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Representatives for Intevenor  
13 Chabot-Las Positas Faculty Association  
14

<b>DOCKET</b>	
<b>06-AFC-6</b>	
DATE	NOV 19 2007
RECD.	NOV 19 2007

15 STATE OF CALIFORNIA  
16 State Energy Resources  
17 Conservation and Development Commission

18 In the Matter of:

Docket No. 06-AFC-06

19  
20 **Application for Certification For the**  
21 **Eastshore Energy Center**

**JOINT PETITION TO INTERVENE BY**  
**CHABOT-LAS POSITAS COMMUNITY**  
**COLLEGE DISTRICT AND CHABOT-LAS**  
**POSITAS FACULTY ASSOCIATION AS**  
**AGENCIES**

22 Date: November 26, 2007  
23 Time: 2:00 p.m.  
24 CEC: Jeffrey D. Byron  
Commissioner and Presiding  
Member

25  
26 1. The following agencies hereby petition to intervene in the above-captioned  
27 proceeding:  
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- a. Chabot-Las Positas Community College District (“District”); and
- b. Chabot-Las Positas Faculty Association (“Faculty Association”).

The District and Faculty Association are collectively referred to hereinafter as “Chabot Intervenors”.

2. Petitioner District will be represented in this proceeding by:

Laura Schulkind, Esq.  
Maiya Yang, Esq.  
Liebert Cassidy Whitmore  
153 Townsend Street, Suite 520  
San Francisco, CA 94107  
(415) 512-3000  
(415) 856-0306 FAX

3. Petitioner Faculty Association will be represented in this proceeding by:

Charlotte Lofft, President  
Susan Sperling, Grievance Officer  
Chabot-Las Positas Faculty Association  
25555 Hesperian Blvd.  
Hayward, CA 94545  
(510) 723-6873

4. The Chabot Intervenors are not members of a group or organization already a party to this proceeding.

5. The Chabot Intervenors have interests in this proceeding that are articulated in the attached Memorandum of Points and Authorities.

6. The Chabot Intervenors understand that they will receive all relevant documents in this proceeding and that they will be responsible for supplying other parties with information and documents properly requested, as well as complying with Orders of the presiding Committee.

7. The Chabot Intervenors certify that they have served a copy of this Petition upon the Applicant’s attorney of record in this proceeding.

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///

50000.1 CH030-032

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15 STATE OF CALIFORNIA  
16 State Energy Resources  
Conservation and Development Commission  
17

18 In the Matter of:

Docket No. 06-AFC-06

19  
20 **Application for Certification For the**  
21 **Eastshore Energy Center**  
22

**MEMORANDUM OF POINTS AND  
AUTHORITIES IN SUPPORT OF JOINT  
PETITION TO INTERVENE OF CHABOT-  
LAS POSITAS COMMUNITY COLLEGE  
DISTRICT AND CHABOT-LAS POSITAS  
FACULTY ASSOCIATION**

23 Date: November 26, 2007  
24 Time: 2:00 p.m.  
CEC: Jeffrey D. Byron  
25 Commissioner and Presiding  
Member

26  
27 Chabot-Las Positas Community College District ("District") and Chabot-Las Positas  
28 Faculty Association ("Association"); collectively referred to hereinafter as "Chabot Intervenors",

1 hereby petition to intervene in this proceeding pursuant to Title 20, California Code of  
2 Regulations, sections 1207 and 1712. In anticipation of this Petition being granted, this Petition  
3 to Intervene is filed concurrently with their Pre-Hearing Conference Statement.

4 **I.**  
**BACKGROUND**

5 The Chabot-Las Positas Community College District is a part of California's public  
6 community college system. (Cal. Education Code § 66700.) The District governs two community  
7 colleges, one of which is Chabot College. Chabot College is located at 25555 Hesperian  
8 Boulevard in Hayward, California, and is within 3 miles of the Russell City Energy Center, a  
9 power plant that the Commission recently approved. (Decl. of J. Kinnamon, ¶ 3.) It is also within  
10 3 miles of the proposed siting for the Eastshore Energy Center, which is the subject of this  
11 proceeding. (Decl. of J. Kinnamon, ¶ 3.)

12 The Association is the exclusive bargaining representative for the academic employees of  
13 the District. This representation includes over 500 faculty employed on the Chabot campus.  
14 (Decl. of S. Sperling, ¶2.)

15 Chabot College serves approximately 15,000 students on a daily basis—4,000 of whom  
16 are full-time and 11,000 of whom are part-time. (Decl. of J. Kinnamon, ¶6.) This student  
17 population represents approximately one quarter of the high school graduates in its service area.  
18 Further, many of Chabot College's facilities serve not only its students, but the community at  
19 large. (Decl. of J. Kinnamon, ¶6-8.) For example, the Performing Arts Center hosts both student  
20 and community presentations; the athletic fields and sports facilities are utilized by local teams of  
21 young boys and girls; and the Children's Center provides day care services to infants and  
22 toddlers. (Decl. of J. Kinnamon, ¶6.) The District also employs approximately 600 academic and  
23 classified staff at its Chabot campus. (Decl. of J. Kinnamon, ¶6.) Thus, through its educational  
24 and community services, Chabot College impacts, to some extent, nearly every household in its  
25 service area. (Decl. of J. Kinnamon, ¶6.)

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II.

**THE PARTICIPATION OF THE CHABOT INTERVENORS IS REASONABLE  
AND RELEVANT, AND THEREFORE, THEY SHOULD BE GRANTED LEAVE  
TO INTERVENE IN THIS PROCEEDING.**

A. Standard Applicable to Petition to Intervene.

Section 1712 of the California Code of Regulations provides that “[a]ny person may petition to intervene pursuant to Section 1207 of these regulations.” (Title 20, Cal. Code of Regulations § 1712(a).) Section 1207, subdivision (a), provides:

Any person may file with the Docket Unit or the presiding committee member a petition to intervene in any proceeding. The petition shall set forth the grounds for the intervention, the position and interest of the petitioner in the proceeding, the extent to which the petitioner desires to participate in the proceedings, and the name, address, and telephone number of the petitioner.”

According to the Commission’s Notice of Prehearing Conference and Evidentiary Hearing Dates, a petition to intervene in this proceeding must be filed by November 19, 2007. As such, this Petition is timely. On a timely filed petition to intervene, “[t]he presiding member may grant leave to intervene to any petitioner to the extent he deems reasonable and relevant. . . .” (Title 20, Cal. Code of Regulations § 1207(c).) As set forth below, the participation of Chabot Intervenor is reasonable and relevant.

B. Grounds for Intervention; Position and Interest of Chabot Intervenor.

1. **The District’s historic role as an educational and economic leader in the region demonstrates the clear interests of the Chabot Intervenor**

The District is a public agency that plays a significant educational and economic role in the community that will be most greatly impacted by the Eastshore Energy Center proposed site. (Decl. of J. Kinnamon, ¶¶ 2-7.) The District, its faculty and staff, have been serving Alameda County residents for over 50 years. They prepare students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the global community, as well as

1 respond to the educational needs of the local population and economy. (Decl of J. Kinnamon, ¶  
2 6.)

3 In addition, the Chabot Campus serves the wider community by opening its campus to a  
4 range of cultural, sports and community activities. Chabot College operates on a 94-acre campus  
5 which includes multiple buildings for classrooms, laboratories, a cafeteria, administrative and  
6 student services offices, a bookstore, a Learning Resource Center, a 1,432-seat Performing Arts  
7 Center, a television studio, a radio station, planetarium, art gallery, and gymnasium. (Decl. of J.  
8 Kinnamon, ¶ 4.) The college also uses a significant amount of outdoor space including  
9 walkways, open spaces, parks, playground areas and athletic fields. Id. Many of these campus  
10 facilities serve not only students, but the community at large. For example, the Performing Arts  
11 Center hosts both student and community presentations; local teams use the athletic fields and  
12 sports facilities, and the Children's Center provides day care services to infants and toddlers. Id.  
13 Additionally, the community colleges of California are each mandated to create and maintain a  
14 "civic center" where: "the citizens, Camp Fire Girls, Boy Scout troops, farmers' organizations,  
15 school-community advisory councils, senior citizens' organizations, clubs, and associations" may  
16 meet. California Education Code § 82537. Thus, Chabot is an open campus that attracts  
17 thousands of community members to its site.

18 In short, Chabot college serves as an educational leader, contributing its resources to the  
19 intellectual, cultural, physical, and economic vitality of the region. Id. Not surprisingly, with  
20 thousands of community members coming to the Chabot campus daily for education, employment  
21 and community activities, the Chabot Intervenors are deeply concerned with how the placement  
22 of a second power plant—less than three miles away—will impact the Chabot educational and  
23 work environments. (Decl. of J. Kinnamon, ¶¶ 3-10; Decl. of S. Sperling, ¶¶ 3-5.)

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1 Further, consistent with Board Policy 2312 and in support of its duty to maintain a safe  
2 environment, one of Chabot's core values (as reflected in the Master Plan which it is statutorily  
3 required to maintain) is creating a safe campus. (Decl. of J. Kinnamon, ¶ 5; Chabot College  
4 Master Plan 2005-2015 (2005) at p. 11; California Education Code § 70901(b); Title 5,  
5 California Code of Regulations §51008.) Additionally, the College and District have signed onto  
6 the American College and Universities Presidents' commitment to developing the internal  
7 infrastructure and planning to become climate neutral as soon as possible. (Decl. of J. Kinnamon,  
8 ¶ 5.) Thus, Chabot Intervenors have a strong interest in local projects with the potential to  
9 thwart their obligations to their students, employees and members.  
10

11 **3. Chabot Intervenors' interest in, and unique contribution to, these**  
12 **proceedings is further demonstrated by the failure of the FSA to**  
13 **anywhere consider the impacts of the Eastshore project on the Chabot**  
14 **campus**  
15

16 The interests outlined above are sufficient to entitle Chabot Intervenors party  
17 status in this proceeding. Nevertheless, Chabot Intervenors further note that their interests are  
18 even greater because their concerns have not been fully addressed by Commission staff. Indeed,  
19 the Final Staff Assessment ("FSA") for the Eastshore Energy Center, nowhere even *mentions* the  
20 Chabot-Las Positas Community College District, and thus does not consider either the individual  
21 or cumulative impacts of this and other projects as they pertain to Chabot College, its educational  
22 environment, or the health and safety of the college community.  
23

24 For example, despite Chabot College's approximately 15,000 students and 600  
25 employees, the FSA's impact analysis on schools makes no mention of the socioeconomic  
26 impacts of the proposed Eastshore Energy Center on Chabot College. The FSA concluded,  
27 without any evidence from the Chabot Intervenors, that "the construction and operation of the  
28 Eastshore facility would not cause a significant direct or cumulative adverse socioeconomic



1 impact on the study area’s housing, *schools*, parks and recreation, law enforcement, emergency  
2 services, and hospitals.” (FSA 4.8-14; 7-2, italics added.) Evidence from the Chabot Intervenors  
3 is relevant before the Commission makes any decision regarding the impacts of the proposed  
4 Eastshore Energy Center on schools in the surrounding areas.

