Lab**
  - **BL**
  - Start Date: 08 JAN 08
  - Finish Date: 509,793
- **Kentfield Campus**
  - **305x Modernization of Fine Arts Center**
    - **K.5**
    - Start Date: 01 SEP 05
    - Finish Date: 10 DEC 08
    - Budgeted Cost: 16,023,963
  - **302x Modernization of Learning Resource Center**
    - **K.2**
    - Start Date: 16 JAN 08
    - Finish Date: 02 JAN 09
    - Budgeted Cost: 13,808,823
  - **307x Modernization of Student Center**
    - **K.7**
    - Start Date: 01 FEB 06
    - Finish Date: 02 SEP 08
    - Budgeted Cost: 7,134,742

**College of Marin Program Level:**
- **Program Management**
  - **PM**
  - Start Date: 14 JAN 05
  - Finish Date: 16 MAR 12
  - Budgeted Cost: 48,455,000
- **Program Studies/Reports**
  - **PS**
  - Start Date: 05 AUG 05
  - Budgeted Cost: 232,844

This preliminary schedule projection is based on preliminary data derived from the 3D Facilities Masterplan document. This schedule will be updated once the Educational Masterplan and Architectural Master Plan are completed.
This preliminary schedule projection is based on preliminary data derived from the 3D! Facilities Masterplan document. This schedule will be updated once the Educational Masterplan and Architectural Master Plan are completed.
<table>
<thead>
<tr>
<th>Project ID</th>
<th>Activity Description</th>
<th>Early Start</th>
<th>Early Finish</th>
<th>Budgeted Cost</th>
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<td>1.10</td>
<td>Gas Main Replacement</td>
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<td>1.18</td>
<td>Wildfire Mitigation</td>
<td>27FEB06</td>
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<td>1,258,781</td>
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<td>1.2</td>
<td>Modernization of Pomo Cluster</td>
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<td>02MAY08</td>
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<td>1.5</td>
<td>Capital Pres-Library</td>
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<td>1.3</td>
<td>Capital Pres-Clone Cluster</td>
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<td>Admin Modernization</td>
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<td>Erosion Mitigation</td>
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<td>1.13</td>
<td>New Pedestrian Bridge</td>
<td>27MAR06</td>
<td>26DEC06</td>
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<td>1.9</td>
<td>Fire Safety System Report</td>
<td>27MAR06</td>
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<td>Accessibility Improvements</td>
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<td>ADA, Fire &amp; Personal Safety</td>
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<td>New Building Pomo Cluster</td>
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This preliminary schedule projection is based on preliminary data derived from the 3DI Facilities Masterplan document. This schedule will be updated once the Educational Masterplan and Architectural Master Plan are completed.
PROGRAM BUDGET SUMMARY

Program Budget Summary - Broken down by: Program, Campus and Project
b. Based on projects and budgets and derived from the 3DI Facility Assessment Report
<table>
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<tr>
<td><strong>District Wide</strong></td>
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<td>222A: Computer Software</td>
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<td><strong>Kentfield Campus</strong></td>
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<td>301X: Site Roadways Infrastructure Development</td>
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<td>302X: Modernize Learning Resource Center</td>
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<td>302A: Roof Repairs: Learning Resource Center</td>
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<td>303X: Modernize Harlan Center</td>
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**Total for Indian Valley Campus projects**

| 59,709,033 | 8,974 | 0 | 8,974 | 8,974 | 0 | 8,974 | 0 | 8,974 | 7,685 |

### Other Campus

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**Total for Other Campus projects**

| 509,794 | 50,000 | 0 | 50,000 | 50,000 | 0 | 50,000 | 0 | 50,000 | 10,725 |

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Date Printed: December 05, 2005

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Date Printed: December 05, 2005
## Program Summary

### Fund 41: Capital Outlay Funded Projects

#### Indian Valley Campus

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Date Printed: December 05, 2005

Page 4 of 33
PRELIMINARY CUMULATIVE CASHFLOW PROJECTION

Preliminary Projected Cumulative Program Cash Flow
Based on budgets and schedules derived from the 3DI facility Assessment Report
College of Marin
Projected Preliminary Cumulative Cashflow
for Bond Measure "C"
Capital Improvement and Modernization Program
PROJECT REPORTS

Monthly Project Report Updates for Active Projects
## Project Summary

**Project:** 302A Roof Repairs at the LRC, Kentfield

**Project Scope:**
- Roof Repairs

**Project Manager:** Jake Skene
**Status:** Active
**Original Project Budget:** $40,001
**Current Project Budget:** $40,501
**Project Start:** 10/10/05
**Project End:** 11/10/05

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### Issues and Concerns

1. Allana-Lippert Field Inspector located seven suspect coping joints that will require repairs applied per Design Documents.

### Next 30 Days

1. Roof coping repairs and roof drain repair expected to be complete.
2. Below grade excavation and waterproofing repairs expected to be complete.

---

*Typical rusted hole in panel*
College of Marin - Kentfield Campus

303A - Roof Repairs Harlan Center - Phase I

A/E - Allana-Lippert  Contractor-Western Roofing  Status - Under Construction

PROJECT SUMMARY

Project: 303A Roof Repairs at Harlan Center, Kentfield

Project Scope:
Roof Repairs

Project Manager: Jake Share
Status: Active
Original Project Budget: $40,001
Current Project Budget: $40,001
Project Start: 10/1/05
Project End: 10/1/05

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Issues and Concerns

1. Contractor noted excess condensate water from HVAC roof unit ponding in work area. Alternate drainage collection system set up to divert water.

Next 30 Days

1. Roof repairs expected to be complete.
# College of Marin - Kentfield Campus

**308A - Roof Replacement Diamond PE Center - Phase I**

**A/E:** Aliana-Lippert  
**Contractor:** TBD  
**Status:** CD Phase

## Project Summary

**Project:** 308A Roof Repairs at PE, Kentfield  
**Project Scope:** Structural and roof repairs at PE buildings  
**Project Manager:** Jake Shaw  
**Status:** Active  
**Original Project Budget:** $1,234,595  
**Current Project Budget:** $1,234,595  
**Project Start:** TBD  
**Project End:** TBD

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## Issues and Concerns

1. Unintended impact of possible impact to roof replacement by future facility modernization project.

## Next 30 Days

1. Complete design package review.
2. Initiate advertisement for bid process.

---

Project Number 308A  
KTD - Diamond PE Center - Phase I  
October 31, 2005

Page 26 of 33
## Project Summary

### Project: 321A, Larkspur Annex Demo / Contractor Staging Area, Kentfield

- **Project Scope:** Extend permanent electrical and telephone service to new MBIN building. Demo existing building, prep for contractor parking and construction laydown.
- **Project Manager:** Debbie Mathew/Jake Shank
- **Original Project Budget:** $5,684,200
- **Current Project Budget:** $5,684,200
- **Project Start:** 11/1/05
- **Project End:** TBD

### Schedule

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### Issues and Concerns

1. Defining extent of site development adjacent to wetlands zone.

### Next 30 Days

1. Confirm scope for demolition of existing old structures, define extent of repairs necessary at restroom building to remain and general site improvements for temporary contractor staging.
2. Proceed with design and construction documents for confirmed scope.
Project: 410A, Gas Main Replacement, IVC

Project Scope:
Replace existing gas main due to material failure causing potentially hazardous leaks.

Project Manager: Debra Moshau/Lake Shast Project Budget: $394,000
Status: Active
Original Project Budget: $394,000
Current Project Budget: $394,000
Project Start: 1/1/05
Project End: 6/30/05

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Issues and Concerns

The last project meeting was held on November 10, 2005. The consultants are moving forward with resolving two main issues prior to finalizing the schematic design phase. The first issue is the resolution of the method of piping installation. Two methods are being considered, directional boring with receiving pits and open trenching. The theory is that the directional boring would be less invasive and cause less disturbance of cultural artifacts. The second issue requiring resolution is the sizing of the gas piping and the level of gas service to each building cluster. The result of this date is to service all buildings with gas (except for Auto Mechanics) for a small kitchen and possibly for heating. If the design pipe size does not allow for steaming into existing piping, the heating service to the buildings will be re-evaluated.

Next 30 Days

The systems loads and installation methods will be determined and the documents will proceed to the Design Development Phase for DSA submittal and MCCD approval.
PROJECT SUMMARY

Project: 418A Wildfire Mitigation, Wildfire Mitigation, IVC

Project Scope:
The scope of the project is to perform vegetation management and clearing to create distinct fire safety zones on the campus.

Project Manager: Debra Mathis
Status: Active
Original Project Budget: $750,500
Current Project Budget: $750,500
Project Start: 01/02/05
Project End: 01/02/06

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COMMENTS: YES
Bid Received Nov 8th, 2005

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Issues and Concerns:
The bids were received on November 8th, 2005. A bid protest is expected from second lowest bidder. An issue with the targeted application of herbicides to non-targeted plants of pyrophytic shrubs at issue due to the possibility of endangered flowering plant species on the north slope of the property. This issue is being investigated by the CEQA and Landscape teams.

Next 30 Days:
The contract is expected to be awarded to the apparent low bidder on Tuesday November 15th, 2005. A pre-construction meeting is being scheduled for the week of November 21st and the work is expected to proceed that week.
APPENDIX

CAMPUS SITE PLANS

Kentfield Campus

Indian Valley Campus

Bolinas Facility
Academic Senate Report to Board of Trustees  
December 13, 2005

This is Final Exam week and the busiest part of a teacher’s semester. Like most of my colleagues, I’m buried in bluebooks and final papers and regret I cannot attend this last meeting of the year in person.

I would like to convey on behalf of the faculty and via the Academic Senate, our holiday wish list:

- We wish for the Board of Trustees and the administration to commit to the practice of “collegial consultation” in the ten plus one areas of “academic and professional” matters ascribed to community college faculties by California law. Now that we have it on our books, let’s make it active in our systems.
- We wish for the trustees and administration to consult with faculty experts on the various issues, concerns, initiatives, and processes of the College of Marin. Think globally but act locally, please.
- We wish for the trustees and administration to make a priority of rebuilding and restoring academic programs that were slashed without coherent planning in ill advised cost cutting measures over the past several years.
- We wish for “education” to be the operative, key term in the Educational Master Plan, taking priority over physical facilities or reputations.
- We wish for productive, collegial working relationships with all constituents of the campus community in the upcoming year as we all work to build and rebuild the College physically, philosophically, and operationally.

Respectfully submitted

David Rollison  
Academic Senate President
Shortened Semester Statement

Presented By Giovanna Mazzei
Associated Students President

The student leaders and their constituency have great concern about the process that the shortened semester came to be proposed. In our research we have found that there is a lack of evidence and documentation to support the semester change.

As student leaders we understand that under Title V the calendar is negotiated between the faculty union and the administration. Our concern is not that student leaders were not consulted. Our concern is that there is no evidence to show that the proper analysis was done before submitting the initial proposal. Also, in the research done by students we have found that there are other student’s needs that were not addressed.

Our concerns are listed as follows:

Analysis: Proper analysis of the shortened semester was not done. Student leaders were told that there were documents to support the proposal for a 16-week calendar. These documents have not been provided to us and the administration now denies that there is such evidence to support the proposal.

Demographic Analysis Specific to College of Marin: There is no evidence that any demographic analysis was done when the proposal was being drafted and afterwards. There were no surveys done, no focus groups, etc. There is not even analysis of the demographics of the student population that has been provided to me. The only evidence provided to me was a spreadsheet listing retention rates of other colleges.

No Documentation to back up proposal: The claim has been made that the students were involved in conversations regarding the shortened semester as part of the Enrollment Management Group. It has also been stated that the students were greatly in favor of the shortened semester. There is no evidence to support these claims as stated in correspondence with the administration. I have requested the names of the people involved in the Enrollment Management
Group at the time of the shortened semester discussion and have requested minutes and all documents related to those discussions. I have not been provided with those documents and have been told that the administration does not know who the students were. It is not clear whether the students were representing student government. Students and employees that were here four years ago have stated that they do not remember appointing students to the Enrollment Management Group and that they may not have represented student government. It is also not known whether the students fully understood what the shortened semester would entail.

Parents with Children: It has been claimed that parents wanted to begin after Labor Day because their children didn't begin school until then. The points to contradict this argument are:

1. The evidence (Marin County Office of Education Packet) shows that no schools in Marin County begin after Labor Day. They all begin at the end of August.
2. If parents ended on December 23 they would end later than their children, who end around December. 
   - This would make parents overloaded after their children ended school because they would be working on projects and studying for finals, trying to care for their children, and preparing for the holidays. They would end the day before Christmas Eve.
   - Childcare might be difficult to find and it may cause the student to not finish their classes as successfully as they should have.
3. It would take away quality time with their children during the holidays.
4. Analysis of the number of parents that attend College of Marin: It appears that the demographics of the student population that are parents has not been analyzed. Since this is an argument being used for the shortened semester, then we should consider the demographic information on that group. If we are using a minority group to justify a large policy change, then we are not serving our students to the best of our ability. College of Marin should be concerned about serving the students who are parents, but they also need to take into consideration other groups on campus.

Shortened Semester in previous years: It has been stated that College of Marin use to have a 16-week semester. Why was this policy changed? Why are we changing it back? What demographic support these changes?

Things to Consider:
1. Students with multiple classes on the same day will have multiple finals on the same day. Students and faculty have expressed the same concern.
2. Testing center overload during finals has not been discussed. The need for increased testing center hours, staff and capacity to serve students juggling their test schedules has not been addressed with students.
3. Regular class time allotted doesn’t allow enough time for a proper final exam. The semester ends to close to Christmas interfering with family plans including travel, celebration, and quality time.
4. This calendar does not synchronize with local schools (consider our student’s children) or universities, creating a greater burden on child care and juggling children’s needs, which is already a major problem and concern for students with children in Marin.
5. How will it affect enrollment?
6. What are the pros and cons of the proposal? Do any changes need to be made?
7. How does this proposal tie in with the Educational Master Plan?
8. How does this proposal tie in with our Mission Statement?
9. Does the shortened semester fit with our current demographics?
10. How does this affect current student populations on campus?
   - Disabled Students
   - Students with language barriers
   - Students who are not properly prepared for college
   - Transfer Students

Recommendation: Student leaders feel that the semester should start on approximately August 28th and end December 16th.

In the future when discussing and proposing major policy changes there should be better analysis with student participation as much as possible.

Keep documentation to support policy changes.

We are a learning institution and we should not provide barriers to attending college. It is hard enough to get a college education.
President’s Report
Board of Trustees Meeting
January, 2006

Transfer and Career Center Re-Opened
The Transfer and Center is now open under the leadership of Janice Austin. Ms. Austin joins us from Arizona State University. At ASU she was an instructor and program coordinator, and ran the Transfer and Career Center and managed internship programs. The COM Transfer and Career Center offers a variety of support services for students, including information on and applications to four-year institutions, academic and career planning, study skills, meetings with university representatives, career information, resume assistance and other valuable services. The Center is located in the Student Services Building, Room 202, and can be reached by phone at extension 7671. Office hours are 8:30 a.m. to 4:30 p.m. Mondays through Wednesdays and Fridays, and 2:00 p.m. to 7:00 p.m. on Thursdays.

New Faces Join College of Marin
Several new people are joining COM in key positions. Please help us welcome:

- Cathy Summa-Wolfe – Director of Communications and Community Relations. Cathy will join us on February 21 from Cabrillo College, where during her 17 year tenure she turned her department into one of the top communications organizations in the state community college system.

- Anita Martinez – Vice President of Student Learning. Anita joins us on January 30. She has served community colleges for 35 years as a teacher, Dean of Students, Interim Vice Chancellor of Instruction, Dean of Language Arts, and Director of Community College Services.

- Bernie Blackman – Director of Organizational Development. Bernie re-joined us on January 9. He has more than 20 years of experience as a professor, research analyst, and strategic planner.

Multimedia Opportunities to be Showcased at Open House February 11
Free classes, demonstrations, and industry expertise will be offered at College of Marin’s Multimedia Open House on Saturday, February 11 from 11:00 am to 4:00 pm. The event will take place at the College’s Indian Valley Campus in Novato in the Multimedia Center in Pomo Building 7. Software and other prizes will be raffled during the day. Attendees will be able to preview, practice and learn new multimedia training opportunities for beginners and professionals. Additionally, the College will showcase its new Multimedia program and Microcomputer Center. The center includes audio-video suites, computer labs and a demonstration room featuring EON Reality simulation technology.
College of Marin Events and Activities
February-March, 2006

For more information, please consult the College's online calendar at www.marin.cc.ca.us

Friday, February 3, 2006
Dance Department auditions for Spring Concert (through Feb. 4)
Drama Department presents Lighten Up John & Instant Theatre!
Last day to:
  • request refunds for full-semester classes
  • add full-semester classes
  • file a petition to carry extra units
  • dismissed students to file a petition to return
  • file Spring 2006 petitions

Monday, February 6, 2006
File application for Spring graduation (through March 31)
Touchtone phone and web registration continues for late-starting classes

Friday, February 10, 2006
Drama Department presents AWOL

Friday, February 17, 2006
Drama Department presents Lighten Up John - Instant Theatre!
Holiday - campuses closed

Monday, February 20, 2006
Holiday - campuses closed

Tuesday, February 21, 2006
Last day to drop a full-semester class without a “W” grade

Friday, February 24, 2006
Drama Department presents AWOL
Last day to request a CR/NC grade

Wednesday, March 1, 2006
Deadline for priority financial aid applications for 2005-06

Friday, March 3, 2006
Drama Department presents The Threepenny Opera

Saturday, March 4, 2006
Drama Department presents The Threepenny Opera

Friday, March 10, 2006
Drama Department presents The Threepenny Opera
Saturday, March 11, 2006
Drama Department presents The Threepenny Opera
Drama Department presents auditions for Black Box Festival One-Act plays

Sunday, March 12, 2006
Drama Department presents The Threepenny Opera

Friday, March 17, 2006
Music Department presents New Music 101
Drama Department presents The Threepenny Opera

Saturday, March 18, 2006
Music Department presents New Music 101
Drama Department presents The Threepenny Opera

Sunday, March 19, 2006
Drama Department presents The Threepenny Opera
Music Department presents New Music 101

Friday, March 24, 2006
Drama Department presents AWOL

Friday, March 31, 2006
Drama Department presents Lighten Up John - Instant Theatre!
Dance Department presents Spring Concert
Last day to file application for Spring graduation
COLLEGE OF MARIN MISSION STATEMENT  
APPROVED MAY 10, 2005  

The College of Marin’s mission is to provide educational opportunities for all students and community members: preparation for transfer to four-year schools and universities, workforce education, basic skills improvement, intellectual and physical development, and cultural enrichment. The College is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment. The College of Marin pledges educational excellence to all members of our diverse community.

The College of Marin Mission Statement shall be reviewed annually at the March Board of Trustees Meeting and considered for approval by the Board at the April Board of Trustees Meeting.

Dated: December 7, 2005
BOARD AGENDA ITEM

To: Board of Trustees
From: Superintendent/President
Subject: Classified Personnel Recommendations

Date: January 24, 2006
Item & File No. B.12.B

Reason for Board Consideration: APPROVAL

Enclosure(s): Recommendations

BACKGROUND:

The following actions are included in the Classified Personnel Recommendations:

A. Appointment of Classified Personnel
A.1 Appointment of Hourly Personnel
B. Temporary Increase/Decrease in Salary for Classified Personnel
C. Resignation/Retirement of Classified Personnel

BUDGET IMPLICATIONS: All recommendations are within budgeted FTE and are on both the instructional and non-instructional side of the 50% law.

J. Baniqued, M. Kidd, Y. Brooks, R. Mejia, A. Mottern, M. Prada, L. Hyland and A. Swander are on the non-instructional side of the 50% law.


RECOMMENDATION:

The Superintendent/President recommends that the Board of Trustees approve the Classified Personnel Recommendations.

Administrator Initiating Item: Linda Beam, Executive Dean of Human Relations & Labor Relations
A. APPOINTMENT OF CLASSIFIED PERSONNEL

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<thead>
<tr>
<th>Item No.</th>
<th>Name</th>
<th>Division/Department</th>
<th>FTE</th>
<th>MPY</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>*Baniqued, Jesse Jane</td>
<td>Staff Secretary – NC ESL</td>
<td>.53</td>
<td>12</td>
<td>01/21/2006</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dept.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>*Kidd, Maurice E.</td>
<td>Custodian</td>
<td>1.0</td>
<td>12</td>
<td>01/03/2006</td>
</tr>
<tr>
<td>3</td>
<td>*Brookes, Yava Y.</td>
<td>Police Officer</td>
<td>1.0</td>
<td>12</td>
<td>01/17/2006</td>
</tr>
</tbody>
</table>

BACKGROUND INFORMATION:

1. Ms. Baniqued has accepted the part-time position of Staff Secretary in the NC/ESL Department.
2. Mr. Kidd has accepted the full-time position of Custodian in the Maintenance Department
3. Ms. Brooks has accepted the full-time position of Police Officer in the Police Department.

* Employees are in probationary status for six-months.
A. 1 APPOINTMENT OF HOURLY PERSONNEL

<table>
<thead>
<tr>
<th>Name</th>
<th>Division/Department</th>
<th>Start Date</th>
<th>Expiration Date</th>
<th>Hourly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gammill, Elwanda</td>
<td>Nursing/Health Sciences</td>
<td>02/01/2006</td>
<td>05/31/2006</td>
<td>$50.00</td>
</tr>
<tr>
<td>Mottern, Amy</td>
<td>Workforce Development/Community Partnerships</td>
<td>01/01/2006</td>
<td>07/30/2006</td>
<td>$40.00</td>
</tr>
<tr>
<td>Oser, Sara</td>
<td>NC Intensive ESL Program</td>
<td>01/01/2006</td>
<td>06/30/2006</td>
<td>$25.74</td>
</tr>
<tr>
<td>Prada, Monica</td>
<td>Workforce Development/Community Partnerships</td>
<td>01/01/2006</td>
<td>07/30/2006</td>
<td>$16.50</td>
</tr>
<tr>
<td>Terplan, Elizabeth</td>
<td>NC Intensive ESL Program</td>
<td>01/01/2006</td>
<td>06/30/2006</td>
<td>$25.74</td>
</tr>
</tbody>
</table>

BACKGROUND INFORMATION

1. Ms. Gammill will assist the Nursing Program as a Professional Expert with Curriculum Review and BRN (Board of Registered Nursing) Accreditation.

