

Community College Advocacy Group
Report to the College of the Redwoods Board of Trustees
September 14, 2009

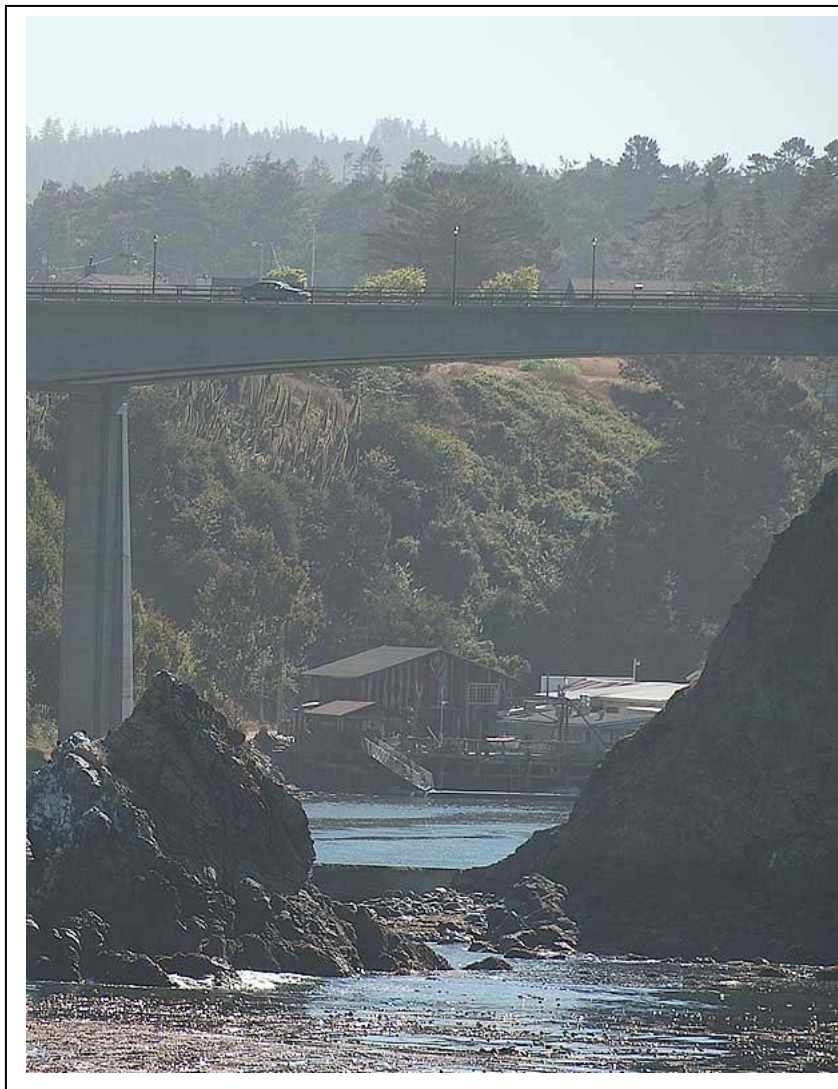
WHAT WE ARE ASKING COLLEGE OF THE REDWOODS

- 1) Commit to work directly with community members, faculty, staff and students to revive the CRMC campus and help it grow. Listen and act based on identified needs, and tell us how we can help turn these into reality (one, but not the only, means could be #7 below).
- 2) Facilities: Put the cornerstone for our campus' future, the sciences lab, on a fast track to be built.
 - A) Release funds for the science lab. If they do not exist, work to acquire them as quickly as possible.
 - B) In the interim, bring the current science lab up to minimum standards before remaining monies in Measure Q are spent for currently non-existent campuses.
 - C) Update the Facilities Master Plan to reflect the campus need and desire for a science lab and the Fine Woodworking Program's desire to stay at Pudding Creek. Keep the student art gallery, since we currently have no place to display student's work.
 - D) Fix Art Department issues, at minimum those presenting potential health or structural hazards.
- 3) Curriculum
 - A) ESL Program implemented based on the ESL Study
 - Develop the program using the ESL Study
 - Develop and implement a CR-led marketing strategy to bring in students
 - Facilitate students who work nights and weekends
 - Rework the CRMC website and phone to make them accessible to Spanish speakers
 - B) Marine Science: Develop a comprehensive Program marketing plan to recruit students locally and from across the nation.
 - C) Home Healthcare Certificate Program
 - Determine local interest. If it exists at a level to justify a pilot program, define and get it in the curriculum.
 - D) Promote discussions in the community and CR for certificate programs in Ecosystem Restoration & Green Technology.
 - E) All class registration remains open until filled or after the first meeting to allow to fill.
- 4) Commit to reinstate permanent, full-time professors for Math, English, & Art at CRMC.
- 5) Develop a comprehensive marketing plan for the CRMC campus and its programs.
- 6) Provide the public a clear, project account of Measure Q expenditures for Mendocino to date and current plans for any unspent balance.
- 7) Establish a community-based CRMC advisory (working) group that is open to all members of the CCAG, other interested members of the public and includes ex-officio members from the CR – 1 CRMC faculty member, the Dean and our local Trustee.
- 8) Address the interim-housing issue for non-local students and develop a program to connect CRMC to landlords or individuals in the community with available housing.
- 9) Work to make access to information about CRMC on the website more user-friendly.
- 10) Ensure CRMC can accept, hold, and responsibly administer funds given by any individual, group, or government agency for the purpose of forwarding the development and maintenance of CRMC.

BRIDGING THE GAP

Initial report prepared by the
Community College Advocacy Group

For Presentation to the
College of the Redwoods Board of Trustees,
President/Superintendent Jeff Marsee,
Mendocino Campus Dean Geisce Ly, Faculty & Staff



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I. Mission Statement

To determine and advocate the community's vision for our local college.



II. Background

"The key themes which emerged from the District's planning processes include student-oriented support services and activities, evaluation and development of curricula and programs, District economic development, and District resources and institutional effectiveness. These broad themes will drive District planning processes for the next decade...."

"To be successful, this guide requires planned management of educational programs and services that address the economic and social needs of our community." -- CR Education Master Plan 2009-2020

On March 24, 2009, an outraged yet respectful group of over 250 citizens attended a public forum in Fort Bragg that was led by College of the Redwoods (CR) President/Superintendent Jeff Marsee. People came to protest Marsee's plan to remove one of College of the Redwoods Mendocino Campus' premier local programs, Marine Science Technology (MST), and its instructor, Greg Grantham, to the Eureka campus. Dr. Marsee explained it was a matter of FTEs and money, but if the community had ideas on how to keep the program by getting more students in the chairs, he would consider them.

Hearing a current of helpful public suggestions in answer to the President's challenge and the community's obvious frustration with the condition of College of the Redwoods Mendocino Campus (CRMC) programs and facilities, Fort Bragg Mayor Doug Hammerstrom and Vice Mayor Dave Turner invited a number of citizens to join a community "advisory" group. The group's purpose was first, to gather and evaluate existing information on a number of CR issues, second, to work to meet President Marsee's challenge, and third, to make recommendations to the administration, Trustees, and faculty on ways to better "*address the economic and social needs of our community*" and local campus. The ultimate goals: 1) to stop the downward spiral of CRMC and 2) to see it revitalized and making a contribution to the stability and growth of our north coast community.



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III. Who is the Community College Advocacy Group?

The Community College Advocacy Group (CCAG) is a non-exclusive community group interested in understanding CR's interaction with, and plans for, the Mendocino Campus. Using our collective skills, connections inside and outside the area, and determination to see our campus succeed, the CCAG advocates for:

- Retention or restoration of CRMC core curriculum and faculty,
- Ensuring the availability and quality of existing and new courses and facilities,
- Increasing and retaining student FTEs,
- Transparency to ensure bond and other funds are appropriately secured and directed to CRMC facilities and programs.

The CCAG recognizes the community's right to pursue alternative alignments should College of the Redwoods fail.

More than 20 of the 40+ original members continue in the CCAG as regular contributors. Collectively, the CCAG's members have extensive community service and volunteer backgrounds, locally and across the nation. The active members' individual backgrounds cover the following professions and fields of endeavor (see *Appendix D* for more complete profiles):

College professors, associates, and administrators (from the community college to graduate school level), Preschool - K12 teachers, a principal and Superintendent of Education; college students; historians; business owners; private consultants; psychology, mediation, medical, non-profit, resource conservation, and other management and development specialists and directors; writers and published authors; photo and print journalists and publishers; marketers; grant writers; culinary arts education instructor and practitioner; ordained minister; fine arts; herbal science; farming; entertainment industry; City management and planning; local and federal politics; public housing authority; law; math; physics; biotechnology; and zoology.

College of the Redwoods Mendocino Campus has long been a support center for our coastal community, offering youth and adults equal opportunity to meet their educational goals, strengthen job or life skills, and/or qualify to enter a four-year academic institution. Unique programs, such as Fine Woodworking and Marine Science Technology have earned stellar reputations and drawn students from many areas of the state and beyond.

For a number of years, the Mendocino Coast community has watched the steady decline of our campus' facilities, course offerings, and full-time core faculty. Cancellation of the long-needed, design-approved – shovel-ready – science lab, combined with the President's plan to remove the MST program to Eureka, were calls to action.

Like many rural areas, our community is in desperate need of an "economic shot in the arm." Where we could once rely on locals to keep classes and programs alive, industry job loss has

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meant dwindling populations as families and individuals have moved to opportunities elsewhere. Many in the community feel we are facing the last chance to rebuild our campus or it will be closed.

To move forward and succeed, we need more than demographic charts and tracking mechanisms. Broadening CR's decision-making to include Mendocino coast's special blend of people with diverse personal talents, business and marketing know-how, and passion and experience in education, while directing programs toward maximizing our social, physical, and geographic resources, could provide critical leverage to return CRMC to vitality.