5 Moreover, in the Final Staff Assessment, Commission staff stated that it

6  
7 “has identified significant adverse direct and cumulative impacts to Traffic  
8 and Transportation. However, the issues of sufficient aircraft  
9 maneuverability and land use compatibility affect all people, regardless of  
10 ethnicity or income level. Therefore, the construction and operation of the  
11 Eastshore project, although identified as having a significant environmental  
12 impact, is not considered to have a disproportional impact on an  
13 environmental justice population.” (P. 7-2.)

14 However, this conclusion was reached without analyzing potential impacts on the Chabot  
15 community, which is alarming given the demographics of the Chabot campus. Community  
16 colleges generally—and Chabot College specifically—serve historically disenfranchised  
17 populations. Chabot’s student body is “majority-minority,” with 75% of the students from race-  
18 ethnicity groups other than non-Hispanic single-race whites. (Decl. of J. Kinnamon, ¶ 9.) The  
19 student population is 14% African American, 18% Asian American, 9% Filipino, 22% Latino,  
20 and 25% white, with the remaining population either unknown or comprised of other heritage  
21 groups. *Id.* Over one third of the students are in the first generation of their family to attend  
22 college. *Id.* Further, students attending Chabot struggle financially, with 57% of students  
23 reporting low, or very low, household income levels based on federal poverty rate guidelines. *Id.*  
24 Given these demographics, failure to consider this population in the FSA’s environmental justice  
25 analysis gives the Chabot Intervenors an even greater interest in intervening and contributing to  
26 these proceedings.

27 C. Extent to Which Chabot Intervenors Desire to Participate in this Proceeding.

28 The Chabot Intervenors intend to participate in every phase of this proceeding, including  
conducting discovery as permitted by applicable laws, presenting witnesses and evidence, and  
cross-examining witnesses of the applicant, the Commission, and other parties, with respect to the

1 following: 1) the cumulative air quality, traffic and health effects of the Eastshore Energy Center  
2 and Russell City Energy Center projects; 2) the individual and cumulative socioeconomic impacts  
3 of these projects on the District and its educational environment, students, faculty, and staff; and  
4 3) the individual and cumulative environmental justice impacts of these projects.

5 If granted leave to intervene, the Chabot Intervenors anticipate being able to provide  
6 evidence regarding:

7 1. Chabot College presents a site with a high concentration of individuals within 3 miles  
8 of the proposed Eastshore Energy Center site;

9 2. Chabot College presents a site with a high concentration of individuals from  
10 traditionally disenfranchised groups, relevant to economic justice screening and analysis;

11 3. Placement of the plant at the proposed site would likely negatively impact the health  
12 and welfare of Chabot College students, staff, and community members.

13 4. Placement of the plant at the proposed site would likely negatively impact Chabot  
14 College's student and staff recruitment efforts, and thus, its educational and economic  
15 contributions to the community; and

16 5. Placement of the plant at the proposed site is contrary to the goals and values of  
17 Chabot College and the District, as set out in Chabot College's Master Plan.

18 (Decl. of J.. Kinnamon, ¶11; Decl. of S. Sperling, ¶5.)

19 Evidence regarding the above will provide additional information that will contribute to  
20 creating a record upon which the Commission may make an informed decision whether to  
21 approve the proposed Eastshore Energy Center project.

22 D. Name, Address, and Telephone Number of Chabot Intervenors.

23 Chabot-Las Positas Community College District

24 5020 Franklin Drive

25 Pleasanton, CA 94588

26 (925) 485-5215

27 Chabot-Las Positas Faculty Association

28 25555 Hesperian Blvd.

1 Hayward, CA 94545

2 (510) 723-6873

3 **III.**

4 **CONCLUSION**

5 Based on the foregoing, the participation of the Chabot Intervenors is reasonable and  
6 relevant. Therefore, the Chabot Intervenors should be granted leave to intervene in this  
7 proceeding.

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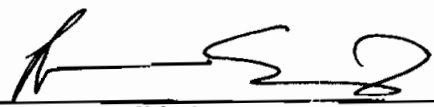
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Dated: November 17, 2007

Liebert Cassidy Whitmore

By: 

Laura Schulkind  
Attorneys for Intervenor  
Chabot-Los Positas Community College  
District

Dated: November 18, 2007

Chabot-Las Positas Faculty Association

By: 

Dr. Susan Sperling  
Representative for Intervenor  
Chabot-Las Positas Faculty Association

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15 STATE OF CALIFORNIA  
16 State Energy Resources  
Conservation and Development Commission  
17

18 In the Matter of:

Docket No. 06-AFC-06

19  
20 **Application for Certification For the**  
21 **Eastshore Energy Center**  
22

**DECLARATION OF CHANCELLOR JOEL L.  
KINNAMON IN SUPPORT OF JOINT  
PETITION OF CHABOT-LAS POSITAS  
COMMUNITY COLLEGE DISTRICT AND  
CHABOT-LAS POSITAS FACULTY  
ASSOCIATION**

23  
24  
25  
26 I, Joel L. Kinnamon, declare as follows:

27 1. I am the Chancellor of the Chabot-Las Positas Community College District  
28

**DECLARATION OF CHANCELLOR  
JOEL L. KINNAMON 06-AFC-06**

1 (“District”), which seeks to intervene in this proceeding. I make this declaration in that capacity,  
2 and if called upon to testify, I could and would competently testify to the following facts from my  
3 own personal knowledge or from knowledge obtained through a review of original and true and  
4 correct copies of documents.

5 2. The District has been providing education and employment opportunities to Bay  
6 Area residents for over 44 years. The District has deep ties to, and a strong interest in, the well-  
7 being of the community it serves. Currently, the District governs two community colleges in  
8 Alameda County, Las Positas College located in Livermore and Chabot College located at 25555  
9 Hesperian Boulevard in Hayward.

10 3. I am informed and believe that Chabot College is located less than 3 miles from  
11 the proposed site for the Eastshore Energy Center. Within 3 miles of Chabot College is a second  
12 power plant, the Russell City Energy Center, which the Commission approved on September 26,  
13 2007, approving the construction of that power plant.

14 4. Chabot College operates on a 94-acre campus. The Campus includes multiple  
15 buildings for classrooms, laboratories, a cafeteria, administrative and student services offices, a  
16 bookstore, a Learning Resource Center, a 1,432-seat Performing Arts Center, a television studio,  
17 a radio station, planetarium, art gallery, and gymnasium. Chabot College also utilizes a  
18 significant amount of outdoor space including walkways, open spaces, parks, playground areas,  
19 and athletic fields.

20 5. As stated in Chabot College’s Master Plan, one of our core values is the creation  
21 and maintenance of a safe college campus. Consistent with that core value, Chabot College and  
22 the District have signed onto American College and Universities Presidents commitment to create  
23 environmentally responsible campuses. Specifically, the District and Chabot College have  
24 committed to developing the internal infrastructure and planning to become climate neutral as  
25 soon as possible.

26 6. Chabot College serves thousands of community residents on a daily basis. The  
27 Chabot College student population, alone, is approximately 15,000 (4,000 full-time and 11,000  
28 part-time). Indeed, Chabot College serves about one quarter of the high school graduates in its

1 service area and impacts, to some extent, nearly every household. Further, many of Chabot  
2 College's facilities serve not only its students, but the community at large. For example, the  
3 Performing Arts Center hosts both student and community presentations; our athletic fields and  
4 sports facilities are utilized by local teams of young boys and girls; and our Children's Center  
5 provides day care services to infants and toddlers. Last but not least, Chabot College has  
6 approximately 600 employees.

7 7. Chabot College plays a significant educational and economic role in the  
8 community. Chabot College is a public, comprehensive community college that prepares  
9 students to succeed in their education, progress in the workplace, and engage in the civic and  
10 cultural life of the global community. Chabot College furthers student learning and responds to  
11 the educational needs of our local population and economy. It also serves as an educational  
12 leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of  
13 the region. Chabot College further provides opportunities for intellectual enrichment and  
14 physical well-being of all community members who can benefit.

15 8. In 2003, the District contracted with an outside company to analyze the economic  
16 impact of Chabot College on its local service area, the state, and its students. CCbenefits, Inc.,  
17 using a comprehensive economic mode, made four key conclusions:

- 18 a. Chabot College stimulates the regional economy;
- 19 b. Chabot College leverages taxpayer dollars for social benefits;
- 20 c. Chabot College generates a return on government investment; and
- 21 d. Chabot College increases individuals' earning potential.

22 9. Community colleges generally—and Chabot College specifically—serve  
23 historically disenfranchised populations. Chabot College's student body is "majority-minority,"  
24 with 75% of the students from race-ethnicity groups other than non-Hispanic single-race whites.  
25 The student population is 14% African American, 18% Asian American, 9% Filipino, 22%  
26 Latino, and 25% white, with the remaining population either unknown or comprised of other  
27 heritage groups. Over one third of the students attending Chabot College are in the first  
28 generation of their families to attend college. Further, students attending Chabot College struggle

1 financially, with 57% of our students reporting household income levels of low or very low,  
2 based on federal poverty rate guidelines. Given these demographics, not allowing the District to  
3 participate in this proceeding will not only deprive the District, as a local governmental agency,  
4 the right and opportunity to be heard; it will also deprive a largely non-white and impoverished  
5 community an important voice in this proceeding—through their local community college  
6 district.