2. Ms. Mottern will serve as a Professional Expert and assist the Foster & Kinship Care Education Program as a Coordinator/Director for the program which is categorically funded effective January 1, 2006 through July 30, 2006.

3. Ms. Oser will serve as a Professional Expert to assist in the organization and planning for the fee-based Non-Credit Intensive ESL program for the Spring 2006 semester.

4. Ms. Prada will serve as a Professional Expert and provide bilingual and professional assistance to the Foster & Kinship Care Education Program which is categorically funded effective January 1, 2006 through July 30, 2006.

5. Ms. Terplan will serve as a Professional Expert to assist in the organization and planning for the fee-based Non-Credit Intensive ESL program for the Spring 2006 semester.

January 24, 2006 Board Item
### B. TEMPORARY INCREASE/DECREASE/PROMOTION IN ASSIGNMENT/SALARY FOR CLASSIFIED PERSONNEL

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
<th>MPY</th>
<th>Appt Type</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Berringer, Steve</td>
<td>Athletic &amp; PE Equipment Manager</td>
<td>From 1.0 To .40</td>
<td>12</td>
<td>Perm.</td>
<td>01/17/2006 – 05/26/2006</td>
</tr>
<tr>
<td>2.</td>
<td>Gallagher, Kaitlyn</td>
<td>Instructional Specialist – English</td>
<td>From .47 To .76</td>
<td>8.5</td>
<td>Perm.</td>
<td>01/30/2006 – 05/26/2006</td>
</tr>
<tr>
<td>3.</td>
<td>Sheofsky, Elizabeth</td>
<td>Instructional Specialist – English</td>
<td>From .30 To .6267</td>
<td>8.5</td>
<td>Perm.</td>
<td>01/30/2006 – 05/26/2006</td>
</tr>
<tr>
<td>4.</td>
<td>Pasqual, Meg</td>
<td>Instructional Specialist – English</td>
<td>From 1.0 To .5333</td>
<td>8.5</td>
<td>Perm.</td>
<td>01/17/2006 – 05/26/2006</td>
</tr>
<tr>
<td>5.</td>
<td>Smith, Rion</td>
<td>Instructional Specialist – English</td>
<td>From .37 To .6667</td>
<td>8.5</td>
<td>Perm.</td>
<td>01/30/2006 – 05/26/2006</td>
</tr>
<tr>
<td>6.</td>
<td>Southard, Rowena</td>
<td>Instructional Specialist – English</td>
<td>From .50 To .80</td>
<td>8.5</td>
<td>Perm.</td>
<td>01/30/2006 – 05/26/2006</td>
</tr>
</tbody>
</table>

**BACKGROUND INFORMATION:**

1. Temporary decrease in assignment in order for Mr. Berringer to teach 9 units in the credit program the Spring 2006 Semester.
2. Temporary increase in assignment in order to meet the current needs of the English Department for Spring 2006 semester.
3. Temporary increase in assignment in order to meet the current needs of the English Department for Spring 2006 semester.
4. Temporary decrease in assignment in order for Ms. Pasqual to teach 7.0 units in the credit program for Spring 2006 semester.
5. Temporary increase in assignment in order to meet the current needs of the English Department for Spring 2006 semester.
6. Temporary increase in assignment in order to meet the current needs of the English Department for Spring 2006 semester.
7. Temporary increase in assignment in order to meet the current needs of the Admissions and Records Department.

January 24, 2006 Board Item
## C. Resignation/Separation of Classified Personnel

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
<th>MPY</th>
<th>Type</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dorian, George</td>
<td>Lab Technician - Physics</td>
<td>.40</td>
<td>10</td>
<td>Resignation</td>
<td>01/06/2006</td>
</tr>
<tr>
<td>2.</td>
<td>Ferguson, Carolyn</td>
<td>Lab Technician – Biology/Geology</td>
<td>1.0</td>
<td>12</td>
<td>Retirement</td>
<td>06/01/2006</td>
</tr>
<tr>
<td>3.</td>
<td>Ferguson, David</td>
<td>Lab Technician – Biology</td>
<td>1.0</td>
<td>12</td>
<td>Retirement</td>
<td>06/01/2006</td>
</tr>
<tr>
<td>4.</td>
<td>Mejia, Ricardo</td>
<td>Staff Secretary – NC ESL</td>
<td>.53</td>
<td>12</td>
<td>Resignation</td>
<td>01/19/2006</td>
</tr>
<tr>
<td>5.</td>
<td>Swander, Alta</td>
<td>Payroll Benefits Specialist</td>
<td>1.0</td>
<td>12</td>
<td>Resignation</td>
<td>COB</td>
</tr>
</tbody>
</table>

### BACKGROUND INFORMATION:

1. Mr. Dorian has submitted his letter of resignation effective close of business January 6, 2006.
2. Ms. Ferguson has submitted her letter of resignation for retirement purposes effective June 1, 2006.
3. Mr. Ferguson has submitted his letter of resignation for retirement purposes effective June 1, 2006.
5. Ms. Swander has submitted her letter of resignation effective close of business December 31, 2005.

January 24, 2006 Board Item
BOARD AGENDA ITEM

To: Board of Trustees
From: Superintendent/President
Subject: Classified Management Personnel Recommendations

Reason for Board Consideration: APPROVAL
Enclosure(s): Recommendations

BACKGROUND:

The following appointments are included in the Classified Management Personnel Recommendations:

A. Appointment of Classified Management Personnel
B. Appointment of Interim/Classified Management Personnel

BUDGET IMPLICATIONS: All recommendations are within budgeted FTE and are on the non-instructional side of the 50% law.

Cathy Summa-Wolfe and Andrew J. Carothers are on the non-instructional side of the 50% law.

RECOMMENDATION:

Superintendent/President recommend that the Board of Trustees approve both the Classified Management Personnel and the Interim/Classified Management Personnel Recommendations.

Administrator Initiating Item: Linda Beam, Executive Dean of Human Resources & Labor Relations
A. APPOINTMENT OF CLASSIFIED MANAGEMENT PERSONNEL

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Name</th>
<th>Title/Discipline</th>
<th>FTE</th>
<th>MPY</th>
<th>Appt. Type</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Summa-Wolfe, Cathy</td>
<td>Director of Communications and Community Relations</td>
<td>1.0</td>
<td>12</td>
<td>Permanent</td>
<td>02/21/2006</td>
</tr>
</tbody>
</table>

BACKGROUND INFORMATION:

1. Ms. Summa-Wolfe has accepted the full-time position of Director of Communications and Community Relations effective February 21, 2006.

B. APPOINTMENT OF INTERIM/CLASSIFIED MANAGEMENT PERSONNEL

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Name</th>
<th>Title/Discipline</th>
<th>FTE</th>
<th>MPY</th>
<th>Appt. Type</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Carothers, Andrew J.</td>
<td>Interim Director of Communications and Community Relations</td>
<td>1.0</td>
<td>12</td>
<td>Temporary</td>
<td>02/01/06 - 02/22/2006</td>
</tr>
</tbody>
</table>

BACKGROUND INFORMATION:

1. Mr. Andrew J. Carothers will continue to serve as a Professional Expert in the Interim position of Director of Communications and Community Relations effective through February 22, 2006.
BACKGROUND:

Attached is the amount of warrants prepared for purchase orders already issued, purchase orders previously approved for purchases over $15,000 for labor or $50,000 for materials and supplies and direct charges. Warrant registers are available in Fiscal Services for review.

For the period 11/30/05 through 12/14/05, warrants 58162-58509 were issued in the total amount of $1,426,911.22.

RECOMMENDATION:

The Superintendent/President recommends that the Board of Trustees approve the payments for goods and services.

Administrator Initiating Item

Albert J. Harrison II, Interim Vice President, College Operations
DATE: January 24, 2006

TO: Members of the Board of Trustees

SUBJECT: Payment for Goods and/or Services

Per Board Bylaw 1.5310, Section b-7, it is recommended that warrants 58162-58509 in the amount of $1,426,911.22 for all funds for the period 11/30/2005 through 12/14/2005 be approved for payment. Copies of invoices for individual warrants are available for review in the Fiscal Services Office. I certify that the warrants listed are proper payments of invoices for previously approved purchase orders, agreements, contracts, utilities, materials, services and claims. The General Fund expenditures represent $365,814.71 of the above amount.

---

President or Designee

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Encumbered</th>
<th>Expended</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Salaries</td>
<td>17,314,087</td>
<td>8,128,005</td>
<td>9,186,081</td>
<td></td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>10,111,570</td>
<td>4,752,221</td>
<td>5,359,349</td>
<td></td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>9,089,772</td>
<td>3,698,084</td>
<td>5,391,688</td>
<td></td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>1,110,359</td>
<td>131,628</td>
<td>663,516</td>
<td></td>
</tr>
<tr>
<td>Other Operating Expense*</td>
<td>4,980,198</td>
<td>431,141</td>
<td>2,642,355</td>
<td></td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>1,165,899</td>
<td>64,060</td>
<td>858,800</td>
<td></td>
</tr>
<tr>
<td>Other Outgo**</td>
<td>5,545,031</td>
<td>1,704,689</td>
<td>3,840,342</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>49,316,916</td>
<td>20,747,954</td>
<td>27,942,132</td>
<td></td>
</tr>
</tbody>
</table>

* Includes utilities, consultants, travel, legal services, maintenance contracts, etc.

** Includes financial aid awards and interfund transfers.
MARIN COMMUNITY COLLEGE DISTRICT  
Kentfield, CA 94904

BOARD AGENDA ITEM

<table>
<thead>
<tr>
<th>To:</th>
<th>Board of Trustees</th>
<th>Date: January 24, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>From:</td>
<td>Superintendent/President</td>
<td>Item &amp; File No. B.12.E</td>
</tr>
<tr>
<td>Subject:</td>
<td>Short-Term Hourly Positions</td>
<td></td>
</tr>
<tr>
<td>Reason for Board Consideration:</td>
<td>Enclosure(s):</td>
<td></td>
</tr>
<tr>
<td>APPROVAL</td>
<td>Job Descriptions</td>
<td></td>
</tr>
</tbody>
</table>

BACKGROUND:

Pursuant to A.B. 500 a Short-Term hourly employee cannot begin working until the Board has taken action at a regularly scheduled meeting to approve these positions. The attached job descriptions are submitted for approval:

Short-Term Hourly Positions.

BUDGET IMPLICATIONS: All recommendations are within budget and are on the instructional and non-instructional side of the 50% law.

Office Aide III in the Admissions & Records Department & Database Technician in the Student Learning Department are on the non-instructional side of the 50% law.

Lab Assistant in the Biology/Geology Department, Dance Accompanist in the Dance Department, Math Lab Tutor in the Mathematics Department, EMT Lab Assistant in the Health Sciences Department, Department Aide IV in the Health Sciences/Medical Assisting Department, Peer Tutor in the Tutoring Department are on the instructional side of the 50% law.

RECOMMENDATION:

The Superintendent/President recommends that the Board of Trustees approve the Short-Term Hourly Positions.

Administrator Initiating Item: Linda Beam, Executive Dean of Human Resources & Labor Relations
<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>JOB TITLE</th>
<th>NUMBER OF POSITIONS</th>
<th>START DATE</th>
<th>END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions &amp; Records</td>
<td>Office Aide III – Assist Classified Staff</td>
<td>2 (KTD)</td>
<td>03/01/2006</td>
<td>03/31/2006</td>
</tr>
<tr>
<td></td>
<td>(peak period only): End of Spring '06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>registration cycle, filing, rosters, data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>entry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology/Geology</td>
<td>Lab Assistant – Assist with set up of the</td>
<td>6 (KTD)</td>
<td>01/25/2006</td>
<td>05/26/2006</td>
</tr>
<tr>
<td></td>
<td>labs and their various functions including</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>inventory assistance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>Dance Accompanist – To play drums to</td>
<td>4 (KTD)</td>
<td>01/25/2006</td>
<td>05/26/2006</td>
</tr>
<tr>
<td></td>
<td>assist the instructor to teach rhythm.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math Lab Tutor – Tutor math lab</td>
<td>6 (KTD)</td>
<td>01/25/2006</td>
<td>05/26/2006</td>
</tr>
<tr>
<td></td>
<td>students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>EMT Lab Assistant – Assist instructor</td>
<td>5 (IVC)</td>
<td>01/23/2006</td>
<td>05/26/2006</td>
</tr>
<tr>
<td></td>
<td>with lab practice classes. EMT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>regulations state that lab classes must</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>have ration of 10:1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Sciences Medical</td>
<td>Department Aide IV – Work in</td>
<td>1 (IVC)</td>
<td>01/25/2006</td>
<td>05/31/2006</td>
</tr>
<tr>
<td>Assisting</td>
<td>collaboration with instructor set-up skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>lab, assist with skills demonstration,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>address student questions as appropriate,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>order lab supplies, stock supplies, keep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>inventory, clean and maintain lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>equipment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning</td>
<td>Database Technician – Enter priority</td>
<td>1 (KTD)</td>
<td>01/25/2006</td>
<td>06/30/2006</td>
</tr>
<tr>
<td></td>
<td>course outlines into curriculum database.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring</td>
<td>Peer Tutor – Provide tutoring to</td>
<td>30 (KTD)</td>
<td>01/03/2006</td>
<td>07/28/2006</td>
</tr>
<tr>
<td></td>
<td>currently enrolled COM students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete appropriate paperwork including</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>applications, attendance, and time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sheets. Attend STSK 161 and STSK 161a courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for training. Develop and maintain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>professional relationships with staff, faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and students.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pursuant to A.B. 500 a Short Term hourly employee cannot begin working until the Board has taken action at a regularly scheduled meeting to approve these positions. The above job descriptions are submitted for approval.
<table>
<thead>
<tr>
<th>To:</th>
<th>Board of Trustees</th>
<th>Date:</th>
<th>January 24, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>From:</td>
<td>Superintendent/President</td>
<td>Item &amp; File No. B.12.F</td>
<td></td>
</tr>
<tr>
<td>Subject:</td>
<td>Approve District Mileage Reimbursement Rate Effective 1/1/06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason for Board Consideration:</td>
<td>APPROVAL</td>
<td>Enclosure(s):</td>
<td></td>
</tr>
</tbody>
</table>

**BACKGROUND:**

The District reimburses its employees for mileage as required by State Education Code, Board Policies, and collective bargaining agreements. This rate has been established at the federally approved standard mileage reimbursement rate. The Internal Revenue Service has announced that the standard mileage rate effective January 1, 2006 will be 44.5 cents per mile.

All bargaining unit agreements include this rate adjustment automatically. The rate must be approved for all management, confidential and supervisory employees and for Board members.

**RECOMMENDATION:**

The Superintendent/President recommends that the Board of Trustees approve the mileage reimbursement rate of 44.5 cents per mile for all unrepresented employees and Board members effective January 1, 2006.

Administrator Initiating Item

Albert J. Harrison, Vice President, College Operations

1/5/06 2:17 p.m.
BOARD AGENDA ITEM

To: Board of Trustees  Date: January 24, 2006
From: Superintendent/President  Item & File No. B.12.G
Subject: Approve New Credit Courses
Reason for Board Consideration: APPROVAL

BACKGROUND:

New courses are developed by faculty at the discipline level. They are proposed to the Curriculum Committee, a standing committee of the Academic Senate. Courses are reviewed and approved according to Board policy 2.0001 and 2.0001 DP.1.

The Academic Program will offer the following new credit courses. The courses are recommended by the appropriate academic departments, the Curriculum Committee, and the Vice President of Student Learning (Interim). The proposed new courses may be categorized as follows:

**Liberal Arts and Sciences**

Courses of freshman and sophomore level in the area of liberal arts and sciences transfer education.

- CHIN 110 Chinese Conversation (Mandarin)
  
  This course is designed for those students who wish to acquire skills of the spoken language in modern colloquial Mandarin Chinese. KTD

- COMM 145 Developing Ideas for Film, Multimedia and Video Projects
  
  This class is appropriate for anyone who needs to learn how to develop a concept, idea or story for short film, multimedia and video projects. KTD

RECOMMENDATION:

The Superintendent/President recommends that the Board of Trustees approve the proposed new credit courses.

Administrator Initiating Item
Elise Schneider, Vice President of Student Learning (Interim)
COMM 146 Film/Video Preproduction
This introductory class is appropriate for anyone who needs to gain basic preproduction skills for film and video projects. KTD

COMM 151 Video Production: Shooting on Location
This introductory class is appropriate for anyone who needs to gain basic video field production skills or who wants to learn video production for fun and personal enrichment. KTD

COMM 183 Microphone Use and Technique for Film and Video
This class is appropriate for anyone who needs to learn how microphone work, how to select the correct microphone for a project, how and where to set up the microphone to capture the best sound and ways to change a location or studio into a sound-friendly environment. KTD

COMP 135 Introduction to Programming in Java
Java applications that solve real-world problems, and applets that can be deployed on a Web page. Primitive data types and operations, control statements, arrays, strings, methods, objects, and classes, with graphics programming, graphical user interfaces, event-driven programming, and exception handling, and simple file input/output. KTD

ETST 154 Native American Literature
This course will be an introduction to Native American literature, both poetry and fiction, and will give students an overview of selected Native American authors and their work. KTD

FREN 108B French Culture and Literature go to the Cinema
This course is designed to introduce students to the films that were inspired by famous cultural aspects of the twentieth century in French society. KTD
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
</table>
| JPNS   | 204  | Intermediate Japanese IV  
Understanding, speaking, reading and writing in modern Japanese, covering basic grammatical patterns and vocabulary, along with an exploration of cultural aspects of Japan and the Japanese. KTD |
| MATH   | 103G | Mathematics in the World  
An intermediate algebra equivalent course for students majoring in social science, behavioral science, liberal arts, fine arts or performing arts. KTD |
| NE     | 135  | Nursing I: Fundamentals of Nursing  
This course presents concepts related to clients within the context of their environments, to the health care delivery system, and to the theory and practice of nursing. KTD |
| NE     | 135L | Nursing I: Clinical Laboratory.  
This course is the clinical laboratory for NE 135. Students learn to perform an age-specific health assessment and a basic physical examination, to recognize alterations in these assessments, and to engage in activities that promote and maintain clients’ health. |
| NE     | 138  | Introduction to Pharmacology and Medication Administration for Nurses  
This course focuses on basic pharmacology principles, legal and ethical considerations, and the registered nurse’s role in administering medications safely to clients across the lifespan. Drug dosage calculation is emphasized. KTD |
| NE     | 210  | Nursing Care of the Childbearing Family  
This course presents nursing care for the childbearing family during prenatal, labor and birth, postpartum, newborn, family planning, and women’s reproductive health periods. The normal process and complications that may occur at each stage of childbearing are emphasized. KTD |
**Liberal Arts and Sciences – Continued**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NE 210L</td>
<td>Nursing Care of the Childbearing Family Clinical Laboratory</td>
</tr>
<tr>
<td>PE 124</td>
<td>Athletic Coaching Education: A Positive Coaching Alliance Certification</td>
</tr>
<tr>
<td>POLS 203</td>
<td>Understanding Terrorism</td>
</tr>
<tr>
<td>PSY 145</td>
<td>Psychology in Modern Life</td>
</tr>
<tr>
<td>SPAN 230A</td>
<td>Culture and Civilization of Spain and South America</td>
</tr>
</tbody>
</table>

This course is the clinical laboratory that accompanies the Childbearing Family course. Students apply nursing concepts to the care of the childbearing family during the prenatal, labor and delivery, postpartum, neonatal, planning for a family, and reproductive health areas of practice.

This course is designed to prepare students to meet certification standards set forth by the positive Coaching Alliance (PCA) and will help students build professional and career coaching capabilities, better leadership skills, better functioning teams, and more change-capable organizations. KTD

This course examines the motivational and organizational aspects of modern terrorism, as well as strategic and tactical response to the terrorist threat, and the impact of terrorism on the political, economic, and legal/constitutional integrity of the sovereign state. KTD

This course will teach students important psychological principles, concepts, skills, and research, with the goals of improving the quality of our own lives and relationship. KTD

Study of language, heritage, culture, traditions, music, art, literature, historic and current events of Spain and South American countries. KTD
New Vocational/Professional Offerings

Courses designed to assist students in learning new skills using advanced technical equipment and approaches.

CIS 110  Introduction to Computer Information Systems (Internet)
This is an introductory survey of the needs for and roles of computer information systems within organizations. Emphasis is on computer requirements for organizations, history, hardware, programming, systems development, personal computers, internet, and networks. KTD

ELND 120B  Landscape Ecology
The class covers ecological principles fundamental for resource-efficient gardening or landscaping and ecological restoration. KTD

FIRE 112  Emergency Medical Technician – I
This course provides instruction in the skills and knowledge required for the Emergency Medical Technician (EMT1) scope of practice. IVC

MMST 114  Introduction to Game Design
This course will introduce students to the basics of game design and theory using analysis, research, critiques and group-based projects. Students will learn about the Game Industry through assignments that simulate employment by a game developer. IVC

MMST 163  3D Charater Animation: Complex Lighting and Materials
This class will focus on the intended purpose of 3D lighting and materials and how to dress it for believability, including atmospheres and particle systems, as well as special effects such as glows, flares, and blurs. IVC

MMST 168  Small Recording Studio Theory and Design
This course will provide intermediate knowledge of how to build and maintain a working, competitive home or small studio in an efficient and economical way in conjunction with a digital audio workstation. IVC
Selected Topics

Course designed to explore specialized and contemporary topics, which are not traditionally taught in the regular credit program.

ART 139BC Textile Surface Design: Cross Cultural Techniques

This course will explore the surface design processes of dyeing, painting and printing on cotton, linen, silk and wool as found around the world. KTD

CIS 139Y Computer Network Defense and Countermeasures

This course will provide the student with a fundamental understanding of network defense concepts and techniques. IVC
MARIN COMMUNITY COLLEGE DISTRICT
Kentfield, CA 94904

BOARD AGENDA ITEM

<table>
<thead>
<tr>
<th>To:</th>
<th>Board of Trustees</th>
<th>Date:</th>
<th>January 24, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>From:</td>
<td>Superintendent/President</td>
<td>Item &amp; File No. B.12.H</td>
<td></td>
</tr>
<tr>
<td>Subject:</td>
<td>Approve Credit Course Deletions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason for Board Consideration:</td>
<td>APPROVAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BACKGROUND:

Credit courses are recommended for deletion status by the faculty at the discipline level. These deletions are proposed by the academic departments to the Curriculum Committee, a standing committee of the Academic Senate. Deletions are reviewed and approved according to Board policy 2.0001 and 2.000 DP.1.

