I. **REGULAR SESSION**  
   A. **CALL TO ORDER (2 p.m.)**

II. **CLOSED SESSION**  
   A. **PUBLIC COMMENTS ON CLOSED SESSION AGENDA**  
   B. **RECESS TO CLOSED SESSION**

III. **STUDY SESSION**  
   A. **CONVENE IN OPEN SESSION**  
   B. **AGENDA**  
      1. Sabbatical Report – Charmaine Phipps  
      2. Sabbatical Report – Maria C. Fitzpatrick  

IV. **REGULAR SESSION**  
   A. **RECONVENE IN REGULAR SESSION**  
      1. **Pledge of Allegiance**
   B. **PUBLIC COMMENTS**
   C. **COMMUNITY LINKAGES**  
      1. **Governing Board**
      2. **Legislative Update**
      3. **Presentations**  
         a. Recognition of Scholar Athletes  
         b. Accreditation Update  
      4. **Foundation**
   D. **REPORTS**  
      1. **Closed Session Actions**

(continued on page 2)
E. CONSENT AGENDA

1. Governance Process
   a. Approval of Minutes, February 25, 2016
   b. Board Meeting Date Change
   c. California Community College Trustees Board of Directors Election – 2016
   d. Resolution – Compensation for Trustee When Absent
   e. Resolution – Compensation for Trustee When Absent

2. Academic Affairs
   a. Curriculum
   b. Sabbatical Report – Charmaine Phipps
   c. Sabbatical Report – Maria C. Fitzpatrick
   d. Sabbatical Report – Ryan Falcioni

3. Business/Fiscal Affairs
   a. Budget Increase – Child Development Fund
   b. Budget Increase – Restricted General Fund
   c. 2015–2016 California State Preschool (CSPP – 5383) Amendment 1
   d. Disposal of District Property: Miscellaneous Materials
   e. Proposition 39 Clean Energy Grant Program Improvement Funding
   f. Proposition 39 Clean Energy Workforce Program Mini Grant – Welder Simulators

4. Human Resources
   a. Management Personnel Plan/Employment Contract
   b. Memorandum of Understanding – Chaffey College Faculty Association
   c. Memorandum of Understanding – Chaffey College Faculty Association

F. ACTION AGENDA

1. Business/Fiscal Affairs
   a. Contract, Purchase Order, and Warrant Lists

G. CEO/STAFF REPORTS

1. Superintendent/President
2. Faculty Senate
3. Classified Senate
4. California School Employees Association (CSEA)
5. Chaffey College Faculty Association (CCFA)
6. Child Development Center Faculty Association (CDCFA)

H. BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

V. ADJOURNMENT

The next regular meeting of the Governing Board will be Thursday, April 28, 2016.
TOPIC APPROVAL OF MINUTES, FEBRUARY 25, 2016

Communication No. IV.E.1.a

SUPPORTS BOARD POLICY

Board Policy 2360 Minutes – The minutes shall record all actions taken by the Governing Board. The minutes shall be public records and shall be available to the public.

PROPOSAL

To approve the minutes of the February 25, 2016, regular meeting.

BACKGROUND

It is the practice of the board to approve the minutes of the board meeting(s) held the previous month. Those minutes are then made available to the public in the Chaffey College Library and on the college website.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

Approval of the minutes of the February 25, 2016, regular board meeting.

Submitted by: Henry D. Shannon, Superintendent/President

Recommended by: Henry D. Shannon, Superintendent/President
A regular meeting of the Chaffey Community College District Governing Board was held on Thursday, February 25, 2016, in the board room of the Marie Kane Center for Student Services/Administration. Board President McDougal called the meeting to order at 10:31 a.m.

Members present:  Ms. Brugger, Mr. McDougal, Ms. Roberts, Mr. Beaver (Student Trustee)

Members absent:  Ms. McLeod and Mr. Ovitt

CLOSED SESSION

The public is given an opportunity to address the Governing Board regarding the posted closed session agenda. No comments were made.

The Board convened in closed session at 10:36 a.m. Closed session was adjourned at 11:45 a.m.

STUDY SESSION

At 10:15 a.m. a study session commenced on the following topic:

Accreditation Self-Study

Dr. Sherrie Guerrero, associate superintendent of instruction and institutional effectiveness, indicated that the purpose of this study session is to talk about Standard IV.C. She provided excerpted copies of Standard IV.C. and the team report from Napa College for the Board to review. Dr. Guerrero mentioned there are 13 standards related to the Governing Board, and they are highlighted in green. She mentioned there is only one eligibility requirement that affects the Governing Board, and it is included in the document. Dr. Guerrero indicated that the Napa document provides information about what the team looked at, what evidence they looked at, and what the conclusions were.

The accreditation visit is scheduled for October 3 through October 6. Well before the visit, Chaffey College will know the names of the team members. The team chair will determine when individuals and groups will meet with the team.

REGULAR SESSION

The regular session reconvened at 12:00 p.m. Dr. Eric Bishop, vice president of student services, led the Pledge of Allegiance to the Flag.
PUBLIC COMMENTS

No comments were made.

COMMUNITY LINKAGES

GOVERNING BOARD

Student Trustee Caleb Beaver reported that the Associated Students of Chaffey College (ASCC) held its scheduled coffee nights and council meetings along with other events. He mentioned that this month’s coffee nights were a little different, because they invited student artists and bands to create a livelier event and draw more students. Mr. Beaver also reported that ASCC held poetry slams and recitals in observance of Black History Month and hosted a region meeting for the Student Senate of California Community College (SSCCC). At the SSCCC meeting they discussed policies, legislative updates, and future semester events. Mr. Beaver mentioned that last Friday ASCC cosponsored a Valentine’s Day dance with the Legal Society Club, which was a fun and successful event that brought groups together that normally don’t interact with one another.

Mr. Beaver announced that he accepted the job of legislative analyst for the Inland Valley Young Democrats.

Board Clerk Kathy Bruggler attended the Fontana State of the City event and the board retreat.

Ms. Roberts reported that she attended the Fontana State of the City event, four Rotary meetings, the Community College League of California conference in Sacramento, the board retreat, the Ontario Police Museum board meeting, California Institute for Women’s (CIW) graduation, YMCA board meeting, and the Rancho Cucamonga State of the City event.

Board President McDougal reported that he attended the board retreat, the CIW Citizens’ Advisory meeting, CIW’s graduation, and several basketball games, but he was unable to attend the Rancho Cucamonga State of the City address.

Mr. McDougal shared that Board Member Ovitt had surgery, and he is recovering nicely. Board Member Negrete McLeod texted that she is ill and unable to attend today’s meeting.

LEGISLATIVE UPDATE

Lorena Corona, manager of governmental relations, introduced and welcomed Katie Tomkiewicz, from Assemblymember Steinorth’s office. Ms. Tomkiewicz shared that she is a new field representative for the assemblyman, and she plans on attending more Chaffey events.

Ms. Corona reported the Community College League of California (CCLC) and the Chancellor’s Office are tracking over 100 bills, and she will provide more updates next month.
FOUNDATION
Lisa Nashua, executive director of the Foundation and governmental relations, reported on the Alumni of the Year/Hall of Fame, GradFest, scholarships, Chaffeyans Retiree Membership Association, and the Foundation golf tournament.

REPORTS
CLOSED SESSION ACTIONS

Board Secretary Henry Shannon announced that the Board took action in closed personnel session this morning to approve the following by a unanimous (3:0) vote. (Ms. McLeod and Mr. Ovitt were absent.)

Employment of:
Deborah Corrales to the position of accounting technician II, 1.0 FTE, 12 months, range 12, step A of the CSEA salary schedule, effective February 29, 2016.
Itzia Acosta to the position of administrative assistant II, campus police, .475 FTE, 12 months, range 17, step A of the CSEA salary schedule, effective March 1, 2016.
Kharymm Alvarado to the position of child development center teacher, 1.0 FTE, 10 months, range D step 3 of the CDCFA salary schedule, effective February 1, 2016.
Kasumi Oshiro to the position of child development center teacher, 1.0 FTE, 10 months, range D step 3 of the CDCFA salary schedule, effective February 1, 2016.
Maria Angelica Rodriguez to the position of child development center teacher, 1.0 FTE, 10 months, range D step 6 of the CDCFA salary schedule effective February 1, 2016.
Michelle Newsome to the temporary position of counselor, CalWORKs, 1.0 FTE, effective February 29, 2016, through June 30, 2016, for the 2015-16 academic year.
Raymond Cuellar to the position of director, grant development and management, 1.0 FTE, 12 months, range 24, step A of the management salary schedule, effective February 29, 2016.
Elietta Moreno to the position of educational program assistant, counseling and matriculation, 1.0 FTE, 12 months, range 20, step B of the CSEA salary schedule, effective February 29, 2016.
Michael Pedro to the position of grounds maintenance attendant, 1.0 FTE, 12 months, range 11, step A of the CSEA salary schedule, effective February 26, 2016.

Hourly personnel including adjunct faculty, contract faculty overload, and short-term workers.

Utilization of volunteer services. (This list has been made part of the minutes of this meeting.)

The Governing Board approved the revised educational services coordinator assignments for the 2015–2016 academic year. (This list has been made part of the minutes of this meeting.)
The Governing Board approved a reduced workload assignment for Robin Ikeda, instructor, biology, from 1.00 FTE to .75 FTE for the 2016–17 academic year, pursuant to the provisions of Education Code § 87483 and contingent upon approval from STRS.
The Governing Board approved a reduced workload assignment for Wafa Yazigi, instructor, mathematics, from 1.00 FTE to .6667 FTE for the 2016–17 academic year, pursuant to the provisions of Education Code § 87483 and contingent upon approval from STRS.
The Governing Board approved a reduced workload assignment for Mitchell Syrop, instructor, multimedia, from 1.00 FTE to .72 FTE for the 2016–17 academic year, pursuant to the provisions of Education Code § 87483 and contingent upon approval from STRS.
The Governing Board approved a sabbatical leave request for Baron Brown, instructor, administration of justice, for the fall 2016 semester.
The Governing Board approved a sabbatical leave request for Angela Cardinale, instructor, English, for the 2016-17 academic year.
The Governing Board approved a sabbatical leave request for Christa El-Said, instructor, theatre, for the spring 2017 semester.
The Governing Board approved a sabbatical leave request for Leona Fisher, instructor, English, for the spring 2017 semester.
The Governing Board approved a sabbatical leave request for Tamari Jenkins, instructor, Spanish, for the spring 2017 semester.
The Governing Board approved a sabbatical leave request for John Machado, instructor, art history, for the fall 2016 semester.
The Governing Board approved a sabbatical leave request for Laurie Pratt, instructor, communication studies, for the spring 2017 semester.
The Governing Board approved the temporary increase in assignments of the .475 contract employees in visual and performing arts to work a maximum of eight hours per day for no more than twenty consecutive days and for a period that will not exceed sixty days during the 2015–16 fiscal year.
The Governing Board confirmed regular status with the district for Dr. Garrett Kenehan, instructional specialist, math success center.
The Governing Board confirmed regular status with the district for Lisa Doget, instructor, associate degree nursing.
The Governing Board confirmed regular status with the district for Dr. Sonia Diaz, instructor, biology.
The Governing Board confirmed regular status with the district for Marlene Soto, instructor, radiologic technology.
The Governing Board confirmed regular status with the district for Nicole Barbari, instructor, psychology.