7 10. Based upon my review of information, it is my belief that:

8 a. Chabot College presents a site with a high concentration of individuals within 3  
9 miles of the proposed Eastshore Energy Center site;

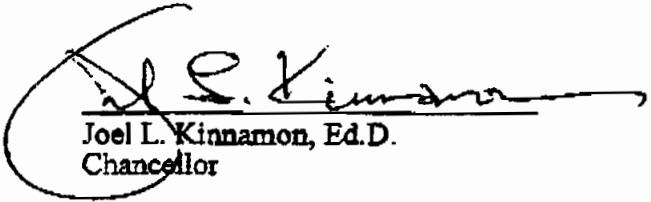
10 b. Chabot College is in the area identified as most highly impacted by the proposed  
11 Eastshore Energy Center siting;

12 c. Placement of the plant at the proposed site would likely negatively impact the  
13 health and welfare of Chabot College students, staff and community members;

14 d. Placement of the plant at the proposed site would likely negatively impact Chabot  
15 College's student and staff recruitment efforts, and thus, its educational and economic  
16 contributions to the community; and

17 e. Placement of the plant at the proposed site is contrary to the goals and values of  
18 Chabot College and the District, as set out in Chabot College's Master Plan.

19 I declare under penalty of perjury under the laws of the State of California that the  
20 foregoing is true and correct and that this declaration was executed on November 12, 2007 at  
21 Hayward, California.

22  
23   
24 Joel L. Kinnamon, Ed.D.  
25 Chancellor

26 50002.1 CH030-032  
27  
28



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15 STATE OF CALIFORNIA  
16 State Energy Resources  
Conservation and Development Commission

18 In the Matter of:

Docket No. 06-AFC-06

20 **Application for Certification For the**  
21 **Eastshore Energy Center**

**DECLARATION OF SUSAN SPERLING IN**  
**SUPPORT OF JOINT PETITION OF**  
**CHABOT-LAS POSITAS COMMUNITY**  
**COLLEGE DISTRICT AND CHABOT-LAS**  
**POSITAS FACULTY ASSOCIATION**

24 I, Susan Sperling, declare as follows:

25 1. I am the Grievance Officer of Chabot-Las Positas Faculty Association (“Faculty  
26 Association”), which seeks to intervene in this proceeding. I make this declaration in that  
27 capacity, and if called upon to testify, I could and would competently testify to the following facts  
28

1 from my own personal knowledge or from knowledge obtained through a review of original and  
2 true and correct copies of documents.

3 2. The Faculty Association represents in collective bargaining over 500 faculty  
4 employed with Chabot College, one of two campuses governed by the Chabot-Las Positas  
5 Community College District (“District”).

6 3. I am informed and believe that Chabot College is located less than 3 miles from  
7 the proposed site for the Eastshore Energy Center. Within 3 miles of Chabot College is a second  
8 power plant, the Russell City Energy Center, which the Commission issued its final decision on  
9 September 26, 2007, approving the construction of that power plant.

10 4. The Faculty Association is committed to workplace health and safety of its  
11 membership as well as of students attending Chabot College. It is concerned about the potential  
12 cumulative impact of the proposed siting of the Eastshore Energy Center, which will be the  
13 second power plant constructed within three-miles of Chabot College.

14 5. Based upon the limited review of information I have been able to conduct at this  
15 point, it is my belief that, given the opportunity to analyze the data and provide appropriate input  
16 on this issue, the Faculty Association would be able to offer evidence that:

17 a. Chabot College presents a site with a high concentration of individuals within 3  
18 miles of the proposed Eastshore Energy Center site;

19 b. Chabot College is in the area identified as most highly impacted by the proposed  
20 Eastshore Energy Center siting;

21 c. Placement of the Eastshore Energy Center at the proposed site would likely  
22 negatively impact the health and welfare of Chabot College students, staff and community  
23 members; and

24 d. Placement of the Eastshore Energy Center at the proposed site would likely  
25 negatively impact Chabot College’s staff recruitment efforts, and thus, its educational and  
26 economic contributions to the community.

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I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration was executed on November 18, 2007 at Hayward, California.

  
Susan Sperling  
Grievance Officer

50009.1 CH030-032

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12 Representatives for Intevenor  
Chabot-Las Positas Faculty Association

13  
14 STATE OF CALIFORNIA  
State Energy Resources  
15 Conservation and Development Commission

16  
17 In the Matter of:

18  
19 **Application for Certification For the  
Eastshore Energy Center**

Docket No. 06-AFC-06

20  
21 **PRE-HEARING CONFERENCE  
STATEMENT**

22  
23 Date: November 26, 2007  
24 Time: 2:00 p.m.  
25 CEC: Jeffrey D. Byron  
Commissioner and Presiding  
Member

26  
27 The Chabot-Los Positas Community College District and Chabot-Las Positas Faculty  
28 Association (hereinafter "Chabot Intervenors") hereby submit their Pre-Hearing Conference  
Statement.

1. Stipulations of Fact and Law  are  are not attached.  
2. Issue and Witness Identification Form  is  is not attached.

1 **PREHEARING CONFERENCE STATEMENT**

2 As set forth in Chabot Intervenors' Petition to Intervene, the Chabot-Las Positas  
3 Community College District ("District") and Chabot-Las Positas Faculty Association  
4 ("Association") have identified the scope of their participation as addressing: 1) the cumulative  
5 air quality, traffic and health effects of the Eastshore and Russell City projects, if both are  
6 approved; 2) the individual and cumulative socioeconomic impacts on the District; and 3) the  
7 individual and cumulative environmental justice impacts. The Chabot Intervenors' statements,  
8 below, are therefore limited to the evidence relevant to these issues.

9 1. **Topic Areas That are Complete and Ready to Proceed to Evidentiary**  
10 **Hearing**

11 The Chabot Intervenors do not take a position on whether topics unrelated to cumulative  
12 effects, socio-economic impacts and/or environmental justice impacts are complete and ready to  
13 proceed to evidentiary hearing.

14 2. **Topic Areas that are Not Complete and Not Yet Ready to Proceed to**  
15 **Evidentiary Hearing, and the Reasons Therefore**

16 The topics of cumulative effects, socio-economic impacts on educational resources, and  
17 environmental justice impacts, are not complete and not yet ready to proceed to evidentiary  
18 hearing. This is due to three flaws in the California Energy Commission's ("CEC")  
19 methodology in assessing this project.

20 First, the Final Staff Assessment ("FSA")—a report of 700+ pages—was just published  
21 at close of business on November 9, 2007. Thus, the Chabot Intervenors have not had an  
22 opportunity to analyze fully the FSA and develop any needed supplementary evidence regarding  
23 cumulative effects, socio-economic impacts and/or environmental justice. The Chabot Intervenors  
24 assert that on this basis alone, these areas must be deemed incomplete and not ready for hearing.

25 Second, the topic of cumulative effects (including the cumulative effects on air quality,  
26 public health, traffic and transportation, socio-economic impacts on educational resources, and  
27 environmental justice) is incomplete. The CEC failed to consolidate the Eastshore and Russell  
28 City projects, and instead considered them in isolation. This fractured process was inherently

1 flawed, as it precluded a complete analysis of the potential, cumulative effects of these two  
2 projects. While the FSA does give some consideration to the cumulative effects of the Eastshore  
3 and Russell City projects, the Chabot Intervenors assert that the topic area of cumulative effects is  
4 incomplete and not yet ready to proceed to hearing.

5 Third, the topics of socio-economic impacts and environmental justice are incomplete  
6 because the FSA fails to consider the economic and demographic implications of locating the  
7 Eastshore Plant only ---- miles from the Chabot campus. Indeed, the Chabot Community College  
8 District appears nowhere in the 700+-page analysis of the Eastshore project.

9 With regard to environmental justice, the FSA notes that the review steps recommended  
10 by the federal Environmental Protection Agency include as “Step 2”: “a screening-level analysis  
11 to determine the existence of a minority or low-income population.” (FSA at 1-4.) However, a  
12 review of the FSA reveals that this screening process nowhere considers the fact that the power  
13 plant would be located almost adjacent to a community college that serves 15,000 largely  
14 minority, low-income students. Thus, the FSA regarding environmental justice is necessarily  
15 incomplete.

16 With regard to socio-economic impacts, the FSA concludes that, “[t]here are no  
17 significant adverse socioeconomic impacts on educational resources from the facility.” (FSA at  
18 4.8-8.) However, even a cursory review of the FSA reveals that its analysis has ignored the very  
19 existence of the Chabot Las Positas Community College District. Thus, this conclusion is  
20 fundamentally flawed, and the topic of socioeconomic impacts on educational resources is  
21 profoundly incomplete.

22 3. **The Topic Areas that Remain Disputed and Require Adjudication, and**  
23 **the Precise Nature of the Dispute for Each Topic**

24 Chabot Intervenors dispute the following conclusions articulated in the FSA:

- 25 A. The Eastshore Project, “would not cause a significant adverse direct or  
26 cumulative socioeconomic impact on the area’s . . . schools . . . .” (FSA at  
27 4.8-1.)
- 28 B. The conclusions summarized in Section Seven, “Environmental Justice” of

1 the FSA, subjections Air Quality, Land Use, Noise Public health,  
2 Socioeconomics, Traffic and Transportation, and Visual Resources, as they  
3 fail to factor in impacts on the Chabot College student population.