The following courses are recommended for deletion by the Curriculum Committee from the College of Marin credit curriculum. These courses have not been taught for a period of time or have been replaced by other courses more relevant to student needs.

**DELETIONS**

| MMST 152 | Software Applications for Multimedia: 3D Modeling. IVC |
| MMST 153 | Software Applications for Multimedia: Animation. IVC |
| MMST 159 | Software Applications for Multimedia: Music Production. IVC |
| N E 115  | Introduction to Adaptation Nursing and the Nursing Process. KTD |

RECOMMENDATION:

The Superintendent/President recommends that the Board of Trustees approve the proposed credit course deletions.

Administrator Initiating Item
Elise Schneider, Vice President of Student Learning (Interim)
DELETIONS - Continued

<table>
<thead>
<tr>
<th>CRN</th>
<th>CE</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NE</td>
<td>120</td>
<td>Introduction to Nursing Assessment. KTD</td>
<td></td>
</tr>
<tr>
<td>NE</td>
<td>130</td>
<td>Nursing Role: Level I. KTD</td>
<td></td>
</tr>
<tr>
<td>NE</td>
<td>130L</td>
<td>Nursing Role: Level I – Clinical Practicum.</td>
<td></td>
</tr>
<tr>
<td>NE</td>
<td>150</td>
<td>Introduction to Pharmacology for Nurses and Techniques of Medication Administration. KTD</td>
<td></td>
</tr>
<tr>
<td>NE</td>
<td>150L</td>
<td>Introduction to Pharmacology for Nurses and Techniques of Medication Administration – Nursing Skills Laboratory. KTD</td>
<td></td>
</tr>
<tr>
<td>NE</td>
<td>230</td>
<td>Nursing Role in Women’s Health and Childbearing Years. KTD</td>
<td></td>
</tr>
<tr>
<td>NE</td>
<td>230L</td>
<td>Nursing Role in Women’s Health and the Childbearing Years Practicum.</td>
<td></td>
</tr>
</tbody>
</table>
MARIN COMMUNITY COLLEGE DISTRICT  
Kentfield, CA  94904  

BOARD AGENDA ITEM  

To: Board of Trustees  
From: Superintendent/President  
Date: January 24, 2006  
Item & File No. B.12.I  
Subject: Approve Credit Course Revisions  
Reason for Board Consideration: APPROVAL  
Enclosure(s):  

BACKGROUND:  

Revised courses are developed by faculty at the discipline level. Revisions are proposed by departments to the Curriculum Committee, a standing committee of the Academic Senate. Courses are reviewed and approved according to Board Policy 2.0001 and 2.0001 DP.1.  

The following course revisions are recommended by appropriate academic departments, the Curriculum Committee, and the Vice President of Student Learning (Interim).  

ARCH 100  
History of Architecture I  
Revise Catalog Description, Schedule Description, and Student Outcomes. KTD  

ARCH 100  
History of Architecture I (Via Internet)  
Revise Catalog Description, Schedule Description, and Student Outcomes. KTD  

ARCH 101  
History of Architecture II  
Revise Catalog Description, Schedule Description, and Student Outcomes. KTD  

ARCH 101  
History of Architecture II (Via Internet)  
Revise Catalog Description, Schedule Description, and Student Outcomes. KTD  

RECOMMENDATION:  

The Superintendent/President recommends that the Board of Trustees approve the proposed credit course revisions.  

Administrator Initiating Item  
Elise Schneider, Vice President of Student Learning (Interim)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 102</td>
<td>History of Architecture III</td>
<td>Revise Catalog Description, Schedule Description, and Student Outcomes. KTD</td>
</tr>
<tr>
<td></td>
<td>(Via Internet)</td>
<td>Revise Catalog Description, Schedule Description, and Student Outcomes. KTD</td>
</tr>
<tr>
<td>CHEM 131</td>
<td>General Chemistry</td>
<td>Revise lecture hours from 4 to 3, and lab hours from 3 to 6. KTD</td>
</tr>
</tbody>
</table>
| CIS 101  | Introduction to Personal Computers and Operating Systems | Change Course Number from CIS 116 to CIS 101  
|          |                                            | Revise Catalog Description, and Schedule Description. KTD              |
| CIS 110  | Introduction to Computer Information Systems | Revise Catalog Description, Schedule Description, and Texts/Assigned Reading. KTD |
| COUR 165 | Legal Terminology                          | Revise Methods of Instruction and Texts/Assigned Reading. IVC          |
| COUR 166 | Law Library Skills                         | Revise Methods of Instruction and Texts/Assigned Reading. IVC          |
| ELND 120A| Landscape Ecology                          | Change of Course Number from “ELND 120” to “ELND 120A”.  
|          |                                            | Revise Catalog Description, Schedule Description, Student Outcomes, Course Content, Critical Thinking, and Texts/Assigned Reading. KTD |
| ELND 210A| Integrated Pest Management                 | Revise Catalog Description, Schedule Description, Student Outcomes, Course Content, Critical Thinking, and Texts/Assigned Reading. KTD |
### Credit Course Revisions – Continued

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELND 210B</td>
<td>Insect Identification and Management</td>
<td>Change course title from “Insect Identification and Control” to “Insect Identification and Management”. Revise Catalog Description, Schedule Description, Student Outcomes, Course Content, Critical Thinking, and Texts/Assigned Reading. KTD</td>
</tr>
<tr>
<td>ELND 210C</td>
<td>Integrated Pest Management of Plant Disease and Weeds</td>
<td>Revise Catalog Description, Schedule Description, Student Outcomes, Course Content, Critical Thinking, and Text/Assigned Reading. KTD</td>
</tr>
<tr>
<td>ENGL 62</td>
<td>Developmental Reading and Writing</td>
<td>Revise Texts/Assigned Reading. KTD</td>
</tr>
<tr>
<td>ENGL 92</td>
<td>Reading and Writing Skills</td>
<td>Revise Texts/Assigned Reading. KTD</td>
</tr>
<tr>
<td>ENGL 98</td>
<td>Intro to College Reading and Composition I</td>
<td>Change course title from “Fundamental of Composition I” to “Intro to College Reading and Composition I”. Revise Catalog Description, Schedule Description, Student Outcomes, Methods of Instruction, Course Content, Critical Thinking, Methods of Evaluation, and Texts/Assigned Reading. KTD</td>
</tr>
<tr>
<td>ENGL 98</td>
<td>Intro to College Reading and Composition I (Distance Learning)</td>
<td>Change course title from “Fundamentals of Composition I” to “Intro to College Reading and Composition I”. Revise Catalog Description, Schedule Description, Student Outcomes, Method of Instruction, Course Content, Critical Thinking, Methods of Evaluation, and Texts/Assigned Reading. KTD</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Intro to College Reading and Composition II</td>
<td>Change Course Title from “Fundamentals of Composition II” to “Intro to College Reading and Composition II”. Revise Catalog Description, Schedule Description, Student Outcomes, Methods of Instruction, Course Content, Critical Thinking, Methods of Evaluation, and Texts/Assigned Reading. KTD</td>
</tr>
</tbody>
</table>
Credit Course Revisions – Continued

ENGL 120
Intro to College Reading and Composition II
(Distance Learning)

Change Course Title from “Fundamental of Composition II” to “Intro to College Reading and Composition II”. Revise Catalog Description, Schedule Description, Student Outcomes, Methods of Instruction, Course Content, Critical Thinking, Methods of Evaluation, and Texts/Assigned Reading. KTD

ESL 58A
Pronunciation I

Change Advisory from ESL placement test advised to none. Revise Schedule Description. KTD

ESL 58B
Pronunciation II

Change Advisory from ESL placement test advised to none. KTD

ESL 72
Practical Writing and Reading Skills for Intermediate to Advanced English as Second Language Students

Change Course Number and Title from "ESL 82V: Advanced ESL: Practical Reading and Writing for the Workplace and Everyday Life" to "ESL 72: Practical Writing and Reading Skills for Intermediate to Advanced English as a Second Language”. Revise Catalog Description, Schedule Description, and Course Content. KTD

ESL 80
Advanced ESL: Listening and Speaking for Social Academic and Workplace Situation

Change Course Number and Title from “ESL 80V: Listening and speaking in the Workplace and Everyday Life” to “ESL 80: Listening and Speaking for Social, Academic, and Workplace Situation”. Revise Catalog Description, Schedule Description, and Course Content. KTD

ESL 86
Advanced English as a Second Language: Words IV. (Vocabulary, Reading, and Discussion)

Change Course Title from “Words III (Vocabulary, Spelling, Reading, and Discussion)” to “Advanced English as a Second Language: Words IV (Vocabulary, Reading and Discussion). KTD

ESL 88B
Advance Editing for English as a Second Language Student

Change Advisory from Completion of ESL 88A to none. KTD
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Number</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 108A</td>
<td>French Culture and Literature Go to the Cinema</td>
<td>Change Course Title and Number from “French 108: French Classic Literature Goes to the Movies” to “French 108A: French Culture and Classical Literature Go to the Cinema”. Revise Catalog Description, Schedule Description, Student Outcomes, Course Content, and Texts/Assigned Reading. KTD</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World History I: Origins of the Major Traditions</td>
<td>Revise Catalog Description, Schedule Description, Students Outcomes, Methods of Instruction, Course Content, Critical Thinking, Methods of Evaluation, and Texts/Assigned Reading. KTD</td>
</tr>
<tr>
<td>HIST 102</td>
<td>World History II: Evolution of the Modern World</td>
<td>Revise Catalog Description, Schedule Description, Students Outcomes, Methods on Instruction, Course Content, Critical Thinking, Methods of Evaluation, and Texts/Assigned Reading. KTD</td>
</tr>
<tr>
<td>MATH 90</td>
<td>Math Skills Open Lab</td>
<td>Revise Catalog Description, Schedule Description and Course Content. KTD</td>
</tr>
<tr>
<td>MATH 115</td>
<td>Probability and Statistics</td>
<td>Change Prerequisite from Math 103, 103S, 103XY to Math 103, 103G, 103XY. Revise Catalog Description, and Schedule Description. KTD</td>
</tr>
<tr>
<td>MEDA 141</td>
<td>Phlebotomy Techniques</td>
<td>Change Prerequisite from None to HS graduate or GED or equivalent. Change Advisory from Meda 136 and Meda 136L to Meda 136. Revise Catalog Description, Schedule Description, Course Content, and Texts/Assigned Reading. KTD</td>
</tr>
<tr>
<td>MEDA 141L</td>
<td>Phlebotomy Techniques Practicum</td>
<td>Change Course Title from “Phlebotomy Techniques Clinical” to “Phlebotomy Techniques Practicum”. Change Prerequisite from none to HS graduate or GED or equivalent. Change Advisory from Medical Assisting 136 and 136L to Medical Assisting 136L. Revise Catalog Description, Schedule Description, Students Outcomes, Course Content, Methods of Evaluation, and Texts/Assigned Reading. KTD</td>
</tr>
</tbody>
</table>
Credit Course Revisions – Continued

MMST 123
Intro to Multimedia Design
Change course Title from “Multimedia Design” to “Intro to Multimedia Design”. Change Prerequisite from Art 112 2D Art to none. Change Corequisite from MMST 112 Interface Design or MMST 113 Instructional Design to none. Change Advisory from none to Art 112 2D Art. Change Primary Method of Instruction from Lecture and Practicum hours (Lab) or Internet (online) to B2 lab hours or web based/internet (online class). Revised Catalog Description, Schedule Description, and Texts/Assigned Reading. IVC

MMST 158
Audio Design for Interactive Media and Games
Change Prerequisite from MMST Audio Production to none. Change Advisory from none to MMST 1444 Audio Production. Revise Catalog Description, Schedule Description, Methods of Instruction, and Course Content. IVC

NE 101
Level I Nursing Skills Laboratory
Change Course Number from “NE 101/NE 150L” to “NE 101”. Change Course Title from “Nursing Skills Laboratory/Nursing Pharmacology &/Med Adm Laboratory” to Level I Nursing Skills Laboratory”. Change Corequisite from NE 150 and 130L to NE 138 and NE 135. Revise Catalog Description, Course Content, Critical Thinking, Student Outcomes, Methods of Evaluation, Methods of Instruction and Text/Assigned Reading. KTD

STAT 115
Introduction to Statistics
Change Prerequisite from Math 103, 103S, 103XY to Math 103, 103G, 103XY. Revise Catalog Description, Schedule Description, and Texts/Assigned Reading. KTD
BOARD AGENDA ITEM

To: Board of Trustees
From: Superintendent/President
Reason for Board Consideration: APPROVAL
Enclosure(s): Sabbatical Leave Proposals & Backup Information

BACKGROUND:

Sabbatical leave projects are awarded to faculty according to the criteria outlined in Article V, Section 5.6, of the MCCD/UPM Contract.

Attached are the Sabbatical Leave Proposals of Faculty as recommended by the Sabbatical Leave Committee. (Please note that one applicant, Frederick Schmitt, was not recommended for Sabbatical Leave.)

RECOMMENDATION:

The Superintendent/President recommends that the Board of Trustees approve the Sabbatical Leave Recommendations for academic years 2006-2007 and 2007-2008.

Administrator Initiating Item
Elise Schneider, Vice President of Student Learning (Interim)
Carol Scialli

From: Elise Schneider
Sent: Thursday, December 08, 2005 9:36 AM
To: Carol Scialli
Subject: FW: Sabbatical Leave Recommendations

Pls make copies for Monday's Cabinet--thanks!

-----Original Message-----
From: ransom [mailto:ransom@marin.cc.ca.us]
Sent: Thursday, December 08, 2005 8:48 AM
To: Elise Schneider
Subject: Sabbatical Leave Recommendations

The Sabbatical Leave Committee is recommending the approval of the sabbatical leave proposals for Paul Da Silva, Doug Delaney, David Egert, Emily Lazarre, Donna Monahan, Joan Risch, and John Sutherland.

The table below recaps the committee's evaluation of the eight Sabbatical Leave Proposals for all applicants. I have given a copy of the the Evaluation form and each original application to Carol Scialli for your review and return to Human Resources. If you have any questions please contact me.

Thursday, December 08, 2005

<table>
<thead>
<tr>
<th>Available Spot</th>
<th>Applicant</th>
<th>Full Year?</th>
<th>Rate Application (1-25) 10 minimum</th>
<th>Previous Sabb Lv Points</th>
<th>Years since last (max 11)</th>
<th>Total Po</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Egert</td>
<td>Yes</td>
<td>25</td>
<td>12</td>
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<tr>
<td>2</td>
<td>Lazarre</td>
<td>Yes</td>
<td>25</td>
<td>12</td>
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<tr>
<td>3</td>
<td>Da Silva</td>
<td>Yes</td>
<td>20</td>
<td>12</td>
<td>9.5</td>
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<tr>
<td>4</td>
<td>Sutherland</td>
<td>Yes</td>
<td>15</td>
<td>12</td>
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<tr>
<td>5</td>
<td>Delaney</td>
<td>Yes</td>
<td>20</td>
<td>6</td>
<td>11</td>
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<tr>
<td>6(1/2)</td>
<td>Monahan</td>
<td>No</td>
<td>16</td>
<td>12</td>
<td>10</td>
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<tr>
<td>6(1/2)</td>
<td>Risch</td>
<td>No</td>
<td>20</td>
<td>3</td>
<td>10.5</td>
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<tr>
<td></td>
<td>Schmitt</td>
<td>Yes</td>
<td>16</td>
<td>1.5</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

..mike

Michael Ransom, Chair
Sabbatical Leave Committee 2005/2006
To: Sabbatical Leave Committee

From: Claudette Muldowney, Human Resources Dept

CC: Sabbatical Leave File

Date: October 17, 2005

Re: Sabbatical Leave Applications

Comments:

Listed below are seniority dates or last sabbatical taken, number of leaves and years since last leave, (or years since hire date) for the applicants below. Years are counted in accordance with Section 5.6.3, i.e. a unit member must have six years of permanent, full-time service since member’s last sabbatical, OR, “In event of a split leave... the six year period shall be calculated from the commencement of the first semester of the unit member’s last sabbatical leave.” There are 120.55 faculty X 5% = 6.0275 rounded to the nearest whole number is 6 sabbaticals. One half sabbatical shall count as one half of a year sabbatical in computing the total number of sabbatical leaves, which may be granted under the sabbatical policy.

<table>
<thead>
<tr>
<th>Name</th>
<th>Sabbatical Requested</th>
<th>Total Leaves Taken</th>
<th>Sabbatical Leaves Taken or Start Date If None</th>
<th>Years Since Beg. of Last Leave to 2005/2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaney, Doug</td>
<td>Fall 2006, Sp. 2007</td>
<td>1</td>
<td>Spring 1978</td>
<td>27</td>
</tr>
<tr>
<td>Da Silva, Paul</td>
<td>Sp. 2007 &amp; Sp. 2008</td>
<td>0</td>
<td>Hired 9/12/97</td>
<td></td>
</tr>
<tr>
<td>Egert, David</td>
<td>Fall 2006 &amp; Fall 2007</td>
<td>0</td>
<td>Hired 8/14/00</td>
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</tr>
<tr>
<td>Schmitt, Fred</td>
<td>Fall 2006 &amp; Sp. 2007</td>
<td>3</td>
<td>84/85, 91/92 &amp; 99/00</td>
<td>6</td>
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<tr>
<td>Lazarre, Emily</td>
<td>Fall 2006 &amp; Fall 2007</td>
<td>0</td>
<td>Hired 8/14/00</td>
<td></td>
</tr>
<tr>
<td>Monahan, Donna</td>
<td>Fall 2006</td>
<td>0</td>
<td>Hired 8/14/96</td>
<td></td>
</tr>
<tr>
<td>Risch, Joan</td>
<td>Fall 2006</td>
<td>2</td>
<td>Sp. 85 &amp; Fall 95</td>
<td>10.5</td>
</tr>
<tr>
<td>Sutherland, John</td>
<td>Fall 06 &amp; Fall 07</td>
<td>0</td>
<td>Hired 8/14/96</td>
<td></td>
</tr>
</tbody>
</table>
Marin Community College District

APPLICATION FOR SABBATICAL LEAVE
(UPM/AFT Unit Members Only)

This application form must be submitted to the Sabbatical Leave Committee by October 15 of the year preceding the fiscal year in which the sabbatical leave will be taken. Article 5.6 of the CONTRACT between THE MARIN COMMUNITY COLLEGE DISTRICT and the UNITED PROFESSORS OF MARIN/AMERICAN FEDERATION OF TEACHERS LOCAL 1610, July 1, 2001 THROUGH June 30, 2004 should be consulted by the applicant prior to filling out this form.

1. Name of applicant: Dr. Paul G. da Silva


3. Have you taken a District sabbatical leave before? [ ] Yes [x] No. If yes, when? __________

4. Number of consecutive years of full-time service in the District since your last sabbatical leave: 8

A year of full-time service equals:

A. Any academic year the employee performs assigned duties which result in 100% of paid compensation authorized on the approved salary schedule.

B. Any academic year the employee is granted a reduced load of 60% or more in compliance with Article 8.15 and is authorized to receive full fringe benefits.

C. Any academic year for eligible employees on reduced loads below 60% of paid compensation authorized on the approved salary schedule shall be calculated on a pro-rata basis (e.g., 50% load = 1/2 year service credit).

5. Purpose(s) of Leave: [ ] Formal study, [ ] Independent study, [x] Travel, including study or research

6. Please attach a complete description of your intended leave program, including sufficient detail for evaluation and comparison with other applications. State also the manner in which your proposed program will benefit the District.

7. Should I be awarded a sabbatical leave, I agree to render two full years, or its equivalent within four (4) semesters, of service to the District following the termination of leave; to post the required bond; and to file a report of the results of the leave to the Sabbatical Leave Committee.

8. Banked unit(s)? [x] Yes [ ] No

If yes - number: 1.5 units (Half Year Leave) [ ]

10.5 units (Full Year Leave) [x]

Signature of applicant ___________________________ Date 28 SEP '06

SABBAPPL
Application for Sabbatical Leave
Spring 2007 and Spring 2008
Dr. Paul G. da Silva

I am requesting a split sabbatical leave over two years – Spring Semester, 2007, and Spring Semester, 2008. This complements the proposal of my colleague, Dr. David Egert, who will be taking the preceding Fall Semesters for his sabbatical leave. This allows both of us to begin our sabbaticals in a timely manner, while ensuring that our absences from the department will not overlap.

Introduction
Many people are aware that life on earth has been placed at risk by our modern human civilization. In Marin County, however, many assume that the situation is much better, largely because of the large areas of “well-protected” park and open space land that play a big role in defining the character of the county. This assumption needs to be examined carefully. In particular, it leads to two important questions. The first is “Exactly how do parklands benefit life in both its human and non-human forms?” and the second is “How good a job are Marin parks doing in comparison with parks in other areas?

In some circles, the responses are almost automatic. Parklands benefit life by keeping out bad effects of humans and their activities. And Marin, containing units of the best park systems in the world, must certainly be doing some of the best work in doing this.

While there may be some truth in these statements, there is also another view. The classic concept of a park as an area of refuge from civilization embodies a particular thinking characteristic of a time – the late Nineteenth-Century -- when the “frontier” was disappearing in the United States and the last of the “uncivilized” areas outside it were being subjected to greater control and exploitation by colonial powers and their allies. The opposing view holds that this classic “National Park” model that has had so much influence worldwide was in many ways detrimental to both human and non-human life because it tended to institute an “outsider-designed” and “top down” management model. This resulted in disregard for the histories and activities of local people who had been interacting with many other forms of life in the parks for millennia and often hindered as well efforts to gather unbiased information on how life in all its forms was really faring inside the parks.

Thus although it is indisputable that establishment of many parks did preserve them from the worst effects of unrestrained exploitation, it is also becoming more and more common to ask four questions of any park, anywhere in the world. First, exactly what in the way of biological, geological and other resources does the park contain, and what processes of change are affecting them? Second, how are the people faring who have coexisted with the other elements of the park for a long time? Third, what kind of relationship exists between the park and the visitors it attracts? Answers to these first three questions can serve as the basis for beginning to answer what for many is the most important one – what should be done to best manage the park?
These questions can be asked anywhere in the world, for there is in fact a worldwide set of parks, the result of a truly international movement to preserve lands in many countries from the increasing impact of human civilization. However, the lands themselves as well as the human societies living on them are markedly different in different areas. Important differences often cited are those between the Global North and the Global South and those between the Old World and the New World.