MONITORING
The following reports were submitted to the Governing Board for their information:
- Career Technical Education Monitoring Report
- Economic Development and Community Education Monitoring Report
- Quarterly Investment Report

CONSENT AGENDA

A motion was made by Ms. Brugger, seconded by Ms. Roberts, to approve the consent agenda as presented.

Yeas: Ms. Brugger, Mr. McDougal,
      Ms. Roberts, Mr. Beaver (advisory)

Nays: None

Absent: Ms. McLeod and Mr. Ovitt

Through this action, the following were approved (Approval of Minutes, January 28, 2016, through Notice of Completion: Contract No. 15P49 California Steel Industries, Inc. Tenant Improvements Project).

GOVERNANCE PROCESS

The minutes of the January 28, 2016, regular board meeting were approved as presented.
The Governing Board approved the regular meeting dates for the 2016–2017 academic year.

The Governing Board received and adopted Board Policies 1450, 3200, 3225, and 3250.

GENERAL INSTITUTION

The Governing Board approved the Chaffey College Strategic Technology Plan.

ACADEMIC AFFAIRS

The Governing Board approved nine course modifications, one course reactivation, and seven programs of study modifications for the Chaffey College 2015-2016 Catalog.

STUDENT SERVICES

The Governing Board expelled a student with identification number 7161 from the Chaffey Community College District for violations of the Student Behavior Code and California Penal Code.

BUSINESS/FISCAL AFFAIRS

The Governing Board authorized the District to enter into Contract No. 16P17 with Newcomb Anderson McCormick of Los Angeles, California, for professional engineering consulting services for solar photovoltaic systems at the Chino, Fontana, and Rancho Cucamonga campuses in an amount not to exceed $258,300 including reimbursable expenses.

The Governing Board approved and authorized the updated 403(b) and 457 plan documents for the district’s tax-sheltered annuity and deferred-compensation plans.

The Governing Board accepted as complete, per Contract Number 15P49, the work of, and authorized the district to file a notice of completion with the county recorder for the California Steel Industries, Inc., Tenant Improvements Project.
ACTION AGENDA
BUSINESS/FISCAL AFFAIRS

The contract, purchase order, and warrant lists were approved on the motion of Ms. Brugger, second of Ms. Roberts. (These lists have been made part of the minutes of this meeting.)

Yeas: Ms. Brugger, Mr. McDougal,
Ms. Roberts, Mr. Beaver (advisory)
Nays: None
Absent: Ms. McLeod and Mr. Ovitt

CEO/STAFF REPORTS

Henry Shannon, superintendent/president, provided the Board with his monthly report. Dr. Shannon highlighted the CIW graduation and thanked the staff for their work.

Dr. Shannon mentioned that Dr. Coley, our colleague from California State Polytechnic University, Pomona went through her investiture.

Faculty Senate President Ardon Alger presented the Senate’s board report. He highlighted the following: Michele Jenkins, Joanne Osgood, Linda Marcotte, and Tracy Kocher.

Trisha Albertsen, Classified Senate president, did not have a monthly report; however, she distributed copies of the California Community Colleges Classified Senate’s newsletter that highlighted Chaffey College and also copies of a flier about Thomas Brown who will be the keynote speaker during Classified Appreciation Week.

CSEA, CCFA, and CDCFA had no reports.

BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

Ms. Brugger commented that the 2015–2016 Panther basketball program is wonderful, and she especially liked the fact that it presented the athletes transferring to four-year universities.

Board President McDougal mentioned that he failed to recognize that the staff had placed a solar system board item on the agenda. The agenda item requested approval to hire the consultants for the project, and he did appreciate that this was done.

Mr. McDougal commented he did like the 10 a.m. meeting time.
Mr. McDougal requested that the June meeting be changed from June 23 to June 9.

Dr. Shannon mentioned that the Board may have to hold a special meeting for the budget, because it will be difficult to have the budget ready by June 9. He indicated the tentative budget will have to be adopted by June 30.

**ADJOURNMENT**

The meeting was adjourned at 12:16 p.m. in memory of Elizabeth (Beth) Bowen, retired dietetic technician in the Children’s Center.

The next regular meeting of the Chaffey Community College District Governing Board will be Thursday, March 24, 2016.

______________________________
President

______________________________
Clerk
TOPIC: BOARD MEETING DATE CHANGE

Communication No. IV.E.1.b

SUPPORTS BOARD POLICY

Board Policy 2310 Regular Meetings of the Governing Board – By governing board action taken at a prior meeting, any future meetings may be added, cancelled, or rescheduled.

PROPOSAL

To change the date of the June board meeting to Thursday, June 9, 2016.

BACKGROUND

Because of a scheduling conflict, it is proposed that the date of the June board meeting be changed to facilitate attendance by the board members.

BUDGET IMPLICATIONS

None

RECOMMENDATION

It is recommended that the Governing Board change the date of the June board meeting to Thursday, June 9, 2016.

Prepared by: Henry D. Shannon, Superintendent/President

Recommended by: Henry D. Shannon, Superintendent/President
SUPPORTS BOARD POLICY

N/A

PROPOSAL

To vote for eight seats up for re-election on the California Community College Trustees (CCCT) Board of Directors.

BACKGROUND

The election of members to the CCCT board of the Community College League of California will take place between March 10 and April 25. Each member community college district has one vote for each of the eight seats up for re-election on the CCCT board. A governing board committee, comprised of Kathleen Brugger and Gloria McLeod, was formed to make recommendations to the Board. Those recommendations are attached.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board cast a vote for eight seats up for re-election on the CCCT Board of Directors.

Submitted by: Henry D. Shannon, Superintendent/President
Recommended by: Henry D. Shannon, Superintendent/President
**CCCT 2016 BOARD OFFICIAL BALLOT**

Vote for no more than eight (8) by checking the boxes next to the names.

<table>
<thead>
<tr>
<th>NOMINATED CANDIDATES</th>
<th>WRITE-IN CANDIDATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>List order based on Secretary of State's February 12, 2016 random drawing.</td>
<td></td>
</tr>
<tr>
<td>☐ Mary Figueroa, Riverside CCD</td>
<td></td>
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<tr>
<td>☐ *Susan “Sue” M. Keith, Citrus CCD</td>
<td></td>
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<tr>
<td>☐ *Linda S. Wah, Pasadena Area CCD</td>
<td></td>
</tr>
<tr>
<td>☐ Loren Steck, Monterey CCD</td>
<td></td>
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<tr>
<td>☐ T. J. Prendergast III, South Orange County CCD</td>
<td></td>
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<tr>
<td>☐ Carmen Avalos, Cerritos CCD</td>
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<tr>
<td>☐ Kenneth A. Brown, El Camino CCD</td>
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<tr>
<td>☐ *Sally W. Biggin, Redwoods CCD</td>
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<tr>
<td>☐ *Louise Jaffe, Santa Monica CCD</td>
<td></td>
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<tr>
<td>☐ Marianne Tortorici, Victor Valley CCD</td>
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<tr>
<td>☐ Andra Hoffman, Los Angeles CCD</td>
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<tr>
<td>☐ *Jerry D. Hart, Imperial CCD</td>
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<tr>
<td>☐ *Cy Gulassa, Peralta CCD</td>
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<tr>
<td>☐ Barbara Gaines, Antelope Valley CCD</td>
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<tr>
<td>☐ Shaun Giese, Lassen CCD</td>
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</tbody>
</table>

* Incumbent

**Board Secretary and Board President or Board Vice President must sign below:**

This ballot reflects the action of the board of trustees cast in accordance with local board policy.

District: ____________________________________________

__________________________  ____________________________
Secretary of the Board      President or Vice President of the Board
RESOLUTION – COMPENSATION FOR TRUSTEE WHEN ABSENT

Communication No. IV.E.1.d

TOPIC

SUPPORTS BOARD POLICY

Board Policy 2725 Governing Board Member Compensation – Upon a resolution by the Governing Board, members may be paid for any meeting when absent if the Governing Board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting, she/he is performing services outside the meeting for the community college district, she/he was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Governing Board.

PROPOSAL

To adopt the attached resolution to compensate Gloria Negrete McLeod, governing board member, for the February 25, 2016, meeting from which she was absent.

BACKGROUND

Ms. McLeod was absent on February 25, 2016, due to an illness.

BUDGET IMPLICATIONS

Funding Source – Unrestricted general fund

Status of Funds – Funding for board member compensation is in the appropriate fund and is included in the 2015–2016 adopted budget.

Future Implications – None

RECOMMENDATION

It is recommended that the Governing Board adopt the attached resolution to compensate Gloria Negrete McLeod, governing board member, for the February 25, 2016, meeting from which she was absent.

Submitted by: Henry D. Shannon, Superintendent/President
Reviewed by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by: Henry D. Shannon, Superintendent/President
WHEREAS, Education Code §72024(d) provides that “A member may be paid for any meeting when absent if the board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board;” and

WHEREAS, on February 25, 2016, Gloria Negrete McLeod, governing board member, was absent due to an illness; and

WHEREAS governing board members, per Education Code §72024(a)(3) and §72024(b), receive $400 per month for attending all board meetings in the month and a pro rata share if absent from any meeting; and

WHEREAS there was one meeting in the month of February;

NOW THEREFORE BE IT RESOLVED THAT the Governing Board of the Chaffey Community College District does hereby find that at the time of the scheduled meeting of the Governing Board on February 25, 2016, Gloria Negrete McLeod, governing board member, was absent due to an illness, and, as such, is entitled to receive compensation of $400 for that meeting.

Ayes:
Nays:
Abstain:
Absent:

As secretary of the Governing Board of the Chaffey Community College District of San Bernardino County, California, I hereby certify that the above and foregoing resolution was duly adopted by the board at a regular meeting thereof on the 24th day of March, 2016, and passed by a majority of said board.

IN WITNESS WHEREOF, I have hereunto set my hand this 24th day of March, 2016.

_________________________________
Henry D. Shannon, Ph.D.
Secretary, Governing Board
Chaffey Community College District
SUPPORTS BOARD POLICY

**Board Policy 2725 Governing Board Member Compensation** – Upon a resolution by the Governing Board, members may be paid for any meeting when absent if the Governing Board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting, she/he is performing services outside the meeting for the community college district, she/he was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Governing Board.