The repeated threat to CR's accreditation affects and is unacceptable to everyone. Understandably, correcting deficiencies diverts time, energy, and funds to rescuing the entire system. The CCAG is committed to looking for ways to bolster CRMC's position and thus contribute to the overall health of the college. We believe the CCAG's existence and activities could work to answer some of the Accreditation Committee's demands that CR rebuild constituent trust.

The CCAG recognizes that the Administration, Trustees, and some faculty are concerned about our openness to examine the options and process of reaffiliation with another college. Within the CCAG, there are differences of opinion about the wisdom or feasibility of such a move. To date, we have received committee information, but have had no formal discussions about the pros and cons nor have we developed a CCAG position. For most of us, reaffiliation is not the first choice at this point. However, as taxpayers and citizens concerned for the educational and economic stability of our area, key failings in meeting our campus and community needs combined with continued threats of disaccreditation, leave us with a responsibility and the right , to explore all options.



IV. Areas of interest and concern for CCAG study

Early CCAG discussions generated a broad list of concerns and ideas on what we need for the community from CR and CRMC. All ideas were put "on the table," without qualification, knowing those with merit would stay, those without would, over time, fall by the wayside. The ideas were organized into the following topics (see *Appendix A* for further descriptions):

- *Autonomy and Control;*
- *Funding;*
- *Programs/Curriculum/Faculty/Facilities;*
- *Partnerships;*
- *System Function*



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V. CCAG Committees

The CCAG organized into eight committees, each charged with specific tasks, primarily to gather and present information for CCAG discussion and possible action. Action has and could mean:

- Work directly with the community to reduce tension about the campus or resolve issues;
- Informally make suggestions directly to CR faculty, staff, or administration; and
- Formally make recommendations and requests to CR administration and Board of Trustees.

The eight CCAG committees are:

1. Structure Committee: This committee introduced what became the accepted model for CCAG structure (modified consensus with Mayor Hammerstrom as Chair) and ground rules for meeting organization and procedure.
2. Campus Organization Committee: To gather information on the range of possibilities for realignment with other educational institutions should CR fail to meet CRMC needs, either through disaccreditation or lack of support for our campus to remain viable.
3. Curriculum Committee: to look at current CRMC programs to see what students can accomplish, in what disciplines, over what time period on both academic and vocational tracks. Identify program needs based on community needs. Offer CR administration and faculty ideas and/or resources to fill the gaps.
4. Funding Committee: To revitalize “Winter in the Redwoods,” a CRMC-sanctioned scholarship fundraiser.
5. Housing Committee: To look for affordable housing opportunities within the community, which could serve as temporary (or perhaps permanent) options for non locally-based students.
6. Information Gathering/Finance: To gather and make available documentation on any issue the CCAG is researching. Track the nature and flow of funding between CR Eureka and CRMC, including the fate of the 2004 bond funding.
7. Marine Science Technology (MST) Program Committee: To work with Greg Grantham and others to understand the Program, its existing campus advisory group, and what it would take to keep the MST Program at CRMC beyond the one-year grace period given through the MST Program Revitalization Plan.
8. Marketing Committee: To fill gaps in, or make more effective, CR’s marketing of our campus and programs both to students and potential funding sources.

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(Individual committee reports are in *Appendix B*. These contain more specific information and observations by the committee members.)



VI. What we've done

The CCAG has met six times since April 2, 2009. Committees have met or communicated as needed. The CCAG's main meeting agendas and minutes have been sent to President Marsee, Dean Geisce Ly, and Trustee Will Smith, all of whom were given standing invitations, along with any or all Trustees, to attend our meetings. Will Smith attended two and his input was very helpful.

This is an initial report. The CCAG is far from finished gathering information and developing opinions and ideas. The issues are complex and time available for members to devote to the task varies widely. Though gaps still exist in what we know and can offer, considering the complexity of the issues and the volume of background information to digest, the CCAG has accomplished a tremendous amount in five months. Committee members have collected information from CR administration, faculty, staff, the Internet, local, county, and state agencies and government, politicians, the public, members of the business community, and current and potential students. The Information Committee has printed, and houses, over 100 documents about the college, its processes, reports, and media pieces. Anyone is welcome to review them. (see Information Committee Report in *Appendix B* for an overview of the Committee's past and planned activities.)

Brief committee activity reports were given at most meetings, along with summations of any media coverage and CR's accreditation status. There have been fruitful conversations during our meetings and the members, while not always agreeing, work well together.



VII. Observations and Recommendations

A summary of observations and recommendations follows based on Committee reports and CCAG discussions and organized within the Areas of Interest and Concern headings:

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A. Autonomy and Control

Understanding the local campus and community works both ways. Where initially President Marsee denounced the CCAG, even before our first meeting, when neither he nor we knew what we were about, he has recently suggested that our members participate in a yet-to-be-established, official CRMC advisory committee. The CCAG agrees it would be useful to have sanctioned access to the college and a number of CCAG members are interested in participating. Indeed, without ongoing, results-oriented dialog with the community that CR serves, CRMC will not survive as a campus.

We suggest adding three additional ex-officio members to such a CRMC advisory group: a faculty member, the local trustee, and CRMC Dean.

For now, we see no reason to disband the CCAG, at least not until a CRMC advisory committee is in place and demonstrates its effectiveness. We intend to work collegially with such a group, if asked, and if possible.

A Campus Organization subcommittee was formed to evaluate options regarding affiliation of CRMC. Because the Committee Report holds an internal dissenting view, no attempt was made to summarize its findings. Please see full texts in ***Appendix B***.



B. Funding

A “Winter in the Redwoods” scholarship fundraiser is on track for next March and is generating excitement.

Members tracking expenditures of Measure Q bond funds found the effort and information to be unnecessarily confusing. The community is having a hard time accepting the diversion of funds away from CRMC. Changes were made to facilities plans without discussion or input from those affected here and funds allocated for new campuses and other uses. There must be a more transparent system that incorporates local input instead of one relying on unilateral decisions.



C. Programs/Curriculum/Faculty & Facilities

"Develop and manage human, physical, and financial resources to effectively support the learning environment." -- EMP Strategic Plan Goal 2 developed by College of the Redwoods Coordinating Planning Team for the years of 2008-11

"By putting students first, the District will enhance diverse communities with innovative learning opportunities that foster personal success." -- RCCD Education Master Plan Vision statement-4/29/09

The loss of permanent, full-time faculty (English, Math, and Art) at CRMC is significant. Full-time professors, acting as department heads, help maintain continuity from year-to-year, provide guidance to associate faculty, and assure quality instruction and adherence to course curricula. They keep our campus connected to, and advocating for, CRMC needs on instructional issues, policies, and procedures proposed by the Academic Senate. Restoring strength to the Mendocino campus requires a commitment on the part of CR to fill these positions.

In general, CRMC needs more night and weekend classes to enroll working students.



Programs/Curriculum/Faculty

ESL Program

Objective 4.3 – Increase the number of community relations with those for whom English is a second language Initiatives:

- 5. Update the student equity plan and use this as a guide for aligning college programs and services with the multicultural makeup of the community.*
 - 6. Review campus life opportunities and institute specific activities to engage ESL students."*
- EMP Strategic Plan Goal 4*

The lack of an ESL program at the Mendocino campus has been a long-standing gap in the local CR program, despite the above stated initiatives, willing students, available funds, strong recommendations by the CR Multi-Cultural and Diversity Committee, and a \$10,000 consulting report (CR-ESOL Program Handbook). Regardless of the Education Master Plan's assertion (p.67) that the *"Mendocino campus has a team of faculty and staff who are interested, enthusiastic and ready to establish ESOL courses there, which could develop into an Intensive English Program or English Language Institute,"* the community consensus has been CR faculty and administration are not interested. Misinformation about Hispanic documentation and ability to pay has hindered establishing a full credit ESL program at CRMC.

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When no move was made by CRMC to schedule even a non-credit ESL course for Fall term, a CCAG curriculum committee member located a qualified TESOL instructor. She was interviewed by the college, offered a non-credit course this fall, then told SHE had to recruit 22-25 students or the class wouldn't fly. This is more than double the number required last Fall for other full-credit courses, such as English.

Specific recommendations for an ESL Program include the following:

- Full local support staff (as defined in the ESL Study), along with the qualified adjunct instructor, should coordinate ESL efforts on campus, with additional support from the Eureka campus. Non-credit ESL classes should be offered this Fall as part of a pilot study and should be offered at night and on weekends for working people. The committee has already spoken to Safe Passage, a local organization that supports Hispanic families, Harvest Market, and others who have non-English speaking adults anxious to take classes. Last year two carloads of students drove to Willits to Mendocino College twice a week to get classes they couldn't get in their own community.
- CR's administration and the entire support staff should help the faculty recruit using contacts with the high school and local Hispanic groups, churches, and advertising on Spanish-language and traditional broadcast and print media. The adjunct TESOL professor can help with this recruiting, but should NOT be made solely responsible. The College is responsible for recruiting.
- A credit and non-credit program should be in place by Spring. Courses should be added as needed and recruitment should be widespread and lead by CR. The variety of classes described in the ESL Study should be in place within two years. These include Reading, Writing, Listening, and Grammar at the Beginning and Intermediate levels. Beginning and Intermediate classes should be offered simultaneously, as recommended in the Study, so that wherever students place, there is an appropriate class available.
- As recommended in the ESL Study, the website should be reworked so the programs are easy to find and are bilingual.
- Efforts should be made to find funding for qualified, undocumented students.

None of the ideas for vocational or credit programs to aid the local economy will succeed unless we have an ESL program in place to transition the growing number of Hispanics into fluent written and spoken English. A pilot program for ESL should happen at CRMC since documentation shows we have three times the number of Hispanics as Humboldt.



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Marine Science Technology Program

The ocean ecosystem in the Mendocino area is “one of the top five most productive upwelling ecosystems of the world oceans...” (Angelica Rosa, MST Science student and ASCRMC officer). Also remarkable is the quality of the science education faculty at the CRMC campus.