**Information for Travel Applications (Arranged According to Guidelines)**

**A. General Purpose**
The goal of this project is to travel to two parks in two different areas of the world, and to accumulate information relevant to these four questions through field work and discussions with people associated with the two parks. The first park is Point Reyes National Seashore here in Marin County, California, USA, famous for preserving one of the largest combinations of intact ecosystems on the California coast as well as for being one of the biggest legacies of the “Parks for the people” movement of the 1970’s. The second is Parque Nacional da Serra da Capivara in the State of Piaui, Brazil, site of ancient rock paintings and locally unique vegetation and currently the subject of intense debate about which of many competing local groups will gain access to its resources. Comparison of these two parks will help to provide a broader context for activities related to each.

Realization of this goal is expected to improve the teaching program at COM in three general ways. First, it will update my knowledge of a field that forms part of the material taught in basic biology, natural history and environmental science courses. Second, it will improve contacts with people who manage the lands on which many of our classes conduct field exercises. Third, it will help me learn specific new techniques related to land management.

**B. Specific Purposes**
In each park, work will be done in three areas, each corresponding to one of the first three questions posed above. The first is biological inventory. The second is human economic activities. The third is interpretation. Work in these areas will directly enhance classroom instruction, class field activities and also management of the College’s museum collections. COM course that will directly benefit from these activities are Biology 110, Biology 116, Biology 143, Biology 148, Biology 161 and Biology 165, all of which I currently teach and plan to teach again in the future.

**C. Justification of Travel Component**
Investigation of land management issues is best conducted in the field. And if the global context of land management is to be appreciated, one cannot remain in Marin or even travel to a very similar place; one must go to a contrasting area.

1. **Itinerary**
Seasons in the two areas of proposed work are complementary. The most biologically active season in California is from March through May, while the most biologically
active season in Piauí is from November through March. The basic plan is to visit each
park during its biologically active season: Thus, from January, 2007 through February,
2007, work will be conducted in the Parque Nacional da Serra da Capivara, and from
March, 2007 to May, 2007, work will be conducted in Point Reyes National Seashore.
Should sufficient information be collected during 2007, Spring Semester, 2008, may be
devoted largely to summary, analysis and presentation; however, it is anticipated that
some follow-up field work will be necessary in 2008.

2. Plan of Study or Research

Point Reyes National Seashore

a. Biological Inventory.
At Point Reyes National Seashore (PORE), many individuals and organizations are
currently participating in inventory of many taxonomic groups in many habitats. The
object of my research will be one threatened habitat, that of the beach and dune, and one
particular group of organisms, flower-visiting insects, especially bees.

Collecting permits for this work have already been obtained through Dawn Adams,
Inventory and Monitoring Co-Ordinator, National Park Service, and the College of Marin
Biology Museum has already been designated an official NPS repository for specimens
collected during the course of the research. Dave Shirokauer, Geographic Information
Systems (GIS) specialist, and Carola De Rooy, Information Archivist, National Park
Service, have also been consulted about other logistical aspects of the work.

Work will commence with plant species sampling in March, 2007. Data will be entered
into a GIS map that will provide the basis for quadrat-based insect sampling in the
subsequent months. Insect sampling will be carried out during April and May, 2007. This
procedure will be repeated in 2008.

b. Human Economic Activities.
Much of the land area of PORE traditionally has been grazed by cattle, and cattle ranches
within the park today form an important part of the local agricultural economy. The
formation of the park was made possible by an historic agreement between local ranchers
and the US government, and agreement among all interested parties on the future status
of cattle ranching is an important regional goal. Yet this is an important local
controversy with many aspects that are not easy to understand. One part of my research
will include interviews with important local figures in this debate. I have already
contacted John dall'Osso, Chief of Interpretation for the park, Mark Homrighausen, NPS
Range manager for PORE, and Ted McIvor, founder of the Point Reyes Ranchers
Association, and all have indicated a willingness to share their information and
experience.

c. Interpretation.
Interpretation at PORE is highly developed, with some activities being conducted by NPS
personnel, and others being conducted by non-profit organizations that operate inside the
park, such as the Point Reyes Field Seminars. Discussions with park personnel have revealed a gap in the interpretive materials available to all who work in interpretation within the park – the insect faunas of all habitats. All have agreed that a short photographic guide to the insects of any habitat would be a great help in interpretation. Thus photographs will be taken throughout the research period to form the basis for such a guide.

Parque Nacional da Serra da Capivara

a. Biological Inventory
Due to existing Brazilian legislation, I do not plan to collect directly specimens in this park. Rather, I will accompany local researchers who have conducted or are in the process of conducting their own inventory projects there. Contact has already been made with the researchers Dr. Thomas Lewinsohn and Dr. Paulo Inácio Prado of the Universidade Estadual de Campinas, who are familiar with the park and who have kindly provided orientation in the areas of biodiversity studies and conservation biology.

b. Human Economic Activities
The park is the subject of one of the best-publicized proposals to incorporate people from the local population into its operation through an increase in ecotourism. Ecotourism is currently a popular subject in Brazil, and there exists a heated and vigorous debate at the national level and at the level of individual parks about the different forms it may take and about the advantages and disadvantages it may bring to the local populations. In addition, park resources have also attracted interests from outside parties interested in their destructive exploitation. The result has been a controversy that is regularly reported in the local press, which may be used as a source of information along with interviews with people involved in the controversy.

c. Interpretation
In general, proportionately less interpretation is provided in Brazil by governmental agencies and proportionately more by private companies operating under licenses conceded by the government. I have already spoken with several employees of government agencies and private companies about this general state of affairs. Interviews with government personnel, academics and company employees will be the main sources of information about interpretation in this particular park.

D. Conclusion
The information gathered will be incorporated into classes in the courses mentioned above. In addition, some of it may result in a published article or a presentation at a scientific meeting. Upon completion of the project, I will be happy to present a summary in a seminar or FLEX workshop for my colleagues.
Marin Community College District

APPLICATION FOR SABBATICAL LEAVE
(UPM/AFT Unit Members Only)

This application form must be submitted to the Sabbatical Leave Committee by October 15 of the year preceding the fiscal year in which the sabbatical leave will be taken. Article 5.6 of the CONTRACT between THE MARIN COMMUNITY COLLEGE DISTRICT and the UNITED PROFESSIONS OF MARIN/AMERICAN FEDERATION OF TEACHERS LOCAL 1610, July 1, 2001 THROUGH June 30, 2004 should be consulted by the applicant prior to filling out this form.

1. Name of applicant: Douglas Delaney


3. Have you taken a District sabbatical leave before? [ ] Yes [ ] No. If yes, when? 1978

4. Number of consecutive years of full-time service in the District since your last sabbatical leave? 27

A year of full-time service equals:

A. Any academic year the employee performs assigned duties which result in 100% of paid compensation authorized on the approved salary schedule.

B. Any academic year the employee is granted a reduced load of 60% or more in compliance with Article 8.15 and is authorized to receive full fringe benefits.

C. Any academic year for eligible employees on reduced loads below 60% of paid compensation authorized on the approved salary schedule shall be calculated on a pro-rata basis (e.g., 50% load = 1/2 year service credit).

5. Purpose(s) of Leave: [ ] Formal study, [ ] Independent study, [ ] Travel, including study or research

6. Please attach a complete description of your intended leave program, including sufficient detail for evaluation and comparison with other applications. State also the manner in which your proposed program will benefit the District.

7. Should I be awarded a sabbatical leave, I agree to render two full years, or its equivalent within four (4) semesters, of service to the District following the termination of leave; to post the required bond; and to file a report of the results of the leave to the Sabbatical Leave Committee.

8. Banked unit(s)? [ ] Yes [ ] No

If yes - number: 15 units (Half Year Leave) [ ]

10.5 units (Full Year Leave) [ ]

Signature of applicant: Douglas Delaney Date: 10-1-2005

SABBAAPPL
To:        Sabbatical Leave Committee

From:      Douglas Delaney – Music Department

CC:        

Date:      Oct 1, 2005

Re:        

Comments:

I am requesting a sabbatical leave for the purpose of formal study at either San Francisco State University or Sacramento State University for the school year 2005-2006. My intent is to work for a master’s degree in three musical instruments with a chamber music emphasis.

I expect to begin teaching chamber music courses here at COM in the future. The course work I will be taking will bring me up to date with the latest approaches to teaching in my field. Each course will directly benefit the classes I teach. The wind ensemble will expose me to a different approach that I can adapt to my two band classes here and introduce me to literature that I am not familiar with. The music history classes will be very useful in my Introduction to Classical Music class. Improved skill in my own playing by taking instruction in my three instruments relates directly to what I am teaching my students. In addition, all this will be shared with my colleagues willingly.

The two schools I am considering are strong in the areas I am interested in. Although I can’t be certain of the class schedule it seems as if they will span the complete 5 day week. I have spoken with the advisors and others at each school and they are very encouraging.

I have been preparing for this for three years, visiting various schools, attending concerts at each and communicating with the professors and I am very excited with this prospect. I have not pursued any formal study since I finished both my general secondary and special secondary teaching credentials with 80 units past the BA. During this time I have been a full time performing musician which of course is a great education directly benefiting my teaching. I am looking forward to being a student again.

Douglas Delaney
Marin Community College District

APPLICATION FOR SABBATICAL LEAVE  
(UPM/AFT Unit Members Only)

This application form must be submitted to the Sabbatical Leave Committee by October 15 of the year preceding the fiscal year in which the sabbatical leave will be taken. Article 5.6 of the CONTRACT between THE MARIN COMMUNITY COLLEGE DISTRICT and the UNITED PROFESSORS OF MARIN/AMERICAN FEDERATION OF TEACHERS LOCAL 1610, July 1, 2001 THROUGH June 30, 2004 should be consulted by the applicant prior to filling out this form.

1. Name of applicant: DAVID EGERT


3. Have you taken a District sabbatical leave before? □ Yes [X] No. If yes, when? 6 yrs. 4 mos.

4. Number of consecutive years of full-time service in the District since your last sabbatical leave? 6 yrs.
A year of full-time service equals:
   A. Any academic year the employee performs assigned duties which result in 100% of paid compensation authorized on the approved salary schedule.
   B. Any academic year the employee is granted a reduced load of 60% or more in compliance with Article 8.15 and is authorized to receive full fringe benefits.
   C. Any academic year for eligible employees on reduced loads below 60% of paid compensation authorized on the approved salary schedule shall be calculated on a pro-rata basis (e.g., 50% load = 1/2 year service credit).

5. Purpose(s) of Leave: (X) Formal study, (X) Independent study, □ Travel, including study or research

6. Please attach a complete description of your intended leave program, including sufficient detail for evaluation and comparison with other applications. State also the manner in which your proposed program will benefit the District.

7. Should I be awarded a sabbatical leave, I agree to render two full years, or its equivalent within four (4) semesters, of service to the District following the termination of leave; to post the required bond; and to file a report of the results of the leave to the Sabbatical Leave Committee.

8. Banked unit(s)? □ Yes [X] No □
   If yes - number: 1.5 units (Half Year Leave) □
   10.5 units (Full Year Leave) [X]

Signature of applicant  
Date  4-21-05

SABBAPPL
Application for Sabbatical Leave For David Eger

Submitted September 20, 2005

I am requesting a split sabbatical over two years - Fall Semester 2006 and Fall Semester 2007. This will dovetail with the sabbatical leave of my colleague, Dr. Paul da Silva, who will be taking the corresponding Spring Semesters for his sabbatical leave. This allows both of us to begin our sabbaticals in a timely manner, while insuring that our absences from the department will not overlap.

Overview
During my sabbatical, I plan to conduct research in sensory neuroscience as a visiting scientist in the lab of Dr. Michael Silver at UC Berkeley. Dr. Silver is an assistant professor at UC Berkeley with a joint appointment in Neuroscience and Optometry. In particular, I will be looking at the phenomenon known as binocular rivalry - a condition that arises when the left and right eyes are presented with conflicting images. The fact that the subject typically has awareness of only one of the images at a time, even though both images are being fed into the nervous system through the two eyes provides a powerful tool for exploring and trying to understand fundamental questions of perception and what is happening at a neurobiological level when we are consciously aware of a stimulus. In collaboration with Dr. Silver, I will be designing and conducting experiments with human subjects using psychophysics, functional magnetic resonance imaging (fMRI), and pharmacology to study this question. In my previous research, I studied sensory processing of auditory information, however all my work was done on anesthetized animals - hence the subjects were unconsciousness and not truly aware of anything. Using modern research tools and methodologies, it is now possible to examine aspects of sensory processing in a way that was not possible in the past. Dr. Silver and I have collaborated on previous research projects and we are both excited at the prospect of my working in his lab.

Specific Points as per the ‘Guidelines’
A. General Purpose - Conducting research in a University lab will help keep me current in both my field of knowledge as well as in modern research methodologies. In particular, UC Berkeley is recognized worldwide for its excellent research program in neuroscience and I will be working with scientists who are leaders in the field as well as have access to extensive resources for designing and carrying out experiments. I will gain experience using modern imaging techniques such as fMRI as well as have the opportunity to delve deeply into the latest insights into sensory processing. Being at Berkeley, along with Dr. Silver’s membership the Helen Wills Neuroscience Institute, the School of Optometry, and the Vision Science graduate program, will facilitate my interactions with a large number of diverse researchers and give me access to a wide variety of labs and will allow me to attend a variety of seminars and journal clubs.

B. Specific Purposes - One of the core courses that I teach at COM (and have worked in extensively in terms of both curriculum and lab manual development) is Human
Physiology. Over 25% of this course relates directly to neuroscience, and neuroscience is intimately connected to most of the other topics as well. This course also has an extensive laboratory component where students are exposed to experimental design, execution, and analysis. My sabbatical research will help keep me current in modern neurobiological and scientific thinking and methodology and will no doubt inform my classroom teaching in many ways, ranging from keeping me current in my content area as well as adding real world examples and experience that help keep the class fresh and exciting for everyone.

C. Content - I have a commitment from Dr. Silver that I will have space in his lab to conduct my research. See attached Memorandum of Understanding.

D. Institution - As explained above, I will be working as a visiting scientist in a lab at UC Berkeley, an institution that is recognized world-wide for its very strong neuroscience program.

E. Schedule - My work in Dr. Silver’s lab will cover the time of the Fall semesters as well as part of the Summer.

F. Conclusion - The final product of my research should be a paper published in peer-reviewed academic journal and possibly a presentation at a scientific conference. As I mentioned above, my sabbatical should also result in updated course content for the Human Physiology class at COM. As far as sharing with my colleagues at COM, I would be happy to present a seminar summarizing my research at the end of my sabbatical.

David Egert, Ph.D. 20 Sep 05
MEMORANDUM OF UNDERSTANDING

between

DR. MICHAEL SILVER
of the
UNIVERSITY OF CALIFORNIA AT BERKELEY
and
DR. DAVID EGERT
of the
COLLEGE OF MARIN

This informal memorandum represents an agreement between Dr. Michael Silver of the University of California at Berkeley (Assistant Professor of Optometry and Neuroscience) and Dr. David Egert of the College of Marin (Professor of Biology) confirming the intention of David Egert to spend his sabbatical leave (the Fall Semester of 2006 and the Fall Semester of 2007) as a Visiting Scientist in the Neuroscience Laboratory of Michael Silver at UC Berkeley. This memorandum affirms the common desire of both parties to engage in collaborative research in visual neuroscience, specifically binocular rivalry, during that period. During that time, Michael Silver will provide lab space in his Berkeley Lab as well as logistical support for experiments when appropriate and reasonable. Dr. Silver will also pay for the experimental costs associated with the research, including human subject reimbursements and access to UC Berkeley magnetic resonance scanners. During that same time, David Egert will spend a significant period of time conducting research into binocular rivalry in Michael Silver’s lab and writing up any publishable results, with his salary being paid wholly by the College of Marin.

David Egert

Michael Silver
Marin Community College District

APPLICATION FOR SABBATICAL LEAVE
(UPM/AFT Unit Members Only)

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1. Name of applicant:  

2. Period of leave requested (dates):  

3. Have you taken a District sabbatical leave before?  

4. Number of consecutive years of full-time service in the District since your last sabbatical leave?  

A year of full-time service equals:

A. Any academic year the employee performs assigned duties which result in 100% of paid compensation authorized on the approved salary schedule.

B. Any academic year the employee is granted a reduced load of 60% or more in compliance with Article 8.15 and is authorized to receive full fringe benefits.

C. Any academic year for eligible employees on reduced loads below 60% of paid compensation authorized on the approved salary schedule shall be calculated on a pro-rata basis (e.g., 50% load = 1/2 year service credit).

5. Purpose(s) of Leave:  

6. Please attach a complete description of your intended leave program, including sufficient detail for evaluation and comparison with other applications. State also the manner in which your proposed program will benefit the District.

7. Should I be awarded a sabbatical leave, I agree to render two full years, or its equivalent within four (4) semesters, service to the District following the termination of leave; to post the required bond; and to file a report of the results of the leave to the Sabbatical Leave Committee.

8. Banked unit(s)?  

   Yes  ☐  No  ☐  I have 1 banked unit.

   If yes - number:

   15 units (Half Year Leave)  ☐

   10.5 units (Full Year Leave)  ☐

Signature of applicant  

Date  

SABBAP
APPLICATION FOR SABBATICAL LEAVE
EMILY LAZARRE
OCTOBER 15, 2005

TRAVEL

I propose a divided sabbatical leave:

Fall 2006: Travel and study in Russia and Poland
Fall 2007: Travel and study within the United States.

A divided sabbatical leave would provide time to absorb my experiences and organize photographs and materials collected during my travels. In addition it will allow time for evaluation of the various materials, including slides and to incorporate the experience and materials for classroom presentations.

A. GENERAL PURPOSE

The College of Marin has a commitment to diversity and to a global perspective in a changing world. The purpose of my plan of travel and research in Russia and Poland is to study first hand Russian and Polish art of the early 20th century. This research will enable me to acquaint my students with the extraordinary but neglected works of art from Eastern Europe from this period.

B. SPECIFIC PURPOSE

Modern American art of the 20th century was largely dependent on experimentation, which was centered in Paris. At the same time a distinctly different exploration of visual art possibilities was occurring in Russia and to some extent in Poland. Recognition of the importance of this work has been slow in coming to America and rarely has this work taken its proper position in the art curriculum of our colleges.

The early 20th century Russian artists were involved in a special experimentation that anticipated American art movements by forty years, and the influence of these important artists is still to be understood by us. Due to cold war hostilities and the unavailability of collections during the Soviet period, this work was neglected in American classrooms until recently. Under the leadership of Gorbachev in the early 1990s Russian art work began to travel abroad, but much of it is still unseen in the West. Polish art travels even less. Numerous artists of this period are still unknown in America, many of whom were women.
It is essential for students to understand the historical and cultural context through which artists of another time have expressed themselves. This instructs them to make intelligent decisions, explore personal symbols and build a solid visual vocabulary of their own. Different sorts of life experience engender different relations to form and process and thus to content. There is no better way to teach this than to enter into an examination of images that arose from different cultures and times. This understanding creates a serious context for viable art making.

Students in the 21st century now have access to more information. In addition, we as teachers are obliged to develop a more global perspective; we have finally realized the importance of expanding our experience and including the vast richness and precedence of non-Western art within our curriculum. If given an opportunity to immerse myself in the work of this time, I could present a great new source of inspiration to my students. If granted a sabbatical, the lecture and studio components of my classes in sculpture (Art 180, 181, 280, 281) and drawing (Art 130-131) will be expanded to reflect this research. Thus I could encourage students to take a new look at their own work and how it reflects on their own time in history.

New studio assignments in sculpture may focus on examples of the innovative use of materials used by the Russian and Polish artists, and how simple supplies like cardboard, rope and sandpaper became resources for construction and content. Using examples of the two-dimensional art of the period, I can encourage students in drawing to examine their attitudes toward composition and materials and investigate their own social and personal sources for imagery. These lessons will assist all my students in recognizing possibilities for communication of visual ideas.

Much of the artwork from this period was created specifically for theaters and music halls. With this in mind, I would delight in enriching the on-going collaboration with the dance and theater departments with fresh projects and joint classes within our disciplines.

C. JUSTIFICATION OF TRAVEL COMPONENT

The major collections of Russian and Polish early modern art are in St. Petersburg and Moscow. Visiting these important collections as well as lesser-known ones in smaller museums in Poland would be essential for my research. I have contacted museum directors and curators and intend to meet with them. This would give me an opportunity to gather information and view work that may not be on exhibit (see listing in number 2 below - plan of study or research). I intend to seek out friends and families of artists whose work was critical in this period and who may be in possession of relevant art works. I propose to photograph the collections I visit, making choices for images from an artist's point of view. The resultant slides would serve to enhance the general slide collection of the Art Department. The books, catalogs and fresh
perspectives collected during the proposed travel would be shared with colleagues and students. Actually seeing the original works of art and absorbing the culture from which they came would certainly add another dimension to my ability to teach the students in my classes.

D. CONTENT

1. Itinerary:

   • September 2006 - December 2006:

   Russia: Moscow: Tretyakov Gallery
                  Tretyakov Gallery II (contact: M. Petyshenko)
                  Mayakovskovy Museum
                  Museum of Private Collections
                  Central House of Artists
                  Suzdal Museum (icons and ancient art)

   St. Petersburg: Russian Museum
                  Hermitage
                  Menshikov Palace
                  Stieglitz Museum

   Poland: Lodz: Sztuki Muzeum (contact: Maria Morzuch)
                 Willa Leopolda Kindermanna, Municipal Art Gallery

   Krakow: National Museum

   Warsaw: National Museum (Muzeum Narodowe)
                 Zacheta Gallery of Modern Art

   • September 2007 - November 2007

   United States: Chicago: Chicago Art Institute
                 Chicago Cultural Center, The Russian Art Gallery

   New York: Metropolitan Museum
                 The Museum of Modern Art
                 Guggenheim Museum
                 Spencer Collection
                 New York Public Library

   Washington D.C.: National Gallery Of Art
                 Rothschild Art Foundation, Baltimore

   Connecticut: Yale University Art Gallery

   California: Helix Art Center, San Diego
Marin Community College District

APPLICATION FOR SABBATICAL LEAVE
(UPM/AFT Unit Members Only)

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1. Name of applicant: DONNA MONAHAN

2. Period of leave requested (dates): FALL 2006 (8/06 - 12/06)

3. Have you taken a District sabbatical leave before? [ ] Yes [X] No If yes, when? 

4. Number of consecutive years of full-time service in the District since your last sabbatical leave? Since 1996 (part-time since 1985)

   A. Any academic year the employee performs assigned duties which result in 100% of paid compensation authorized on the approved salary schedule.