PROPOSAL

To adopt the attached resolution to compensate Gary C. Ovitt, governing board member, for the February 25, 2016, meeting from which he was absent.

BACKGROUND

Mr. Ovitt was absent on February 25, 2016, while he recuperated from a recent surgery.

BUDGET IMPLICATIONS

*Funding Source* – Unrestricted general fund

*Status of Funds* – Funding for board member compensation is in the appropriate fund and is included in the 2015–2016 adopted budget.

*Future Implications* – None

RECOMMENDATION

It is recommended that the Governing Board adopt the attached resolution to compensate Gary C. Ovitt, governing board member, for the February 25, 2016, meeting from which he was absent.

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Henry D. Shannon, Superintendent/President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed by:</td>
<td>Lisa Bailey, Associate Superintendent, Business Services and Economic Development</td>
</tr>
<tr>
<td>Recommended by:</td>
<td>Henry D. Shannon, Superintendent/President</td>
</tr>
</tbody>
</table>
WHEREAS, Education Code §72024(d) provides that “A member may be paid for any meeting when absent if the board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board;” and

WHEREAS, on February 25, 2016, Gary C. Ovitt, governing board member, was absent due to recuperation from surgery; and

WHEREAS governing board members, per Education Code §72024(a)(3) and §72024(b), receive $400 per month for attending all board meetings in the month and a pro rata share if absent from any meeting; and

WHEREAS there was one meeting in the month of February;

NOW THEREFORE BE IT RESOLVED THAT the Governing Board of the Chaffey Community College District does hereby find that at the time of the scheduled meeting of the Governing Board February 25, 2016, Gary C. Ovitt, governing board member, was absent while he recuperated from a recent surgery, and, as such, is entitled to receive compensation of $400.00 for that meeting.

Ayes:
Nays:
Abstain:
Absent:

As secretary of the Governing Board of the Chaffey Community College District of San Bernardino County, California, I hereby certify that the above and foregoing resolution was duly adopted by the board at a regular meeting thereof on the 24th day of March, 2016, and passed by a majority of said board.

IN WITNESS WHEREOF, I have hereunto set my hand this 24th day of March, 2016.

_____________________________________
Henry D. Shannon, Ph.D.
Secretary, Governing Board
Chaffey Community College District
SUPPORTS BOARD POLICY

Board Policy 4020 Program, Curriculum, and Course Development – The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

PROPOSAL

To approve five course modifications and one new course for the Chaffey College 2015-2016 Catalog, as recommended by the Faculty Senate, the college Curriculum Committee, and the associate superintendent of instruction and institutional effectiveness.

BACKGROUND

AB 1725 and Section 53200(c) of Title 5 define the role of the Faculty Senate in assuming primary responsibility for making recommendations in the areas of curriculum and academic standards. The Curriculum Committee reviewed the attached course modifications and new course. The course modifications and new course include those not currently in the college curriculum. As a result of deliberations, the college Curriculum Committee, the Faculty Senate, and the associate superintendent of instruction and institutional effectiveness are recommending the five course modifications and one new course for approval by the Governing Board.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board approve five course modifications and one new course for the Chaffey College 2015-2016 Catalog.

<table>
<thead>
<tr>
<th>Prepared by:</th>
<th>Marie Boyd, Curriculum Chairperson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted by:</td>
<td>Sherrie Guerrero, Associate Superintendent, Instruction and Institutional Effectiveness</td>
</tr>
<tr>
<td>Recommended by:</td>
<td>Henry D. Shannon, Superintendent/President</td>
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</table>
## Courses – Modifications

<table>
<thead>
<tr>
<th>Discipline</th>
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<th>Title</th>
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<td>Business Legal Studies</td>
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<td>1402.00</td>
<td>Civil Litigation</td>
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<td>Nursing: Associate Degree</td>
<td>NURADN-27</td>
<td>1230.10</td>
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## Courses – New

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<td>Industrial Electrical Technology Core</td>
<td>IET-420</td>
<td>0934.40</td>
<td>Fundamentals of Control Systems Technology</td>
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</table>

March 2016 Board Meeting
SABBATICAL REPORT – CHARMAINE PHIPPS

Communication No. IV.E.2.b

SUPPORTS BOARD POLICY

**Board Policy 7340 Leaves** – The Superintendent/President shall establish procedures for employee leaves as authorized by law and by any collective bargaining agreements entered into by the District.

PROPOSAL

To review and accept the sabbatical leave report from Charmaine Phipps, School of Language Arts, who was granted a sabbatical leave for the fall 2015 semester.

BACKGROUND

Pursuant to district procedures, faculty on leave must return to the service of the district for a period of time not less than twice that of their leaves and must, no later than Friday of the eighth week of instruction, submit a report of sabbatical leave activities to the chief instructional officer. In accord with district sabbatical leave procedures, the Faculty Senate has carefully reviewed this report and has formally recommended its acceptance. The dean and associate superintendent of instruction and institutional effectiveness have also reviewed the report and concur in the recommendation of acceptance. Attached with the board materials is a copy of the executive summary of the sabbatical leave report. The full report and materials are available through the Office of the Associate Superintendent of Instruction and Institutional Effectiveness. In addition to the written report, the faculty recipient will present an oral report to the board.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board approve the sabbatical leave report.

Submitted by: Sherrie Guerrero, Associate Superintendent, Instruction and Institutional Effectiveness

Recommended by: Henry D. Shannon, Superintendent/President
Sabbatical Leave Report

Fall 2015

Charmaine Phipps

Professor of ESL
Statement of Purpose

In fall 2015, I took a one-semester sabbatical to study American Sign Language (ASL). The purpose of my sabbatical was to deepen my understanding of language learning. My rationale was that immersing myself in language learning would strengthen my skills as an ESL (English as a Second Language) instructor as well as help me advocate for ESL and ASL students at Chaffey. I participated in a variety of activities, including: college courses, communication with instructors and friends, independent study, and cultural activities. I advanced my theoretical and working knowledge of ASL, developed my communication skills, and expanded my knowledge of language structure and function. I come back reinvigorated for teaching, with a greater understanding of Deaf culture and of the student experience.

Sabbatical Activities

Deaf Events

I completed three classes at Mount San Antonio College: Signing Level 4, Deaf Studies, and Fingerspelling with grades of either “Pass” or “A.” The Signing Level 4 class focused on vocabulary building, sentence structure, and communication using non-manual markers, like facial expressions. I utilized the language daily in class and uploaded videos weekly for my professor. The Deaf Studies course included information on Deaf culture as well as medical terminology, the education of Deaf children, discrimination issues, and the daily challenges of the Deaf. I also attended three local cultural events.

On September 15, I attended the Deaf Awareness Week Kickoff Celebration in Riverside. This event celebrated Deaf culture by bringing together entertainers and vendors
for a celebration of Deaf heritage. Two of my classmates and I visited the vendor booths and learned about services available to the Deaf and hard of hearing and their families. Two weeks later, on October 3, I attended the Deaf Festival in Los Angeles. This event featured Deaf entertainment such as poetry readings, signing songs, and dances, while also hosting numerous booths from sponsors that provide services for Deaf and hard of hearing individuals and their families. I spoke with people at the booths and learned about their services. On November 14, I attended the MATA Expo, held in Long Beach. MATA is an organization that holds an annual conference that focuses on products for people of diverse abilities. This expo had vendors and entertainment. It had several booths exhibiting technology-based educational products or assistive devices as well as services for the Deaf or hard of hearing and their families.

**Cultural Immersion Activities**

I also attended a few local events to practice my language skills and participate in the Deaf culture. On October 10, I went to a Deaf Bible Study in Anaheim Hills. A visiting minister from Newport Beach gave a Bible lesson in sign language (without an interpreter), followed by a discussion by the attendees (both hearing and Deaf). I also attended a Halloween Party hosted by one of my Deaf professors. It was attended by Deaf friends, other Deaf instructors, and Deaf and hearing classmates. I held basic conversations with people in sign language and learned about people’s backgrounds, professions, and family structure. On November 15, I attended the Intercommunity Church Fellowship in Covina. The minister at this church service is a blind and Deaf spouse of one of the Chaffey adjunct faculty. His sermons are complex, and there is no interpreter present, so I didn’t comprehend it fully, but it helped me
practice my receptive skills. After the sermon, I asked for clarification from Deaf friends who also attended. Socializing after the sermon helped me practice my signing skills. I have continued to attend services at this church periodically.

In addition to structured gatherings, I have formed relationships with several Deaf individuals. I am able to practice my signing skills by using the preferred video texting app for the Deaf, GLIDE, which allows people to send short video messages back and forth like texts. I have several friends I communicate with in this way. We occasionally meet in person as well, and I’m able to practice my vocabulary, sentence structure, and non-manual markers, and get feedback.

**Benefits of Sabbatical**

**Benefits to the Students**

Attending college also helped me understand the college experience from the student’s point of view. I was faced with practical challenges I rarely face as an instructor: things like registration, parking, room cleanliness, use of class time, required lab hours, and communicating with instructors. I can use this knowledge to assist students with a variety of tasks, such as navigating the registration process each semester. I can also offer suggestions for student skills like finding parking early and packing food and water. When students struggle with these things, I can offer more compassion and understanding and share my own struggles in those areas. All of these experiences helped me relate more closely to the student experience so that I can better conform to the moral imperative to educate the whole student.

I saw what effective planning means to students and how inspired activities enliven the classroom. I was engaged when the activities were well-planned and the teacher used class time well. Other times, I was disheartened because of the waste of class time or the
opportunities missed. One example of a missed opportunity was when students were asked to choose a state for a class presentation to be given at the end of the semester. Instead of sending around a sign-up sheet, the instructor had each student fingerspell the state and their first and last names while he typed their names and choices into an Excel spreadsheet, and everyone else watched. This took a large portion of the class time and did not seem to be focused on any particular learning outcome. Students could have used the time for activities like signing stories to each other, practicing sentences, or brainstorming ideas for the presentations. Another disheartening moment was when a teacher rushed through a complicated lesson on lexicalized fingerspelling but then failed to follow up with an assessment of the students’ understanding, expecting them to repeat or produce the signs. Because of the lack of follow-up, the instructor effectively made the lesson a waste of time. There were times when a homework activity could have reinforced classroom learning, or a quiz would have motivated students to practice more. Experiences like these have strengthened my resolve to make my classroom activities more effective in helping students learn and retain material.

Because I experienced the frustration that not being proficient in a language can bring, I can better provide assistance to students who experience the same frustration in my classes. There were times when I simply could not communicate with my professors. It can be intimidating to communicate with professors in general, but when a student does not speak the same language as the professor, communication difficulties can seem insurmountable. I experienced this firsthand. When I spoke with my professors outside of class, I wanted to share complicated stories of what was going on in my life. On several occasions, I did not have the vocabulary to tell those stories. I will remember these experiences when my own students struggle to communicate
with me.