4 **4. The Identity of Witnesses; Brief Summary of Testimony;**  
5 **Qualifications; and Estimated Time to Present Direct Testimony**

6 Please see Chabot Intervenors' Issues and Witness Identification Form filed herewith.

7 **5. Topic Areas Upon Which Chabot Intervenors Desire to Cross**  
8 **Examine Witnesses**

9 Chabot intervenors anticipated cross examining witnesses in the areas listed below.

10 Chabot intervenors are not able to provide an estimate of time needed for cross  
11 examination at this time.

12 Staff's outreach process and compliance with EPA procedures and methodology;

- 13 A. Staff's failure to factor into analysis 15,000-student population in close  
14 proximity to the proposed site;
- 15 B. Staff's failure to factor into analysis the College's legally-mandated role as  
16 a public forum for public gatherings, senior activities, youth sports, and  
17 other activities;
- 18 C. Staff's failure to factor into analysis that the College is the site of a day  
19 care center that serves low-income minority infants and toddlers;
- 20 D. Staff's failure to factor into analysis economic role of the District in the  
21 community; possible economic impacts on the District; and how negative  
22 economic impacts on the District could impact the larger community;
- 23 E. Staff's failure to factor into analysis concentration of minority and low-  
24 income students in close proximity to the proposed site;
- 25 F. Staff's failure to factor into analysis that the District has the single largest  
26 concentration of employees in close proximity to the proposed site;
- 27 G. The cumulative effect of the Russell City and Eastshore projects on air  
28 quality, public health, traffic and transportation, socioeconomic impact on

1 schools, and environmental justice.

2 H. Any other testimony or evidence presented on a matter disputed by the  
3 Chabot Intervenors.

4 **6. Exhibit List**

5 The Chabot Intervenors have no exhibits to identify at this time and reserves the  
6 right to submit relevant documentary evidence at the time of the Evidentiary Hearing.  
7 The District will offer the declarations of Dr. Joel Kinnamon and Dr. Susan Sperling, both  
8 of which have been filed in support of the Joint Petition to Intervene, filed herewith.

9 **7. Proposals for Briefing Deadlines, Vacation Schedules and Other**  
10 **Scheduling Matters**

11 The Chabot Intervenors renew their request that this matter be adjourned to allow  
12 for a more thorough review of the FSA. Ultimately, the Chabot Intervenors believe that  
13 more careful review will allow for a more focused and efficient hearing, as it will  
14 facilitate narrowing the issues; identifying and preparing stipulations of fact; and  
15 eliminating unnecessary witnesses and testimony .

16 **8. Review of Proposed Condition of Certification for Enforceability,**  
17 **Comprehension, and Consistency with the Evidence and Proposed**  
18 **Modifications**

19 The Chabot Intervenors' proposed modifications, if any, will be presented through  
20 witnesses and documentary evidence at the time of the Evidentiary Hearing.

21 The Chabot Intervenors reserve the right to supplement, at the time of or before the  
22 Evidentiary Hearing, the topic areas they intend to dispute, the witnesses they will present,  
23 subjects covered by listed witnesses, documentary evidence and exhibits, and areas of cross  
24 examination.

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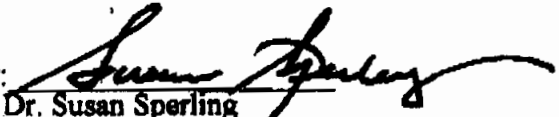
Dated: November 17, 2007

Liebert Cassidy Whitmore

By:   
Laura Schulkind  
Attorneys for Intervenor  
Chabot-Los Positas Community College  
District

Dated: November 18, 2007

Chabot-Las Positas Faculty Association

By:   
Dr. Susan Sperling  
Representative for Intervenor  
Chabot-Las Positas Faculty Association

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14

15 STATE OF CALIFORNIA  
16 State Energy Resources  
Conservation and Development Commission  
17

18 In the Matter of:

Docket No. 06-AFC-06

**ISSUE AND WITNESS IDENTIFICATION**

19  
20 **Application for Certification For the**  
21 **Eastshore Energy Center**  
22

Date: November 26, 2007  
Time: 2:00 p.m.  
CEC: Jeffrey D. Byron  
Commissioner and Presiding  
Member  
23  
24

25 The Chabot-Las Positas Community College District and Chabot Faculty Association  
26 (hereafter "Chabot Intervenors") submit the following list of witnesses and brief summaries of  
27 testimony. In so doing, the Chabot Intervenors do not waive their right to present additional  
28

witnesses, as needed, at the Evidentiary Hearing.

ISSUES	PROPOSED TESTIMONY	WITNESS
1. Cumulative effects on air quality.	1. Air pollutant and air quality modeling issues and cumulative impact of the proposed Russell City and Eastshore Power Plants.	1. Dr. Paolo Zannetti, QEP (See Curriculum Vitae, attached as Exhibit A.) <b>Approximate time for direct: 3 hours.</b>
2. Socioeconomic impact on educational resources; environmental justice; negative impact of the Eastshore Project on student success and faculty recruitment and retention.	2. The Education Code, as legislated through AB 1725, establishes the right and obligation of community college faculty to share in the governance of their College and their District on a variety of matters including: 1) the policies and standards for student success, and 2) hiring policies and procedures for new faculty.  The Chabot College Faculty Senate, in carrying out this role, has take a formal position in opposition to the Eastshore Project. It is the conclusion of the Faculty Senate, and the professional opinion of the witness as an educator and Faculty Senate president, that approval of the Eastshore project will negatively impact student success. It is a further concern of the Faculty Senate and the witness that approval of the Eastshore project will impede the recruitment and retention of faculty.	2. Ms. Diane Zuliani (See Curriculum Vitae, attached as Exhibit B.) <b>Approximate time for direct: ½ hour.</b>
3. Environmental Justice	3. The cumulative negative impacts on low-income and	3. Dr. Susan Sperling (Curriculum Vitae attached as

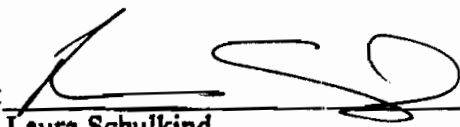
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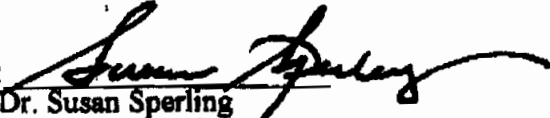
Dated: November 17, 2007

Liebert Cassidy Whitmore

By:   
Laura Schulkind  
Attorneys for Intervenor  
Chabot-Los Positas Community College  
District

Dated: November 18, 2007

Chabot-Las Positas Faculty Association

By:   
Dr. Susan Sperling  
Representative for Intervenor  
Chabot-Las Positas Faculty Association

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# EXHIBIT A

**CURRICULUM VITAE**  
OF  
**PAOLO ZANNETTI**  
**PRESIDENT, ENVIROCOMP CONSULTING, INC.**



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Fremont, CA 94539 (USA)

Personal Web page: <http://www.envirocomp.org/html/meetus/zannetti.htm>

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**EDUCATION AND TITLES**

- *Qualified Environmental Professional (QEP)*, Institute of Professional Environmental Practice (IPEP) [www.ipcp.org](http://www.ipcp.org)  
Certificate #029440029 (2/1994) – Recertified on 7/2007
- *Doctoral Degree in Physics*, University of Padua, Italy (12/1970)  
[www.unipd.it](http://www.unipd.it)
- *Diploma of Maturita' Scientifica*, Scientific Lyceum Ippolito Nievo, Padua, Italy (7/1965)

---

## PROFESSIONAL EXPERIENCE

- **President, EnviroComp Consulting, Inc. (4/2001 – present)**  
[www.envirocomp.com](http://www.envirocomp.com)
  - *President and Founder, EnviroComp Institute (10/1996-present)*  
[www.cnvirocomp.org](http://www.cnvirocomp.org)
  - *Regional Coordinator for the Institute of Professional Environmental Practice (IPEP) in the San Francisco Bay Area (9/1997- present);*  
[www.ipep.org](http://www.ipep.org)
  - *Visiting Professor, Wessex Institute of Technology, Southampton, UK (1991-present);* [www.wessex.ac.uk](http://www.wessex.ac.uk)
  - *Visiting Professor, Polytechnic University of Bari-Taranto, Italy (1999 – present)*  
[www.poliba.it/Taranto/TARAS\\_1.htm](http://www.poliba.it/Taranto/TARAS_1.htm)
  - *Peer-Reviewer, Kuwait Institute of Scientific Research, Kuwait. Wessex Institute of Technology, Southampton, UK (2002-present);*  
<http://www.kisr.edu.kw/>
- **Principal Scientist, Exponent, Inc., Menlo Park, California (11/1991-4/2001)**  
[www.exponent.com](http://www.exponent.com)
  - *Instructor, University Extension, University of California, Berkeley (10/1992-7/1997);* [www.unex.berkeley.edu:4243](http://www.unex.berkeley.edu:4243)
- **Department Manager, AeroVironment, Inc., Pasadena/Monrovia, California (10/1979-11/1991)**  
[www.aerovironment.com](http://www.aerovironment.com)
  - *Consultant, IBM Semea, Milan, Italy (1-10/1991; on leave of absence from AeroVironment)*
  - *Head, Environmental Sciences, IBM Scientific Center, Bergen, Norway and Leader, Environmental Sciences Activities of IBM Europe (3-12/1990; on leave of absence from AeroVironment)*
  - *Consultant, Research Center of the Italian National Electric Power Company (CRTN/ENEL), Milan, Italy. (3-10/1984; on leave of absence from AeroVironment)*
  - *Project Manager, Kuwait Institute for Scientific Research (KISR), Kuwait*



(2/1982-2/1984; on leave of absence from AeroVironment);  
[www.kisr.edu.kw](http://www.kisr.edu.kw)

- **Researcher, IBM Scientific Center, Venice, Italy (8/1971-10/1979)**
    - *Visiting Scientist*, Department of Statistics, Stanford University, California (1/1978-3/1979; on assignment from IBM Italy)
    - *Visiting Scientist*, IBM Scientific Center, Palo Alto, California (1/1978-3/1979; on assignment from IBM Italy)
    - *Assistant Professor*, Department of Civil Engineering, University of Padua, Italy (1974-78); [www.unipd.it](http://www.unipd.it)
  - **Systems Analyst, UNIVAC/Sperry Rand, Milano, Italy (3-7/1971)**
- 

#### EDITORIAL RESPONSIBILITY

- Editor of the Book Series “Environmental Sciences and Environmental Computing”  
[www.envirocomp.org/esec](http://www.envirocomp.org/esec)
- Editor and co-Author of the Book Series “Air Quality Modeling - Theories, Methodologies, Computational Techniques, and Available Databases and Software”  
[www.envirocomp.org/aqm](http://www.envirocomp.org/aqm)
- Member of the Editorial Board of “Environmental Forensics” (AEHS) (2003-present)
- Founder and President (since 1996) of the EnviroComp Institute - The International Institute of Environmental Sciences and Environmental Computing ([www.envirocomp.org](http://www.envirocomp.org))
- Founder and Editor-in-Chief (1986-93) of the quarterly journal *Environmental Software*, published by Computational Mechanics Publications since June 1986 and by Elsevier Applied Science since September 1991. Currently Founding Editor.
- Founder and Director of the biennial ENVIROSOFT Conference - Computer Techniques in Environmental Studies (conferences have been held every two years since 1986).
- Founder and Co-Director of the first two AIR POLLUTION Conferences - Computer Techniques in Environmental Studies (1993-94). Currently Member of the Conference Board.