   B. Any academic year the employee is granted a reduced load of 60% or more in compliance with Article 8.15 and is authorized to receive full fringe benefits.

   C. Any academic year for eligible employees on reduced loads below 60% of paid compensation authorized on the approved salary schedule shall be calculated on a pro-rata basis (e.g., 50% load = 1/2 year service credit).

5. Purpose(s) of Leave: [X] Independent study, [ ] Formal study, [ ] Travel, including study or research

6. Please attach a complete description of your intended leave program, including sufficient detail for evaluation and comparison with other applications. State also the manner in which your proposed program will benefit the District.

7. Should I be awarded a sabbatical leave, I agree to render two full years, or its equivalent within four (4) semesters, of service to the District following the termination of leave; to post the required bond; and to file a report of the results of the leave to the Sabbatical Leave Committee.

8. Banked unit(s)? [ ] Yes [X] No

   If yes - number:
   1.5 units (Half Year Leave) [ ]
   10.5 units (Full Year Leave) [ ]

   APPROX. 1.4 BANKED UNITS BY 8/06

Signature of applicant: DONNA MONAHAN

Date: 10/13/06

SABBAPPL

* I was granted an UNPAID LEAVE FOR 1 SEMESTER (SPRING 2003) TO DEAL WITH A FAMILY PROBLEM
November 25, 2005

Sabbatical Leave Committee
College of Marin
Kentfield, CA 94904

Dear Committee Members:

After teaching full time at College of Marin since 1996, I would like to apply for a one-semester sabbatical leave (fall 2006) to pursue independent study. My intention is to assemble a collection of diverse multicultural readings, which could then be made available to supplement the more mainstream teaching materials within the English Department. The material I plan to gather includes, among other examples, letters from homesteaders, soldiers, and former slaves; tall tales from the American West; pioneers’ journals; chronicles from mining camps, factories, and tenements; Native American voices. Based on my experience at all levels in the English Department sequence, I am convinced that this material would be valuable for our students, and for the broader college community, in several ways.

One compelling reason to include such supplementary material is its proven benefit to our general student population. During the past three years, when I have incorporated more primary sources into the syllabus, students have responded very positively. I believe they have gained a broader perspective and a keener awareness of writing styles as a result. These multicultural readings provide not only diversity but also real-world contexts. Our students, many of whom have been somewhat sheltered in this county, benefit enormously from being able to see the other side; reading first-hand accounts engages their interest in a more sustained and meaningful way.

A few examples:

In English 150, studying some of the original “muckraker” journalists helps students to see how literature can prompt social reform.

In English 151, comparing standard literary adaptations to first-hand accounts (for instance, Gildner’s sonnet sequence and the Civil War letters on which they are based) sharpens students’ awareness of writing style and level of discourse.

In English 155 (Critical Thinking) and English 221 (American Literature), reading primary sources provides real-world training: Contrasting the official version of the Stone and Kelsey “Massacre” with the excruciating Native American account demonstrates how narrow the picture is when even cultural history is written by the victors.
For students in English 151 and English 221, reading tall tales from the American West demonstrates how effectively literature has shaped national perspective and identity.

At all levels in the English Department sequence, multicultural students respond particularly well to the unique voices of powerful new “minority” writers like Víramonies, Harjo, and Baca.

In addition to making course material more meaningful to multicultural students, incorporating this material would benefit the college in another way. It could appeal to an important but underrepresented population of Marin: mature students, those who may already have a degree, but who want a class that will engage their full attention and challenge them in a different way. Faced with declining enrollment, we should consider every possible way to attract this potential student population of Marin County.

It is true that some of this material is available in anthologies, but only in limited and quite expensive editions. No affordable textbook contains a full range of readings to engage the interests of students from diverse backgrounds. With the price of textbooks continually rising, and the likelihood of further increases in tuition, it is unreasonable to expect our students to purchase the most expensive anthologies. The material I propose to assemble can be adapted to supplement many of our required classes at minimal cost to students or to the college.

A one-semester leave would allow me the necessary time to gather these readings in a more systematic and comprehensive way. To provide a more specific timetable, I plan to research this material from several institutions by early November 2006: certainly the libraries at U.C. Berkeley and San Francisco State, the Historical Society attached to the regional library in Enterprise, Oregon, and the Native American research facilities at Heritage College (Yakima Nation) in central Washington. That timetable would give me the rest of the autumn to organize the material and to secure the necessary permissions. It would also give me crucial time and perspective on different ways to present familiar material.

On my return to College of Marin, I would make the material available to my colleagues; it could be used to supplement course material not only in American Literature, but also in our standard sections of English 150 and English 151, as well as English 155, Critical Thinking. Having discussed this proposal with other instructors and with the department chair, I am certain that our students -- and our program -- would benefit from the infusion of energy and new material that this sabbatical would make possible.

Thank you for your consideration.

Sincerely,

Donna Monahan
English Department
Marin Community College District

APPLICATION FOR SABBATICAL LEAVE
(UPM/AFT Unit Members Only)

This application form must be submitted to the Sabbatical Leave Committee by October 15 of the year preceding the fiscal year in which the sabbatical leave will be taken. Article 5, subparagraph 5.6 of the CONTRACT between THE MARIN COMMUNITY COLLEGE DISTRICT and the UNITED PROFESSORS OF MARIN/AMERICAN FEDERATION OF TEACHERS LOCAL 1610, July 1, 1998 THROUGH June 30, 2001 should be consulted by the applicant prior to filling out this form.

1. Name of applicant: Lauren Reisch

2. Period of leave requested (dates): Fall semester 2006

3. Have you taken a District sabbatical leave before? ☑ Yes  ☐ No. If yes, when? 1995

4. Number of consecutive years of full-time service in the District since your last sabbatical leave? 10 years

A year of full-time service equals:

A. Any academic year the employee performs assigned duties which result in 100% of paid compensation authorized on the approved salary schedule.

B. Any academic year the employee is granted a reduced load of 60% or more in compliance with Article 8.15 and is authorized to receive full fringe benefits.

C. Any academic year for eligible employees on reduced loads below 60% of paid compensation authorized on the approved salary schedule shall be calculated on a pro-rata basis (e.g., 50% load = 1/2 year service credit).

5. Number of years of legal tenure remaining after the termination of this requested leave?

6. Purpose(s) of Leave: Formal study, Independent study, Travel, including study or research

7. Please attach a complete description of your intended leave program, including sufficient detail for evaluation and comparison with other applications. State also the manner in which your proposed program will benefit the District.

8. Should I be awarded a sabbatical leave, I agree to render two full years, or its equivalent within four (4) semesters, of service to the District following the termination of leave; to post the required bond; and to file a report of the results of the leave to the Sabbatical Leave Committee.

9. Banked unit(s)? ☑ Yes  ☐ No

If yes - number: 1.5 units (Half Year Leave) 10.5 units (Full Year Leave)

Signature of applicant 10-15-05

SABBAPPL
TO: The Sabbatical Committee

FROM: Joan Risch, Library Faculty

DATE: November 28, 2005

Attached is the requested revision of my sabbatical application. I have attempted to highlight, summarize and clarify some of the points made in the original application and to answer concisely each of the four questions posed by the committee.

I am very grateful to the committee for the opportunity to file this revision and for the guidance offered in the preparation of this document.

Special Note: Although the library was originally rumored to be scheduled for remodeling in late 2006, I was told by the project manager just this morning, that two other facilities are scheduled for planning next year; the library is not. The timing of my sabbatical project for Fall, 2006 will, without question, precede any campus planning for the remodeling of the library.

Thanks again, for considering my application.

[Signature]
1. **Goals of the Sabbatical**

The product for both the primary and secondary goals, will be a set of detailed and specific recommendations for the implementation of library services designed to improve access and retention – not only in the library, but for the college as a whole. All recommendations will be shared with the library faculty, to be implemented after discussion and joint agreement.

**Primary goal:**

The primary goal is to assist the library faculty and administration in the planning, remodeling, and renovation of the 33-year old College of Marin Library to meet the instructional and technological needs of 21st century community college students.

This goal will be accomplished by extensive research and travel to other colleges – particularly to California community colleges - for the purpose of seeing first-hand new and planned libraries and interviewing involved managers, faculty and (especially) student users to determine, in a very practical way, what works well and what could work better. As a result of my research, the College of Marin Library will be able to model the successes of other libraries and avoid their mistakes. The results of my research and travel will be communicated to my two library colleagues in an ongoing and frequent manner via email throughout the time of my leave.

**Secondary goals:**

The secondary goals involve three areas that have long been of interest to me. All can be investigated and explored while simultaneously pursuing the primary goal.

- **College Archives.** Improve access to our college archives – by investigating how other libraries successfully house and deal with their archives and by exploring the various software programs currently available for improving access to archival materials.

- **Distance Learning.** Explore ways to provide library services to “distant learners” – for the purpose of providing library services not only to the students at IVC who are currently without a physical library, but to students at the Kentfield campus who attend classes on Saturdays or at other times that library services are not available to them.

- **Learning Communities.** Support and expand President White’s stated interest in providing learning communities for at-risk students - by exploring how other libraries, through participation in learning communities, have promoted the library both as a place of quiet reflection and as a provider of vital instructional support services.
2. **Timing of the Project in Relation to Swinerton Planning Process**

Although the library was originally rumored to be scheduled for remodeling in late 2006, I was told by the project manager just this morning that two other facilities are scheduled for planning next year; the library is not.

The timing of my sabbatical project for Fall 2006 will, without question, precede even the basic campus planning for the remodeling of the library. I will be informing my colleagues by email in an ongoing manner of the results of my extensive research throughout my leave, and will be conferring with them in person long before the planning process even begins.

3. **Expected Product and My Authority to Implement the Results**

I am not the sole decision maker, but I am one of three library faculty who, by reason of our extensive education, training and experience, will be responsible for making all of the instruction-related professional recommendations affecting the remodeling of the library. The product will be a comprehensive and detailed set of recommendations about the remodeling of the library. These recommendations will be presented to other library faculty and managers and will be based on extensive research and travel.

4. **Expected Results of My Studies and Effects on the Library and the College**

My research and studies will enable me to compile a comprehensive and detailed set of recommendations concerning both the physical redesign of the library and the updating of library services. The recommendations will focus on the goal of achieving the most efficient and productive use of library space in the new facility. Efficient and productive use of library space will, in turn, promote the better learning of research skills by generations of future students.

The effects on the college should be profound. Because the internet is such an integral part of research today, it is especially crucial that all students become “information literate.” The information literate student is a student who has learned how to identify the information needed; find it quickly and efficiently; analyze it; evaluate it; and communicate it to others in an ethical and legal manner. The library and the library faculty have the principal responsibility for teaching these information literacy research skills. Therefore, the careful and thoughtful planning of the space in which this teaching and learning will take place is vital if future students are to learn good research skills.
Background and Supportive Information

My application for a sabbatical leave of one semester is submitted under the general heading of “Independent Study” and “Travel.” I will try to consider both sets of guidelines.

**Primary Goal:**
Facilities Modernization is currently underway at the College of Marin. According to Swinerton Associates, The Learning Resources Center is scheduled for remodeling after 2006. My sabbatical activities are designed to inform and enlighten the planning process, in preparation for the upcoming remodel of the library.

My current proposal would focus on the imminent need to completely redesign the interior of the 33-year-old existing Library to meet the instructional and technological needs of 21st century community college students.

I would accomplish this goal by identifying, researching, contacting and visiting many other college libraries (mainly community college libraries) that have recently been built or remodeled (or are in the process of being built or remodeled); by interviewing library faculty, administrators, staff and students at these other institutions; by scrupulously recording my own observations (in word and in pictures); by analyzing the collected data/information; by frequently reporting my progress electronically to my library colleagues; and by presenting, on my return, the results of my research and the collected materials to my library colleagues, to the Dean and to other interested members of the campus community.

My role will be that of an informed, experienced and highly trained observer and information-gather who, because of my willingness to travel – even to places I would not otherwise like to visit – will be fulfilling a crucial planning function that is impossible to fulfill during the course of the regular school year.

Visiting other libraries has been important to me for my entire teaching career. I have found, almost without exception, that I come away from visiting another library with ideas and new teaching techniques to take back to College of Marin – not only for the Library but for other colleagues and for other areas of the college’s instructional program.
In the past my focus has mainly centered on special areas of interest within the professional world of library and research instruction: instructional techniques (both one-on-one reference instruction and credit course instruction); information literacy teaching techniques throughout the curriculum; learning communities; and distance education.

This sabbatical leave would give me the opportunity to examine more closely the very important area of physical design and its effect on learning and teaching. Although I have no particular training in design, I do have a very good sense of library aesthetics and an excellent sense of what it takes to support and encourage learning in community college students.

Because of long-standing professional and personal relationships with library colleagues in Northern California, the community colleges visited will be mainly in Northern California, particularly in the Greater Bay Area. Community colleges with new, nearly new or under construction libraries include: City College of San Francisco, Santa Rosa Junior College, Diablo Valley College, Cabrillo College, Canada College and Monterey Peninsula College. I also plan to visit at least some out-of-state colleges, including those with new or under construction libraries in Washington, Nevada and Montana. (In Seattle, I would also plan to visit “The Library of the 21st Century,” the new, highly praised Seattle Public Library.

As I have already indicated, my research methods would include an extensive amount of preliminary research; advance contacts with key personnel; interviews with key personnel (using a pre-designed questionnaire); recording of personal observations; and analysis of data. I’d like to emphasize here that my interviews will be not only with library professionals involved in the planning and use of the new libraries, but also with students who have used or will use the new facilities. Front line library professionals and students who use the library facility are uniquely qualified to answer my two key questions:

What works best?

What could work better?

The answers to these key questions by staff and students in a large, representative sample of community college libraries, will be immensely helpful to us at the College of Marin in modeling the successes of other libraries and in avoiding their mistakes.

In addition to my Master’s degree in Library Science from U.C. Berkeley, I also have a Master’s in Interdisciplinary Social Sciences from San Francisco State University. My interest in interdisciplinary social sciences has afforded me a fair amount of training and experience in the areas of questionnaire design and interviewing techniques. This educational background, plus many years experience qualifies me, I believe, to accomplish the stated purposes of this proposal.
Secondary Goals:
Although the above stated goals will be my main focus, I would like to mention a few other areas that will benefit from my project: college archives, distance learning and learning communities.

In recent years, because of the efforts of retired librarian John Eschelbach, the library and college archives have been newly organized. As a result, records that have previously been scattered throughout the campus are now located in one place and, at this important time in the history of the college, are much more easily accessible to anyone who might benefit from their use. Already, planners, architects, consultants, etc. have inquired about these records. One key element is missing however. The records are organized and filed under very general categories. At the present time, there is no way to access records by personal name (students, faculty, et al); nor is there the ability to access by key words. In my travels, I will investigate how other community colleges handle their archives, and I will explore and test the many software packages available for the purpose of indexing archives.

My interest in distance learning has always been strong, especially since the closing of the IVC Library as a fully-functioning library in 1985. In May, when the IVC library was abruptly and unexpectedly closed, the necessity to provide library services to the students and faculty at IVC became a more serious and very important challenge. Many of the libraries I plan to visit have satellite campuses without physical libraries. I am confident that I will return to COM with many ideas and plans for delivery of library services to our northern (and often forgotten) campus.

In the recent past I have been an active participant in two learning communities at the College of Marin. I have also done extensive research and travel in this area, especially to community colleges in Washington where learning communities are an integral part of many instructional programs. I know well the many problems faced by participants in learning communities – both institutional and personal – but I am also aware of the considerable advantages to certain groups of at-risk students, for example, some IVC students, ESL students, and Basic Skills Students. Many of these students find themselves going to classes at the College of Marin “in a vacuum,” unaware of the many support services that are available to them. President White has expressed a serious interest in supporting the learning community concept at the College of Marin. I am convinced that the library – as a destination and as a provider of vital support services – has the unique ability to offer needed support services to these at risk students. Currently, and in recent semesters, I have explored, on my own time, the methods of providing library services to these students, many of whom come to campus only one evening, or on Saturday. Learning communities offer many examples of good techniques for offering support services.
Marin Community College District

Application for Sabbatical Leave

John Sutherland, English Department

Justification:

During my nearly 20 years in the COM English Department as an instructional assistant, placement test reader, part and full-time instructor, I have concentrated on teaching composition. With literally thousands of student papers coming across my desk each semester (this total does not include an equal number of drafts that precede final essays), I have had little time to devote to studying literature. Focusing solely on composition has not allowed me to pursue wider reading of all sorts. Though summers and breaks do afford opportunities to “read for fun,” extended time to pursue a more thorough and rigorous course of study has been conspicuously absent. Consequently, I am under prepared to teach and/or design courses in literature, particularly, American literature.

Several senior faculty members in the English Department will likely retire within the next few years. Because these senior Department members have designed and traditionally taught our courses in American lit., their retirements will create a need for other Department members to continue the program. With this sabbatical leave, I am planning an independent course of study of American Literature, from its beginnings to present day. Via the proposed reading list, I will acquaint myself with obscure but nevertheless important American writers and immerse myself deeply in more traditionally acknowledged ones.

The selections on this list represent new multicultural attitudes in literary studies. By studying the proposed writers, I will be able to reformulate existing courses and to propose new ones to address student needs and interests at COM. Not only will the revised and new courses attract new and returning students with their emphasis on multicultural attitudes, American literature courses are transfer requirements for English majors and they fulfill many degree requirements for other transfer students. In addition, American literature has a loyal following in the adult ed. community. Furthermore, it is component of an education that is not limited to the above students. All students must be afforded the opportunity to pursue knowledge in the humanities and other areas or else we are not serving our public.

The proposed course of study will help me gain familiarity with these writers, their styles and their multicultural viewpoints. As I wrote on my initial application, studying literature is invaluable in teaching literature and writing, especially composition, the core of the English Department curriculum. The study of genre, style, historical context, multicultural viewpoints, etc., inevitably contributes to an
instructor's knowledge and teaching ability and therefore to the education of his or her students.

Finally, discussions in preliminary stages of the Educational Master Plan point toward the need to offer specialized classes to attract specific Marin County populations. Particularly, the already well educated Marin homeowner/taxpayers are of great concern to EMP subcommittee members. This group constitutes a high percentage of Marin’s population and because they in a sense “pay our bills,” We (COM) must consider serving them with specialty classes. What shape these classes will take is unanswerable at this point, but specialty courses in literature are enjoining increasing success at nearby institutions—Dominican College, for example—and we cannot risk losing more students to SRJC. By concentrating on multicultural attitudes in American literature I will be able to gather information to address what is likely to be a central component of our new Master Plan.

At present, I feel vastly under prepared to continue the tradition of American lit in the COM English Department. I am confidant that my proposed course of study will give me the knowledge I need to carry on the respected tradition that generations of English Department faculty have developed at the College.

Respectfully submitted,

John Sutherland
Proposed Course of Study:
Study shall commence with the Origin of American Literature and conclude in the present day. Course will focus on time periods and will emphasize individual movements and authors. Writers will include, but will not be limited to:

Beginnings

Amerigo Vespucci 1451-1512
Christopher Columbus 1451-1506
Giovanni da Verazzano 1485-1528
Alvar Nunez Cabeza de Vaca 1490-1557
Captain John Smith 1580-1631

1620-1776
Colonial American Literature

The Mayflower Compact
John Winthrop
Anne Bradstreet
Edward Taylor
Cotton Mather
Benjamin Franklin
Phillis Wheatley

1776-1836
Literature of the New Republic

Thomas Jefferson
Abigail Adams 1744-1818
Thomas Paine 1737-1809
Gustavus Vassa 1745-1801
Washington Irving 1783-1859
James Fenimore Cooper 1789-1851
William Cullen Bryant 1794-1878
1836-1865
*American Renaissance*

John Pendleton Kennedy
Ralph Waldo Emerson
Henry David Thoreau
Edgar Allen Poe
Nathaniel Hawthorne
Herman Melville
Harriet Beech Stowe
Harriet Ann Jacobs
Frederick Douglas
Mary Boykin Miller Chesnut
Abraham Lincoln
Rebecca Harding Davis
Walt Whitman
Emily Dickenson

1865-1912
*Literature of an Expanding Nation*

Seattle
Sarah Winnemucca Hopkins
Mark Twain
Henry Adams
Henry James
Alice James
George Washington Cable
Sarah Orne Jewett
Booker T. Washington
Charlotte Perkins Gilman
Edith Wharton
W.E.B. Du Boise
Edward Arlington Robinson
Stephen Crane
Theodore Dreiser
Jack London
1912-1940

*Modernism*

Ellen Glasgow
Willa Cather
Gertrude Stein
Susan Keating Gaspel
Anzia Yezierska
Katherine Anne Porter
Zora Neale Hurston
F. Scott Fitzgerald
William Faulkner
Marita Bonner
Ernest Hemmingway
Langston Hughes
Richard Wright
Robert Frost
Carl Sandburg
Wallace Stevens
William Carlos Williams
Ezra Pound
H.D. Doolittle
Marianne Moore
T.S. Elliot
John Crowe Ransom
Edna St. Vincent Millay
E.E. Cummins
Hart Crane
Allen Tate
Sterling A. Brown
Langston Hughes
Helene Johnson

1940-1975
Postwar Prose

Eudora Welty
John Cheever
Tillie Olson
Ralph Ellison
Saul Bellow
Arthur Miller
Norman Mailer
James Baldwin
Flannery O'Conner
John Updike
Phillip Roth
N. Scott Momaday
Postwar Poetry

Theodore Roethke
Eliisabeth Bishop
Robert Haydon
Randall Jarrell
Robert Lowell
Gwendolyn Brooks
Richard Wilbur
Jack Kerouac
Denise Levertov
Allen Ginsberg
John Ashbury
James Wright
Phillip Levine
Anne sexton
Adrienne Rich
Sylvia Plath

Contemporary Prose

Toni Morrison
Joyce Carol Oates
Raymond Carver
Maxine Hong Kingston
Tim O’Brien
Leslie Marmon Silko
Louise Erdich
Helena Maria Viramontes

Contemporary Poetry

Derek Walcott
Mary Oliver
Michael Harper
Dave Smith
Wendy Rose
Jorie Graham
Joy Harjo
Alberto Rios
Rita Dove
Cathy Song
Wendell Berry
APPLICATION FOR SABBATICAL LEAVE
Marin Community College District
(UPM/AFT Unit Members Only)

This application form must be submitted to the Sabbatical Leave Committee by October 15 of the year preceding the fiscal year in which the sabbatical leave will be taken. Article 5, subparagraph 5.6 of the CONTRACT between THE MARIN COMMUNITY COLLEGE DISTRICT and the UNITED PROFESSORS OF MARIN/AMERICAN FEDERATION OF TEACHERS LOCAL 1610, July 1, 1995 THROUGH June 30, 1998 should be consulted by the applicant prior to filling out this form.