Taking three classes at the same time, I experienced the positive and negative effects of class planning, assessment, use of class time, homework, implementation of activities, use of technology, and a myriad other things students experience in the classroom. One class meeting might be meticulously planned but not engaging, while another one was light and fun but seemed to lack a focus. Sometimes a teacher would have handouts or a lesson planned that matched the focus of the week, other times a teacher would arrive without knowing which part of the book we were working on. Seeing these challenges from a student perspective has helped me understand how important good planning is. I want the activities I assign my students to be engaging, focused, and pedagogically motivated. I do not want to waste their time.

Benefits to the District or College

I return with renewed determination to be an advocate for the Deaf community on campus. Being part of the Deaf community has helped me understand the frustrations of my Deaf colleagues and will help me advocate for them more effectively. For example, I was recently asked if a college document should have “hard of hearing” or “hearing impaired” on it. This is an important and sensitive distinction. Having one more informed person able to weigh in on things like this is useful to the college. I also have a wider network of people that I know in the Deaf community. I have resources that I can turn to if needed, like online dictionaries, apps, tutors, books and friends, and I can help people in the hearing community find those resources as well. I will do what I can in this area when simple conversational topics are used and when an interpreter is not available. I am already more confident in interacting with Deaf colleagues about complex concepts that inform discussions about
pedagogy.

This experience will also help me speak to curriculum pace for both ASL and ESL. One way to improve the ESL curriculum is to make sure that scaffolding on previously-covered material is a part of every class. Professors can’t assume that what was taught the previous week is fresh in the students’ minds and embedded in their skill set. Review, repetition and practice need to be part of every class meeting, along with giving students the opportunity to negotiate the language for themselves. For example, a lesson on past tense might include verb conjugation. It should also include students’ the creation of their own sentences, sharing those with classmates, having an impromptu conversation about an event in the past, and some focused homework. The following class, if the focus is another verb tense, it should begin with a review of what has already been covered. Meticulous scaffolding, review, practice, and personal negotiation are key.

I can also speak more effectively to the challenges of students trying to find motivation to practice outside of class, use the target language in class and during breaks, and find ways to remember what they have learned. Specifically, I plan to apply what I’ve learned to the curriculum to create opportunities for students to practice English by giving them more in-class, focused discussion time. Since I know the importance of navigating the target language in a safe, patient environment, I will build that time into my classes and make sure it is an objective in any new or revised curriculum. I will also investigate and lead students to opportunities to practice the language at home, using technology. I’ll create accountability for this in the grading so that students are motivated. As a student, I found that accountability was key, and even a small number of points for a short recorded message, technology lesson, or partner activity, can motivate a student to practice.
Benefits to Me Professionally

In learning a language this semester, I experienced the slow, incremental language acquisition that all language learners experience. Despite my education and high level of motivation, developing fluency in ASL was slow and often frustrating. I have also deepened my understanding of the translation process. Before my sabbatical, I sometimes encountered road blocks understanding emails from deaf colleagues because I did not understand the ASL language structure. The translation from ASL to written English is sometimes confusing. I can understand Deaf writing more clearly now because I understand how the translation works.

Immersing myself in a new culture has been incredibly enlightening. I have experienced some aspects of Deaf culture, and I continue to learn new things. For example, I feel comfortable walking up to any Deaf person and introducing myself, for that is part of Deaf culture. Each time I do so, it reminds me that each culture has nuanced differences in addition to the differences that are more obvious. Knowing this helps me communicate more effectively with people from any culture by reminding me that there are always culture-related things going on, in every situation, interaction, and behavior. The bi-cultural experience helps me be more sensitive to my ESL students. They come to my class from a variety of backgrounds, some of which I cannot even imagine. Since I do not know their struggles, I can now approach encounters with people of other cultures from a place of acceptance and curiosity, giving everyone the benefit of the doubt. For example, I have an older, Greek student who resists typing his essays on a computer. After much discussion, I figured out that his resistance stems from his feeling disconnected from his children, who are always on their cell phones. He associates the computer with negative changes that he sees happening in his
world. After learning this and listening to him, he seemed more open to listening to me about the ease of revisions and editing, to which I am introducing him. I was able to entice him towards computers by suggesting that he might spend less time rewriting his work if he utilized the computer, thereby freeing up time for his family.

**Reflective Summary**

My first three sabbatical objectives were accomplished through the ASL courses I completed as well as by using the language to talk to Deaf instructors and friends. I developed a reasonable level of fluency. My skills improved as the semester progressed, but as with any language, one semester is not long enough to become fully fluent. I began this journey with some knowledge of the language, having studied it for a year, but I have come to realize that it will take years of study and practice to become fully fluent and comfortable with abstract and complex concepts. This is a life lesson that I will apply to my students, all of whom are learning a new language in a new culture.

I also expanded my knowledge of pedagogical approaches to language learning. Current methods in ASL pedagogy and ESL pedagogy have similarities. In both, it is important to lower stress levels to encourage language production. Games, casual activities, and encouragement from instructors help relieve stress. In addition to lowering the affective filter, in-class scaffolding activities related to language structure and vocabulary help level the playing field for students whose lives outside the classroom are filled with conflicting demands. Language cannot be rushed; a certain amount of digestive time is needed for new structures. Watching from a student perspective helped me to understand what works best. This has helped me as I return to teaching ESL.
As evident in my attached notes from the semester, being a student has also enlightened me to many things about the student experience. Those lessons already inspire and inform my planning for my classes and invigorate my teaching.
AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

March 24, 2016
Board Meeting Date

TOPIC   SABBATICAL REPORT – MARIA C. FITZPATRICK

Communication No. IV.E.2.c

SUPPORTS BOARD POLICY

Board Policy 7340 Leaves – The Superintendent/President shall establish procedures for employee leaves as authorized by law and by any collective bargaining agreements entered into by the District.

PROPOSAL

To review and accept the sabbatical leave report from Maria C. Fitzpatrick, School of Social and Behavioral Sciences, who was granted a sabbatical leave for the fall 2015 semester.

BACKGROUND

Pursuant to district procedures, faculty on leave must return to the service of the district for a period of time not less than twice that of their leaves and must, no later than Friday of the eighth week of instruction, submit a report of sabbatical leave activities to the chief instructional officer. In accord with district sabbatical leave procedures, the Faculty Senate has carefully reviewed this report and has formally recommended its acceptance. The dean and associate superintendent of instruction and institutional effectiveness have also reviewed the report and concur in the recommendation of acceptance. Attached with the board materials is a copy of the executive summary of the sabbatical leave report. The full report and materials are available through the Office of the Associate Superintendent of Instruction and Institutional Effectiveness. In addition to the written report, the faculty recipient will present an oral report to the board.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board approve the sabbatical leave report.

Submitted by: Sherrie Guerrero, Associate Superintendent, Instruction and Institutional Effectiveness
Recommended by: Henry D. Shannon, Superintendent/President
Constructing a Video Game Prototype for Use in Conjunction with an Introductory Psychology Module

Maria C. Fitzpatrick

Chaffey College
Sabbatical Purpose

In this increasingly technology-oriented culture, student engagement and retention in the classroom has become correspondingly challenging. Up to 75% of US college students feel dependent on smartphone technology (College Student Journal, 2014), and nearly a 100% cohort of young adults ages 18-24 are likely to access the internet on any given day (Smith, A., Rainie, L., Zickuhr, K., 2011). Of these students, 70% are gaming; most admit to using gaming as a way to either procrastinate from school work, or as a way to relieve stress (Jones, 2003). The counter argument to this is that students who own smartphone technology tend to study forty minutes more on average than those without access to such devices (StudyBlue, 2011). This is because they use their technology to connect to course materials, and essentially turn their phones into portable classrooms. Gaming has been shown to have potential benefits to brain development, increasing self-efficacy and communities of learning, as well as facilitating knowledge acquisition and retention (Kuhn, S., Gleich, T., Lorenz, R.C., Lindenberger, U., & Gallinat, J., 2014; Rutledge, P. B., 2012; Lave & Wenger, 1990; Nietfield, J.L., Shores, L.R., & Hoffman, K. F., 2014; Ricci, K.L., Salas, E., & Cannon-Bowers, J.A., 1996).

The purpose of the proposed leave is to develop a student engagement software prototype for my online classes, which will utilize a gaming environment. Currently, very few educational games
VIDEO GAME PROTOTYPE
exist for the college student, although there are many for the K-12 levels. As my review of the literature has shown, this may be a critical factor that is missing from the community college toolkit, as so many of our students are engaging in gaming. It is my hope that by creating such software, I will be able to increase student knowledge, retention, learning communities, self-efficacy and motivation.

This sabbatical will contribute to my professional growth by allowing me to acquire new technological skills and expertise, which I plan to employ in the classroom upon my return. I believe that these new skills will make my classes more effective, and ultimately, will make me a better educator.

**Sabbatical Objectives**

*Develop and explore new concepts or ideas within your assignment.*

While on this one semester sabbatical leave, I plan to work on a section of a software prototype for my online classroom.

1. Identify critical course content for use in the prototype.
2. Formulate a data collection system that will gather information on specific content retention rates, student engagement levels, self-efficacy, and self-motivation.
3. Construct a platform-ambidextrous prototype section for online deployment.

I intend for this software to serve as a supplement to my Introduction to Psychology course, in order to better capture those segments of the student population who might otherwise remain disengaged from their coursework.
VIDEO GAME PROTOTYPE

Sabbatical Activities

Creation of original work

The activities of the sabbatical leave will be to research, write, and code the prototype of my software program.

1. Research the current software options, if any, and how they are constructed.
2. Map out the software environment.
3. Storyboard the content for optimal ease of coding.
4. Discern the best platform for online deployment.
5. Determine game achievements (badges, Easter eggs, etc.,) to create a reward system.
6. Establish wrong-answer feedback systems.
7. Write the code itself.

Benefits of the Sabbatical

Benefit to the Student

The students will benefit from engaging in a more enriching, technology-driven learning environment. It is a possibility that aside from our typical students, who simply want a more “fun” learning experience, that gaming can provide benefits to other diverse populations. Some research has shown that students with disabilities do quite well in a gaming environment; perhaps better than in a typical classroom setting, dependent on the disability (Durkin, K., Boyle, J., Hunter, S., Conti-Ramsden, G., 2013). In addition, other research has shown that there is a causal link between gaming and an increase in brain volumes; thus specific regions of the brain may be trained through the use of games. This is currently being used as a type of therapeutic
VIDEO GAME PROTOTYPE

intervention for the treatment of PTSD in veteran populations (Kuhn, et al, 2014). It is hoped that this software could be useful for our veterans as well, although not in any clinical sense. Overall, it is thought that by using true game software in a classroom setting, students will feel more connected to the material, and have an augmented sense of hopefulness about completing the coursework in a successful manner, particularly if game achievements are spread throughout time of play. The creation of a data-collection feedback system will enable the instructor to see where content knowledge and engagement in the classroom needs to be reinforced, thus reducing the achievement gap for at-risk students.