- Associate Editor/Member of the Editorial Board, *Atmospheric Environment*, published by Pergamon Press (1987-1999).
  - Member of the Editorial Board, *Ecological Modeling*, published by Elsevier Applied Science (since 1992).
  - Member of the Editorial Board, *ENVIRONews*, published by FiatLux Publications (1993-1998); [www.envirocomp.org/html/news/flpub.htm](http://www.envirocomp.org/html/news/flpub.htm)
- 

## **MEMBERSHIPS**

- Member, International Scientific Advisory Committee, AIR POLLUTION Conference Cycle, Wessex Institute of Technology, UK. (since 2000)
- Member of the "SATURN Specialist Group" (<http://aix.meng.auth.gr/lhtce/saturn.html>), subproject of EUROTRAC-2 (<http://www.gsf.de/eurotrac>) dealing with urban air pollution (since 1998)
- San Francisco Bay Area Regional Coordinator for the Institute of Professional Environmental Practice (IPEP) (since 1997)
- Athens 2004 Committee (1997-2000)
- Reviewer group for the Center for Indoor Air Research (CIAR), 1995-1999.
- International Scientific Advisory Committee, Environmental Engineering and Management Conference, Barcelona, Spain. October 1998.
- International Scientific Advisory Committee, Environmental Engineering, Education and Training Conference (EET96), Southampton, UK, April 1996.
- Scientific Advisory Board, International Congress on Modelling and Simulation (MODSIM 93 and MODSIM 95), Modeling and Simulation Society of Australia Inc.
- International Federation for Information Processing (IFIP), Working Group WG 5.11 (Computers and Environment), (1992-1997)
- ISATA Programme Committee (1992-1994)
- Scientific Committee of the Technological Consortium THETIS (Venice, Italy), (1991)
- Board of Directors, MONDOMETANO, published by RES Editrice srl. (1989-92).
- European Association for the Science of Air Pollution (EURASAP), (1987-94)

- EPA-ASRL pool for the review of U.S. Environmental Protection Agency publications, (1987-96)
- American Meteorological Society (AMS) (1978-1985)
- Air and Waste Management Association (AWMA), since 1978 (originally Air Pollution Control Association, APCA)

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## MISCELLANEA

- Italian Citizen by birth. U.S. Citizen since 1989.
- Languages: English, Italian, French, plus understanding of Spanish

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## HONORS

- Medal award from Computational Mechanics, Ashurst, England, in recognition of contribution to the development of Environmental Modeling (11/1994)
- Plaque award from the South Coast Air Quality Management District, in recognition of contribution to the Toxic Symposium at Caltech, Pasadena, California (7/1986)

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## PUBLICATIONS

### Books

- B.23 Zannetti, P., D. Al-Ajmi, and S. Al-Rashied, Eds. (2007) AMBIENT AIR POLLUTION. Published by The Arab School for Science and Technology (ASST) and The EnviroComp Institute. ([www.envirocomp.org/asst](http://www.envirocomp.org/asst))
- B.22 Zannetti, P., Ed. (2005) Air Quality Modeling - Theories, Methodologies, Computational Techniques, and Available Databases and Software. Vol II – Advanced Topics. Book Series published by the EnviroComp Institute and the Air & Waste Management Association. ([www.envirocomp.org/aqm](http://www.envirocomp.org/aqm))
- B.21 Zannetti, P., Ed. (2004) Environmental Sciences and Environmental Computing, Vol II. Electronic book (on CD-ROM), The EnviroComp Institute ([www.envirocomp.org/csec](http://www.envirocomp.org/csec))
- B.20 Zannetti, P., Ed. (2003) Air Quality Modeling - Theories, Methodologies, Computational Techniques, and Available Databases and Software. Vol I – Fundamentals. Book Series published by the EnviroComp Institute and the Air &

Waste Management Association. ([www.envirocomp.org/aqm](http://www.envirocomp.org/aqm))

- B.19 C. A. Brebbia and P. Zannetti, Eds. (2002) *Development and Application of Computer Techniques to Environmental Studies IX*. WIT Press ([www.witpress.com](http://www.witpress.com)).
- B.18 Ibarra-Berastegi, G., C.A. Brebbia, and P. Zannetti, Eds. (2000) *Development and Application of Computer Techniques to Environmental Studies VIII*. WIT Press ([www.witpress.com](http://www.witpress.com)).
- B.17 Zannetti, P. and Y.Q. Zhang, Eds. (1998) *Environmental Sciences and Environmental Computing, Vol I*. Electronic book (on CD-ROM), FiatLux Publications and EnviroComp Institute ([www.envirocomp.org/esecc](http://www.envirocomp.org/esecc))
- B.16 Pepper, D.W., C.A. Brebbia, and P. Zannetti, Eds. (1998) *Development and Application of Computer Techniques to Environmental Studies*. Proceedings of the ENVIROSOFT 98 Conference, Las Vegas, Nevada, November. WIT Press - Computational Mechanics Publications, Southampton.
- B.15 Zannetti, P., Ed. (1996) *ENVIRONMENTAL MODELING - Computer Methods and Software for Simulating Environmental Pollution and its Adverse Effects - Volume III*. Computational Mechanics Publications, Southampton.
- B.14 Zannetti, P. and C. Brebbia, Eds. (1996) *Development and Application of Computer Techniques to Environmental Studies VI*. Proceedings of the ENVIROSOFT 96 Conference, Como, Italy, September. Computational Mechanics Publications, Southampton.
- B.13 Zannetti, P., Ed. (1994) *Pollution Modeling*. Volume I of the Proceedings of the ENVIROSOFT 94 Conference, San Francisco, November. Computational Mechanics Publications, Southampton.
- B.12 Zannetti, P., Ed. (1994) *Environmental Systems*. Volume II of the Proceedings of the ENVIROSOFT 94 Conference, San Francisco, November. Computational Mechanics Publications, Southampton.
- B.11 Baldasano, J.M., C.A. Brebbia, H. Power, and P. Zannetti, Eds. (1994) *Computer Simulation*. Volume 1 of the Proceedings of the Second International AIR POLLUTION Conference, Barcelona, Spain, September 1994. Computational Mechanics Publications, Southampton.
- B.10 Baldasano, J.M., C.A. Brebbia, H. Power, and P. Zannetti, Eds. (1994) *Pollution Control and Monitoring*. Volume 2 of the Proceedings of the Second International AIR POLLUTION Conference, Barcelona, Spain, September 1994. Computational Mechanics Publications, Southampton.
- B.9 Zannetti, P., Ed. (1994) *ENVIRONMENTAL MODELING - Computer Methods and Software for Simulating Environmental Pollution and its Adverse Effects - Volume*

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**More than 200 Technical Reports**

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**More than 50 Short Communications**

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- C.17 Zannetti, P. (1993): Introduction to Air Pollution Modeling. Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico, 15 February.
- C.16 Zannetti, P. (1992): Air Pollution Modeling and Software. Computational Mechanics Institute, Ashurst (Southampton), England, September.
- C.15 Zannetti, P. (1990): Air Pollution Modeling and Software. Computational Mechanics Institute, Ashurst (Southampton), England, November.
- C.14 Zannetti, P. (1990): Computer Simulation using Particle Modeling. Computational Mechanics Institute, Ashurst (Southampton), England, November.
- C.13 Zannetti, P. (1990): Air Pollution Modeling. Department of Meteorology, University of Bergen, Norway. Fall 1990.
- C.12 Zannetti, P. (1989): Air Quality Modeling and Software. Computational Mechanics Institute, Ashurst (Southampton), England, April.
- C.11 Zannetti, P. (1989): Computer Simulation Using Particle Modeling. Computational Mechanics Institute, Ashurst (Southampton), England, April.
- C.10 Pielke, R., J. Seinfeld, I. Tombach, and P. Zannetti (1988): A Short Course on Air Pollution: Simulation Modeling and Measurement Strategies. Monrovia, California, March.
- C.9 Pielke, R., J. Seinfeld, I. Tombach, and P. Zannetti (1987): Air Pollution - Simulation Modeling and Measurement Strategies. AeroVironment, February.
- C.8 Zannetti, P. (1986): Air quality modeling and software. Computational Mechanics Institute, Ashurst (Southampton), England, June.
- C.7 Zannetti, P., J.C.R. Hunt and A.G. Robins (1985): Air Pollution Modeling Course. Computational Mechanics Centre, Ashurst (Southampton), England, September.
- C.6 Gopalakrishnan, T.C., and P. Zannetti (1983): Numerical Modeling Course. Kuwait Institute for Scientific Research, Kuwait, December.
- C.5 Zannetti, P., and J.C.R. Hunt (1983): Air Pollution Modeling Course. Computational Mechanics Centre, Ashurst (Southampton), England, May.
- C.4 Zannetti, P., and I. Tombach (1983): Air Pollution Course. Kuwait Institute for Scientific Research, Kuwait, January. (See also: Tombach, I. and P. Zannetti (1984) Air Pollution - Part 1: Introduction to Air Pollution and Dispersion Modeling. Prepared for Kuwait Institute of Scientific Research, Kuwait, May 1984. AeroVironment Memorandum AV-M-84/533).
- C.3 Zannetti, P., G.I. Jenkins and D.J. Moore (1982): Air pollution modeling course. Computational Mechanics Centre, Southampton, England, May.