The one-year plan negotiated between President Marsee and MST’s Professor Grantham must be extended to ensure a permanent rise in FTEs. Increased program visibility (DVD online, flyers, brochure, articles, scholarship checks enlarged and displayed outside registration office) are all very good efforts. We applaud scholarship contributions obtained from PG & E and the match given by the CR Foundation, as they produced four full-time students enrolling this Fall. These are an encouraging start and one which should be built upon and used to leverage additional funds. However, a long-range, high-quality MST marketing and action plan is critical for the future of the MST program. If one exists or is in the works, the Marketing Committee would like to see it.

Given time, basic resources, and a broad, high-level outreach and marketing plan, we are convinced the MST program can be secured at CRMC.

“Increase the number of degrees and certificates earned” --EMP Strategic Plan, Goal 1-d



Nursing Program

While a full nursing degree program is likely not feasible at CRMC due to cost and limitations of our local hospital, the CCAG perceives a need and opportunity for CRMC to provide a certification program in healthcare related services, such as home healthcare. Our aging population, particularly on this part of the north coast, provides a ready market for well-trained home healthcare workers.



Ecosystem Restoration and Green Technology

We are aware there is an ongoing connection between the planned Noyo Center for Science & Education and CRMC, which we hope will continue to actively develop into new certificate programs such as ecosystem restoration and green technology. CCAG member, George Reinhardt has drawn up a preliminary description of such a program, which the CCAG will be discussing in the future.

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These areas of study could increase CRMC FTEs and directly and indirectly serve to meet CR's Goal 1-d above, plus "...address the economic and social needs of our community", and a CCAG goal that CR "teach to the local economy."



Facilities

Using the California Community Colleges Chancellor's office capacity standards for each type of space (e.g., classroom, labs, library and administrative), the planning committee was able to assess both current and projected needs for each campus through year 2015. By cross-referencing projected enrollments to existing facility space, it has been possible to identify future space needs that must be resolved if continued growth is to be achieved.

-- President/Superintendent Jeff Marsee Facilities Master Plan May 2009

...more than \$20 million (2009 values) in deferred maintenance projects remain unresolved. Several popular projects (underlines added) such as the leaking and therefore unusable swimming pool remain open for resolution.

--President/Superintendent Jeff Marsee Facilities Master Plan; May 2009

The Mendocino campus has the right amount of space to accommodate the current and projected growth of existing programs. Additional space will be required if new programs or functions are added to the campus. A priority for this campus is to bring the woodworking program to the campus and provide the additional space required to support it. (underline added)

--Facilities Master Plan May 2009; p.3

The facilities master plan, if it is to be relevant, must be a continually changing and responsive document that anticipates change. It must not create a box that confines the district's ability to grow in new and perhaps unforeseen directions.

--President/Superintendent Jeff Marsee Facilities Master Plan 2009



Science Lab

The CCAG's highest facility priority has nothing to do with popularity, rather it is directed at a desperate need that directly effects the education of students. The top priority is construction of the CRMC sciences lab, the physical foundation of which is in place. Where once it appeared as part of the facilities planning process, the CRMC sciences lab disappeared from the draft and final Facilities Master Plan for Mendocino. The current state of CRMC's labs is deplorable. Without this facility, the college's strongest possible curriculum draw – science – particularly marine and natural/environmental sciences will fail.

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The current CRMC lab is used for a number of the 18 courses taught by Professor Grantham. Full-time science instructor, Teresa Sholars, teaches general biology, numerous classes in botany & natural history and environmental science, while Michael Grady teaches chemistry. Most of these classes have a lab component. CRMC also offers the pre-nursing courses, microbiology, physiology and human anatomy. All of these have lab components – human anatomy (dissection) with legal requirements for proper ventilation, cadaver storage, privacy.”

The existing CRMC lab is not ADA compliant, and we fear the safety equipment issues stretch into OSHA non-compliance territory as well. At the March 24th Community Forum, several of these issues were brought to President Marsee’s attention and he said they would be corrected. They have not been.

A short list of current problems includes:

- Cracks in the floor wide enough to present a tripping danger. Heating pipes are in the floor and risk breaking as cracks continue to expand;
- No safety equipment (Fume hood, emergency shower, eye-wash, etc.) in the dry lab;
- No safety equipment (Fume hood, emergency shower, eye-wash, etc.) in the prep room;
- To pass inspection, a sash was lowered on one fume hood to the point students can no longer pour liquid into a graduated cylinder;
- There is no storage facility for hazardous waste (currently stored in a classroom fume hood) and no pick-up has been scheduled for two years;
- Neither lab is ADA compliant;
- Aisles between lab benches are too narrow for wheel-chair access, and extremely difficult to navigate when chairs are occupied. A wheelchair confined student this Spring had great difficulty maneuvering the room making it difficult and burdensome for him and the other students;
- Lack of aisle space and use of Bunsen burners has been identified as a potential fire hazard, as leaning back in the lab chair or walking through the aisles makes class participants vulnerable to being set on fire;
- Distilled water tap remains disconnected in the wet lab;
- Many of the lab chairs are impossible to adjust anymore (stuck in the extreme high position);
- The electrical system will not accommodate the number of hotplates needed by students;
- Inadequate = functionally non-existent ventilation in the cadaver room, forcing instruction into the main lab room where a lack of viewing space requires students stand on lab tables to see what is instructed. Anatomy is occurring this Fall in these unaltered conditions.

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The approved lab replacement plan provides classrooms, up-to-date with wheelchair accessible benches and fume hoods, internet connections for students, equipment storage and repair room, up to code chemical/waste storage, approved safety equipment in classrooms and prep rooms, a natural history room for the animal (study skins, live mounts and preserved specimens) and plant (herbarium) collections, fire exits, cadaver storage and dissection room with up-to-code ventilated dissection table and shower/eyewash station.

It is recognized the MST program, current lab-supported science classes and any future science-based programs must have working labs that keep students and staff safe and provide room for everyone to work. Allowing the current conditions to remain unresolved, plus removal of the lab from the Facilities Master Plan and relegating its construction first to Phase III, now to Phase IV, with no input from those affected borders on unconscionable.



Art and Fine Woodworking

The remodeled Art department building is welcomed, as it provides much needed space and lighting, however, several issues have been identified with the facility:

- Floor does not drain and the non-slip surface was never applied;
- The damp box door does not close because of changes made to the walls (therefore it does not properly do its job of keeping the clay damp);
- Glaze mixing area does not have adequate ventilation to remove airborne silica and other dusts (OSHA concern);
- New spray booth omitted from plan (old booth is in kiln shed, taking up the space where a kiln should be);
- Old electric wheels not refurbished, most have frayed wires on foot controls which is dangerous considering that we often spill water in these areas (OSHA concern);
- Patio area not fenced and able to be secured;
- Benches between wheels build too high to be used for setting ware on them;
- Benches built to the floor, making it very difficult to wash the floors;
- Drying box omitted from building;
- Baseboards never installed in the rooms;

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- Patio awning drains rainwater onto building walls. Wall replaced during this construction had originally rotted out because of water leaking into it-let's not have a repeat;
- Patio sink installed in the wrong location.

The CCAG is hopeful these deficiencies can be corrected, particularly those with the potential to damage the building or be dangerous to those who work in it.

Oversight by CRMC personnel who teach in or care for a space should be given during planning and construction, all input noted and signoff should occur only after a final inspection clears any project deficiencies.

The Fine Woodworking program has openly rejected the plan to move it to campus and supports the CCAG's call to build the science lab. The CCAG supports Fine Woodworking's desire to stay at the Pudding Creek location. The college should not be acquiring or spending money on a building that is not needed or wanted when another is paramount and goes unaddressed. We recommend the Facilities Master Plan be changed to eliminate moving the Fine Woodworking Program to a new building on campus and to add the CRMC science lab's construction on a fast track.



Housing

The CCAG agrees student housing is vital for the stability and growth of our campus. We would like more information on what is planned. There are members who would like to help CR promote student housing in the community. Until housing is constructed, CCAG advocates better outreach and cooperation between the college and the community in directing non-local students to places to live. Two community members (one individual, one motel owner) contacted by the housing committee have indicated they, and perhaps others, might be willing to provide some housing for CR students as an interim measure. The feasibility of this needs to be determined.



D. Partnerships

There has not been time to fully explore existing or potential partnerships, but the CCAG is clear our future depends on 1) a solid, saleable vision and plan for CRMC and an active student/funding recruitment plan involving a wide range of local and outside supporters.

The CRMC website for the MST program contains a partial list of twenty six jobs or internships Greg Grantham has obtained for his students through his connections and referrals. In addition, he has brought in over \$69,000 in donations and funds (see *Appendix C*) to support the program. Again, we hope the partnership with PG&E and the CR Foundation will continue and grow.



E. System Function

We applaud President Marsee's removal of the parking meters from CRMC when he was told they were locally identified barriers to accessing the college. *The Loop* is a great source of information, which should have wider distribution; at least let the media know it exists and where to find it on-line.

An area we have not had much time to explore – the CR website/user interface. Online registration has been reported by a number of people to be either non-existent or needlessly troublesome. One CCAG member called to check on class availability and, after five electronic transfers, was connected to the Registration office. She was told to go to the “WebAdvisor” section of the CRMC website to access information on the Community Education Class she was interested in taking. The site (nor the campus catalog) had these classes. No information was forthcoming on any standard courses, either, only error messages. After six attempts at access over two days, she made a visit to campus to register. A helpful hint from the registrar to not put in any information, just hit the submit key for a full list, worked when she went home and tried again.

Internet access is likely the college's first marketing opportunity to capture and sell a student (particularly non-local) on CRMC. Confusing, inoperative, missing or out-of-date information is a complete turn-off and can be viewed as example of more deeply-rooted conditions in the college. Potential students and others have reported classes being cancelled several weeks (or longer) before the start of a class. We recommend classes stay active until after the first class meeting.