Benefit to the district or college

I plan to share the results of my sabbatical with any colleagues who may be interested in the creation of similar materials for their own classes, or to serve other needs of the college. In the future, I would like to expand on my prototype so that it would include the entire course content for an Introduction to Psychology class. I would be glad to share this content with those in my department who wished to utilize it in their own classes, or to share it as a template for other disciplines.

Benefit to Me as an Educational Professional

This sabbatical leave will give me the time necessary in order for me to devote sufficient concentration to this project. I believe that not only will I gain new technology skills and expertise, but that I will become more of a content-expert. By examining each area of my course with student engagement and retention in mind, I will be able to distill what is necessary for maximum learning in regards to Student Learning Outcomes. I think this will help me in overall course-content delivery and instruction.
VIDEO GAME PROTOTYPE

Abstract

Research into the habits of today’s college students indicates that they are comfortable with technology and view it as a necessary part of their life. In fact, many of these digital natives regard video games as an important tool for recreation and socializing. While there are many educational video games that exist for the K-12 grade levels, and in particular for the younger children, there are very few for the college student. This project integrated a portion of a biopsychology module, specifically a neuroanatomy module, into a custom video game. The hypothesis is that students will find this more engaging, work harder to master the material, and demonstrate higher levels of self-efficacy compared to a traditional lecture class. During the one semester sabbatical period, the game was researched and developed. User acceptance testing will take place in future semesters.
TOPIC  SABBATICAL REPORT – RYAN FALCIONI

Communication No.  IV.E.2.d

SUPPORTS BOARD POLICY

**Board Policy 7340 Leaves** – The Superintendent/President shall establish procedures for employee leaves as authorized by law and by any collective bargaining agreements entered into by the District.

PROPOSAL

To review and accept the sabbatical leave report from Ryan Falcioni, School of Social and Behavioral Sciences, who was granted a sabbatical leave for the fall 2015 semester.

BACKGROUND

Pursuant to district procedures, faculty on leave must return to the service of the district for a period of time not less than twice that of their leaves and must, no later than Friday of the eighth week of instruction, submit a report of sabbatical leave activities to the chief instructional officer. In accord with district sabbatical leave procedures, the Faculty Senate has carefully reviewed this report and has formally recommended its acceptance. The dean and associate superintendent of instruction and institutional effectiveness have also reviewed the report and concur in the recommendation of acceptance. Attached with the board materials is a copy of the executive summary of the sabbatical leave report. The full report and materials are available through the Office of the Associate Superintendent of Instruction and Institutional Effectiveness. In addition to the written report, the faculty recipient will present an oral report to the board.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board approve the sabbatical leave report.

Submitted by:  Sherrie Guerrero, Associate Superintendent, Instruction and Institutional Effectiveness

Recommended by:  Henry D. Shannon, Superintendent/President
Chaffey College

Sabbatical Leave Report

Ryan Falcioni
Department of Philosophy
Fall 2015
Statement of Purpose

The purpose of my sabbatical was to serve as a Visiting Scholar for the Institut für Hermeneutik und Religionsphilosophie at the University of Zürich for the Fall semester, 2015. I served in this capacity from August 18-October 13th and conducted academic research and writing in this most unique collaborative academic institute. I had the pleasure of working with a group of international scholars on a variety of writing projects, presentation, and lectures. My research and writing continued upon my return and I am currently in the final phases of editing/publishing on the last of my writing projects. Ultimately, the purpose of this work was to work on issues and topics that are of direct benefit to both our department and our students here at Chaffey. I teach courses in both philosophy of religion and ethics and all of my research and writing was in these areas. Furthermore, I collaborated with several of my Chaffey College students on the projects while in Switzerland. They read and made comments on my academic work (many of these comments and suggestions had a direct effect on my manuscripts). I have already incorporated materials on the science of ethics in my Honors Ethics Seminar this semester and will also be adding content from my sabbatical to the Holocaust course next month when we discuss the nature of evil and moral progress. In addition to these direct enhancements to my course curricula, I have also scheduled lectures and workshops with both the Philosophy Club and the Club of Secular Understanding for this semester, to discuss my current research.
Report of Sabbatical Activities

As discussed on the previous section, I served as a Visiting Scholar at the Institut für Hermeneutik and Religionsphilosophie at the University of Zurich, from August 18-October 13, 2015. And, in this capacity, I engaged in many regular activities, including: Daily research and writing, institute and department meetings, collaborative writing groups, Forschungsseminar (research presentations, lectures and meetings) and conference presentations. The following is a brief narrative overview and timeline of my time in Zurich:

Upon my arrival in August, I immediately began preparation for a conference presentation at the Institut für Sozialethik. The conference was from August 21-22nd, 2015 and was called, “Ethics in a Realistic Spirit: A Workshop on the Ethical Thought of Cora Diamond”. As referenced in the title, the conference was dedicated to the work of prominent American philosopher, Cora Diamond (University of Virginia). There were about thirty international scholars in attendance, including Professor Diamond. A few of us were asked to present an overview and critique of some of her most prominent papers. I was asked to present her, “Eating Meat and Eating People” paper. I did this on Saturday, August 22, and engaged her in a discussion/debate over the course of an hour. This was an honor and a privilege to engage in public debate with one of the most significant living American philosophers.

After completing this project, I turned my attention to my contribution to the forthcoming book, Beyond Religion, ed. Phil Zuckerman (Macmillan, 2016). The book is part of a new, ten volume interdisciplinary series on religion from Macmillan. My chapter is titled, “Secularism and Morality” and I submitted a first draft at the end of September, 2016. I continued to work on this chapter as it moved through peer review
and content/copy editing, submitting my final draft on December 21, 2016. Furthermore, as with my other writing projects, I collaboratively engaged with several of our philosophy students in the research, writing and editing process. It was a lot of fun (and a bit of work) for them and it was ultimately one of the most rewarding aspects of this sabbatical.

My second writing project was a contribution to the forthcoming book, *Radical Pluralism*, eds. Patrick Horn and Brian Birch (Mohr-Siebeck, 2016). My chapter, “Can There be a Science of Ethics” addresses the new movement of utilizing scientific research and methods to address ethical issues. I worked on this chapter until I left Zürich and continued to do so until I submitted the contribution on November 20, 2015. This chapter is still under review but I have been in regular contact with the editors and have confirmation that this will be published by the end of the year.

My third writing project was a book review of Michael Shermer’s, *The Moral Arc*, for the journal, *Teaching Ethics*. I submitted a final draft of this review on October 20, 2015. I have received confirmation from the editor that this review will be published in an upcoming issue of the journal.

In addition to working on these writing projects for approximately fifty hours weekly, I engaged in a variety of Institute and Department meetings. I worked with scholars from Russia, Palestine, Canada, Germany, Italy and Switzerland on a daily basis. We presented our research to each other and regularly read, edited and critiqued each other’s work. We also worked on curriculum for our respective courses. By way of one example, I worked closely with a biblical studies scholar in developing curriculum for his courses on the Hebrew Bible and he helped me with my New Testament materials for my Western Religions course here at Chaffey. I have maintained both a friendship and
collegial relationship with him. It was an amazing experience to live and work in this type of academic community. I have learned so much about research, writing, presenting and ultimately what it means to be a scholar and educator. I cannot overstate how grateful I am for this experience.
Conclusions – Summary and Value to College

It is at this point that I would like to thank Dr. Shannon, The Governing Board and the rest of our administration for making this opportunity a reality. I would also like to thank Ardon Alger and the Faculty Senate for working with me through every step of this process. And finally, I would like to thank the faculty, staff and the students of Chaffey College for making this such an amazing place to work.

In terms of conclusions, there is so much to say here. This was by far the most significant academic project that I have engaged in, post-dissertation. I have learned so much about what it means to be a student, scholar and educator throughout this process. I feel like I have returned a more capable, engaged and dedicated faculty member. I have gained knowledge on a variety of areas in my discipline that I would not have otherwise been able to pursue. This will undoubtedly be of benefit to our department and to the students of Chaffey College. As mentioned earlier, I have already incorporated much of what I have learned into my curriculum this semester and look forward to doing more of this during the coming years. Furthermore, I am excited about the opportunities to present my research to a variety of student groups here in campus. In what follows, I will address some of the specific benefits of my sabbatical work in reference to the projected goals of my initial proposal:

1. Benefit to the student.
   a. My students will directly benefit through engagement with my sabbatical research while I am working on it. Several students have committed to actively reading and contributing to the work at the Institute while I am there. I already engage with many of these
students via online fora and blogs and they will be dynamically involved in working on my philosophical projects. Furthermore, upon my return, I will incorporate my research into my courses in the philosophy of religion. And, more importantly, I will have cultivated new teaching skills as I lecture in a variety of linguistic and cultural environments in Europe and work with numerous international scholars on researching and presenting materials in new and creative ways. All of these goals were accomplished during my sabbatical work. I collaborated with a variety of students throughout my writing projects. I have already incorporated much of my research into my ethics seminars, Holocaust course and in the religions classes as well. I have also utilized pedagogical techniques such as requiring students to present their ideas in class more regularly. Requiring student to really cultivate and articulate their thoughts is essential to the Swiss University system and I have found it to be a great asset in the classroom. Furthermore, on a most candid level, I have noticed that my patience with students (especially ESL) has increased in light of my experiences being a foreign-language speaker in a predominantly German-speaking environment.