- C.2 Zannetti, P. (1980): A short course on air pollution modeling. Computational Mechanics Centre (Southampton), England, December.
- C.1 Zannetti, P. (1977): 1) Statistical models and their application to data collected in Venice. 2) Statistical programs application to meteorological and air quality data (Computer practical exercise). EURATOM CCM Courses, Modeling and Simulation of Ecological Processes, Ispra, Italy, October.
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**More than 80 Invited Lectures/Seminars**

# **EXHIBIT B**

**Diane Zuliani**  
dzuliani@chabotcollege.edu  
office: 510-723-6838

## **EDUCATION**

**M.A. in History of Art. University of New Mexico.** Albuquerque, New Mexico, 1998  
**Graduate Certificate in Museum Studies. California State University, Long Beach.**  
Long Beach, California, 1989  
**B.A. in Art History. California State University, Long Beach.** Long Beach, California, 1987

## **RECENT AWARDS AND GRANTS**

2006           **Faculty Service Award**, Awarded by the Disabled Student Resource Center  
Chabot College, Hayward California  
2005           **Outstanding Faculty Contribution Award**, Chabot College, Hayward California  
(For art gallery/museum studies class)  
2003           **Chabot College Institutional Planning and Budget Council Grant**  
\$23,000 grant for creation of art gallery/museum studies lab

## **PRESENT TEACHING POSITION**

2000-present   **Chabot College**, Hayward, California  
**Art History Instructor (with Tenure)**, Humanities Division

## **RECENT COLLEGE SERVICE**

2007-present   **Chabot College**, Hayward, California  
President, Academic/Faculty Senate  
Represent Faculty to: Board of Trustees, District Chancellor's Council,  
Chabot College Council, District Curriculum Council  
Fall 2007       **Chabot College**, Hayward, California  
Faculty Representative, Presidential Search Committee  
2007-present   **Chabot College**, Hayward, California  
Co-Chair, Accreditation Committee, Standard IV (Leadership and  
Governance)  
2007-present   **Chabot College**, Hayward, California  
Chair, Public Art Committee  
2007-present   **Chabot College**, Hayward California  
Member, Student Learning Outcomes Committee  
2006-07       **Chabot College**, Hayward, California  
Senator, Faculty Senate  
Fall 2006       **Chabot College**, Hayward, California  
"Report on the Commission for the Future of Higher Education" talk for the  
Chabot Faculty Association

- 2004-05      **Chabot College**, Hayward, California  
Chair, Classroom Design Subcommittee
- 2003-05      **Chabot College**, Hayward, California  
Fine Arts Area Curriculum Coordinator
- 2003-05      **Chabot College**, Hayward, California  
Facilities Committee, Fine Arts Area Representative
- 2001-05      **Chabot College**, Hayward, California  
Curriculum Sub-Committee, Fine Arts Area Representative
- Summer 2004   **Chabot College**, Hayward, California  
Oversaw renovations for conversion of classroom to art gallery

### **RECENT MUSEUM AND ARTWORLD EXPERIENCE**

- 2006-Present   **Hayward Area Historical Society**, Hayward, California  
Member of the Board
- 2005-Present   **Chabot College**, Hayward, California  
Director, Campus Art Gallery
- 2001-2003      **Sun Gallery**, Hayward, California  
Member of the Board

### **SELECT PUBLICATIONS**

- 1998      "PhotoWork(s) in Progress / Constructing Identity." Book review. Camerawork (Fall/Winter 1998), Vol. 25, no. 2, pp. 24-25.
- 1997      "Georgia O'Keeffe by Tony Vaccaro." Magazine article. El Palacio (Summer/Fall 1997), Vol. 102, No. 1, p. 96.
- 1995      "Diane Arbus and Franz Kafka: Canine Investigations." Journal article. History of Photography Journal (Vol. 19, No. 2, Summer 1995), pp. 127-129.
- 1988      "Hollywood Glamour Then and Now." Exhibition catalog essay. Max Munn Autrey: One Photographer's Hollywood (University Art Museum, California State University, Long Beach, 1988), pp. 54-56.

### **SELECT PUBLIC LECTURES**

- 2002      "The Assemblages of Christine Sessions-Petty." Sun Gallery, Hayward, California.
- 1998      "Myth and Meaning in the O'Keeffe Persona." Public lecture at the Georgia O'Keeffe Museum, Santa Fe, New Mexico
- 1998      "O'Keeffe as a Biographical Subject." Presented for the National Endowment for the Humanities, Ramah, New Mexico
- 1995      Panelist, "Painting and Politics in the Nineties." Fine Arts Center, University of New Mexico, Albuquerque, New Mexico

### **RECENT COMMUNITY SERVICE**

- Fall 2007      Host and moderator of public hearing on Russell City Energy Center and



# EXHIBIT C

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February 2006

**SUSAN SPERLING, Ph.D.**  
**CURRICULUM VITAE**

**EDUCATION**

B.A.	6/74	Cum Laude, Anthropology, University of California, Berkeley.
Ph.D.	6/85	Anthropology, University of California Berkeley. (Biological Anthropology)

**PROFESSIONAL EXPERIENCE**

Instructor in Anthropology and Interdisciplinary Studies in Letters and Sciences, Social Science Division, Chabot College, Hayward, California, 1987-present.

Teacher/Facilitator in CAB Program (Culture and behavior across the Curriculum), an interdisciplinary program for first and second year medical students at UCSF, 2004-2005

Acting Dean, Social Science Division, Chabot College, Hayward, California, 2000-2001

Lecturer, Medical Anthropology Program, University of California, San Francisco, California, 1995-96, 1986-87

Director, Chabot College Campus Climate Research Project 1993-94

Coordinator of Grants Development and Writing, Chabot College 1992-9.

Lecturer in Physical Anthropology/ Human Sexuality, Department of Anthropology, San Jose State University, San Jose, California, 1986-87

Postdoctoral Research Fellow, Medical Anthropology Program, University of California, San Francisco, 1985-8.

Lecturer in Physical Anthropology, Department of Anthropology, University of California, Berkeley, California, 1981

Researcher Assistant, Primate Behavior Research Colony, Animal Behavior Station, University of California, Berkeley, 1974-79



## RESEARCH GRANTS

Ashley Montagu: Biographical Research, National Endowment for the Humanities Fellowship, 2001

The Intellectual Life History of Ashley Montagu: An annotated Bibliography of unpublished Correspondence and Interviews. National Endowment for the Humanities Summer Grant, 2000

The Maya World in Mexico and Central America. National Endowment for the Humanities Summer Seminar 1997

Stress and Adaptation among Recent Immigrants to the San Francisco Bay Area. National Institute of Mental Health Postdoctoral Research Traineeship, Medical Anthropology Program Department of Epidemiology and International Health, University of California, San Francisco, 1985- 1986.

Pre-doctoral Research Traineeship. National Institutes of Health, Department of Anthropology, University of California, Berkeley, 1974- 1979.

## PUBLICATIONS

### Books:

Ashley Montagu: a Biography. Oxford University Press (forthcoming)

Animal Liberators: Research and Morality, Berkeley: University of California Press (1988).

### Articles:

Tribal Secrets and Pollution Anxieties: Ashley Montagu, McCarthyism and Postwar Anthropology. Publication of The Society for Anthropology in the Community Colleges (SACCC), 2005..

Ashley Montagu: Obituary Essay. American Anthropologist (September 2000)

Ashley Montagu Biographical Essay, Oxford Biography of American Lives, Oxford University Press (2000)

Ashley Montagu Biographical Essay, Scribner's Dictionary of American Lives, Charles Scribner, (2000)

Introduction. Ashley Montagu's The Natural Superiority of Women, 5<sup>th</sup> Edition, Walnut Creek (Ca.): Alta Mira Press (1999)

A Pound of Biology and a Pinch of Culture or a Pinch of Biology and a Pound of Culture? The necessity of integrating biology and culture in reproductive studies With Yewoubdar Beyene in Women in Human Evolution, edited by Lori D. Hager, Routledge Press: London, (1997)

Baboons with Briefcases vs. Langurs with Lipstick. In The Gender Sexuality Reader, edited by Roger N. Lancaster and Micaela di Leonardo, Routledge: New York, (1997)

Baboons with Briefcases: Feminism, Functionalism , and Sociobiology in the Evolution of Primate Gender in Gender and Scientific Authority, eds. Barbara Laslett, et al. 1996, University of Chicago Press.

Evolutionary Biology and Human Paternal Behavior: Comment on Silverstein. Journal of Family Psychology (American Psychological Association) 7:3 (1993).

Baboons with briefcases: functionalism and sociobiology in the evolution of primate gender. SIGNS: Journal of Women in Culture and Society (University of Chicago Press) 17: 1 (1991).

Co-authored with Bernard Weiner. A Cognitive psychology for infrahumans. (Commentary) The Behavioral and Brain Sciences Vol. I, No. 4 (1978).

Co-authored with Carol Stack, et al. Anthropology: A review of changing views of women in anthropology. SIGNS: Journal of Women in Culture and Society. (University of Chicago Press) 1:1 (1975)

#### BOOK REVIEWS

Review of John Marshall Townsend's What Women Want-What men Want: why the sexes still see love and commitment so differently (Oxford, 1998), and Melford Spiro's Gender ideology and Psychological Reality: an essay on cultural production (Yale, 1998) American Anthropologist (forthcoming/ September 2000).

A Kinder, Gentler Social Darwinism. Reviews of Robert Wright's The Moral Animal, J. Philippe Rushton's Race, Evolution, and Behavior, and Patricia Shipman's The Evolution of Racism, The Nation, 259: 18(1994)

A Jungle of Our Imagination. Review of Donna Haraway's Primate Visions: Gender, Race and Nature in the World of Modern Science. Los Angeles Times Book Review (Sunday, Sept. 17, 1989.)

## PAPERS AND OTHER PRESENTATIONS

Tribal Secrets and Pollution Anxieties. Keynote speech, the 2004 Annual Meetings of Society for Anthropology in the Community Colleges, San Francisco, CA.