1. Name of applicant: Frederick G. Schmitt


4. Number of consecutive years of full-time service in the District since your last sabbatical leave? There will be 7 consecutive years of full-time service from the end of the last sabbatical until the beginning of the requested sabbatical leave.

5. Number of years of legal tenure remaining after the termination of this requested leave? 8

6. Purpose(s) of Leave: Formal study, Independent study, Travel, including study or research? Formal and independent study and travel.

7. Please attach a complete description of your intended leave program, including sufficient detail for evaluation and comparison with other applications. State also the manner in which your proposed program will benefit the District. Attached.

8. Should I be awarded a sabbatical leave, I agree to render two full years, or its equivalent within four (4) semesters, of service to the District following the termination of leave; to post the required bond; and to file a report of the results of the leave to the Sabbatical Leave Committee.

9. Banked unit(s)? None.

Signature of applicant

Date: Oct 13, 2005.
The purposes of this proposal, explained in detail below, are:
(1) study of cryptography and LaTeX,
(2) development of new and revised Computer Science courses,
(3) attendance at regional and national mathematics meetings,
(4) attendance at Mathematics, Computer Science, and Electrical Engineering colloquia at UC, Berkeley.

1. Cryptography is an important element of Discrete Mathematics (COMP/MATH 117) which I introduced into the curriculum and have been teaching for several years at College of Marin. The field has also been increasingly important in both theoretical work (number theory and complexity theory) and in applications (computer security and cryptographic software). Because of the varied aspects of the subject, it has been taught, for example at UC Berkeley, principally as:
   (a) Mathematics 115 (http://math.berkeley.edu/~ribet/Math115/),
   (b) Mathematics 191 (http://math.berkeley.edu/~ribet/191/),
   (c) Computer Science 276
       (http://www.cs.berkeley.edu/~daw/cs276/)
In addition to a reading program, I plan to attend as many sessions of the above classes on cryptography as possible during the sabbatical period. (Not all the above classes are offered every semester, and cryptography is only part of some of them.)

Because much of mathematics (including mathematics class notes and assignments) is now written in the document preparation system LaTeX (a dialect of Donald Knuth’s TeX, supported by the American Mathematical Society), I also want to become more proficient in this mark-up language. On the last page there are lists of books I plan to read on cryptography and LaTeX.

2. The second part of this proposal involves the development of one new and two revised courses that will benefit students planning transfer to four-year institutions and/or seeking industrial employment. The proposal will allow College of Marin to become an educational leader better serving its students in some of the currently hottest areas in software development.
A revised C++ course (presently COMP 235) would place greater emphasis on the Standard Template Library developed at Hewlett-Packard Laboratories and now part of ANSI Standard C++. This course would be similar to CIS 52G at De Anza College, COMSC 265 and 266 at Diablo Valley College, CIS 15D at Foothill College, and CIS 10B at Santa Rosa Junior College, for example.

A new course in Advanced Java would cover topics like the Java Collections Framework, multithreading, Java beans, advanced Swing components, servlets and JavaServer pages, networking, and remote method invocation. This course would include important material not covered in COMP 135, Introduction to Programming in Java, and would replace COMP 237, Programming in Java. It would be similar to CIS 35B at De Anza College, COMSC 146 and 256 at Diablo Valley College, CIS 27D at Foothill College, and CIS 085 at San Jose City College, for example.

The C++ Standard Template Library and the Java Collections Framework also offer significant advantages in studying several topics covered in COMP 220, Data Structures and Algorithms, but this would also entail revision of this course.

The Academic Senate Curriculum Committee has been advised of these proposed new and revised courses and has approved such curriculum development in principle.

3. I plan to attend the annual Northern California, Nevada, and Hawaii Section regional meeting of the Mathematical Association of America (MAA), and the annual national American Mathematical Society/MAA Joint Mathematics Meeting. This is an important step in maintaining contact with the larger regional and national community interested in mathematics and computer science. Such meetings usually feature important reports and discussions on current topics in curriculum trends and developments, as well as papers on important technical aspects of these fields.

4. I plan to attend Mathematics, Computer Science, and Electrical Engineering colloquia at UC, Berkeley, in order to keep abreast of current developments and maintain contacts with university faculty in these disciplines, all of which I currently teach at College of Marin.
Cryptography Bibliography

5. *A Concrete Introduction to Higher Algebra, 2nd ed.*, by Lindsay N. Childs. Springer, 1995. (background material)

LaTeX Bibliography

MARIN COMMUNITY COLLEGE DISTRICT
Kentfield, CA  94904

BOARD AGENDA ITEM

<table>
<thead>
<tr>
<th>To:</th>
<th>Board of Trustees</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>From:</td>
<td>Superintendent/President</td>
<td>January 24, 2006</td>
</tr>
<tr>
<td>Subject:</td>
<td>Approve Amendment # 1 to Agreement with ViaNovus</td>
<td></td>
</tr>
<tr>
<td>Reason for Board Consideration:</td>
<td>APPROVAL</td>
<td>Enclosure(s):</td>
</tr>
</tbody>
</table>

BACKGROUND:

At the Board meeting on August 30, 2006, the Board of Trustees authorized entering into an agreement with ViaNovus for the purchase of the Paragon Program Management System. The initial year cost for the agreement was $61,460 and included $20,000 in consulting services for implementation and training. Ongoing annual costs are in the amount of $19,260.

Due to the College’s current system and the difficulty in managing that system, the initial $20,000 in consulting services fees contracted to integrate the Paragon system with our system and to train staff on managing the system and developing reports is insufficient. Staff has estimated that it will take an additional sixty hours to complete the implementation, integration and training on the system. The related costs for this amendment are $25,125.00.

This amendment includes training in report customization, data reconciliation, preparation of monthly progress reports, development of project and contract forecasts, fund tracking, integration of change order management and trend management, and schedule integration.

RECOMMENDATION:

The Superintendent/President recommends that the Board of Trustees approve the contract amendment for the amount of $25,125.00 to the Contract with ViaNovus for Paragon Program Management System increasing the total costs for the initial year of the contract to $86,585.

Administrator Initiating Item

Albert J. Harrison II, Vice President, College Operations
AMENDMENT 1

To the Professional Services Agreement between the
MARIN COMMUNITY COLLEGE DISTRICT
and
ViaNovus

January 24, 2006

AMENDMENT 1 TO SCOPE OF SERVICES

This is an AMENDMENT attached to, and made a part of, Scope of Services of the Professional Services Agreement (Agreement) dated August 30, 2005 between the MARIN COMMUNITY COLLEGE DISTRICT (District) and ViaNovus (Consultant).

1. Projects under this Agreement

Paragon programming, implementation, deployment, development, online hosting, training, assistance, and other services to include but are not limited to:

- Data reconciliation.
- Preparation of monthly progress reports.
- Development of project and contract forecasts.
- Fund tracking.
- Integration of change order management and trend management.
- Schedule integration.
- Report customization.**

**complex reports may require a separate proposal.

2. Basic Services

No changes to the basic services as established in the Agreement dated August 30, 2005.

END OF AMENDMENT 1 TO SCOPE OF SERVICES
AMENDMENT 1 to Payments to Consultant

This is an AMENDMENT attached to, and made a part of, Payments to Consultant of the Professional Services Agreement (Agreement) dated August 30, 2005 between the MARIN COMMUNITY COLLEGE DISTRICT (District) and ViaNovus (Consultant).

1. **Amount of Compensation for Services to Consultant**

   1.1 This Amendment 1 includes up to 134 hours of work to be paid at a rate of $187.50/hour which shall not exceed $25,125.00 (twenty-five thousand, one hundred twenty-five dollars and no cents). Payments made for services authorized under AMENDMENT 1 to Scope of Services shall follow the terms stated in the Agreement dated August 30, 2005.

END OF AMENDMENT 1 TO PAYMENTS TO CONSULTANTS
AMENDMENT 1 to Term

This is an AMENDMENT attached to, and made a part of, Appendix C – Milestone Schedule of the Professional Services Agreement (Agreement) dated August 30, 2005 between the MARIN COMMUNITY COLLEGE DISTRICT (District) and ViaNovus (Consultant).

The following term applies to the work authorized under AMENDMENT 1 to Scope of Services under this Agreement, for which specific time deadlines for performance shall be set as follows: there is no set deadline for this work.

END OF AMENDMENT 1 TO TERM
AMENDMENT 1 to Deliverables

This is an AMENDMENT attached to, and made a part of, Deliverables of the Professional Services Agreement (Agreement) dated August 30, 2005 between the MARIN COMMUNITY COLLEGE DISTRICT (District) and ViaNovus (Consultant).

1. Deliverables for Work Authorized under AMENDMENT 1 to Scope of Work

   No changes to the deliverables as established in the Agreement dated August 30, 2005.

END OF AMENDMENT 1 TO DELIVERABLES
AMENDMENT 1 TO APPENDIX E – INSURANCE

This is an AMENDMENT attached to, and made a part of, Appendix E – Insurance of the Professional Services Agreement (Agreement) dated August 30, 2005 between the MARIN COMMUNITY COLLEGE DISTRICT (District) and ViaNovus (Consultant).

No Changes

END OF AMENDMENT 1 TO APPENDIX E

IN WITNESS WHEREOF, the parties hereto have executed this AMENDMENT 1 to the Professional Services Agreement dated August 30, 2005 between the MARIN COMMUNITY COLLEGE DISTRICT and ViaNovus.

MARIN COMMUNITY COLLEGE DISTRICT

By ________________________________ Date _______________

Al Harrison
Vice President College Operations

VIANOVUS

By ________________________________ Date _______________

Michael J. Ciocia
President & CEO
BACKGROUND:

Recent winter storm activities have contributed to further water infiltration problems in numerous buildings at both Kentfield and Indian Valley campuses. Tremco Incorporated is an approved California Multiple Award Schedule (CMAS) vendor.

Tremco has submitted a proposal to specifically address roofing problems at the Science Building, Fine Arts Building, TB-1, Olney Hall and Dickson Hall. The $33,505 proposal includes $10,000 for “Leak Service.” This will allow Facilities and Maintenance to respond to emergencies roof repairs on an as-needed, if-needed basis on both campuses. This project will be funded from 2002/03 Scheduled Maintenance Funds that the District must use by May 15, 2006 and District general funds.

RECOMMENDATION:

The Superintendent/President recommends that the Board of Trustees approve the contract with Tremco Incorporated, for miscellaneous roofing repair services in the amount of $33,505.00.
MARIN COMMUNITY COLLEGE DISTRICT
Kentfield, CA 94904

BOARD AGENDA ITEM

<table>
<thead>
<tr>
<th>To:</th>
<th>Board of Trustees</th>
<th>Date:</th>
<th>January 24, 2006</th>
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<tbody>
<tr>
<td>From:</td>
<td>Superintendent/President</td>
<td>Item &amp; File No. B.13.A</td>
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</table>
| Subject:        | Marin Country Club Agreement Extension  
                 | Indian Valley Campus Tennis Courts |
| Reason for Board Consideration: | APPROVAL | Enclosure(s): |

BACKGROUND:

In December 2002 the College entered into an Agreement with Marin Country Club (MCC) for use of the tennis courts located on the Indian Valley Campus while MCC renovated their own facilities. As part of that original agreement, MCC renovated the six tennis courts located on the Indian Valley Campus in exchange for the exclusive use of three of the courts and a joint use of the remaining three courts by MCC, the District, and the community. The IVC courts were resurfaced, exterior walls were painted, new end posts with score keeping devices and new nets were installed, fencing was repaired and locking access provided. A “Pro Shop” structure was also installed. All renovations including the Pro Shop are the property of the District.

MCC’s facility renovations were not completed within schedule and in February 2005, the Board approved a lease extension through September 30, 2005. In September the Board approved extending the arrangement through December 2005 and began charging MCC $500 per month.

MCC has continued to experience delays with this project and has requested a final extension to use the facilities under the same terms and conditions through May 2006.

Staff recommends increasing the monthly compensation for this use to $600 per month effective January 1, 2006.

RECOMMENDATION:

The Superintendent/President recommends that the Board of Trustees approve the extension of the agreement with Marin Country Club for use of the Indian Valley Campus Tennis Courts at a rate of $600.00 per month, under the terms outlined in the original agreement from January 1, 2006 through May 31, 2006.

Administrator Initiating Item

Albert J. Harrison II, Vice President, College Operations
# BOARD AGENDA ITEM

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<th>To:</th>
<th>Board of Trustees</th>
<th>Date:</th>
<th>January 24, 2006</th>
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<td>From:</td>
<td>Superintendent/President</td>
<td>Item &amp; File No.</td>
<td>B.13.B</td>
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<tr>
<td>Subject:</td>
<td>District Financial Audit and Measure C Bond Program Audit for 2004/05</td>
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<td>Reason for Board Consideration:</td>
<td>ACCEPTANCE</td>
<td>Enclosure(s):</td>
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**BACKGROUND:**

The audits of the District’s financial position and the Measure C Bond Program for 2004/05 were performed by the firm of Perry-Smith, LLP.

Fiscal year 2004/05 is the third year the District has complied with the financial statement presentation format as described in Governmental Accounting Standards Board (GASB) statement No. 34/35 which aggregates operations institution-wide rather than the historic reporting by fund. The District Financial Audit is the standard audit, required and performed on an annual basis. New this year is the inclusion of a special audit and report on the Measure C Bond Program as required by Proposition 39.

The Partner-in-charge of the audits for the District, Ms. Tina Treis, or another representative of Perry-Smith, LLP will present the findings of the audit and be available for discussion and questions.

**RECOMMENDATION:**

The Superintendent/President recommends that the Board of Trustees acknowledge receipt of the independent auditor’s reports on the financial statements of the Marin Community College District and the Measure C Bond Program for Fiscal Year 2004/05.

Administrator Initiating Item

Albert J. Harrison II, Vice President, College Operations
BOARD AGENDA ITEM

To: Board of Trustees                           Date: January 24, 2006
From: Superintendent/President                  Item & File No. B.13.C
Subject: College of Marin Statement of Vision and Values

Reason for Board Consideration:  APPROVAL

Enclosure(s):
COM Statement of Vision & Values

BACKGROUND:

The Strategic Planning Task Force, a shared governance subcommittee of the College Council, spearheaded the Vision and Values statement process. An initial draft was developed from Vision and Values identified at the Fall Flex Week Convocation. Feedback was then solicited from faculty, staff, and students through global e-mails, senates and open forums and incorporated by the Strategic Planning Task Force.

There was agreement by the Institutional Planning Committee (IPC) and College Council that these statements go forward to the Board of Trustees for approval.

RECOMMENDATION:

The Superintendent/President recommends that the Board of Trustees approve the attached College of Marin Statement of Vision and Values.

Administrator Initiating Item
Elise Schneider, Vice President of Student Learning (Interim)
COLLEGE OF MARIN

STATEMENT OF VISION & VALUES

The following Vision and Values statements were crafted by the Strategic Planning Task Force based on feedback received from faculty, staff and students. The Strategic Planning Task Force is a subcommittee of College Council made up of representatives from each constituency.

Our Vision

College of Marin will be a premier educational and cultural center that provides programs of the highest caliber to meet the needs of an increasingly interconnected global society. Our vision will be guided by our values.

Our Values

Student and Community Centered Education

We promote student success by providing programs and services that are learner centered and reflect the changing needs of our students and surrounding community.

Academic Excellence and Innovation

We are dedicated to academic excellence and encourage innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence. We continually evaluate the effectiveness of our programs.

Collaboration and Open Communication

We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

Diversity

We cherish a learning environment that celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty and staff. We will provide open access and strive to remove barriers to student success.

Sustainability

We will apply environmentally sustainable and green principles in our college community to ensure the future of our planet.

Accountability

We will be accountable for our decisions and actions on behalf of the students, college and community. Our decisions will be academically, fiscally and environmentally responsible.
MARIN COMMUNITY COLLEGE DISTRICT
Kentfield, CA 94904

BOARD AGENDA ITEM

To: Board of Trustees
From: Superintendent/President

Date: January 24, 2006
Item & File No. B.13.D

Subject: Resolution Authorizing Budget Transfers – FY 2005/06

Reason for Board Consideration: 

APPROVAL

Enclosure(s):
Resolution & Budget Transfer List

BACKGROUND:

In accordance with Title 5 California Code of Regulations, Section 58199 on budget transfers, attached for review are budget transfers between major object codes. Details of transfer request documents are available in Fiscal Services for review.

The accompanying transfer resolution includes transfer numbers 202, 236, 244, 246-248, 263, 267, 269, and 304, totaling $14,477.00, from the Unrestricted Funds. Budget Transfer 261 for $35,885.00 from the Unrestricted Reserve was used for the needs assessment study and SEIU actuarial costs. Budget Transfer 262 for $5,000.00 from the Unrestricted Reserve was transferred to the President’s food account. Budget Transfer 264 for $1,732.00 from the Unrestricted Reserve was transferred to fund the Consortium for Open Learning student data bases. Budget Transfer 277 for $3,000.00 and 308 for $1300.00 from the Unrestricted Reserve was transferred to cover equipment needs for Dr. Blackman.

There were three transfers made from the Restricted Funds. The numbers were 250, 275, and 295, totaling $27,000.00. There were four Budget Transfers from the Restricted Reserve. Budget transfer 235 for $21,500.00 was for new parking permit machines/equipment. Budget transfers 255 of $9,600.00, 256 for 15,858.00, and 257 for 3,084.00 were for the County Healthcare Training Initiative.

There was one transfer made from the Capital Outlay Fund, transfer number 233 totaling $1,200.00.

There were thirty transfers made from the Measure C Building Fund totaling $50,000.00. Transfer 288, for $50,000.00 from the Measure C Building Reserve Fund was to pay for for Environment Monitoring professional services Ninyo & Moore. There were an additional twenty-nine budget transfers made from the Measure C Building Fund that are not include in the totals because the funds remained within the same object code, but various projects. These transfers 217, 220-224, 226, 232, 237-239, 241-243, 279-287, 290, 292, 296-298, and 301 totaled $965,002.00

RECOMMENDATION:
The Superintendent/President recommends that the Board of Trustees approve the Resolution Authorizing Budget Transfers – FY 2005/06.
WHEREAS, the Board of Trustees of the Marin Community College District is required by Education Code Section 85200 and Board Bylaws 1.5301 to approve budget transfers between major object code classifications;

NOW, THEREFORE, BE IT RESOLVED that the Board of the Marin Community College District approve budget transfer numbers 202, 233, 235, 236, 244, 246-248, 250, 255-257, 263, 264, 267, 269, 275-277, 288, and 295 with the following major object code classification adjustments:

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<td>6000 (Capital Outlay)</td>
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<td>7000 (Other Outgo)**</td>
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<td>9000 (General Ledger)</td>
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* Includes utilities, consultants, travel, legal services, maintenance contracts etc.

** Includes contingency reserves, financial aid awards, and inter-fund transfers.

BE IT FINALLY RESOLVED that this Resolution be made part of the Official Minutes of this meeting and of the permanent files of this District.

PASSED AND ADOPTED THIS ______ day of _________________, 2006, by the Board of Trustees of the Marin Community College District of Marin County, California, by the following vote:

AYES
NOES
ABSENT

I, Frances White, Superintendent/President of the Marin Community College District of Marin County, California, do hereby certify that the foregoing is a true and correct copy of a Resolution adopted by said Board at a regular meeting thereof, held at its regular place of meeting at the time and by the vote above stated.

Secretary to the Board of Trustees
## 01/11/05 BUDGET TRANSFERS

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<td>69,417</td>
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<td>(96,950)</td>
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### Capital Outlay

233

(1,200) 1,200

### Measure C Building Fund

238

(50,000) 50,000

### TOTAL ALL FUND

25,642 (29,000) 0 7,300 69,217 (24,300) (48,959) 0

Budget inter-project transfers were funds remained within the same object code and transfers offset to zero, not included in totals.

- 217 30,000,00 (30,000,00) 0
- 220 392,00 (392,00) 0
- 221 392,00 (392,00) 0
- 222 10,377,00 (10,377,00) 0
- 223 2,600,00 (2,600,00) 0
- 224 7,015 (7,016) 0
- 226 4,970 (4,970) 0
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- 239 50,000 (50,000) 0
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- 243 4,461 (4,461) 0
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- 280 2,678 (2,678) 0
- 281 246,025 (246,025) 0
- 282 14,115 (14,115) 0
- 283 38,521 (38,521) 0
- 284 8,750 (8,750) 0
- 285 263 (263) 0
- 286 28,766 (28,766) 0
- 287 35,234 (35,234) 0
- 290 29,041 (29,041) 0
- 292 51,330 (51,330) 0
- 296 150,000 (150,000) 0
- 297 61,479 (61,479) 0
- 298 43,788 (43,788) 0
- 301 28,132 (28,132) 0

Total Measure C Building transfers were funds remained within same object code 965,002 (965,002)
MAIR COMMUNITY COLLEGE DISTRICT
Kentfield, CA 94904

BOARD AGENDA ITEM

To: Board of Trustees Date: December 13, 2005
From: Superintendent/President Item & File No. B.13.F
Subject: Resolution Authorizing A Contract – CalPERS Retirement Plan Change for Safety Officers

Reason for Board Consideration: Enclosure(s):

APPROVAL
Resolution Authorizing a Contract and the Contract

BACKGROUND:

As a result of the 2005/2006 collective bargaining agreement, the District and SEIU agreed to implement a modification to the Safety Officers’ CalPERS retirement plan. This agreement specifically outlines conditions, including that the change is cost neutral to the district.