2. Benefit to the district or college.
   a. The college and district will immediately benefit from lectures and workshops that I will conduct here at Chaffey, upon my return. Furthermore, I hope to use my work at Zürich to continue the ongoing
and (generally) healthy dialogue between the philosophy faculty and science faculty here at Chaffey. Over the past few years, we have held a variety of very successful discussions and debates on issues involving secularism, atheism/theism, and the intersection between science and religion. As this is my current area of academic interest, I plan on enhancing this dialogue with more events here at Chaffey that continue to bring in hundreds of attendees and participants from Chaffey and its surrounding communities. **Again, these goals have been (or are being accomplished) this year upon my return. I have scheduled lectures with both the Philosophy and Secular Students clubs this semester and also continue to work with faculty on these issues. Of particular interest is my dialogue with Robin Ikeda on the intersection of science/philosophy/religion. Her Faculty Lecture this year is addressing many of these issues and I will continue to work with her on this project.**

3. **Benefit to me as an educational professional**
   
a. To be selected to serve at a premier international institute in my academic area is a great honor and privilege. I feel that my abilities as both a scholar and educator will be enhanced immeasurably through my time in Zürich. My researching, writing, teaching and collaborating skills will be carefully honed in a very intense and encouraging environment. I feel like this is a very important step for me to continue my professional (and personal) development. **The benefits here for me are enormous. With three new publications and over 200 pages**
of original research, I feel like I am again connecting with the academic core of my discipline. I have already been asked to do interviews for academic publications and present my research at conferences and at other colleges and universities. My researching, writing and lecturing have all been significantly improved and I feel that I am a more capable scholar and educator in light of these experiences.
AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

March 24, 2016
Board Meeting Date

TOPIC  BUDGET INCREASE – CHILD DEVELOPMENT FUND

Communication No.  IV.E.3.a

SUPPORTS BOARD POLICY
Board Policy 6300 Fiscal Management - The Superintendent/President shall establish procedures to assure that the fiscal condition and activity of the District ensures fiscal health and stability, supports Governing Board priorities and financial planning and budgeting, and is consistent with generally accepted principles of accounting and business practices.

PROPOSAL
To approve the budget increase of $5,033 to the 2015–2016 child development fund budget for the district’s Childcare Tax Bailout program.

BACKGROUND
The adopted child development fund budget for the Childcare Tax Bailout program was based on the Chancellor’s Office estimated advance preliminary allocation. Per notification from the Chancellor’s Office, the final allocations for this program have increased by $5,033.

<table>
<thead>
<tr>
<th>Program</th>
<th>Current Budgeted Allocation</th>
<th>Adjustments</th>
<th>Revised Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childcare Tax Bailout</td>
<td>$140,913</td>
<td>$5,033</td>
<td>$145,946</td>
</tr>
<tr>
<td>Total</td>
<td>$140,913</td>
<td>$5,033</td>
<td>$145,946</td>
</tr>
</tbody>
</table>

BUDGET IMPLICATIONS
Funding Source – California Community Colleges Chancellor’s Office

Status of Funds – The 2015-2016 child development fund budget will be increased as indicated below for the increase to the Childcare Tax Bailout program:

| 48xxx Income               | $5,033 |
| 52xxx Classified Salaries  | $4,600 |
| 53xxx Benefits             | 433    |
| Total                      | $5,033 |

Future Implications – N/A

RECOMMENDATION
It is recommended that the Governing Board approve the budget increase of $5,033 to the 2015–2016 child development fund budget for the district’s Childcare Tax Bailout program.

Prepared by: Anita D. Undercoffer, Executive Director, Budgeting and Fiscal Services
Submitted by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by: Henry D. Shannon, Superintendent/President
AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

Communication No.  IV.E.3.b

SUPPORTS BOARD POLICY
Board Policy 6300 Fiscal Management - The Superintendent/President shall establish procedures to assure that the fiscal condition and activity of the District ensures fiscal health and stability, supports Governing Board priorities and financial planning and budgeting, and is consistent with generally accepted principles of accounting and business practices.

PROPOSAL
To approve the budget increase of $641 to the 2015–2016 restricted general fund budget for the district’s Staff Diversity program.

BACKGROUND
The adopted restricted budget for Staff Diversity was based on the Chancellor’s Office estimated advance preliminary allocation. Per notification from the Chancellor’s Office, the final allocations for this program have increased by $641.

<table>
<thead>
<tr>
<th>Program</th>
<th>Current Budgeted Allocation</th>
<th>Adjustments</th>
<th>Revised Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Diversity</td>
<td>$6,734</td>
<td>$641</td>
<td>$7,375</td>
</tr>
<tr>
<td>Total</td>
<td>$6,734</td>
<td>$641</td>
<td>$7,375</td>
</tr>
</tbody>
</table>

BUDGET IMPLICATIONS
Funding Source – California Community Colleges Chancellor’s Office

Status of Funds – The 2015-2016 restricted general fund budget will be increased as indicated below for the increase to the Staff Diversity program:

- 48xxx Income $641
- 55xxx Other Services $641

Total $641

Future Implications – N/A

RECOMMENDATION
It is recommended that the Governing Board approve the budget increase of $641 to the 2015–2016 restricted general fund budget for the district’s Staff Diversity program.

Prepared by: Anita D. Undercoffer, Executive Director, Budgeting and Fiscal Services
Submitted by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by: Henry D. Shannon, Superintendent/President
TOPIC 2015–2016 CALIFORNIA STATE PRESCHOOL (CSPP – 5383) AMENDMENT 01

Communication No. IV.E.3.c

SUPPORTS BOARD POLICY

Board Policy 3280 Grants – The Governing Board shall be informed about all grant awards received by the District. The Superintendent/President shall establish procedures to assure the timely application and processing of grant proposal applications and awards, and that the grants that are submitted directly support the purposes of the District.

PROPOSAL

To approve Amendment 01 to increase the amount of the California Department of Education 2015–2016 California State Preschool program (CSPP - 5383) by $41,394.

BACKGROUND

On July 23, 2015, the Governing Board approved contract CSPP with the California Department of Education (CDE) in the amount of $589,991. The CDE has amended the contract by increasing the maximum reimbursable amount by $41,394, increasing the minimum Child Days of Enrollment to 16,387 and revising language in the Funding Terms and Conditions.

BUDGET IMPLICATIONS

Funding Source – California Department of Education, Child Development Division

Status of Funds – The 2015–2016 Child Development Center fund budget will be increased by $41,394 for this amendment as indicated below:

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>48xxx</td>
<td>Income</td>
</tr>
<tr>
<td>52xxx</td>
<td>Classified Salaries</td>
</tr>
<tr>
<td>53xxx</td>
<td>Benefits</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Future Implications – It is anticipated the Child Development Center will continue to receive funds from the California Department of Education (CDE), Child Development Division in the future.

RECOMMENDATION

It is recommended that the Governing Board approve Amendment 01 to increase the amount of the California Department of Education 2015–2016 California State Preschool program by $41,394.

Prepared by: Birgit Monks, Director, Child Development Center
Submitted by: Jim Fillpot, Dean, Institutional Research and Resource Development
Reviewed by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by: Henry D. Shannon, Superintendent/President
SUPPORTS BOARD POLICIES

Supports and complies with Policies: 2710 Conflict of Interest, 6100 Delegation of Authority, 6330 Purchasing, 6340 Contracts, and 6550 Disposal of Property.

PROPOSAL

To adopt attached Resolution 32416, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the miscellaneous materials listed in Exhibit A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution.

BACKGROUND

The Chaffey Community College District is owner of the miscellaneous materials listed on Exhibit A, attached to the resolution. The listed items have exceeded their useful life and are no longer suitable for district purposes and may be disposed of through auction sale.

Pursuant to California Education Code Section 81450 et seq., the resolution must be adopted by majority vote of those members present to be valid.

In accordance with the district's Governing Board Policy 6550 and California Education Code Section 81450 et seq., Resolution 32416 delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the listed items and to execute all documents in connection therewith, subject to the terms and conditions of the resolution.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board adopt Resolution 32416, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the miscellaneous materials listed in Exhibit A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution.

Attachment: Resolution 32416

Prepared by: Kim Erickson, Executive Director, Business Services
Submitted by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by: Henry D. Shannon, Superintendent/President
RESOLUTION 32416

A RESOLUTION OF THE GOVERNING BOARD OF CHAFFEY COMMUNITY COLLEGE DISTRICT AUTHORIZING THE DISPOSAL OF MISCELLANEOUS MATERIALS

WHEREAS, the Chaffey Community College District ("District") is owner of the miscellaneous materials listed on the attached Exhibit A; and

WHEREAS, the listed items have exceeded their useful life and are no longer suitable for district purposes and may be disposed of through auction sale; and

WHEREAS, pursuant to California Education Code Section 81450 et seq., this resolution must be adopted by majority vote of those members present to be valid; and

WHEREAS, in accordance with the District's Governing Board Policy 6550, this resolution delegates authority to the superintendent/president, or his designee, to sell or otherwise dispose of the listed items, and to execute all documents in connection therewith, in accordance with Education Code Sections 81450 and 81452.

NOW, THEREFORE, BE IT RESOLVED BY CHAFFEY COMMUNITY COLLEGE DISTRICT, AS FOLLOWS:

Section 1. The Governing Board finds and determines that all of the recitals set forth above are true and correct.

Section 2. The Governing Board approves the delegation of authority to the district's superintendent/president, or his designee, to sell or otherwise dispose of the miscellaneous materials listed in the attached Exhibit A, and to execute all documents in connection therewith, in accordance with Education Code Sections 81450 and 81452.

Section 3. That this delegation of authority shall be valid for the sale or disposal of the items listed in the attached Exhibit A, or until rescinded by the Governing Board.

Section 4. That this resolution shall become effective upon its adoption.

PASSED AND ADOPTED by the Governing Board of the Chaffey Community College District at Rancho Cucamonga, California, this 24th day of March, 2016, at a regular meeting by the following vote:

Ayes: 
Noes: 
Abstentions: 
Absent:

I, Kathleen R. Brugger, Clerk of the Governing Board of the Chaffey College Community College District of San Bernardino County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by said board at the regular meeting thereof at the date and place and by vote stated, which resolution is on file and of record in the office of said board.

Kathleen R. Brugger
Clerk, Governing Board
## EXHIBIT A

**DISPOSAL OF DISTRICT PROPERTY: MISCELLANEOUS MATERIALS**

**BOARD MEETING DATE:** MARCH 24, 2016

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Serial #’s (Asset #’s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Hospital Beds, Hill-Rom</td>
<td>03R9891999 (116648), N/A (116646), N/A, (N/A)</td>
</tr>
</tbody>
</table>
AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

March 24, 2016
Board Meeting Date

TOPIC
PROPOSITION 39 CLEAN ENERGY GRANT PROGRAM IMPROVEMENT FUNDING

Communication No. IV.E.3.e

SUPPORTS BOARD POLICY
Board Policy 3280 Grants – The Governing Board shall be informed about all grant awards received by the District. The Superintendent/President shall establish procedures to assure the timely application and processing of grant proposal applications and awards, and that the grants that are submitted directly support the purposes of the District.

PROPOSAL
To approve the Proposition 39 Clean Energy Grant agreement between the Grossmont-Cuyamaca Community College District Auxiliary Organization and Chaffey Community College for $24,298 for the period of January 4 through May 31, 2016.

BACKGROUND
Grossmont-Cuyamaca Community College District received funding for the purpose of performing work for the project entitled Proposition 39 Program Improvement Funding, and as the fiscal agent, is sub-contracting with Chaffey College to perform some of the grant responsibilities.

This fund was created through Proposition 39 to provide funding to educational agencies for improving energy efficiency and creating clean energy jobs. With these funds, the district will obtain new lab equipment that is presently being used throughout the industry for industrial electrical technology. This will enable the district to teach the latest skills, including wind generation controls and solar programs.