The Troop Trope: Baboon Behavior as a Model System in the Postwar Period, invited paper presented in Princeton's two-year series of workshops (Model Systems, Cases, and Exemplary Narratives. History of Science Program, Princeton University. (2001) Papers anthologized in forthcoming volume from Duke University Press, eds. Angela Creager, et al.

Reflections on Roger Lancaster's book *The Trouble with Nature: Sex in Science and Popular Culture* (University of California Press, 2003). Invited Session: April, 2004 Meetings of the American Ethnological Society, Atlanta, Georgia (April).

Organizer and Chair: Presidential Session of the American Anthropological Society Meetings, San Francisco, November 2000: *A Most Public Face: Papers in honor of Ashley Montagu*.

Ashley Montagu and Human Equality, Speech to the Women's political Caucus of New Jersey, Princeton Marriott Hotel, Princeton, New Jersey, April 12, 2000.

Women who run with the Wolves: American feminist animal rights protest in historical context. AAA invited Panel American Anthropology: as if gender. Race. and class really matter. 93rd Annual Meeting, Atlanta, December 1994.

Primate Primitives: field Studies of monkeys and apes in postcolonial discourse. AAA invited Session Anthropology "the field" as Locus of Study. American Anthropological Association 92nd Annual Meeting, Washington, DC, December 1993.

Anthropology and its Interlocutors: Reflections of the Work of Donna Haraway. AAA invited Session on the Work of Donna Haraway. American Anthropological Association 91st Annual Meeting, San Francisco, California, December 1992.

Cultural Perspectives on Animal Research. History of Science Lecture Series, California Institute of Technology, Pasadena California, springs 1989.

Antivivisection and Animal Rights Movements. Faculty Lecture Series, Integrative Biology Program University of California, Berkeley, California, March 1989.

Historical Roots of the Animal Rights Movement. Public Symposium at University of California Berkeley, Animal Rights vs. Animal Research. October 1988 (organized by the U.C. Berkeley Coalition for Animals and Animal Research).

Primate Attachment Relations: a critical perspective. Session on Primate Development, American Society of Primatologists, Meeting, Madison, Wisconsin, 1987.

Primate Iconography: modern primatology and the remodeling of natural categories. Session on Primate Social Behavior American Anthropological Association 85th Annual Meeting, Philadelphia 1986

Towards a Millennium of Mercy: themes in the protest of animal research. Session on Charisma American Anthropological Association 84th Annual Meeting, Washington, DC., 1985.

## COURSES TAUGHT

### Undergraduate:

Introduction to Physical Anthropology

Introduction to Cultural Anthropology

Introduction to Archaeology

Introduction to Human Biology

American Culture, Race, and Ethnicity

Film and Anthropology

Human Sexuality

Interdisciplinary Studies in Letters and Sciences (Great Books Program)

### Graduate:

Problems in Primate Social Behavior

Biomedicine for Medical Anthropologists

Evolutionary Anthropology (Graduate Seminar in Medical Anthropology)

Culture and behavior across the Medical School Curriculum (CAB at UCSF)

## REFERENCES

(Upon Request)

# EXHIBIT D

## **Carolyn L. Arnold, Ph.D.**

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Chabot College  
25555 Hesperian Blvd.  
Hayward, California 94545  
(510) 723-6965 (w)  
(510) 533-5405 (h)  
(510)590-1172 (c)  
[carnold@chabotcollege.edu](mailto:carnold@chabotcollege.edu) (w)  
[carnold@lmi.net](mailto:carnold@lmi.net) (h)

### **EDUCATION**

Stanford University, Stanford, California, Ph.D. in Sociology of Education, 1988.  
Fellowships and Awards: School of Education, Dissertation Research Grant, 1987-1988;  
Dean of Graduate Studies, Dissertation Fellowship, 1987-1988; Woodrow Wilson  
National Fellowship Foundation, Women's Studies Grant, 1986-1987.

Stanford University, Stanford, California, M.S. in Statistics, 1985.

San Francisco State University, San Francisco, California, M.A. in Women's Studies, 1979.

Smith College, Northampton, Massachusetts, B.A. in Education, 1973.

### **RESEARCH/ADMINISTRATIVE EXPERIENCE**

*Coordinator, Institutional Research and Grants*, Chabot College, Hayward, CA. Coordinating the Offices of Institutional Research and Grant Development. Supervising full-time Research Analyst, full-time Grant Developer/Writer, and part-time programmer and clerical assistant. Developing and implementing the agendas and priorities for institutional research and grant development based on the strategic planning priorities of the college. Took leadership role in development of college strategic plan and accreditation self-study. (2000-present, *on Sabbatical Leave 2002-03*).

*Co-chair, Institutional Planning and Budget Council*, Develops yearly planning agenda and timelines, facilitates revisions of strategic plan and yearly planning objectives, develops meeting agendas and minutes, develops and provides background training and informational materials for members (2003-2005).

*Visiting Scholar*, International Centre for Higher Education Management (ICHEM), School of Management, University of Bath, Bath, England. Conducted research and wrote report on strategic planning in further education colleges in England.(October-December, 2002).

*Institutional Researcher*, Chabot College, Hayward, CA. Directed Office of Institutional Research, developed Institutional Research database of historical and current student data, provided statistical reports on student characteristics, directed and analyzed assessment instrument validation studies for English, Math, and ESL, conducted and reported cross-sectional and longitudinal studies of

student access, equity, course completion and success, persistence, and transfer, conducted biennial student satisfaction surveys and accreditation surveys, provided research consultation for administration, faculty, and student research projects, provided internal evaluation of Title III Grant, and conducted other studies (1993-2000).

*Project Director*, Research Grant: Why Underrepresented Students Stay in Community College and Why they Leave. Obtained 2-year grant from California Community Colleges Chancellor's Office to conduct a quantitative and qualitative study of the major factors that influence underrepresented and other students to persist toward their educational goals or to leave before completing them. Hired nine students as research assistants. Conducted focus groups, mail surveys, classroom surveys, and interviews. Disseminated and presented results on campus to improve student support services. Presented results at state and national institutional research conferences (1998-2000)

*Principal Investigator*, Research Grant: Using National Data Sets to Create Comparable National Statistics for the Student Characteristics and Outcomes in Community Colleges. Obtained research grant from AIR (The Association for Institutional Research) and NCES (National Center for Education Statistics) to test and demonstrate the use of NCES data sets for institutional researchers in community colleges. Presented results to state and national AIR conferences. Wrote final report as guidebook for researchers (1996-1997).

*Senior Research Associate*, MPR Associates, Inc., Berkeley, CA. Directed, designed, and produced statistical reports on educational topics in higher education, vocational education, and elementary-secondary education, using advanced statistical, analysis, and research methods. Selected research projects are listed below (1989-93).

## **OTHER RESEARCH AND PROFESSIONAL EXPERIENCE**

*Co-chair*, California Community Colleges Vocational Training and Education Act (VTEA) Advisory Committee (2000-2002).

*Board Member*, Research and Planning Group (RP Group) of the California Community Colleges. Held positions of Northern Officer, Information Officer, and Vice-President—North. Served as RP Group representative to state Matriculation Assessment Work Group and state Vocational Education Research and Accountability Task Force (1994-2000).

*Research Associate*, Aguirre International, San Mateo, CA. Managed quantitative data analysis for large national study of bilingual education programs. Coordinated and performed descriptive and multivariate statistical analyses of quantitative data from more than 25 survey and test instruments (1989).

*Study Director*, DeAnza College and New View Program, Cupertino, CA. Proposed, designed, conducted, analyzed, and reported the economic returns to education for a study of community college vocational education graduates in computer science. Conducted mail survey and field interviews (1986-88).

*Equal Employment Opportunity Specialist*, Amdahl Corporation, Sunnyvale, CA. Analyzed corporate employment data by gender and race and wrote reports. Compiled and wrote corporate Affirmative Action Plan (1985; 1988).

*Treasurer*, Stanford University, Graduate Women's Network, Stanford, CA. Prepared and managed budgets, wrote financial reports, developed and presented funding proposals, coordinated campuswide events (1985-87).

*Research Assistant*, Stanford University, School of Education, Stanford, CA. Developed research designs and used statistical and qualitative methods to examine economic returns to education, salary differences, and occupational segregation by gender. Analyzed U.S. BLS and Census data. Conducted field interviews. Co-authored two published articles and one working paper (1983-87).

*Project Associate*, Far West Laboratory for Educational Research and Development, San Francisco, CA. Significant Bilingual Instructional Features Study (1981-83): managed large database of classroom observations and performed statistical computing. Displaced Homemakers Status Study (1980-81): conducted literature review, compiled and analyzed California Census data by computer, and wrote statistical report (1980-83).

*Social Scientist*, National Jury Project, Oakland, CA. Accessed and interpreted computerized statistical data. Compiled annotated bibliography of research on jury issues (1979-80).

*Graduate Student*, San Francisco State University, San Francisco, CA. Analyzed issues of gender in education and employment. Designed and conducted follow-up study of the education and employment of workers at a community clinic (1977-79).

*Funding and Health Services Coordinator*, Berkeley Women's Clinic, Berkeley, CA. Wrote funding proposal, lobbied for and administered County Revenue Sharing Grant. Coordinated mental health and health education services (1975-77).

## **TEACHING EXPERIENCE**

*Adjunct Faculty*, Stanford University, School of Education, Stanford, CA. Taught Gender and Education (1995).

*Instructor*, Chabot College, Social Sciences Division, Hayward, CA. Taught Introductory Statistics for the Behavioral Sciences (1994).

*Adjunct Faculty*, University of San Francisco, School of Education, San Francisco, CA. Taught graduate course, Research Methods in Education (1993).

*Teaching Assistant*, Stanford University, School of Education, Stanford, CA. Developed materials, lectured, and led discussions on the analysis of research and educational statistical data and on class readings (1985).

*Instructor*, Cañada College, Social Sciences Division, Redwood City, CA. Taught Social



Science Statistics, Social Science Research Methods, Introduction to the Social Sciences, Sociology of Sex Roles. Conducted and analyzed campuswide survey of student services needs (1979-83).