Agreement language:

SAFETY RETIREMENT FOR POLICE OFFICERS

The District has requested an actuarial study assessing the costs of implementing 2% at 50-safety retirement for police officers and sergeants. Upon receipt of the CalPERS actuarial study, the District will take immediate steps to contract for these benefits as long as the following conditions are met:
1. Implementation of the Safety Retirement shall be cost neutral to the College.
2. Police officers must vote to remove themselves from Social Security as provided in the process to implement Safety Retirement.
3. Police Officers’ representatives must be given a chance to achieve a cost neutral proposal through a meet and confer process.
4. The County Office of Education agrees to administer this special benefit, any costs of which will be subject to agreement.
5. The cost of the study will be shared equally by the parties.

The actuarial was performed and tentatively agreed to by the SEIU Police Officers. At the December 2005 Board Meeting, a Resolution of Intention was passed and, subsequently, the police officers held an election to participate in this retirement plan change. As required by CalPERS, the Board of Trustees is required to pass a Resolution Authorizing a Contract in order to enter into a contract between MCCCD and CalPERS.

BUDGET IMPLICATIONS

The cost to the district will be negligible. The SEIU agreement is specific regarding cost neutrality.

RECOMMENDATION:
The Superintendent/President recommends that the Board of Trustees adopt the Resolution Authorizing a Contract.

Administrator Initiating Item
Linda Beam, Executive Dean, Human Resources and Labor Relations
MARIN COMMUNITY COLLEGE DISTRICT

RESOLUTION AUTHORIZING A CONTRACT

No. 1/24/06 B.13.F

WHEREAS, the Public Employees' Retirement Law provides for the participation of a Public Agency in the California Public Employees' Retirement System, making its employees members of said System; and

WHEREAS, the Board of Trustees of the Marin Community College District on __________________________, ______, adopted a Resolution giving notice of intention to approve a contract providing for such participation; and

WHEREAS, the employees of said public agency, whose memberships in said Retirement System are contemplated, have approved said participation, by majority vote;

NOW, THEREFORE, BE IT RESOLVED, that a contract between the Board of Trustees of the Marin Community College District and the Board of Administration, California Public Employees' Retirement System is hereby authorized, a copy of said contract being attached hereto and by such reference made a part hereof as though herein set out in full; and

NOW, THEREFORE, BE IT FURTHER RESOLVED, that the presiding officer of said governing body is hereby authorized, empowered and directed to execute said contract for and on behalf of said public agency.

Adopted this ______ day of __________________________, ______.

__________________________
Presiding Officer

Attest:

__________________________
Clerk or Secretary
In consideration of the covenants and agreement hereafter contained and on the part of both parties to be kept and performed, the governing body of above public agency, hereafter referred to as "Public Agency", and the Board of Administration, Public Employees’ Retirement System, hereafter referred to as "Board", hereby agree as follows:

1. All words and terms used herein which are defined in the Public Employees' Retirement Law shall have the meaning as defined therein unless otherwise specifically provided. "Normal retirement age" shall mean age 50 for local safety members.

2. Public Agency shall participate in the Public Employees' Retirement System from and after ___________________ making its employees as hereinafter provided, members of said System subject to all provisions of the Public Employees' Retirement Law except such as apply only on election of a contracting agency and are not provided for herein and to all amendments to said Law hereafter enacted except those, which by express provisions thereof, apply only on the election of a contracting agency.
3. Employees of Public Agency in the following classes shall become members of said Retirement System except such in each such class as are excluded by law or this agreement:

   a. School Safety Members (herein referred to as local safety members).

4. Any exclusion(s) shall remain in effect until such time as the Public Employees' Retirement System determines that continuing said exclusion(s) would risk a finding of non-compliance with any federal tax laws or regulations. If such a determination is contemplated, the Public Employees' Retirement System will meet with the Public Agency to discuss the matter and coordinate any required changes or amendments to the contract.

   In addition to the classes of employees excluded from membership by said Retirement Law, the following classes of employees shall not become members of said Retirement System:

   a. MISCELLANEOUS; AND

   b. FIREFIGHTERS.

5. The percentage of final compensation to be provided for each year of credited prior and current service as a local safety member shall be determined in accordance with Section 21362 of said Retirement Law (2% at age 50 Full).

6. Public Agency elects to be subject to the following optional provisions:

   a. Section 20042 (One-Year Final Compensation).

   b. Section 20938 (Limit Prior Service to Members Employed on Contract Date).

   c. Section 20444 ("School Safety Member" shall include any officer or employee of a school district or community college district as described in Government Code Section 20444).

7. Public Agency shall contribute to said Retirement System the contributions determined by actuarial valuations of prior and future service liability with respect to local safety members of said Retirement System.

8. Public Agency shall also contribute to said Retirement System as follows:

   a. Contributions required per covered member on account of the 1959 Survivor Benefits provided under Section 21574 of said Retirement Law. (Subject to annual change.) In addition, all assets and liabilities of Public Agency and its employees shall be pooled in a single account, based on term insurance rates, for survivors of all local safety members.
b. A reasonable amount, as fixed by the Board, payable in one installment within 60 days of date of contract to cover the costs of administering said System as it affects the employees of Public Agency, not including the costs of special valuations or of the periodic investigation and valuations required by law.

c. A reasonable amount, as fixed by the Board, payable in one installment as the occasions arise, to cover the costs of special valuations on account of employees of Public Agency, and costs of the periodic investigation and valuations required by law.

9. Contributions required of Public Agency and its employees shall be subject to adjustment by Board on account of amendments to the Public Employees' Retirement Law, and on account of the experience under the Retirement System as determined by the periodic investigation and valuation required by said Retirement Law.

10. Contributions required of Public Agency and its employees shall be paid by Public Agency to the Retirement System within fifteen days after the end of the period to which said contributions refer or as may be prescribed by Board regulation. If more or less than the correct amount of contributions is paid for any period, proper adjustment shall be made in connection with subsequent remittances. Adjustments on account of errors in contributions required of any employee may be made by direct payments between the employee and the Board.

BOARD OF ADMINISTRATION  
PUBLIC EMPLOYEES' RETIREMENT SYSTEM

BOARD OF TRUSTEES  
MARIN COMMUNITY COLLEGE DISTRICT

BY  
LORI MCGARTLAND, CHIEF  
EMPLOYER SERVICES DIVISION  
PUBLIC EMPLOYEES' RETIREMENT SYSTEM

BY  
PRESIDING OFFICER

Witness Date

Attest:

Clerk
MARIN COMMUNITY COLLEGE DISTRICT  
Kentfield, CA 94904

BOARD AGENDA ITEM

<table>
<thead>
<tr>
<th>To:</th>
<th>Board of Trustees</th>
<th>Date:</th>
<th>January 24, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>From:</td>
<td>Superintendent/President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject:</td>
<td>Approve Extension of Agreement</td>
<td></td>
<td>Item &amp; File No.</td>
</tr>
<tr>
<td></td>
<td>from School Services of</td>
<td></td>
<td>B.13.G</td>
</tr>
<tr>
<td></td>
<td>California for Legislative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advocacy Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason for</td>
<td>APPROVAL</td>
<td>Enclosure(s):</td>
<td>Agreement</td>
</tr>
<tr>
<td>Board</td>
<td></td>
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</tr>
<tr>
<td>Consideration</td>
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</tr>
</tbody>
</table>

**BACKGROUND:**

The College has been in agreement with School Services of California since February 2003 for advocacy services related to Basic Aid issues for community college districts. In February 2005, the Board requested staff to explore other options for the consulting services. It was determined that School Services of California provided the most cost effective service at that time.

The current agreement with School Services of California expired on December 31, 2005. Staff proposes extending the agreement with School Services for six months to continue to provide legislative advocacy services to the College. The rate would remain the same at $1500 per month plus expenses not to exceed $1,000 for the term of the agreement.

The College will continue to work closely with the Chancellor’s Office to clarify how growth revenues and other funding issues pertaining directly to Basic Aid districts are appropriately allocated.

A copy of the agreement is attached for your review.

**RECOMMENDATION:**

The Superintendent/President recommends that the Board of Trustees approve entering into a six month agreement with School Services of California from January 1, 2006 through June 30, 2006 as detailed in the attached agreement.

Administrator Initiating Item

Albert J Harrison, II, Interim Vice President, College Operations
AGREEMENT FOR SPECIAL SERVICES
Legislative Advocacy

This is an agreement between the MARIN COMMUNITY COLLEGE DISTRICT, hereinafter referred to as “District,” and SCHOOL SERVICES OF CALIFORNIA, INC., hereinafter referred to as “Consultant,” entered into as of January 1, 2006.

RECITALS

WHEREAS, the District needs assistance regarding legislative advocacy on its behalf; and

WHEREAS, SCHOOL SERVICES OF CALIFORNIA, INC., is professionally and specially trained and competent to provide these services; and

WHEREAS, the authority for entering into this agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

NOW, THEREFORE, the parties to this agreement do hereby mutually agree as follows:

1. Consultant agrees to perform legislative advocacy services on behalf of the District.
   a. Maintain a presence with the Legislature, the Governor’s Office, State Departments, Boards, and Commissions.
   b. Represent the District before the Legislature, various state departments, the Board of Governors and the State Controller, regarding issues of Basic Aid funding, local property tax revenues, and program flexibility.
   c. Provide the District with legislative bills and/or budget information review.
   d. Work with authors, committee consultants, caucus consultants, Office of the Legislative Analyst, the Department of Finance, and the Governor’s Office to ensure that the District’s position on policies and law changes is articulated and taken into consideration before final action.
   e. Convey, orally and in writing, the position of the District on State Budget matters brought before the various committees and houses of the Legislature.
   f. Provide reports during the legislative session, regarding basic aid to the District.
   g. Provide to the District various written materials that may be obtained by the Consultant to assist the District in planning and maintaining contact with changes that may occurring in Sacramento that affect the District.
   h. Stay in regular phone contact with the President or her designee relative to issues affecting the District.
2. The District agrees to pay to Consultant for services rendered under this agreement the sum of $1,500 per month, plus expenses, during the term of this six-month agreement, upon billing from Consultant. Expenses are not to exceed $1,000 for the six month period.

"Expenses" are defined as actual out-of-pocket expenses such as transportation, lodging, meals, duplicating services, fax charges, long distance and cellular telephone charges, and postage.

3. This agreement shall be for the period of six (6) months, beginning January 1, 2006, and terminating June 30, 2006. It may be terminated by either party prior to June 30, 2006, on thirty (30) days written notice. In case of cancellation, the District shall be liable for any costs accrued to date of cancellation under Item 2 above.

4. It is recognized by both parties that Consultant will be serving as a legislative advocate on behalf of the District and that it will be necessary for both parties to file such appropriate forms with the Fair Political Practices Commission as may be required by state law.

5. It is expressly understood and agreed to by both parties that Consultant, while carrying out and complying with any of the terms and conditions of this agreement, is an independent contractor and is not an employee of the District.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed as indicated below:

BY: ______________________________________________________________________
    FRAN WHITE
    Superintendent and President
    Marin Community College District

DATE: ______________________________________________________________________

BY: ____________________________________________
    ARNOLD BRAY
    Senior Director, Legislative and
    Community College Services
    School Services of California, Inc.

DATE: 1-19-06

TOTAL P. 03
## BACKGROUND:

In accordance with Board Policy 6.0017 on External Consultants and Evaluators, attached for your information is a listing of all External Consultants and External Evaluators with whom we entered into a contract in excess of $1,000 with a description of services provided.
<table>
<thead>
<tr>
<th>Agreement Number</th>
<th>Vendor/Description</th>
<th>Location/Dept.</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>S59769</td>
<td>Harder &amp; Company Research</td>
<td>Kentfield/IVC</td>
<td>$33,785.00</td>
</tr>
<tr>
<td></td>
<td>Needs, Assessment, and Work plan services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S59771</td>
<td>California Percussion</td>
<td>Kentfield/IVC</td>
<td>$1,150.00</td>
</tr>
<tr>
<td></td>
<td>Repair- Labor and parts for 4 Timpani heads.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P100958</td>
<td>Thermo Electron Corporation</td>
<td>Kentfield/IVC</td>
<td>$1,700.00</td>
</tr>
<tr>
<td></td>
<td>Repair freezer for Science Lab.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P100964</td>
<td>Somerton Student Insurance Serv</td>
<td>Kentfield/IVC</td>
<td>$11,444.00</td>
</tr>
<tr>
<td></td>
<td>Student Insurance services for semester and year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P100965</td>
<td>Keenan &amp; Associates</td>
<td>Kentfield/IVC</td>
<td>$1,294.00</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Annual Chubb Insurance services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P100985</td>
<td>Pacific Door &amp; Hardware</td>
<td>Kentfield/IVC</td>
<td>$5,758.00</td>
</tr>
<tr>
<td></td>
<td>Replace door/hardware PE Complex and Dance Building per quote.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101005</td>
<td>United California Glass &amp; Door</td>
<td>IVC</td>
<td>$1,050.00</td>
</tr>
<tr>
<td></td>
<td>Additional labor to service roll IVC campus up doors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101006</td>
<td>Protection Service Industries</td>
<td>Kentfield/IVC</td>
<td>$6,144.00</td>
</tr>
<tr>
<td>P101013</td>
<td>Sausalito Moving &amp; Storage, Inc.</td>
<td>Kentfield/IVC</td>
<td>$1,700.00</td>
</tr>
<tr>
<td></td>
<td>Moves of surplus furniture and books both campuses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101022</td>
<td>Department of Justice</td>
<td>Kentfield/IVC</td>
<td>$1,000.00</td>
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<tr>
<td></td>
<td>Background and fingerprinting of new employees.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101044</td>
<td>Law Office of Larry Frierson</td>
<td>Kentfield/IVC</td>
<td>$4,750.00</td>
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<tr>
<td></td>
<td>Legal Services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101054</td>
<td>EBSCO Subscription Service</td>
<td>Kentfield/IVC</td>
<td>$1,524.00</td>
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<tr>
<td></td>
<td>Annual service renewal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101066</td>
<td>Sausalito Moving &amp; Storage, Inc.</td>
<td>Kentfield/IVC</td>
<td>$1,848.00</td>
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<tr>
<td></td>
<td>Additional moves of surplus furniture and books both campuses.</td>
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<td></td>
</tr>
<tr>
<td>P101074</td>
<td>Environmental Resource Group</td>
<td>Kentfield/IVC</td>
<td>$1,785.00</td>
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<tr>
<td></td>
<td>Testing services Static Pressure (leak test) ST38.</td>
<td></td>
<td></td>
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<tr>
<td>P101085</td>
<td>Richard Keaton Investigations</td>
<td>Kentfield/IVC</td>
<td>$1,921.00</td>
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<tr>
<td></td>
<td>Background investigations for officers.</td>
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<td></td>
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</table>
### Contracts and Agreement for Services
#### OVER $1,000.00
#### MONTHLY REVIEW

<table>
<thead>
<tr>
<th>Agreement Number</th>
<th>Vendor/Description</th>
<th>Location/Dept.</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>P101090</td>
<td>Perfect Timing</td>
<td>Kentfield/IVC</td>
<td>$2,000.00</td>
</tr>
<tr>
<td></td>
<td>President’s office temporary services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101121</td>
<td>Perfect Timing</td>
<td>Kentfield/IVC</td>
<td>$6,000.00</td>
</tr>
<tr>
<td></td>
<td>Fiscal services temporary clerk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101141</td>
<td>Xeron Administration</td>
<td>Kentfield/IVC</td>
<td>$5,000.00</td>
</tr>
<tr>
<td></td>
<td>Monthly maintenance agreement for reprographics equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101155</td>
<td>Poor Ann’s Press</td>
<td>Kentfield/IVC</td>
<td>$3,000.00</td>
</tr>
<tr>
<td></td>
<td>Various outside printing requests.</td>
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<td></td>
</tr>
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</table>

**Restricted**

<table>
<thead>
<tr>
<th>Agreement Number</th>
<th>Vendor/Description</th>
<th>Location/Dept.</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>P100921</td>
<td>Community College League of Calif</td>
<td>Kentfield/IVC</td>
<td>$2,500.00</td>
</tr>
<tr>
<td></td>
<td>Subscription –California Community College OCB database services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101034</td>
<td>Ventek International, Inc.</td>
<td>Kentfield/IVC</td>
<td>$21,401.00</td>
</tr>
<tr>
<td></td>
<td>Install new parking ticket machines and relocate 2 other machines at both IVC and Kentfield campuses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101131</td>
<td>Mobility Masters</td>
<td>Kentfield/IVC</td>
<td>$1,029.00</td>
</tr>
<tr>
<td></td>
<td>Travel service/repair and batteries for mobility DSPS equipment.</td>
<td></td>
<td></td>
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</tbody>
</table>

**SPECIAL FUND**

**Capital Outlay**

<table>
<thead>
<tr>
<th>Agreement Number</th>
<th>Vendor/Description</th>
<th>Location/Dept.</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>P101025</td>
<td>Swinerton Mangement &amp; Consulting</td>
<td>IVC</td>
<td>$13,358.00</td>
</tr>
<tr>
<td></td>
<td>District consulting fees for One Stop Project IVC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101031</td>
<td>WR Forde Construction</td>
<td>IVC</td>
<td>$3,767.00</td>
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<tr>
<td></td>
<td>Emergency repair of PPI heating loop at IVC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101037</td>
<td>Bluestone Engineering, Inc</td>
<td>Kentfield</td>
<td>$1,000.00</td>
</tr>
<tr>
<td></td>
<td>Structural Engineering services for classroom mounts.</td>
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<td></td>
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</table>

**Measure C**

<table>
<thead>
<tr>
<th>Agreement Number</th>
<th>Vendor/Description</th>
<th>Location/Dept.</th>
<th>Amount</th>
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<tbody>
<tr>
<td>P100987</td>
<td>Fugro West</td>
<td>Kentfield/IVC</td>
<td>$89,300.00</td>
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<tr>
<td></td>
<td>District Geotechnical Engineering Long form contract.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P100988</td>
<td>Royston, Hanamoto, Alley &amp; Abey</td>
<td>Kentfield/IVC</td>
<td>$401,875.00</td>
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<tr>
<td></td>
<td>District Landscape Architect Long form contract.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreement Number</td>
<td>Vendor/Description</td>
<td>Location/Dept.</td>
<td>Amount</td>
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<tr>
<td>------------------</td>
<td>-------------------------------------</td>
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<td>--------------</td>
</tr>
<tr>
<td>P100989</td>
<td>Steinberg Architects</td>
<td>Kentfield/IVC</td>
<td>$906,396.00</td>
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<tr>
<td></td>
<td>District Architects Long form contract.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P100990</td>
<td>Alfa Tech</td>
<td>Kentfield/IVC</td>
<td>$437,035.00</td>
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<tr>
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<td>District MEP Long form contract.</td>
<td></td>
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</tr>
<tr>
<td>P100991</td>
<td>Degenkolb Engineers</td>
<td>Kentfield/IVC</td>
<td>$53,700.00</td>
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<tr>
<td></td>
<td>District Structural Engineering Amend short form contract.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P100998</td>
<td>Ninyo and Moore</td>
<td>Kentfield/IVC</td>
<td>$211,700.00</td>
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<tr>
<td></td>
<td>District Industrial Hygienist Long form contract.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P100999</td>
<td>CSW Stuber-Stroeh Engineering</td>
<td>Kentfield/IVC</td>
<td>$263,221.00</td>
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<tr>
<td></td>
<td>District Civil Engineering Long form contract.</td>
<td></td>
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<tr>
<td>P101007</td>
<td>Degenkolb Engineers</td>
<td>Kentfield/IVC</td>
<td>$130,190.00</td>
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<tr>
<td></td>
<td>District Structural Engineering Long form contract.</td>
<td></td>
<td></td>
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<tr>
<td>P101009</td>
<td>Al Heffley, Inc.</td>
<td>Kentfield/IVC</td>
<td>$4,970.00</td>
</tr>
<tr>
<td></td>
<td>Construction &amp; install Kitchenette in MS-3 building.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101010</td>
<td>Al Heffley, Inc.</td>
<td>Kentfield/IVC</td>
<td>$4,830.00</td>
</tr>
<tr>
<td></td>
<td>Install bulletin boards, shelving and signs in MS-3, room 140.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101011</td>
<td>Al Heffley, Inc.</td>
<td>Kentfield/IVC</td>
<td>$4,461.00</td>
</tr>
<tr>
<td></td>
<td>Install plan tables and enclose Furnace AC unit in MS-3 building.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P101035</td>
<td>Transitions</td>
<td>Kentfield/IVC</td>
<td>$50,000.00</td>
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<tr>
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<td>District FF&amp;E Consultant Short form contract.</td>
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<tr>
<td>P101123</td>
<td>Community College Group</td>
<td>Kentfield/IVC</td>
<td>$15,500.00</td>
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<td>Consulting services for Measure C projects.</td>
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<tr>
<td>P101127</td>
<td>Fugro West</td>
<td>Kentfield/IVC</td>
<td>$8,750.00</td>
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<tr>
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<td>District Geotechnical Engineering Long Form Contract adjustment.</td>
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<td></td>
</tr>
<tr>
<td>P101128</td>
<td>CSW Stuber-Stroeh Engineering</td>
<td>Kentfield/IVC</td>
<td>$21,560.00</td>
</tr>
<tr>
<td></td>
<td>District Civil Engineering Long form contract Amendment No. 1.</td>
<td></td>
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<tr>
<td>P101130</td>
<td>Amy Skewes-Cox</td>
<td>Kentfield/IVC</td>
<td>$50,000.00</td>
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<tr>
<td></td>
<td>District CEQA Consultant Long form contract Amendment No. 1.</td>
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<td></td>
</tr>
<tr>
<td>P101166</td>
<td>Royston, Hanamoto, Alley &amp; Abey</td>
<td>Kentfield/IVC</td>
<td>$36,605.00</td>
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<tr>
<td></td>
<td>District Landscape Architect Long form contract Amendment number 1.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MARIN COMMUNITY COLLEGE DISTRICT
Kentfield, CA  94904

BOARD AGENDA ITEM

<table>
<thead>
<tr>
<th>To:</th>
<th>Board of Trustees</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>January 24, 2006</td>
</tr>
<tr>
<td>From:</td>
<td>Superintendent/President</td>
<td>Item &amp; File No. B.14.B</td>
</tr>
<tr>
<td>Subject:</td>
<td>Second Quarter Financial Status Report and CCFS-311 Q for 2005/06</td>
<td></td>
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<table>
<thead>
<tr>
<th>Reason for Board Consideration:</th>
<th>Enclosure(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CCFS-311Q</td>
</tr>
</tbody>
</table>

**BACKGROUND:**

The CCFS-311Q report is attached for review. Staff is available to answer any questions.