BUDGET IMPLICATIONS
Funding source – California Community Colleges Chancellor’s Office through the Grossmont-Cuyamaca Community District Auxiliary Organization
Status of Funds – The 2015–2016 restricted general fund budget will be increased by $24,298 as indicated below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>48xxx</td>
<td>Income</td>
</tr>
<tr>
<td>56xxx</td>
<td>Equipment</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Future implications – The Chancellor’s Office has indicated this is a one-time allocation.

RECOMMENDATION
It is recommended that the Governing Board approve Proposition 39 Clean Energy Grant agreement between the Grossmont-Cuyamaca Community College District Auxiliary Organization and Chaffey Community College District for $24,298 for the period of January 4 through May 31, 2016.

Prepared by: Joy Haerens, Dean, Business and Applied Technology
Submitted by: Jim Fillpot, Dean, Institutional Research and Resource Development
Reviewed by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by: Henry D. Shannon, Superintendent/President
AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

TOPIC
PROPOSITION 39 CLEAN ENERGY WORKFORCE PROGRAM
MINI GRANT – WELDER SIMULATORS

Communication No. IV.E.3.f

SUPPORTS BOARD POLICY

Board Policy 3280 Grants – The Governing Board shall be informed about all grant awards received by the District. The Superintendent/President shall establish procedures to assure the timely application and processing of grant proposal applications and awards, and that the grants that are submitted directly support the purposes of the District.

PROPOSAL

To approve the Proposition 39 Clean Energy Grant agreement between College of the Desert and Chaffey Community College for $10,000 for the 2015–2016 fiscal year.

BACKGROUND

Under the Proposition 39 Mini Grant application, College of the Desert will provide funds not to exceed $10,000 (Ten Thousand Dollars) to purchase two welding pumps for use in the industrial program pilot class. The term of this contract is February 16, 2016, to June 30, 2016.

BUDGET IMPLICATIONS

Funding Source – College of the Desert

Status of Funds – The 2015–2016 restricted general fund budget will be increased by $10,000 as indicated below for this grant:

| 48xxx | Income | $10,000 |
| 56xxx | Equipment | $10,000 |
|       | Total   | $10,000 |

Future Implications – None

RECOMMENDATION

It is recommended that the Governing Board approve the Proposition 39 Clean Energy Grant agreement between College of the Desert and Chaffey Community College for $10,000 for the fiscal year 2015–2016.

Prepared by: Kathy Dutton, Director, Employment Development and TAACCCT Grant
Submitted by: Jim Fillpot, Dean, Institutional Research and Resource Development
Reviewed by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by: Henry D. Shannon, Superintendent/President

3/24/16 Regular Board Meeting
SUPPORTS BOARD POLICY

Board Policy 7250, Educational Administrators - Educational administrators shall be compensated in the manner provided for by the appointment or contract of employment.

PROPOSAL

To approve the changes to the employment contract between the Governing Board of the Chaffey Community College District and the academic position listed below:

<table>
<thead>
<tr>
<th>Proposed Contract</th>
<th>Expiration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent/President</td>
<td>June 30, 2019</td>
</tr>
</tbody>
</table>

BACKGROUND

The Chaffey Community College District Management Professional Development/Evaluation Personnel Plan approved by the Governing Board on May 28, 2015, consistent with the provisions of California Education Code, Section 72411, a provision enacted under AB1725, requires all instructional and student services administrators to be employed, and all other administrators may be employed, by the Governing Board of the district by an appointment or contract not to exceed four years.

BUDGET IMPLICATIONS

Funding Source – Unrestricted general fund

Status of Funds – The personnel costs associated with this position are included in the 2015–16 budget.

Future Implications – It is anticipated that these costs will be ongoing.

RECOMMENDATION

It is recommended the Governing Board approve the changes to the employment contract between the Governing Board of the Chaffey Community College District and the academic position listed above.

Prepared by: Susan Hardie, Director, Human Resources

Reviewed by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development

Recommended by: Henry D. Shannon, Superintendent/President
MEMORANDUM OF UNDERSTANDING – CHAFFEY COLLEGE FACULTY ASSOCIATION

Communication No.  IV.E.4.b

SUPPORTS BOARD POLICY

Board Policy 7140, Collective Bargaining – The superintendent/president shall:

- Conduct collective bargaining in a manner that is fair, applies principles of interest-based bargaining, and complies with Governing Board-established parameters.
- Approve collective bargaining contracts.

PROPOSAL

It is recommended that the Governing Board approve the attached memorandum of understanding between the Chaffey Community College District and the Chaffey College Faculty Association (CCFA).

BACKGROUND

Article 18, Section 18.3.4 b of the 2014-2017 collective bargaining agreement between the district and CCFA established a workgroup to research and evaluate the load and possible stipends for production based courses; reconcile load conflicts between/among open entry/exit and studio and lecture/lab courses; and clarify the use of “group performance” in the contract and “performance” in the course outline of record and application to load.  The district and the representation council of CCFA have approved the recommendations presented to the negotiation teams. Therefore, the district recommends that the Governing Board approve the memorandum of understanding (see attached).

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board approve the attached memorandum of understanding between the Chaffey Community College District and the Chaffey College Faculty Association (CCFA).

Prepared by: Susan Hardie, Director, Human Resources
Reviewed by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by: Henry D. Shannon, Superintendent/President
CHAFFEY COMMUNITY COLLEGE DISTRICT
AND
CHAFFEY COLLEGE FACULTY ASSOCIATION
MEMORANDUM OF UNDERSTANDING
REGARDING
Section 18.3.4 of the 2014-2017 CBA

This Memorandum of Understanding is made by and between the Chaffey Community College District ("District") and the Chaffey College Faculty Association ("CCFA") regarding section 18.3.4 of the 2014-2017 Collective Bargaining Unit ("CBA").

WHEREAS the 2014-2017 CBA between the District and CCFA established a workgroup to research and evaluate the load and possible stipends for production based courses; reconcile load conflicts between/among open entry/exit and studio and lecture/lab courses; and clarify the use of "group performance" in the contract and "performance" in the COR and application to load;

WHEREAS, section 18.3.4 calls for this workgroup's recommendation to be negotiated and implemented for the 2016-2017 scheduling cycle starting with the fall 2016 semester;

NOW, THEREFORE, the District and CCFA agree as follows:

18.3.4 Teaching faculty load factors shall be as follows:

18.3.4 b) All music and dance studio group performances (as designated by the course outlines of records) shall be equated at 1.0.

18.3.4 b) Music, Theatre, and Dance courses with staged group public performances with production value shall be equated at 1.0

Because these Dance courses, Ballet I-A&B, Ballet II A&B, Jazz I-A&B, Jazz II A&B, Modern Dance I-A&B, Modern Dance II A&B require significant levels of outside preparation and grading, they shall be equated at 1.0.

The following Dance and Music studio courses will be equated at 0.8:

| Tap Dance IA | Piano for Music Majors I |
| Tap Dance IB | Piano for Music Majors II |
| Tap Dance IIA | Intermediate Piano |
| Tap Dance IIB | Studio Piano |
| Hip Hop Dance | Beginning Guitar |
| Social Dance | Intermediate Guitar |
18.3.4 c) Mainstage performing arts productions receive an additional two (2) contact hours for the term in which the production is staged.

Upon approval of this MOU, Section 18.3.4 of the 2014-2017 Agreement between the District and CCFA will be renumbered.

IN WITNESS WHEREOF, the parties hereto have executed this Memorandum of Understanding this ______ day of _________ 2016.

Chaffey Community College District

________________________

3/15/14

Date

Chaffey College Faculty Association

________________________

3/10/2016

Date
AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

March 24, 2016
Board Meeting Date

TOPIC: MEMORANDUM OF UNDERSTANDING – CHAFFEY COLLEGE FACULTY ASSOCIATION
Communication No. IV.E.4.c

SUPPORTS BOARD POLICY

Board Policy 7140, Collective Bargaining – The superintendent/president shall:

- Conduct collective bargaining in a manner that is fair, applies principles of interest-based bargaining, and complies with Governing Board-established parameters.
- Approve collective bargaining contracts.

PROPOSAL

It is recommended that the Governing Board approve the attached memorandum of understanding between the Chaffey Community College District and the Chaffey College Faculty Association (CCFA).

BACKGROUND

Article 18, Section 18.7.4 of the 2014-2017 collective bargaining agreement between the district and CCFA established a workgroup to develop a systematic process for scheduling part-time faculty. The district and the representation council of CCFA have approved the recommendations presented to the negotiation teams. Therefore, the district recommends that the Governing Board approve the memorandum of understanding (see attached).

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board approve the attached memorandum of understanding between the Chaffey Community College District and the Chaffey College Faculty Association (CCFA).

Prepared by: Susan Hardie, Director, Human Resources
Reviewed by: Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by: Henry D. Shannon, Superintendent/President
This Memorandum of Understanding is made by and between the Chaffey Community College District ("District") and Chaffey College Faculty Association ("CCFA") regarding section 18.7.4 of the 2014-2017 Collective Bargaining Agreement (CBA).

WHEREAS, the 2014-2017 Collective Bargaining Agreement between the District and CCFA established a workgroup to develop a systematic process for scheduling part-time faculty;

WHEREAS, this workgroup convened and presented its recommendations & its standardized forms to the negotiation teams;

WHEREAS, section 18.7.4 calls for this workgroup's recommendations to be negotiated and implemented for the 2016-2017 scheduling cycle starting with the fall 2016 semester;

NOW THEREFORE, the District and CCFA agree as follows:

For the initial round of primary term assignments (fall and spring), the first-level manager will make every attempt to use the mutually agreed upon form(s) to solicit the scheduling availability of part-time faculty, to offer the assignments, and/or to communicate the recommendation not to employ for a specific term (if applicable);

Also for the initial round of primary term assignments, each spring semester, the following time frame shall be used to solicit the scheduling availability of the then current part-time faculty, to offer the assignments for the upcoming academic year, and/or to communicate the recommendation not to employ for any of these terms (if applicable):

<table>
<thead>
<tr>
<th>Term</th>
<th>FLM solicits availability by:</th>
<th>PT Faculty submits availability by:</th>
<th>FLM makes offer or no offer in writing by</th>
<th>PT Faculty submits written acceptance within:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For fall</td>
<td>February 1</td>
<td>February 15</td>
<td>Last service day of spring semester</td>
<td>7 calendar days</td>
</tr>
<tr>
<td>session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For spring</td>
<td>February 1</td>
<td>February 15</td>
<td>Last service day of spring semester</td>
<td>7 calendar days</td>
</tr>
<tr>
<td>session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The coordinators may recommend appointments to the first-level manager and may communicate assignments and additional information, but the final recommendation for the employment of part-time faculty is made by the first-level manager;

It is understood that subsequent requests, responses, assignments, and communications may be required during and after the initial round of primary term assignments.