Indeed, information given to local media has differed from what is online. The Fall catalog and Academic calendar for the Mendocino campus, for example, have no, “Last day to register” date. Eureka's catalog doesn't either, but its online Academic calendar does. Also, our campus

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Faculty/Staff directory is out-of-date. These types of gaps or inconsistencies are easy to correct and make everyone's lives easier. There have been comments the support staff on campus needs to coordinate more closely with one another.

Winning and retaining students by providing quality education is the first priority of any educational institution. Success takes open collaboration between faculty, staff, administrators, students, trustees, and the local community. Once the learning environment is secured, it is the institution's responsibility to produce a steady stream of students. Otherwise the good work and good will of the stakeholders is lost.

Meeting the goals of the EMP, the requirements of the ACCJC, and rising above the competition between institutions in today's economic climate demand quality programs, supported by implementation of a comprehensive, creative, and well-directed marketing strategy. While CR has developed Education and Facilities Master Plans, nowhere have we found a supporting marketing plan. Sections 4 and 5 of the EMP (*"Visions for the Future"* and *"Evolving Directions-Planning for the Future"*) say nothing of how CR will promote its individual campuses and programs to potential students. This is a serious gap in the stability of the college as a whole and the individual campuses.

A high-level marketing strategy is also vital to attracting additional program funding, whether corporate, non-profit, government grants, or private donors. We were surprised to hear locals, ready to give an endowment for a college program, were informed the college has no mechanism to accept and administer them. If true, this must be corrected. While not a traditional form of funding for community colleges, endowments are a growing "leg-up" trend CR should institute. All forms of giving must be made welcome, effortless, with donors appropriately acknowledged.



VIII. Conclusion

These are extremely difficult times for the College of the Redwoods from the Trustees through to the students. There is more work to be done. Many issues are in play. The CCAG has serious, although we hope not lasting, disagreements with the College. The College and Board have made a commitment to students, faculty, staff, and the north coast communities to not only keep the

College alive, viable, and safe, but to make it grow. The people of the Mendocino Coast recognize what's special here; the potential, perhaps beyond anything we've yet imagined, if we work diligently, creatively, and cooperatively. Tapping all of our stunning resources, talent, and ingenuity, CRMC may yet rise to become a long-term, healthy model among this state's community colleges. Beyond the concerns over accreditation, this community needs to be heard, the campus programs need time, facilities, faculty, and a marketing plan to show its students and supporters what CRMC is and can be. Then we'll have a future.

Appendix A

WHAT DO WE WANT WE DON'T HAVE NOW?

This distillation of “Issues to Consider” exercise was reviewed and accepted by the CCAG at its June 11th meeting. Below is an expanded description of the categories or individual issues raised at the May 7th meeting.

Autonomy/Control

- Independent, local college, not controlled by a different community with different interests and goals
A larger degree of input by locals over the makeup of the Mendocino campus, its programs and funding can spur increased enrollments and strengthen both the core and adjunct curriculum through programs, certifications, and degrees tailored to the local student and community (business, retirees, health care professionals, etc.). As vital, and if promoted, Marine Science and Technology (already unique in the nation at the community college level) and potential programs such as green technology or restoration/ecology, in partnership with the Noyo Center and others, stand to be innovative draws for future students and faculty from here and beyond. The ability to tap into the nature of our area and its people, then lock in funding, is critical to maintaining and expanding this campus.*

Funding

- Clear and transparent accounting of funds and how they are used: 1) dollars that leave our community for Eureka and 2) what comes back in support of our campus.

This baseline provides:

a) the local community dependable data to generate additional ideas and support for courses, faculty, facilities, and funding through partnerships, benefactors and other outside funding;

b) the local campus and community with a planning tool to track what’s happening now and prepare for its future; reduced surprises;

c) lowered anxiety levels and increased communication and support between the District and the Mendocino campus.

- Grant \$\$, writers, science foundation, stimulus money, green training.

These would help support our local programs and partnerships.

- Endowments

District-level accounting support would allow local individuals to give long-term, predictable funding to the Mendocino campus programs. Endowments lend credibility and leverage for generating even more funding, long and short-term.

Community

- Assess local business needs (*type, numbers, timing...?*) for college student/graduate skills

- What do graduates need
- Teach to our local economy

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- Lots of local needs are being met by community college
 - Vocational training
- Take leadership role at Noyo Center
- The more the Mendocino campus provides programs of education and skills students can use in jobs here, the stronger and more stable our population base will be. The more active the community is in developing programs with the Mendocino campus staff and faculty, with support from the District, the higher the student enrollment and great chance of outside funding support and partnerships. This helps ensure the campus will remain viable (or regain vitality).*

Programs/Curriculum/Faculty/Facilities – *these need to be fleshed out by the people who put the ideas forward.*

- Ordered, timely degree, pre-requisites for students bound for four-year institutions.
- Clarity re: how many full-time faculty are needed and the process to get and keep them.
- Classes for retirees (recreational)
- Strengthen and grow Marine Sciences program
- Restoration/ecology program
- ESL Program
- Distance-Based Learning Center that could generate revenue from other areas (*to this campus*)
- Health care related services training
 - Homecare certificate
 - Computer training to deal with medical software, etc.
- Programs for senior care (partnership with senior center).
- 2-year certification in green technology (building, solar, wind, LEED)
- Preserve local faculty at this campus (e.g., not all distance learning)
 - Full-time English staff (Bill Heffernan hired Fall 2009 semester to replace Charlotte Gullick- update needed to online directory)
- Closer association with local artists, fulltime art faculty and labs (film, textile)
- Distance learning interferes with relationship between student and teacher (*retranslate this into a need statement*)
- Renovate science labs
- Student housing and incoming faculty housing
- Political science- election debates, etc.

Partnerships

- Partnerships (ex. PORTS - State Parks; senior center, farmer population)
 - Nursing program, cooperative partnership with Mendocino College could be further developed
- Support the woodworking program (*needs definition by the person who put it forward- e.g. is the program a partner to the campus or is there a need for coursework the college can provide?*)
- Closer communication between CR and Community

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System function

- Easier online registration
- Don't cancel classes prior to school semester beginning. Cancel after first day they meet.
- Webflow; consistency or location of information and Internet dominance positioning
- Funding options need to be flexible, creative, and serviced easily

System function not only includes user interface issues, but also such things as understanding and working within or modifying the current system for establishing course work, faculty, standard and alternative funding, timing, administrative flexibility and constraints, and state regulations.

**Per a conversation with a student in the Marine Science Technology program, only 3 such programs exist in the U.S at the community college level -- one in Maine(?), one in Alaska, and ours.*

Appendix B

FULL COMMITTEE REPORTS
As submitted to CCAG



Campus Organization Committee

Contact: Russ Bartley – nhh@mcn.org (report author). Sylvia Bartley, Ray Duff, Mike Grady, Barbara Rice, Dave Turner

(Dave Turner was not in agreement with the Committee report as written, which appears at the end.)

The Campus Organization Committee was created at the initial meeting of the Community College Advocacy Group (Fort Bragg Town Hall, 2 April 2009) to examine how College of the Redwoods' Mendocino Coast Campus (CRMC) is currently meeting the educational needs of Mendocino County's coastal residents. The Committee's work has proceeded on the premise that the primary purpose of community colleges in general, and College of the Redwoods in particular, is to address the learning needs of the specific populations they serve. During the first two decades of its presence on the Mendocino coast, CRMC met this public obligation reasonably well, but in recent years the quality and public responsiveness of its program offerings have objectively declined. The Committee's analysis leads us to conclude that this change has been the result of a shift in administrative philosophy from public service-driven policies to a prioritization of business criteria over educational purpose. The available evidence suggests strongly to us that, increasingly, College administrative decisions have been made with a view to promoting institutional profitability rather than enhancing the quality of educational services provided to its various public constituencies.

The immediate issue that precipitated our local advocacy group was the threatened transfer of the CRMC Marine Science Technology program, along with its founding director, Professor Greg Grantham, to the main campus in Eureka. That proposal, however, was but the proverbial "straw that broke the camel's back," for everyone in the local community familiar with CRMC programs and operations recognized that the proposed transfer was merely the latest, albeit most dramatic, step in an ongoing series of Eureka-instituted measures whose ultimate effect was to eviscerate CRMC's educational offerings. As we examined these issues more closely, we discovered that what at first had appeared to be a bilateral matter between our local campus and CR's central administration was, in fact, a serious system-wide problem that threatened the academic viability of the institution as a whole. At its core are issues of shared governance versus the autocratic practices of a rigidly centralized administration.

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It is apparent from the perspective of the Mendocino Coast community that what is required is a full reexamination of our relationship to the College, including full review of post-secondary educational needs and how those needs might best be met. As an essential part of that review, the Campus Organization Committee was tasked to explore the feasibility of expanded relations with neighboring Mendocino College (Ukiah) and/or, farther afield, Santa Rosa Junior College. We met first to decide how best to approach Mendocino College president Kathy Lehner. It was decided that the initial contact would best be made by one or two Committee members, rather than the entire COC, and Russell and Sylvia Bartley were selected to do so. Once a firm appointment with President Lehner had been made, we met a second time to discuss the ground to be covered. We agreed that this first contact should limit itself to information gathering and a preliminary exploration of issues and mutual interests. These included the possibility of expanded reciprocity arrangements between CRMC and the Ukiah campus of Mendocino College, when such arrangements would benefit students and enhance the programmatic goals of each institution. Russell and Sylvia then had a very fruitful meeting with President Lehner on Wednesday afternoon, 29 April 2009, in which they and she shared insights on the nature, history and scope of problems currently confronting the College of the Redwoods. They also discussed areas of potential cooperation between Mendocino College and CRMC. It was clear from this meeting that Mendocino College is open to expanded cooperative arrangements with CR's Mendocino Coast campus and that they are ready to consider concrete proposals to that end.

Mendocino County Superintendent of Schools Paul Tichinin offered to have an exploratory conversation on our Committee's behalf with the president of Santa Rosa Junior College about these same matters but to date has been unable to do so.