Administrator Initiating Item

Albert J. Harrison II, Interim Vice President, College Operations
Fiscal Year 2005-2006
District:(330)MARIN Quarter Ended: (Q2) December 31, 2005
Certified Date: 17-Jan-06 11:22 AM

I. Historical and Current Perspectives of General Fund (Unrestricted and Restricted):

<table>
<thead>
<tr>
<th></th>
<th>As of June 30 for fiscal year (FY) specified.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY02-03</td>
</tr>
<tr>
<td>General Fund Revenues (Objects 8100, 8600, and 8800)</td>
<td>40,532,208</td>
</tr>
<tr>
<td>Other Financing Sources (Objects 8900)</td>
<td>250</td>
</tr>
<tr>
<td>General Fund Expenditures (Objects 1000-6000)</td>
<td>38,850,046</td>
</tr>
<tr>
<td>Other Outgo (Objects 7100, 7300, 7400, 7500, and 7600)</td>
<td>3,053,465</td>
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<tr>
<td>Reserve for contingency Unrestricted</td>
<td>0</td>
</tr>
<tr>
<td>Reserve for contingency Total</td>
<td>0</td>
</tr>
<tr>
<td>General Fund Ending Balance Unrestricted</td>
<td>1,467,835</td>
</tr>
<tr>
<td>General Fund Ending Balance Total</td>
<td>1,467,835</td>
</tr>
<tr>
<td>Prior-Year Adjustments</td>
<td>0</td>
</tr>
<tr>
<td>Attendance FTES</td>
<td>6,329</td>
</tr>
</tbody>
</table>

For the same quarter to each fiscal year (FY) specified

<table>
<thead>
<tr>
<th></th>
<th>FY02-03</th>
<th>FY03-04</th>
<th>FY04-05</th>
<th>FY05-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund Cash Balance (Excluding investments)</td>
<td>11,371,870</td>
<td>13,207,876</td>
<td>15,720,241</td>
<td>9,642,697</td>
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</tbody>
</table>

II. General Fund (Unrestricted and Restricted) Year-To-Date Revenues and Expenditures:

<table>
<thead>
<tr>
<th></th>
<th>Total Budget (Annual)</th>
<th>Actual (Year-to-Date)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund Revenues (Objects 8100, 8600, and 8800)</td>
<td>49,296,550</td>
<td>23,572,137</td>
<td>47.82</td>
</tr>
<tr>
<td>Other Financing Source (Objects 8900)</td>
<td>6,000</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>General Fund Expenditures (Objects 1000-6000)</td>
<td>43,651,973</td>
<td>19,043,266</td>
<td>43.63</td>
</tr>
<tr>
<td>Other Outgo (Objects 7100, 7300, 7400, 7500, and 7600)</td>
<td>3,449,846</td>
<td>1,704,689</td>
<td>49.41</td>
</tr>
</tbody>
</table>

III. Has the district settled any employee contracts during this quarter? Yes ☐ No ☑ If yes, complete the following: (If multi-year settlement, provide information for all years covered)

**Salaries**

<table>
<thead>
<tr>
<th>Contract Period Settled (Specify)</th>
<th>Management</th>
<th>Academic (Certificated)</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 2004-2005</td>
<td>Total Salary 78,300, Cost-Increase %* 4</td>
<td>Total Salary 533,200, Cost-Increase %* 4</td>
<td>Total Salary 284,200, Cost-Increase %* 4</td>
</tr>
<tr>
<td>Year 2 2005-2006</td>
<td>Total Salary 101,800, Cost-Increase %* 5</td>
<td>Total Salary 813,800, Cost-Increase %* 6</td>
<td>Total Salary 327,500, Cost-Increase %* 5</td>
</tr>
<tr>
<td>Year 3 2006-2007</td>
<td>Total Salary 63,300, Cost-Increase %* 3</td>
<td>Total Salary 862,700, Cost-Increase %* 6</td>
<td>Total Salary 179,000, Cost-Increase %* 3</td>
</tr>
</tbody>
</table>

* As specified in collective bargaining agreement.

**Benefits**

<table>
<thead>
<tr>
<th>Contract Period Settled</th>
<th>Management Total</th>
<th>Academic Total</th>
<th>Classified Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 2004-2005</td>
<td>46,600</td>
<td>234,500</td>
<td>189,100</td>
</tr>
<tr>
<td>Year 2 2005-2006</td>
<td>53,200</td>
<td>295,300</td>
<td>213,900</td>
</tr>
</tbody>
</table>

http://misweb.cccco.edu/311q/prod_2003/certifyview.cfm

1/17/2006
The District settled 3-year contracts with its UPM and CSEA units. Source of revenues covering the settlements came from increases in property taxes - 04/05 as well as for the outer years.

IV. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit citings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANs), issuance of COPS, etc.)
Yes ☐ No ☑
If yes, list events and their financial ramifications (include additional pages of explanation if needed.)

V. Does the district have significant fiscal problems that must be addressed this year? Yes ☐ No ☑
Next year? Yes ☐ No ☑ If yes, what are the problems and what actions will be taken?
(Include additional pages of explanation if needed.)

CERTIFICATION

To the best of my knowledge, the data contained in this report are correct.

[Signature]
District Chief Business Officer Date District Superintendent Date
Quarter Ended: (Q2) December 31, 2005 Governing Board Meeting Date 1/24/06
<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
<th>% of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>$3,420,995.00</td>
<td>$1,391,991.07</td>
<td>40.69%</td>
</tr>
<tr>
<td>State</td>
<td>6,401,578.00</td>
<td>2,482,487.04</td>
<td>38.94%</td>
</tr>
<tr>
<td>Local</td>
<td>39,473,977.00</td>
<td>19,687,658.53</td>
<td>49.68%</td>
</tr>
<tr>
<td>Interfund Transfers In</td>
<td>8,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>49,304,550.00</td>
<td>23,572,136.64</td>
<td>47.81%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated Salaries</td>
<td>17,314,086.50</td>
<td>8,128,005.29</td>
<td>46.94%</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>10,111,570.00</td>
<td>4,752,220.76</td>
<td>47.00%</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>9,089,772.00</td>
<td>3,698,063.93</td>
<td>40.66%</td>
</tr>
<tr>
<td>Books Supplies &amp; Equip Rental</td>
<td>1,110,359.09</td>
<td>315,215.82</td>
<td>28.39%</td>
</tr>
<tr>
<td>Other Operating Expense and Services</td>
<td>4,960,197.51</td>
<td>1,908,701.48</td>
<td>38.29%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>1,165,899.30</td>
<td>243,038.47</td>
<td>20.85%</td>
</tr>
<tr>
<td>Other Outgo</td>
<td>5,545,031.00</td>
<td>1,704,688.72</td>
<td>30.74%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>49,316,915.50</td>
<td>20,747,954.47</td>
<td>42.07%</td>
</tr>
<tr>
<td></td>
<td>Budget</td>
<td>Actual</td>
<td>% of Budget</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------</td>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>$300.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>2,605,740.00</td>
<td>384,239.60</td>
<td>14.75%</td>
</tr>
<tr>
<td>Local</td>
<td>36,024,584.00</td>
<td>18,224,190.61</td>
<td>50.59%</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>38,630,624.00</td>
<td>18,608,430.21</td>
<td>48.17%</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated Salaries</td>
<td>15,719,248.50</td>
<td>7,298,719.35</td>
<td>46.43%</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>8,359,035.00</td>
<td>4,028,443.28</td>
<td>48.19%</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>8,236,492.00</td>
<td>3,265,594.55</td>
<td>39.66%</td>
</tr>
<tr>
<td>Books Supplies &amp; Equip Rental</td>
<td>579,812.70</td>
<td>215,962.72</td>
<td>37.26%</td>
</tr>
<tr>
<td>Other Operating Expense and Services</td>
<td>3,893,230.00</td>
<td>1,661,030.12</td>
<td>42.66%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>203,480.30</td>
<td>67,312.42</td>
<td>33.08%</td>
</tr>
<tr>
<td>Other Outgo</td>
<td>1,780,219.00</td>
<td>108,953.11</td>
<td>6.12%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>38,771,517.50</td>
<td>16,646,015.55</td>
<td>42.93%</td>
</tr>
</tbody>
</table>

Catalog ID: Summary by Objct
<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
<th>% of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>$1,376,700.00</td>
<td>$537,480.31</td>
<td>39.04%</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>1,376,700.00</td>
<td>537,480.31</td>
<td>39.04%</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated Salaries</td>
<td>492,668.00</td>
<td>169,922.49</td>
<td>38.55%</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>329,526.00</td>
<td>175,863.36</td>
<td>53.37%</td>
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<td>Employee Benefits</td>
<td>174,293.00</td>
<td>89,701.29</td>
<td>51.47%</td>
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<td>Books Supplies &amp; Equip Rental</td>
<td>99,535.00</td>
<td>32,014.99</td>
<td>32.13%</td>
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<tr>
<td>Other Operating Expense and Services</td>
<td>202,300.00</td>
<td>64,122.01</td>
<td>31.70%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>14,465.00</td>
<td>12,470.60</td>
<td>86.21%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>1,312,887.00</td>
<td>564,094.76</td>
<td>42.97%</td>
</tr>
<tr>
<td></td>
<td>Budget</td>
<td>Actual</td>
<td>% of Budget</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>$3,420,685.00</td>
<td>$1,391,991.07</td>
<td>40.69%</td>
</tr>
<tr>
<td>State</td>
<td>3,795,838.00</td>
<td>2,108,247.44</td>
<td>55.54%</td>
</tr>
<tr>
<td>Local</td>
<td>2,072,693.00</td>
<td>925,987.61</td>
<td>44.66%</td>
</tr>
<tr>
<td>Interfund Transfers In</td>
<td>8,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>9,297,226.00</td>
<td>4,426,226.12</td>
<td>47.61%</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated Salaries</td>
<td>1,102,170.00</td>
<td>639,363.45</td>
<td>58.01%</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>1,423,009.00</td>
<td>547,914.10</td>
<td>38.50%</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>678,987.00</td>
<td>342,788.09</td>
<td>50.49%</td>
</tr>
<tr>
<td>Books Supplies &amp; Equip Rental</td>
<td>430,911.39</td>
<td>67,238.11</td>
<td>15.60%</td>
</tr>
<tr>
<td>Other Operating Expense and Services</td>
<td>884,667.61</td>
<td>181,549.35</td>
<td>20.52%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>947,954.00</td>
<td>163,255.45</td>
<td>17.22%</td>
</tr>
<tr>
<td>Other Outgo</td>
<td>3,764,812.00</td>
<td>1,595,735.61</td>
<td>42.39%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>9,232,511.00</td>
<td>3,537,844.16</td>
<td>38.32%</td>
</tr>
</tbody>
</table>

Catalog ID: Summary by Object
MARIN COMMUNITY COLLEGE DISTRICT
Kentfield, CA 94904

BOARD AGENDA ITEM

To: Board of Trustees
From: Superintendent/President
Date: January 24, 2006
Subject: CEQA Review - Notice of Exemption of Tree Removal Project (# 317A & # 414A)
Item & File No. B.14.C

Reason for Board Consideration: INFORMATION
Enclosure(s): Notice of Exemption

BACKGROUND:

The District Tree Removal Project is scheduled to bid in April 2006. Prior to project start, as required, the District needs to file the CEQA exempt status, if applicable, with Marin County Planning Department.

The District CEQA and Legal teams have determined that the District Tree Removal Project is exempt. Please refer to the attachment, Notice of Exemption for the project.

Project # 317A (Kentfield Campus)
Project # 414A (Indian Valley Campus)

RECOMMENDATION:

No action required, information item only.

Administrator Initiating Item

Albert J. Harrison II, Vice President, College Operations
Notice of Exemption

To: □ Office of Planning and Research
1400 Tenth Street, Room 121
Sacramento, CA 95814

☑ County Clerk, County of Marin
3501 Civic Center Drive, Room 247
San Rafael, CA 94903

From: Marin Community College District
C/o Swinerton Management and Consulting
835 College Avenue, MS-3
Kentfield, CA 94904

Project Title: Tree Removal Project for Marin Community College Kentfield and Indian Valley Campuses
Project Location: Marin Community College, Indian Valley Campus and Kentfield Campus
Specific: Throughout each campus

Project Location-City: City of Novato for Indian Valley Campus (Kentfield campus is in Marin County and a small portion is within City of Larkspur)
Project Location-County: Marin County
Description of Nature, Purpose, and Beneficiaries of Project: This project is intended to remove dead and diseased trees on both campuses, primarily those affected by Sudden Oak Death. The removal of such trees would reduce fire hazards and would also protect the public’s safety.

Name of Public Agency Approving Project: Marin Community College District
Name of Person or Agency Carrying Out Project: Marin Community College District

Exempt Status: (check one)
☐ Ministerial (Sec. 21080(b)(1); 15268);
☐ Declared Emergency (Sec. 21080(b)(3); 15269(e);
☐ Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
Categorical Exemption. State type and section number: Existing Facilities-15301(h)
☐ Statutory Exemptions. State code Number:

Reasons why project is exempt: Project includes fuel management activities within 100 feet of structures to reduce flammable vegetation and to reduce extra hazardous fire conditions. It also includes maintenance of existing landscaping and native growth.

Lead Agency
Contact Person: Mr. Al Harrison, Vice President of College Operations (415/884-3101)

If filed by applicant:
1. Attach certified document of exemption finding (applies to private projects only).
2. Has a Notice of Exemption been filed by the public agency approving the project?
   ☐ Yes ☐ No

Signature:__________________________________________

Date:______________________________________________

Title:________________________________________________

☐ Signed by Lead Agency               Date received for filing at OPR:               (Not applicable)

☐ Signed by Applicant
BACKGROUND:

The Larkspur Annex Demolition Project at Kentfield Campus is scheduled to bid in April 2006. Prior to the start of construction, as required, the District needs to file the CEQA exempt status, if applicable, with Marin County Planning Department.

The District CEQA and Legal teams have determined that the Larkspur Annex Demolition Project is exempt. Please refer to the attachment, Notice of Exemption for the project.

RECOMMENDATION:

No action required, information item only.
Notice of Exemption

To: □ Office of Planning and Research
1400 Tenth Street, Room 121
Sacramento, CA 95814

County Clerk, County of Marin
3501 Civic Center Drive, Room 247
San Rafael, CA 94903

From: Marine Community College District
C/o Swinerton Management and Consulting
835 College Avenue, MS-3
Kentfield, CA 94904

Project Title: Larkspur Annex Demolition at Kentfield Campus of College of Marin
Project Location: Marin Community College, Kentfield Campus
Specific: South end of campus along Magnolia Avenue

Project Location-City: City of Larkspur
Project Location-County: Marin County
Description of Nature, Purpose, and Beneficiaries of Project: This project includes the following components:

Utility Relocation: Provide permanent connection of electrical & telephone service to Marin Brain Injury Network (MBIN) to replace temporary service currently running through the Larkspur Annex site. This connection to be established prior to demolishing the existing service.
Demolition
Remove:
   a. Five existing buildings (including greenhouse); abate potential hazardous materials as necessary
   b. CMU walls adjacent to greenhouse.
   c. Wood retaining wall, wood steps, walkways.
   d. All existing trees.

Existing to Remain:
   a. Existing restroom building
   b. Existing asphalt paving.

New Construction
Site:
   a. Grading/Drainage of site
   b. Installation of a pervious surface (base rock). No impervious surface planned.
   c. Site Lighting

Utilities
   a. Electrical: Install new electrical service (250 Amp, 3-phase service; can serve 4 construction trailers with 100 Amp, 1-phase service each)
   b. Telephone:
   c. Signal:
   d. Gas: Not applicable (no gas connection will be provided)
   e. Water: Connect to existing 1 ½" line running through site & provide stub ups at future trailer locations
   f. Sanitary Sewer: Connect to existing 8" line running through site & provide stub ups at future trailer locations
   g. Storm Drain: Not applicable (site runoff is adequate)

Name of Public Agency Approving Project: Marin Community College District
Name of Person or Agency Carrying Out Project: Marin Community College District
Exempt Status: (check one)
   ☐ Ministerial (Sec. 21080(b)(1); 15268);
   ☐ Declared Emergency (Sec. 21080(b)(3); 15269(a);
   ☐ Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
   ☐ Categorical Exemption. State type and section number; Existing Facilities - 15301(l) (3 and 4);Minor Alterations to Land-15304 (e and f)
   ☐ Statutory Exemptions. State code Number:
Reasons why project is exempt: Project includes removal of small structures and accessory structures in an urbanized area. Reuse of the site would involve temporary use for construction trailers. Also, minor trenching and backfilling would occur where the ground surface is restored.

Lead Agency
Contact Person: Mr. Al Harrison, Vice President of College Operations (415/884-3101)

If filed by applicant:
1. Attach certified document of exemption finding (applies to private projects only).
2. Has a Notice of Exemption been filed by the public agency approving the project?
   □ Yes  □ No

Signature:__________________________________________

Date:______________________________________________

Title:______________________________________________

☐ Signed by Lead Agency       Date received for filing at OPR:  
                              (Not applicable)

☐ Signed by Applicant
BACKGROUND:

The Gas Main Replacement Project at Indian Valley Campus is scheduled to bid in April 2006. Prior to the start of construction, as required, the District needs to file the CEQA exempt status, if applicable, with Marin County Planning Department.

The District CEQA and Legal teams have determined that the Gas Main Replacement Project is exempt. Please refer to the attachment, Notice of Exemption for the project.

RECOMMENDATION:

No action required, information item only.
Notice of Exemption

To: ☐ Office of Planning and Research
1400 Tenth Street, Room 121
Sacramento, CA 95814

☐ County Clerk, County of Marin
3501 Civic Center Drive, Room 247
San Rafael, CA 94903

From: Marin Community College District
C/o Swinerton Management and Consulting
835 College Avenue, MS-3
Kentfield, CA 94904

Project Title: Gas Main Replacement at Indian Valley Campus
Project Location: Marin Community College, Indian Valley Campus
Specific: South end of campus

Project Location-City: City of Novato, at southwest end
Project Location-County: Marin County
Description of Nature, Purpose, and Beneficiaries of Project:

This project will replace the existing leaking gas main that runs along the campus perimeter road. The new line will take a more direct route across the campus and the line will be smaller.

Name of Public Agency Approving Project: Marin Community College District
Name of Person or Agency Carrying Out Project: Marin Community College District
Exempt Status: (check one)

☐ Ministerial (Sec. 21080(b)(1); 15268);
☐ Declared Emergency (Sec. 21080(b)(3); 15269(a);
☐ Emergency Project (Sec. 21080(b)(4); 15269(b)(c));

☐ Categorical Exemption. State type and section number; Emergency Projects - 15269(b) and Existing Facilities -15301(d)
☐ Statutory Exemptions. State code Number:
Reasons why project is exempt: Project includes emergency repairs to publicly owned facilities necessary to maintain service essential to the public health, safety and welfare. The project also includes rehabilitation of deteriorated facilities to meet current standards of public health and safety.

Lead Agency
Contact Person: Mr. Al Harrison, Vice President of College Operations (415/884-3101)

If filed by applicant:
1. Attach certified document of exemption finding (applies to private projects only).
2. Has a Notice of Exemption been filed by the public agency approving the project?
   □ Yes    □ No

Signature: _____________________________________________

Date: _____________________________________________

Title: _____________________________________________

☐ Signed by Lead Agency   Date received for filing at OPR: 
   (Not applicable)

☐ Signed by Applicant
BACKGROUND:

The Fire Mitigation Project (FMP) at Indian Valley Campus is scheduled to commence in early February 2006. Prior to the start of the project, as required, the District needs to file the CEQA exempt status, if applicable, with Marin County Planning Department.

The District CEQA and Legal teams have determined that the FMP is exempt. Please refer to the attachment, Notice of Exemption for FMP.

RECOMMENDATION:

No action required, information item only.
Notice of Exemption

To: ☐ Office of Planning and Research
    1400 Tenth Street, Room 121
    Sacramento, CA 95814

☒ County Clerk, County of Marin
    3501 Civic Center Drive, Room 247
    San Rafael, CA 94903

From: Marin Community College District
      C/o Swinerton Management and Consulting
      835 College Avenue, MS-3
      Kentfield, CA 94904

Project Title: Fire Mitigation Project (FMP)
Project Location: Marin Community College, Indian Valley Campus
Specific: Entire campus

Project Location-City: City of Novato, at southwest end
Project Location-County: Marin County
Description of Nature, Purpose, and Beneficiaries of Project:

The Fire Mitigation Project at the Indian Valley campus is intended to address fire-life safety issues in the immediate areas surrounding the central campus buildings and to provide safe ingress/egress for access roads and paths. The plans were undertaken in cooperation with the Marin County Fire Department and the City of Novato Fire Department and have been approved by both these agencies. The main fire safe zones of the FMP include the following:

- Fire Apparatus Clear Zone
- Fuel Management Zone
- Fire Access Gates and Barriers
- Ignition Prevention Zones
- Brush to Meadow Conversion Areas
- Defensible Space Zones

The majority of the work is focused on clearing vegetation to allow safe access along internal campus roads for fire vehicles. In addition, fire safe areas in the vicinity of
campus buildings will be created. The FMP will also provide fire protection to surrounding residential areas.

**Name of Public Agency Approving Project:** Marin Community College District  
**Name of Person or Agency Carrying Out Project:** Marin Community College District

**Exempt Status:** (check one)  
- Ministerial (Sec. 21080(b)(1); 15268);  
- Declared Emergency (Sec. 21080(b)(3); 15269(a));  
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));  
- Categorical Exemption. State type and section number; 15304 (i) and 15301(h)  
- Statutory Exemptions. State code Number:

**Reasons why project is exempt:** Project includes fuel management activities within 100 feet of structures to reduce flammable vegetation and to reduce extra hazardous fire conditions. It also includes maintenance of existing landscaping and native growth.

**Lead Agency**  
**Contact Person:** Mr. Al Harrison, Vice President of College Operations (415/884-3101)

**If filed by applicant:**  
1. Attach certified document of exemption finding (applies to private projects only).  
2. Has a Notice of Exemption been filed by the public agency approving the project?  
- Yes  
- No

**Signature:**

**Date:**

**Title:**

- Signed by Lead Agency  
- Date received for filing at OPR:  
  (Not applicable)  
- Signed by Applicant