For the 2016-17 academic year only, the February 1 deadline in the table above is extended to March 31, and the February 15 deadline is extended to April 15.

IN WITNESS WHEREOF, the parties hereto have executed this Memorandum of Understanding this _____ day of _____ 2016.

Chaffey Community College District

[Signature]

3/16/16

Date

Chaffey College Faculty Association

[Signature]

3/10/2016

Date
AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

March 24, 2016
Board Meeting Date

TOPIC  CONTRACT, PURCHASE ORDER, AND WARRANT LISTS

Communication No.  IV.F.1.a

SUPPORTS BOARD POLICY

Board Policy 6310 Accounting – Present to the Governing Board at a regular Governing Board meeting a list of all purchase orders and/or District warrants for Governing Board review and ratification.

PROPOSAL

To approve the contract, purchase order, and warrant lists as presented.

BACKGROUND

The attached reports represent all contracts, purchase orders, and district warrants for the month of February 2016.

BUDGET IMPLICATIONS

Funding Source – All Funds

Status of Funds – Funding for these contracts, purchase orders, and warrants are included in the 2015–2016 adopted district budgets.

Future Implications – None

RECOMMENDATION

It is recommended the Governing Board approve the attached contract, purchase order, and warrant lists.

Prepared by:  Kim Erickson, Executive Director, Business Services
Submitted by:  Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:  Henry D. Shannon, Superintendent/President
# CONTRACT AND CHANGE ORDER LIST

<table>
<thead>
<tr>
<th>Contract Number</th>
<th>Vendor</th>
<th>City, State</th>
<th>Description of Service</th>
<th>Amount</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>16C259</td>
<td>Baldy View Occupational Program</td>
<td>Rancho Cucamonga, CA</td>
<td>Memorandum of Understanding, to develop a program of study that provides ROP students the opportunity to receive training related to control systems technology as approved by Employment Development</td>
<td>$60,000.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C235</td>
<td>California State University, Dominguez Hills</td>
<td>Carson, CA</td>
<td>For a not-to-exceed amount, to provide training in OSHA standards for general industry, occupational safety, and health standards held at the InTech Training Center as approved by Employment Development</td>
<td>$26,500.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C226</td>
<td>Dr. Cindra Smith</td>
<td>Gold River, CA</td>
<td>For a not-to-exceed amount, to provide consulting services including preparation, facilitation, submission and follow up report for the Governing Board retreat held on February 4, 2016, as approved by the Superintendent/President</td>
<td>$3,000.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16C83</td>
<td>Golden Eagle Moving Services, Inc.</td>
<td>Upland, CA</td>
<td>Amendment 1 to increase the not-to-exceed amount, to provide additional moving services at the Rancho, Fontana and Chino campuses as approved by Purchasing Services</td>
<td>$7,000.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16C205</td>
<td>Henry Charles Rogers</td>
<td>Riverside, CA</td>
<td>Blanket Independent Contractor Services Agreement by Work Order Authorization, for a not-to-exceed amount to provide the District's business clients, community partners, and their full time employees, in the areas of business, commercial, computer, continuous improvement, healthcare, management, literary and safety skills, as approved by Economic Development</td>
<td>$22,000.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C250</td>
<td>Jose Ledezma</td>
<td>Redlands, CA</td>
<td>For a not-to-exceed amount, for storytelling/musical performance for the Question Bridge exhibition held on February 17, 2016, as approved by the Vice President of Student Services</td>
<td>$200.00</td>
<td>Restricted General Fund</td>
</tr>
</tbody>
</table>

---

1 Funding for all contracts and change orders on this list are included in the 2015-2016 adopted district budgets.
2 Funded by Employment Development grant funds.
3 Funded by Employment Development grant funds.
4 Funded by Economic Development grant funds.
5 Funded by Student Equity budget.
<table>
<thead>
<tr>
<th>Contract Number</th>
<th>Vendor</th>
<th>City, State</th>
<th>Description of Service</th>
<th>Amount</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>16C252</td>
<td>Lunden Johnson</td>
<td>Ontario, CA</td>
<td>For a not-to-exceed amount, to provide photography services for Black History Month poster project with AMAN/AWOMAN-UMOJA as approved by the Wignall Museum of Contemporary Art⁶</td>
<td>$150.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C237</td>
<td>Mostovoy Strategies</td>
<td>Upland, CA</td>
<td>Community Education Independent Contractor agreement to provide seminar/workshop/training related to the program titled Expand your Nonprofit Business – 5 Tips for Success as approved by Community Education⁷</td>
<td>1,440.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16C253</td>
<td>Oghenetejiro Erusiaf</td>
<td>Rancho Cucamonga, CA</td>
<td>For a not-to-exceed amount, to provide photography services for Black History month poster project with AMAN/AWOMAN-UMOJA as approved by the Wignall Museum of Contemporary Art⁸</td>
<td>150.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16P19</td>
<td>Patriot Environmental Laboratory Services, Inc.</td>
<td>Fullerton, CA</td>
<td>For a not-to-exceed amount, to perform a limited asbestos survey to the exterior roofs of the Center for the Arts Buildings B and C, as approved by Facilities Development⁹</td>
<td>1,928.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C97</td>
<td>Quick Caption</td>
<td>Riverside, CA</td>
<td>Amendment 3 to increase the not-to-exceed amount, to provide additional sign language interpreting services as approved by Disability Program and Services¹⁰</td>
<td>21,000.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C254</td>
<td>Reno Ludwiga</td>
<td>Upland, CA</td>
<td>For a not-to-exceed amount, to provide photography services for Black History month poster project with AMAN/AWOMAN-UMOJA as approved by the Wignall Museum of Contemporary Art¹¹</td>
<td>300.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C251</td>
<td>Robb McDermott</td>
<td>Redlands, CA</td>
<td>For a not-to-exceed amount to design and apply a 3-panel mural that illustrates the theme of Past, Present and Future at the InTech Training Center as approved by Employment Development¹²</td>
<td>3,200.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C67</td>
<td>Robin Oaks</td>
<td>Goleta, CA</td>
<td>Amendment 1 to increase the not-to-exceed amount, to provide legal and investigative services, as approved by Human Resources</td>
<td>15,000.00</td>
<td>Unrestricted General Fund</td>
</tr>
</tbody>
</table>

⁶ Funded by Student Equity budget.
⁷ Funded by Community Education program funds.
⁸ Funded by Student Equity budget.
⁹ Funded by Physical Plant and Instructional Equipment Block grant budget.
¹⁰ Funded by Disability Programs and Services (DPS) budget.
¹¹ Funded by Student Equity budget.
¹² Funded by Employment Development grant funds.
<table>
<thead>
<tr>
<th>Contract Number</th>
<th>Vendor</th>
<th>City, State</th>
<th>Description of Service</th>
<th>Amount</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>16C124</td>
<td>RISE Interpreting, Inc.</td>
<td>Riverside, CA</td>
<td>Amendment 1 to increase the not-to-exceed amount to provide additional interpreting services, as approved by Human Resources</td>
<td>$4,000.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16C133</td>
<td>Sheila Forsberg</td>
<td>Roseville, CA</td>
<td>Amendment 1 to increase the not-to-exceed amount to provide classification and compensation reviews as approved by Human Resources</td>
<td>11,000.00</td>
<td>Unrestricted General Fund</td>
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<tr>
<td>16C217</td>
<td>The Titan Group</td>
<td>Redlands, CA</td>
<td>Amendment 2 to increase the not-to-exceed amount to provide Equal Employment Opportunity workplace investigation services as approved by Human Resources</td>
<td>10,000.00</td>
<td>Unrestricted General Fund</td>
</tr>
<tr>
<td>16C234</td>
<td>Waterworks Technology, Inc.</td>
<td>Ontario, CA</td>
<td>For a not-to-exceed amount to provide a 16 week training course in the field of Water Technology held at the InTech Training Center as approved by Employment Development&lt;sup&gt;13&lt;/sup&gt;</td>
<td>51,300.00</td>
<td>Restricted General Fund</td>
</tr>
<tr>
<td>16C243</td>
<td>William Napoli</td>
<td>Rancho Cucamonga, CA</td>
<td>For a not-to-exceed amount to provide a workshop on Adobe Photo Shop Part 1 and Part 2 as approved by Instructional Support and Library Services</td>
<td>720.00</td>
<td>Unrestricted General Fund</td>
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<tr>
<td>16C257</td>
<td>Workplace Answers, LLC</td>
<td>Dallas, TX</td>
<td>For a fixed fee to provide modifications and graphical modifications to Campus Answers training software, as approved by Human Resources</td>
<td>600.00</td>
<td>Unrestricted General Fund</td>
</tr>
</tbody>
</table>

List reflects contracts entered into and change orders to existing contracts through February 29, 2016.<sup>14</sup>

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<sup>13</sup> Funded by Employment Development grant funds.
<sup>14</sup> Funding for all contracts and change orders on this list are included in the 2015-2016 adopted district budgets.
GENERAL FUNDS (10)

<table>
<thead>
<tr>
<th>PAYROLL</th>
<th>COMMERCIAL</th>
<th>TOTAL FUND (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5,973,264.06</td>
<td>4,089,400.96</td>
<td>10,062,665.02</td>
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SCHEDULED MAINTENANCE FUND (42)

<table>
<thead>
<tr>
<th>BUILDING FUND (40)</th>
<th>EARLY RETIREMENT FUND (61)</th>
<th>VACATION LIABILITY (69)</th>
<th>CAPITAL OUTLAY PROJECT FUND (41)</th>
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</thead>
<tbody>
<tr>
<td>10,277.83</td>
<td>2,058.75</td>
<td>-</td>
<td>45,161.30</td>
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</table>

CHILD DEVELOPMENT FUND (33)

<table>
<thead>
<tr>
<th>PAYROLL</th>
<th>COMMERCIAL</th>
<th>TOTAL FUND (33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>61,227.04</td>
<td>94,192.69</td>
<td>155,419.73</td>
</tr>
</tbody>
</table>

TOTAL ALL FUNDS

<table>
<thead>
<tr>
<th>TOTAL ALL FUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 10,437,384.25</td>
</tr>
</tbody>
</table>

PAYROLL WARRANT/ADVICE NUMBERS

| 119783-119964    | 333779-335541     |

COMMERCIAL WARRANT NUMBERS

| 1008979-1009090  | 1676281-1677074   |

PURCHASE ORDER NUMBERS

<table>
<thead>
<tr>
<th>BPO's 12148 - 12167</th>
<th>$ 97,450.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO's 44737 - 44896</td>
<td>$ 235,551.54</td>
</tr>
</tbody>
</table>