The remainder of our Committee's activity thus far has entailed ongoing discussion of information from various sources as it bears on community concerns about the future of the local College campus. From our inquiry and analysis we conclude that CR's top-down command administration, inherently closed and unresponsive to the interests of faculty, staff and students, as well as the public this institution was intended to serve, is its most intractable problem — most immediately for a satisfactory resolution of local campus troubles, but more importantly for the long-term institutional viability of the College itself. Symptomatic of the problem has been President Marsee's adamant refusal, either personally or through an appointed representative, to participate in the Community College Advocacy Group's deliberations, ostensibly because as CR's chief executive officer he cannot legitimate a self-appointed body that advocates reaffiliation of the College's Mendocino Coast campus with another institution. The fallacy of his position on this matter, however, lies in a fallacious premise: the CCAG does not advocate reaffiliation, even as it has allowed that option to be placed on the table and permits it to remain there for further consideration and public debate. For its part, the CCAG has scrupulously kept President Marsee informed of its ongoing deliberations by providing him with meeting agendas and minutes and including him on the CCAG's e-mail list.

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What President Marsee in effect rejects here is not so much the right of citizens unvetted by CR administrators to treat of College matters, rather the validity of those citizens joining in free assembly to consider their own best educational interests and then determine for themselves whether, and if so how, the College can best advance those interests. CR administrators serve above all the College's institutional interests, which are defined in accord with the prevailing business imperatives of the day and have little or nothing to do with the educational needs and

desires of the local public, much less with "education" as a socially necessary, life-enhancing enterprise. Today, college administrators generally (and President Marsee is representative) concern themselves with educational "products" they can profitably market, rather than with knowledge and learning as socially valuable ends in themselves. As one concerned coastal resident communicated to President Marsee before the CCAG had been formed, "What we as a community require to resolve the present dispute with CR are educators, i.e., committed professionals dedicated to helping people expand their horizons and acquire new skills, not corporate managers captive to the unenlightened business calculus of 'education' entrepreneurs."

* * * * *

(Dave Turner dissenting report. Statements not in the original version are italicized)

This Committee is charged with information gathering to see what range of possibilities might be in terms of possible re-alignment with other educational institutions. The immediate issue that precipitated our local advocacy group was the threatened transfer of the CRMC Marine Science Technology program, along with its founding director, Professor Greg Grantham, to the main campus in Eureka. That proposal, however, was but the proverbial "straw that broke the camel's back...."

It is apparent from the perspective of the Mendocino Coast community that what is required is a full reexamination of our relationship to the College, including full review of post-secondary educational needs and how those needs might best be met. As an essential part of that review, the Campus Organization Committee was tasked to explore the feasibility of expanded relations with neighboring Mendocino College (Ukiah) and/or, farther afield, Santa Rosa Junior College. We met first to decide how best to approach Mendocino College president Kathy Lehner. It was decided that the initial contact would best be made by one or two Committee members, rather than the entire COC, and Russell and Sylvia Bartley were selected to do so. Once a firm appointment with President Lehner had been made, we met a second time to discuss the ground to be covered. We agreed that this first contact should limit itself to information gathering and a preliminary exploration of issues and mutual interests. These included the possibility of expanded reciprocity arrangements between CRMC and the Ukiah campus of Mendocino College, when such arrangements would benefit students and enhance the programmatic goals of each institution. Russell and Sylvia then had a very fruitful meeting with President Lehner on Wednesday afternoon, 29 April 2009, in which they and she shared insights on the nature, history and scope of problems currently confronting the College of the Redwoods. They also

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Mendocino County Superintendent of Schools Paul Tichinin offered to have an exploratory conversation on our Committee's behalf with the president of Santa Rosa Junior College about these same matters but to date has been unable to do so.

(...)

The third alternative might be a K-14 program on the coast.

*These are complicated issues that will take time to sort out. The **Community College Advocacy Group** as a whole, **whose mission is to determine and advocate the community's vision for our local college**, will be defining the vision and needs of our campus. The leadership of College of the Redwoods should have the opportunity to respond to these concerns. I see our committee responsibility to look at what are our options if CR does not address the community's concerns in a meaningful way.*

Post submission clarification note from Russ:

“Option 1: affiliating with another community college district; Option 2: forming a new K-14 school district; Option 3: haven't really looked into or discussed it at any length, so it's not included in the report.”



Curriculum Committee

Contact: Skip Wollenberg – woll@mcn.org; Norma Watkins nwatkins@mcn.org (ESL Report author), David Jensen, Mike Grady, Tanya Smart, LaRue Kobrin, Tony Eppstein, Wendy Roberts, and George Reinhardt

ESL Report

When the CR Advocacy Committee began meeting, one of the first things we noticed was the lack of an active and lively ESL program at CRMC. Annie Lee, the teacher who once taught these classes with great success, lacked the new TESOL requirements and the classes were stopped. This is not merely a local issue. The Chancellor's Office considers ESL so vital that they have budgeted additional monies for the past 3 fiscal years to supplement ESL programs and to help colleges include clear strategies for minority students transitioning from high school.

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The California Community College Master Plan recommends strong support for these minority students on two tracks: academic for those planning to transfer to four-year institutions, and vocational for students who wish to enter the work force.

Latino students are projected to represent almost 80% of the increase in high school graduates by 2010, but here on the Coast the perception has been that our CR campus is not a welcoming place for them.

CR has had a Multi-Cultural and Diversity Committee for several years. I called Tobias Green, our local faculty member (who, by the way, received the Multi-Cultural & Diversity Award this year in Eureka for his ESL work) to see what progress the Committee had made.

Three years ago the Committee was able to get \$10,000 to fund a report studying the need for ESL at CR (Report available through CR Eureka). We assume the Board has seen and read this report, which found that CR is one of the very few community colleges that does not have ESL.

The report recommends a full program be established in two years, beginning with a pilot program here in Mendocino.

A full ESL program, such as the one offered by Santa Rosa Community College, has two tracks: non-credit ESL for the community, for older immigrants who do not need credit, but wish to improve their English language skills; and a credit track for students who plan to continue their college education, either academically or vocationally.

The consensus is that CR faculty and administration are not interested. The findings of the Diversity Committee document have been ignored. Faculty are told they are responsible for finding their own ESL students, which faculty finds outrageous. The local CR Advocacy Committee was able to locate a qualified TESOL teacher. She has interviewed, and was offered a non-credit community ESL class this fall. She was also told she needed to recruit 22-25 students.

Recommendations

The recommendations of the ESL Study must be implemented, beginning with better placement testing, and credit and non-credit class offerings at CRMC.

Full local support staff (as defined in the ESL Study), along with the qualified adjunct instructor, should coordinate ESL efforts on campus, with additional support from the Eureka campus. Non-credit ESL classes should be offered at night and on weekends for working people. The non-credit ESL course should begin this fall as part of a pilot study.

CR's administration and the entire support staff should help the faculty recruit through contacts with the high school and local Hispanic groups, churches, and through advertising. The adjunct TESOL professor can help with this recruiting, but should NOT be made solely responsible. The College is responsible for recruiting.

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ESL classes should not be required to be larger than other credit classes. English classes with 10 students are allowed to go this fall. ESL should be the same. Non-credit ESL can make at any size the professor is willing to teach, since payment is based on class size.

The variety of classes described in the ESL Study should be in place within two years. These include Reading, Writing, Listening, and Grammar at the Beginning and Intermediate levels. Beginning and Intermediate classes should be offered simultaneously, as recommended in the Study, so that wherever students place, there is an appropriate class available.

Misinformation has hindered establishment of a full credit ESL program at CRMC. People at CR have spread the rumor that local Hispanics are undocumented and therefore cannot afford credit classes. Safe Passage, a local organization that supports Hispanic families, reports that two carloads of students drove an hour and a half twice a week to take a credit ESL class at Mendocino College in Willets. We must make no assumptions about affordability, and actively suppress statements that discourage Hispanics from enrolling at CR.

Efforts should be made to find funding for qualified undocumented students.

A credit and non-credit program should be in place by Spring, and courses should be added as needed. Publicity for these classes should be wide-spread, and led by CR.

As recommended in the ESL Study, the website should be reworked so that the programs can be easily found (and bilingual).

None of the ideas for vocational or credit programs to aid the local economy will succeed unless we have an ESL program in place to transition the growing number of Hispanics into fluent written and spoken English. The pilot program and the push for ESL should be here on the Coast since the report shows that we have double the number of Hispanics as Humboldt.



Marine Science Technology Committee

Contacts: Fred Holmes – fredh@sbcglobal.net; Tanya Smart – wrismart@mcn.org, Angelica Rosa, Katie Terhaar, Judith Edwards – CCAG to CR MSTP Advisory Committee liaison jedwards@mcn.org, Christine Schomer

The original CCAG contact became ill and withdrew, so there has been little interaction between Greg and the CCAG. Tanya Smart has relayed some of the MST program's activities during CCAG meetings. Recently, Katy Pye, contacted Greg for a copy of the one-year MST Plan he developed with President Marsee to keep MST alive for 2009-2010 academic year. She also

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reviewed the information on the college's website about MST, did an Internet search to see how close to the top of the page various searches placed the program and made a few minor recommendations to Greg, which he forwarded to the CR webmaster.

Recommendations: Interested member of the CCAG, particularly the Marketing Committee, Tanya, and MST students continue to work with Greg to develop fresh, engaging marketing tools and opportunities, particularly geared beyond our local community.

Other: There is excitement about the Noyo site and the possible opportunity for CRMC to build another stellar program or programs focused on ecological restoration and green technologies. We have not had time to pursue talks with those involved with the site or with CR, but see this as work that needs to be closer to the front burner than off the stove. George Reinhardt has provided the CCAG with a description of such a program, but we have not had time to review and discuss it.



Information Gathering/Finance Committee

Contact: Jackie Wollenberg – jwoll@mcn.org (report author); Dave Turner, LaRue Kobrin, Ray Duff, Mike Grady, Paul Tichinin, Phoebe Graubard, Barbara Rice

The Information Sub-committee of the Community College Advocacy CCAG was organized because there was an obvious lack of information available regarding the day to day workings of

the College of the Redwoods and particularly that of our local Mendocino site. The larger committee was initially born of the emergency situation regarding the threatened transfer of Greg Grantham from the Fort Bragg campus to Eureka.