**Selected Research projects at MPR (1989-1993):**

*Project Director*, Study of Correlates of Mathematics Achievement in the 1990 NAEP: Grades 4, 8, and 12. Obtained grant from U.S. Department of Education. Used HLM to examine school characteristics that predict overall and higher order mathematics achievement. Tested new predictors of effects of gender and race-ethnicity on achievement. Directed software development that interfaces HLM with NAEP data (1992-93).

*Task Director*, Provided technical assistance to the National Association for the Advancement of Black Americans in Vocational Education, under contract to the National Center for Research in Vocational Education (NCRVE). Wrote proposal for conference on increasing participation of Black Americans in high-skill and technology occupations. Compiled and analyzed quantitative and qualitative data and wrote NCRVE report on the status of Black Americans in vocational education (1990-92).

*Task Director*, Analysis of Teacher Supply and Demand, under contract to the National Center for Education Statistics (NCES). Described components of teacher supply and demand and developed a multivariate model of attrition using the 1987-88 Schools and Staffing Survey. Defined the task, formulated and wrote the analysis plan, developed descriptive tables and a multivariate attrition model, and wrote the draft report (1990-92).

*Analyst*, A Study for Mississippi's Commission on Work Force Excellence. Evaluated state vocational education system; interviewed high school teachers, principals, superintendents, community college instructors, and administrators; observed classes and vocational facilities; and analyzed findings and developed recommendations (1990-91).

*Analyst*, Analysis of School Environment and Educational Achievement in Mathematics and Science, under contract to NCES. Used HLM to examine the relationship between school-level characteristics and individual math and science achievement for a nationally representative sample of 3rd, 7th, and 11th graders using 1985-86 National Assessment of Educational Progress data (1990-91).

*Task Director*, Analysis of Traditional and Nontraditional Postsecondary Students for NCES. Identified and described the characteristics of traditional and nontraditional students according to their demographics, educational and financial status, and sources of financial support using data from the 1986-87 National Postsecondary Student Aid Study (1989-91).

*Task Director*, Predicting Maintenance and Operations Costs Study for the California State Universities (CSU). Performed factor, cluster, and regression analysis to determine the smallest number of components necessary to predict plant maintenance and operation costs for nine campuses of CSU. Identified, gathered, and checked data sets; authored the final report; and presented the findings (1989-90).

## PUBLICATIONS

*Using National Data Sets to Create Comparable National Statistics for the Student Characteristics and Outcomes in Community Colleges*, report prepared for the AIR/NCES/NSF Improving Institutional Research in Postsecondary Educational Institutions Research Grant Program, October, 1997.

*Using HLM and NAEP Data to Explore School Correlates of 1990 Mathematics and Geometry Achievement in Grades 4, 8, and 12: Methodology and Results*, report prepared for the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, January, 1995.

*Modeling Teacher Supply and Demand, with Commentary*, with Susan Choy and Sharon Bobbitt, report prepared for the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, June 1993.

"Using Hierarchical Linear Models (HLM) to Identify School-Level Effects on Gender and Race-ethnicity Differences in Mathematics Achievement," presentation prepared for the American Educational Research Association, Atlanta, Georgia, April, 1993.

"Results from the 1990 NAEP Data Reporting Program: An HLM Analysis of School-level Instructional Methods on Geometry Achievement and Differences in Geometry Achievement by Gender and Race-ethnicity in Grades 4, 8, and 12," paper prepared for the American Educational Research Association, Atlanta, Georgia, April, 1993.

"Multivariate Procedures in the Scaling and Analysis of NAEP Data: Using Hierarchical Linear Models on NAEP Data," paper prepared for the American Educational Research Association, Atlanta, Georgia, April, 1993.

*Black Americans and Vocational Education: Participation in the 1980s*, with Karen Levesque, Berkeley, CA: National Center for Research in Vocational Education, December, 1992.

"An Introduction to Hierarchical Linear Models" *Measurement and Evaluation in Counseling and Development* 25, 2(July): 58-90, 1992.

*National Assessment of Educational Progress: School Effects on Educational Achievement in Mathematics and Science: 1985-86*, with Phillip Kaufman and Deborah Sedlacek, report prepared for the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, June, 1992.

*Undergraduate Coursework of Prospective and Actual Teachers Among 1972 High School Graduates*, draft report prepared for the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, June 1991.

"School Effects on the Relationship Between Science Achievement and Gender, Race-

ethnicity, and SES in Grades Three, Seven, and Eleven: 1985-86," with Phillip Kaufman and Deborah Sedlacek, paper prepared for the American Educational Research Association, Chicago, April 1991.

*Predicting Maintenance and Operations Costs for the California State Universities*, with Susan Choy, report prepared for California State University, July 1990.

"Trends in Postsecondary Persistence Revisited: Decreasing Persistence or Changing Educational Goals," with Eva Eagle, paper prepared for the American Educational Research Association, Boston, April 16, 1990.

"Salary and Occupation by Gender Among Community College Computer Science Graduates," unpublished dissertation, Stanford University, 1988.

"Salary, Job Satisfaction, and Stress Among Women Clerical Workers, Women Managers, and Men Managers," with Myra Strober, working paper, Stanford University: Institute for Research on Women and Gender, 1988.

"Integrated Circuits/Segregated Labor: Women in Computer-Related Occupations and High-Tech Industries," with Myra Strober, in Heidi I. Hartmann (ed.), *Computer Chips and Paper Clips: Technology and Women's Employment*, Vol. II, Washington, DC: National Academy Press, 1987.

"The Dynamics of Occupational Segregation Among Bank Tellers," with Myra Strober, in Claire Brown and Joseph A. Pechman (eds.), *Gender in the Workplace*, Washington, DC: Brookings Institute, 1987.

Book Review of V. Haas and C. Perrucci (eds.), *Women in the Scientific and Engineering Professions*; J. Rothschild (ed.), *Machina Ex Dea: Feminist Perspectives on Technology*; and J. Zimmerman, *The Technological Woman: Interfacing with Tomorrow*; in *Signs: Journal of Women and Culture* 10, 4 (Summer): 803-06, 1985.

*A Statistical Report on the Status of Displaced Homemakers in California*, with Matilda Butler, Vocational Education Division, California State Department of Education, 1981.

**Papers Presented at:**

- Annual Research Conference of the Research and Planning Group for the California Community Colleges, Asilomar, Monterey, California, April, 2002.
- Hispanic Nurses Association Annual Awards Dinner, Berkeley, California, November, 2000.
- Community College League of California Annual Convention, Los Angeles, California, November, 2000.
- Annual Research Conference of the Research and Planning Group for the California Community Colleges, Lake Arrowhead, California, April, 1999.
- California Association for Institutional Research Annual Conference, San Diego, California, November, 1998.
- Annual Research Conference of the Research and Planning Group for the California Community Colleges, Tahoe City, California, April, 1998.
- Annual Forum of the Association for Institutional Research, Lake Buena Vista, Florida, May, 1997.
- Annual Research Conference of the Research and Planning Group for the California Community Colleges, Long Beach, California, April, 1997.
- California Association for Institutional Research Annual Conference, Costa Mesa, California, November, 1996.
- Annual Research Conference of the Research and Planning Group for the California Community Colleges, Berkeley, California, April, 1996.
- American Educational Research Association, New York, New York, April 1996.
- Research Workshop of the Research and Planning Group for the California Community Colleges, Foothill College, Los Altos Hills, California, March, 1996.
- Annual Research Conference of the Research and Planning Group for the California Community Colleges, Tahoe City, California, March, 1994.
- Advanced Studies Seminar on the Use of NAEP Data for Research and Policy Discussion, National Center for Education Statistics, U.S. Department of Education, August, 1993.
- American Educational Research Association, Atlanta, Georgia, April 1993.
- American Educational Research Association, Chicago, Illinois, April 1991.
- American Educational Research Association, Boston, Massachusetts, April 1990.
- American Educational Research Association, New Orleans, Louisiana, April 1988.
- National Women's Studies Association, Atlanta, Georgia, June 1987.
- Center for Research on Women, Stanford University, Corporate Seminar, Raychem Corporation, June 1985.
- National Women's Studies Association, Seattle, Washington, June 1985.
- National Academy of Sciences, National Research Council, Committee on Women's Employment and Related Social Issues, Panel on Technology and Women's Employment,

Washington, DC, February 1985.

American Educational Research Association, Special Interest Group/Research on Women and Education, Los Angeles, California, November 1984.

American Educational Research Association, New Orleans, Louisiana, April 1984.

National Women's Studies Association, Lawrence, Kansas, June 1979.

**BEFORE THE ENERGY RESOURCES CONSERVATION AND DEVELOPMENT COMMISSION  
OF THE STATE OF CALIFORNIA**

**APPLICATION FOR CERTIFICATION  
FOR THE EASTSHORE ENERGY CENTER  
IN CITY OF HAYWARD  
BY TIERRA ENERGY**

**Docket No. 06-AFC-6**

**PROOF OF SERVICE  
(Revised 1111412007)**

**INSTRUCTIONS: All parties shall either (1) send an original signed document plus 12 copies or (2) mail one original signed copy AND e-mail the document to the address for the Docket as shown below, AND (3) all parties shall also send a printed or electronic copy of the document, which includes a Proof of service declaration to each of the individuals on the proof of service list shown below:**

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**DECLARATION OF SERVICE**

I, Ervietta McCullough, declare that on November 19, 2007, I deposited copies of the attached **Joint Petition to Intervene By Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association as Agencies; Memorandum of Points and Authorities; Declarations of Joel L. Kinnamon and Susan Sperling; Prehearing Conference Statement and Issue and Witness Identification;** in the United States mail at San Francisco , California with first-class postage thereon fully prepaid and addressed to those identified on the Proof of Service list above.

**OR**

Transmitted via facsimile transmission to those identified above with a Fax number.

**OR**

Transmission via electronic mail was consistent with the requirements of the California Code of Regulations, title 20, sections 1209, 1209.5, and 1210. All electronic copies were sent to all those identified on the Proof of Service list above.

I declare under penalty of perjury that the foregoing is true and correct.

  
**Ervietta McCullough**