At the meeting called by C.R. president Jeff Marsee to discuss that situation, it became very clear that Dr. Marsee considers our site to be an economic drain on the system. He made enough very condescending remarks to provoke the gathering of the group now calling itself the Community College Advocacy Group. In order to try to resolve some of our differences with Dr. Marsee it became clear that we needed to know a great deal more about the line of command, the origin of plans for curriculum, physical site, and the flow of financing money from the local community to its final use.

The Information/Finance Committee was organized in an attempt to find the answers to some of the above mentioned questions. The committee originally consisted of Jackie Wollenberg, (chair), Dave Turner, Ray Duff, Michael Grady, LaRue Kobrin and Paul Tichinin. Phoebe Graubard and Barbara Rice each came for an information gathering interview and subsequently also joined our committee.

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The committee met at Henhouse Studio three times in addition to the above mentioned interviews. Jackie attended the College Bond Oversight Committee meeting via virtual connection at the Fort Bragg campus site. Phoebe Graubard is the officially designated representative from this community to that entity. It was hoped that we would learn more about Measure Q by attending this meeting, but it became very clear that the only person having real information at her fingertips regarding anything discussed was the representative from Dr. Marsee's office. Various known plans for using Measure Q funds were discussed and the fact that many of the originally stated uses were changed along the way made for a totally confusing situation.

The information committee has gathered a list of Internet sites and links that deal with everything from the master plan to the manual given to the Trustees outlining their involvement in the running of the college. We have printed out just under one hundred documents dealing with budget reports, accreditation situations, program evaluations, site change proposals and curriculum. These documents are available for study at Henhouse Studio where there is a laptop and printer/copier also available to anyone wishing to use them.

Half-way through the time that has elapsed since our creation, we developed the goal of making an annotated list of both the internet sites identified and the printed documents. That list is not yet completed but the materials are all here for inspection and study. We also hope eventually to produce several diagrams showing the origin of money in the community and following its flow through its ultimate distribution within the college district. These goals have shown themselves to be more difficult than first imagined. Efforts to gain information from the Chancellor's office and other channels have not been as fruitful as one would have hoped.

The questions surrounding the use of measure Q funds still abound. But one source of information is growing thanks to several efforts by the press. Namely The Anderson Valley Advertiser and from Eureka, the North Coast Journal of Politics, People and Art. The third periodical to weigh in after investigation is the Eureka Times-Standard. The AVA article concentrated a bit more on their perceived goal of our Advocacy Committee to concentrate on finding a different college to associate with, and the Journal has concentrated on the battle between the Eureka campus faculty senate and the administration led by Jeff Marsee. But all in all the press appears to be able to access information that is very illuminating. The latest article in the Journal is followed by forum comments from the public that are also very interesting. To obtain an understanding of the entire CR situation, I would recommend the Journal article as the best point of departure for a study of the whole situation at the College of the Redwoods. In it you will learn of some of the many changes that have been brought about regarding the use of measure Q funds. It makes it very apparent why it is difficult to follow the use of these funds in a clear, direct line. I am sad to say that we are far from having a clear picture of the financial situation at CR in general and particularly in regard to the measure Q funds.

Recent use of funds has been the cause of many questions and bewilderment. The Coast Campus was recently redesigned only to become far less user friendly and hospitable (particularly the

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library). The main halls were renovated but no electrical outlets were installed, leaving the janitors no place to plug in vacuum cleaners, etc. The administration insists on planning to use funds to move the world-renowned woodworking program from their current site overlooking Pudding Creek, to the campus. This could only be done at great expense and is opposed by everyone in the program. There was a design made for renovating the very outdated science labs but it was never carried out and does not appear to be anywhere in the plans for the future. The existing lab is not ADA compliant. The floors are cracked, the fume hoods are old. One, in order pass inspection, had to have the sash lowered to the point where liquid could no longer be poured into a graduated cylinder. There is no fume hood or safety shower in the prep room for the lab technician or anyone who needs bodily access to lots of water to counteract a spill. The electrical supply limits the number of hotplates in use at one time. If there was more real effort by the C.R. administration to listen to the needs of the students and the faculty, many of these situations could have been resolved before they ever happened.

We have learned by comparing past budget reports with the present that there has been a steady decline in funds made available to the Fort Bragg campus. For example, Barbara Rice has observed that in about ten years time the amount of money in the discretionary fund (everyday needs at the campus) has decreased by almost 50%. As full time teachers retire, they are not replaced or are replaced with part time teachers, which ultimately takes a great toll on the leadership in a given department. Obviously the condition of the State budget will impact our situation even more dramatically. This only makes it more incumbent upon us to learn how to follow the financial flow so that we can be assured we are receiving a fair share of the funds and that they are being spent for the best purposes.

It is not known if we would be any better off associating with another community college district and there are actually many faculty members here who oppose such a move. But it is important

for us to bring out all the facts and this is what this information committee is dedicated to doing. We have received totally contradictory (yet seemingly very authoritative) answers to who actually owns the property and facilities of our campus site. It would seem that the State is the actual owner but Jeff Marsee has indicated that the mother campus is actually the owner and that they would have to be generously compensated if such a transfer were to be made. We will follow this question until we have a believable answer from the State regarding the truth of this and other matters. The information committee will continue to meet occasionally and exchange Internet sites that will lead us to a better understanding.



Marketing Committee

Contact: Katy Pye – kppe@cal.net; Tom Yates – tom@kzot.com; Wendy Roberts – wendy@mcn.org

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We want our community, students, potential students and funders to be enthusiastic whenever they see or hear news about the campus – even the predictable things like sign-ups for semester classes. That takes a well-formed message that is consistent across all formats. Good writing that grabs people’s attention and high visibility in targeted forums and audiences are essential.

The media: Tom Yates, co-owner of KOZT radio, has the most direct experience with the marketing aspects of CR, and local media in general. "With information arriving earlier and in a more descriptive, enticing form, a lot of good could be done," he says. "Too often information comes last minute or without any real ‘oomph’ to the copy."

Tom is willing to work on getting all radio on-board with CR information and its Public Relations department. He suggests some good-looking notices on MCTV again would also help. Wide distribution of the information and follow-up to make sure the material is being used/aired/printed is crucial. If it’s not, we should know why not.

CR website: The Mendocino Campus site has a short version of the Marine Science and Technology video, which is great and the Fall course catalog has a front-page write up, both positive additions for selling the program and classes. Also, availability to it through several links makes it fairly easy to find. Several minor suggestions about the Marine Science webpage were recently made to Greg, and he has forwarded to the webmaster.

Wendy Roberts, as a member of the Curriculum committee, floated an idea to have a small group of adult volunteers do outreach to high school students. Superintendents, Paul Tichinin and Catherine Stone, were skeptical, "as each campus would have to decide what would be helpful to its students." Also, Catherine felt kids don’t need more adults “talking at them.” What really works are events that get kids onto the CRMC campus. The college did a nice job this Spring with programs for young people like, “Surviving Life After High School,” and the children’s art show.

Press packets can be very useful. Instructors could write brief course descriptions that impart a vision of, perhaps passion for, the courses they teach. Whether in full form or in selected excerpts, these could be made part of the packets news organizations use when reporting on the college.

The Pt. Cabrillo Lightstation Historic State Park’s saltwater tank is a key education tool and link to CRMC and MST program. It, and the collaboration with the students and faculty of CRMC are important to marketing the MST Program because of the additional, perhaps rare at this college level, hands-on opportunity students receive in managing a salt-water aquarium environment, albeit a small one. They also get the chance to practice interacting with the public, which may well be important to future internships, advanced college placement, and employment. The partnership between the college and this saltwater display is one that should be well-promoted to the public for the benefit of all the organizations involved, including State Parks.

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The Marketing committee plans to meet with MECCA (Mendocino Education Coordinating Council) which already has a strong connection to the community and, Tom relates, already takes on a lot of what our group is talking about, including local players. Our subcommittee's goal is to enhance, rather than duplicate, the work of others. We have lots of ideas and would be happy to work with the College on a marketing plan.



Housing Committee

Contact: Doug Hammerstrom – thehahas@mcn.org (report author); Tony Eppstein, Dave Turner, Ginny Rorby, Angelica Rosa, Ray Duff

The Housing working group discussed two topics: 1. CR's proposal to build student housing; 2. the possibility of the community providing housing until the CR project is built. Limited information was available on the CR proposal. President Marsee had described the project in a visit to Fort Bragg. A basic drawing appeared in a CR document. The group was favorably disposed to the project and would like to help CR promote the idea in the community.

The group would like more information on the status of the project. The group would also like to know if CR would like the group to play some role in forwarding the project. if so, what role? Members of the group have heard from a couple sources (one individual, one motel owner) that they, and perhaps others, might be willing to provide some housing for CR students. This was seen as an interim measure until the student housing was built. Information needed from CR is whether there are legalities to be complied or legal bars to such an offer; and whether CR has any interest in such a proposal.



“Winter in the Redwoods” Committee

Contact: Marcia Williams - marcia-williams@redwoods.edu or call 962-2606; Christine Shomer, LaRue Kobrin, Judith Edwards, Angelica Rosa, Katie Terhaar, David Jensen, Jackie Wollenberg

A very enthusiastic group of supporters has begun work on bringing the delightful event known as “Winter in the Redwoods” back to the list of favorite coastal happenings. After a hiatus of three years, community members are setting into motion all the groundwork for bringing about a revival of this well loved party.

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Winter in the Redwoods is a premier benefit focused on raising money for student scholarships at College of the Redwoods, Mendocino Coast. Such scholarships can facilitate life changing assistance to students embarking on a higher education/career building phase of their lives. Such help often makes the difference between being able to study and being forced to settle for low paying service employment or no employment at all. We have had two meetings at the college and have set the date for the Winter in the Redwoods event for Saturday, March 13, 2010.

We have already had some newspaper coverage for the event, as a PSA to let the community know that we will soon be soliciting for donations of items or gift certificates for the silent auction. We will be looking for some restaurants or catering concerns to help with the food stations.

Our next meeting on Monday, August 10th will be among the volunteers from the advocacy group to go over the mailing lists and brain storm to add to list of businesses we will approach for donations. The whole committee will meet again on September 9th at the college to set the menu.

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Appendix C

MST FUND-RAISING ACTIVITIES and EQUIPMENT DONATIONS

MST Live auction (Nov. 1991): > \$11,000

Furuno FCR-1010 Radar & Rectifier: \$5,850

Alden Marinefax IV Weather Chart Recorder: \$3,948

Poseidon 400 Inflatable Boat: \$3,950

2 Kenwood TKM-207 VHF Radios & Waterproof Bags: \$1,296

Computer Assisted Mapping & Resource Inventory System (CAMRIS) Software and
Summagraphics Summasketch Digitizing Tablet: \$22,570

Furuno FSN-70 Global Satellite Navigator: \$9,495

23-foot Inboard/outboard Fiberglass boat with Volvo engine, trailer, and electronic equipment:
\$7,500

Magellan NAV-6000 GPS: \$850

Davis Gro-Weather Weather Station: \$826

3 Salmon models: \$2,000

Total: > \$69,285

PARTIAL LIST OF MST INTERNSHIPS AND JOBS

Calif. Dept. of Fish & Game – Fisheries Technician, Biological Technician, Scientific Aide,
Research Writer

Calif. Dept. of Parks & Recreation - Ranger

Pacific States Marine Fisheries Commission – Fisheries Technician

Hawaii Dept. of Land & Natural Resources – Scientific Aide

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Univ. of Rhode Island School of Oceanography – Laboratory Technician

Idaho Dept. of Fish & Game – Fisheries Technician

Calif. Dept. of Parks & Recreation – Navarro River Bird Banding Project Research Assistant

Calif. Dept. of Public Health – Marine Plankton Technician

Mad River Fish Hatchery – Fisheries Technician

Boy Scouts of America – Catalina Island Aquarium Director

U.S. Geologic Survey – Bathymetric Cartographer

Audubon Society – Director of the Save Our Shorebird Program

Campbell Timberland Management – Fisheries Technician

National Marine Mammal Laboratory – Northern Fur Seal Diet Study Research Assistant

Point Cabrillo Light Station – Marine Science Aquarium Supervisor

Outdoor Education Program – Field Interpreter

U.S. Geological Service – Research Assistant

Bishop Museum, Honolulu – Monk Seal Study Research Assistant

Waikiki Aquarium – Aquarist

Private Environmental Consultant – Biological Field Technician

Southern California Coastal Water Research Project – Technician

Salmonid Research Federation – Fisheries Technician

National Marine Fisheries Service – Fisheries Technician

California Cooperative Oceanographic and Fisheries Investigations Cruise – Research Assistant

University of Washington Columbia River Estuary Study – Research Assistant

Appendix D

BIOGRAPHICAL INFORMATION ON CCAG MEMBERS

David Alden

David is a retired attorney who specialized in environmental law for over 25 years. He received his undergraduate degree from Stanford University, and his J.D. from the University of Michigan Law School. He is a former Chair of the California State Bar's Environmental Law Section, and has taught numerous courses at the high school, college and professional continuing education levels. He is a member of the Board of Directors of the Caspar Community, and is active in a number of local organizations.

Russell H. Bartley

Russell is Professor Emeritus of History, University of Wisconsin; past CR-Mendocino Coast Campus adjunct history instructor; contract archivist, Mendocino County Museum (Willits); volunteer archivist, Fort Bragg-Mendocino Coast Campus Historical Society; co-founder (with Sylvia E. Bartley) and executive director, Noyo Hill House (Fort Bragg), a 501(c)(3) nonprofit for the preservation of perishable historical materials and the promotion of public interest in history; author of historical books and articles; former journalist; non-fiction writer; translator (Spanish, Russian); historical geologist.

Sylvia E. Bartley

Sylvia is a former secondary teacher of English and Spanish, and a Teaching Principal at a continuation high school. She created the foreign language program at College of the Redwoods, Mendocino campus, and taught Spanish here until 1980. She has an M.A. in Sociology from the University of Wisconsin. In the 1980s she worked as a photojournalist based in Mexico City, and worked on several documentary films. One film won the Silver Medal at the International Film and TV Festival of New York (1983). She has exhibited her photographs widely and has published several books on historical topics. She is Co-director of the nonprofit, Noyo Hill House, is a contract Archivist for the Mendocino County Museum, and a volunteer Archivist for the local historical society. She has been married to Dr. Russell Bartley for 29 years. They have three children and four grandchildren.

Heidi Cusick Dickerson

Heidi is the Mendocino County District Rep for Congressman Mike Thompson. A community college graduate with a masters in journalism from Columbia University, she was the Culinary Arts coordinator at the College of the Redwoods in Fort Bragg in the 1980s. She has a lifetime culinary arts community college teaching certificate and has also taught in the culinary and

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journalism departments at New York University and Mendocino College.

Ray Duff

Ray has lived and worked in the Mendocino coastal area since 1969. He has been interested in the progress of the community college since its inception. Since retirement he has taken classes at CR Mendocino, and is interested in the continuing education aspects a community college can bring to the local populace.

Judith Edwards

Judith is a 28 year resident of the Mendocino Coast. She has a BA in Art (ceramics) and an AS in Marine Science (1998). She is currently working in ceramics and pursuing other interests including herbal medicine.

Tony Eppstein

Tony has degrees in Math and Physics from the University of Canterbury, New Zealand, and worked for many years on computer data storage systems. Currently he is President of the Mendocino Coast Writers Conference board and is Vice-President of the Mendocino Coast Audubon Society.

John Fremont

John Fremont retired in 2005 as senior editor with Cypress House and QED Press, Fort Bragg publishing companies he co-founded in 1985 with his wife, Cynthia Frank. He has lectured in Literature and Philosophy at colleges in the U.S. and Asia. An essayist for several alternate journals, he has written, edited, and ghosted dozens of full-length fiction and nonfiction works.

Doug Hammerstrom

Doug is the Mayor of Fort Bragg and in his fifth year of service on the Fort Bragg City Council. Doug received his BA in Economics from the University of California at Santa Barbara and law degree (JD) from the University of California, Hastings College of the Law. After a varied work life practicing law, growing oranges, raising children and managing a medical practice; Doug lives with his wife, Dr. Diane Harris in their empty nest. They have a son in the Marines and a daughter in college.

Fred Holmes

Fred is a native Californian and grew up in Claremont and later Garden Grove. He graduated from San Jose State College and Hastings College of the Law. He served in Vietnam as an infantry platoon leader. He was admitted to the California State Bar in 1974 and has been in private practice of law, and also worked for 26 years as a deputy district attorney for Nevada

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County. He is presently retired and resides in Fort Bragg with his wife Kathleen Holmes. They have two adult children (Jennifer and Scott). Fred has taken Marine Science classes at the College of the Redwoods and is registered for a class in Oceanography and the related Oceanography lab for the Fall of 2009. Kathleen has taken served fine arts classes at the College of the Redwoods.

David Jensen

David Jensen had been working as a commercial fisherman and construction diver when he began taking classes for personal enrichment at the Fort Bragg branch of C/R in 1976. The dedicated teachers of those classes inspired him to renew his academic pursuits. He transferred to Sonoma State, where he received a bachelor's degree in biology, and then went to UC Berkeley, where he earned a Master's Degree in Entomology. After graduation he accepted a position with the California Department of Toxic Substances Control. As a RCRA enforcement officer, David was responsible for oversight of Lawrence Livermore National Laboratory, Fort Hunter-Liggett, and several high-profile industrial sites. David and his wife then spent an eight-year business trip in Cincinnati, Ohio, where he provided technical support for the remediation and closure of the Fernald Feed Material (uranium) Plant, a Department of Energy Superfund site. In 2001, David and his wife returned to Fort Bragg and started Cowlick's Ice Cream Company. David is currently an Environmental Health Manager for the County of Mendocino. He is president of the Mendocino Coast Audubon Society and past president and current vice-president of the Mendocino Land Trust. The Fort Bragg branch of C/R dramatically changed the course of David's life, and he is dedicated to making that opportunity available to others in our community.

LaRue Kobrin

LaRue is Professor Emeritus at College of the Redwoods (retired in 2005 after 29 years of teaching at the Mendocino Coast Center). She has a PhD in Psychology from the University of Colorado.

Katy Pye

Before reentering college in her thirties, Katy owned and ran a catering business for eight years in Yolo County. She served as a lead environmental advocate during a controversial, ten-year effort to eliminate gravel mining from Cache Creek and develop strong off-channel reclamation criteria. In 1989, she earned an AA degree from Woodland Community College and in 1993 a BS with honors from the University of California, Davis in Communications and Natural Resources. From 1993 until 2000, she served as the first executive directory for the Yolo County Resource Conservation District's (a state-legislated, local special district). As principal grant-writer, she secured local, state, and national funding for model projects to reverse on-farm and watershed degradation (from erosion, invasive species, and historic "clean-farming" practices), principally through cooperators farmers restoring wildlife habitat to their "farmscapes." Katy retired to the Mendocino Coast with her husband, Robert Becker, in 2005 and is currently

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learning how to write a novel through her first effort in the young adult genre. She has a twenty-six year old daughter.

Barbara Rice

Barbara retired in 2008 after 30 years in education as a school psychologist and college administrator. She was the Mendocino Coast Campus Vice President from 1997-2003 and

Regional Liaison for the University of California, San Francisco from 2004-2008. She currently has a private practice as a mediator. She is interested in becoming a member of the College of the Redwoods' Board of Trustees and joined the committee to share her knowledge of community college operations and to listen and learn about the community's needs and desires for community college services.

Wendy Roberts

Wendy holds an MBA from the University of San Francisco and an AB from Stanford University, where she graduated with honors in Psychology and Communication. She was among the founders of Peninsula Oral School for the Deaf and worked in non-profit management and development from 1980 through 2004, including ten years at Stanford University and more than a decade of consulting with Bay Area and Mendocino County non-profits including the North Coast Rural Challenge Network. Wendy has participated in many community and professional organizations. She served on the Mendocino County Grand Jury from July 2007 through June 2009 and is currently a member of the Temple of Kwan Tai Board of Directors and the Mendocino Historical Review Board. She lives in Mendocino with Don, her husband of 26 years. Between them, they have four children and six grandchildren.

George Reinhardt

George is a co-founder of the Noyo Headlands Unified Design Group, president of the board of the Noyo Food Forest, and the environmental representative to the Economic Development and Finance Corporation of Mendocino County. He is a member of the Mendocino Energy Working Group and the Inglenook Grange. After graduating from Stanford University, he worked in the entertainment industry.

Ginny Rorby

Ginny is a retired Pan Am flight attendant with an AB in Biology and an MFA in Creative Writing. She's lived on the Mendocino coast since 1991. She was co-chair of the Mendocino Coast Writers Conference for 8 years, and has team-taught the Natural History of the Mendocino Coast at College of the Redwoods with Teresa Sholars every spring semester since 1996. For six years she was president of the Mendocino Coast Audubon Society and is past President of the North Coast Interpretative Association, NKA Point Cabrillo Lightkeepers Association. She is on the Lighthouse board of directors where she's managed its retail operation, including volunteer

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coordination and product selection, for eleven years. She's been on the board of the Mendocino Coast Botanical Gardens, and the Woodlands Wildlife Center. As a young adult novelist, she's the author of *Dolphin Sky* (Putnam '96) and *Hurt Go Happy*, (Tor '06). Her third and fourth YA novels will be published in 2010.

Linda Ruffing

Linda is the Fort Bragg City Manager and serves as one of the scribes for the Community College Advocacy Group. As City Manager, Linda is responsible for ensuring that the policy direction of the City Council is implemented in both day-to-day operations and in long-term planning efforts for the City. Prior to her appointment as Fort Bragg City Manager in 2006, Linda served as the City's Community Development Director for nearly seven years. Linda has a Master's Degree in City and Regional Planning from UC Berkeley and a Bachelor's Degree in Environmental Studies from UC Santa Cruz. She has lived on the Mendocino coast for 19 years.

Christine Schomer

Christine attended and received an AA from College of the Redwoods, Mendocino Coast. She was science laboratory technician from September 1982 until the end of spring semester 2008. She participated in the production of past "Winter in the Redwoods" scholarship fundraising events and is now a full time artist (painter and potter) and member of two cooperative galleries. Presently she coordinates the Mendocino Art Center art fairs (the last three soon retiring to assist with WIR). She and husband, Robert B. Schomer, just celebrated their 35th wedding anniversary.

Robert Scott

Robert received his Bachelor of Arts, University of California, Berkeley, Master of Arts, Occidental College, Los Angeles, Law Studies, College of Law, Golden Gate College University, San Francisco and conducted his Post Graduate Fellowship in Public Affairs at Coro Foundation, San Francisco.

His background led him to the Board of Directors of BIO Florida and Chair of the State Government Affairs Committee, Biotechnology Industry Organization in Washington, D.C. He was a Fellow in the Corporate Executive Development Program, Chamber of Commerce of the United States, Washington, D.C.

Prior to moving to Georgia in 1977, he served as Chairs of the Contra Costa Housing Authority, Community Development Committee, City of Pleasant Hill, Government Affairs Committee, California Manufacturers Association, Quarterly Chair of the Commonwealth Club of California, San Francisco, and as a member of the City of Pleasant Hill Planning Commission. In Atlanta Georgia he served as Chairs of the State and Federal Issues Task Force, Atlanta Metropolitan Chamber of Commerce, the Georgia Business Committee for the Arts, President of Callanwolde Fine Arts Center, Fellow, Leadership Georgia. He was an Ordained Elder, Roswell Presbyterian

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Church and Church of St. Andrew, Atlanta. He has received several citizenship awards, including a commendation from the California State Senate.

Robert recently moved from Fort Bragg to the Westport area.

Tanya Smart

Tanya received her AA from the College of the Redwoods (Eureka Campus, 1978). She transferred to the University of California at Davis (BS in Biological Sciences 1980, MA Zoology 1982). Tanya was a Staff Research Associate at UC Davis (12 years), and at the University of Colorado. Positions in Education include Director of Education at the Marine Mammal Center, Education Intern at the Denver Zoo and Director of Education for the Colorado Wildlife Federation. Currently, she serves as Associate Faculty at the College of the Redwoods Mendocino Coast Campus Center.

Tanya's community activities include serving as Vice President of the Board, volunteer coordinator and Program Chair for the Point Cabrillo Lightkeeper's Association, as Secretary of the Board for the Mendocino Coast Audubon Society and as a rescue volunteer with the Marine Mammal Center. She also sings with the College of the Redwoods Community Chorus.

Paul Tichinin

Paul has worked in education since 1968, starting as a substitute teacher at Morgan Hill Unified School District and served through the years in capacities ranging from counselor, coordinator, instructor to resource teacher, director, administrator and superintendent. He started his career as a Preschool teacher and has been a part-time Community College instructor in Early Childhood and Community College administrator. He has served the Mendocino County Office of Education in a wide range of capacities since 1980. He was first elected as Mendocino County Superintendent of Schools in November of 1994, then re-elected in 1998, 2002 and 2006.

In addition to his work with the Mendocino County Office of Education, Paul is involved in many community and professional organizations and activities. He currently works closely with the First 5 Commission, the Fiscal and Crisis Management Assistance Team (FCMAT) and the CCSESA Technology and Telecommunications Steering Committee (TTSC).

Paul serves 12 school and community college districts, supervises approximately 200 educational employees and oversees a budget of \$36 million including SELPA dollars that serves 13,688 students. Paul and Judy, his wife of over 30 years, live in Fort. Bragg . The couple has two adult daughters; Katrina and Lilli.

Dave Turner

Dave was born in Fort Bragg at the old Coast Hospital in 1951. His family moved to the Bay Area in 1960. Dave attended Stanford University where he majored in "Social Thought and

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Institutions," a political science honors program. While attending Stanford, he opened a specialty sleep shop to help pay his way through college. The sleep shop business took off and Dave left in his senior year before completing his degree.

Dave and his wife Anne moved back to Fort Bragg in 1992 to raise their children in a town "where the community watches out for kids." Dave and Anne have four children. Katie, Dewey, Packie and Bryna. Dave's ten-person business, FloBeds, builds unique beds in Fort Bragg and ships 85% of their sales across the United States. Most of FloBeds' sales are made via their web site at www.flobeds.com. In 2002 Dave was elected to the Fort Bragg City Council and in 2004 elected Mayor by the council. He is currently serving as Vice Mayor.

Jackie Wollenberg

After studying art history, Jackie Wollenberg began her teaching career as a kindergarten teacher in the Bay Area. She later received her Masters degree from the College of Environmental Design at U.C. Berkeley and taught textile arts classes and workshops at a variety of institutions in California and around the United States. She is on the inactive faculty at C.R. Mendocino Coast campus and weaves tapestries at her studio in Fort Bragg. She serves on the board of directors and writes the newsletter for Pacific Textile Arts, a Mendocino Coast non-profit 501(C)3. She is the coastal representative to the Advisory board of the Mendocino County Museum. Jackie lives in Fort Bragg with her husband, Skip Wollenberg. They have three grown children and four grandchildren.

Skip Wollenberg

Skip is a geologist based in Fort Bragg, California. His work in environmental geology over the past five decades, primarily at the Lawrence Berkeley National Laboratory, has included assessments of human effects on the natural radiation environment, geothermal energy, ground water contamination, and collaboration in an appraisal of potential sites for the U.S.'s high-level radioactive waste repository. Since moving to the Mendocino coast in the early '90s, he has consulted with land owners and watershed associations in northwestern California on the effects of forest practices on the stability of natural and manmade slopes and the contribution of sediment to streams. He has attended meteorology and creative writing classes at CR's Coast Campus, and taught part of a semester's environmental geology course there. Wollenberg believes that the Coast Campus is critical to the well-being of the community and must be preserved, irrespective of its administrative affiliation.

Norma Watkins

Norma Watkins is Professor Emeritus at Miami Dade College in Miami, Florida, where she taught, directed the Environmental Ethics Institute, and was awarded an endowed chair. She has a Ph.D. in English and an M.F.A. in Creative Writing. She teaches Creative Writing at the College of the Redwoods and for the Florida Center for the Literary Arts. She is on the Board of

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the Mendocino Coast Writers Conference. She is married to Les Cizek of Four Sisters Woodworking and, between them, they have nine children.

Tom Yates

A native Californian, Tom went to Nebraska to earn his Bachelor's degree in Psychology. He returned to California in 1966 to pursue his Masters at U.C. Berkeley, but got sidetracked into the first FM Rock station, KMPX San Francisco. By 1968 he was on board, full-time, programming the station through 1970, before moving on in 1971 to ABC's new FM, KLOS in Los Angeles. He stayed with KLOS through 1978, when he left ABC to start his own consultancy and serve as Editor of "Goodphone Weekly." After consulting for stations from Seattle to Orlando to the top of their markets, and as Goodphone was sold to Billboard, Tom returned to hands-on programming at Metromedia's KSAN San Francisco, preparing it for sale to Malrite, by doubling the station's share in just 3 months. Then on to Olympic Broadcasting and KKCY...the now legendary "The City" in San Francisco. In 1986, Greater Media asked Tom to return to Los Angeles build KLSX which stayed near the top of the L.A. market until Tom's resignation to start his own broadcasting company, which resulted in "The Coast

