

1 09-19-18 Cerritos BOT
2 >> President Lewis: Good
3 evening and welcome to the
4 Cerritos College Board of
5 Trustees Meeting for September
6 19, 2018. Tonight we will start
7 with an invocation.
8 >> Hello. Good evening. I'm
9 going to be reading breaking all
10 the rules. "there are moments
11 when rules are meant to be
12 broken and bursting out of
13 context is the way to see with
14 new eyes. There are fences only
15 to be torn down. The slats look
16 solid but no one drove the nails
17 in tight and barricades asking
18 to breached. Sooner or later we
19 run out of excuses for being
20 small and safe.
21 >> President Lewis: Thank
22 you. Next we will have the
23 Pledge of Allegiance done by
24 Trustee Salazar.

25 >> [Off Mic].

Sample footer

2

1 >> I pledge allegiance to the
2 flag to the United States of
3 America and to the Republic for
4 which it stands, one nation
5 under God, indivisible, with
6 liberty and justice for all.

7 >> President Lewis: Roll call
8 please.

9 >> Board President Zurich
10 Lewis.

11 >> Here.

12 >> Board Vice President Shin
13 Liu.

14 >> Here.

15 >> Board Clerk

16 Camacho-Rodriquez will be
17 arriving late. Member Carmen

18 Avalos is absent. Member James
19 Cody Birkey.

20 >> Present.

21 >> Member Marisa Perez.

22 >> Present.

23 >> Member Sandra Salazar.

24 >> Here.

25 >> Student Trustee Phil

Sample footer

3

1 Herrera is absent and President

2 Superintendent Fierro.

3 >> Present.

4 >> President Lewis: Is there

5 any member wishing to

6 reorganization the agenda in any

7 way? Seeing none we am go to

8 comments from the audience.

9 First we have a comment on

10 student academic concerns.

11 >> Right. Okay. When can I

12 begin?

13 >> President Lewis. You may

14 begin.

15 >> So that's a fundamental

16 problem that students are having

17 and that's the idea we're not

18 getting the academic help that

19 we need and this stems from a

20 lack of -- well, part time

21 teachers. Our part time

22 teachers they don't have enough
23 resources in order to keep here
24 and so they're not able to while
25 exactly teach us. In a certain

Sample footer

4

1 way this causes high dropout
2 rates on the first week. We
3 have a lower GPAs than we should
4 and lack of transfer rates that
5 we should be having and stems
6 from the problem that I myself
7 -- my name is Andre and I don't
8 have a single full time teacher.
9 They're all part time so they're
10 not able to stay after class
11 because they have to support
12 their own livelihoods and no
13 fault of their own to support
14 themselves but it's a problem
15 for me and other students when
16 we need to get our own help and
17 gathering knowledge and
18 utilizing the resources and we
19 can't use them if the teachers
20 are present. I have a friend

21 and she's a brilliant artist and
22 wants to be a designer and that
23 is fine and but she has
24 weaknesses and that is math and
25 she failed three years of math

Sample footer

5

1 because her teachers were all
2 part time. They were all off
3 campus and the hours overlap
4 when we have to go to class or
5 worse care scenario we have jobs
6 and go to work to figure out a
7 problem equation, right, so
8 there's a problem that we have
9 and that our teachers they're
10 there to support us and we have
11 an ironically Student Success
12 Center and run by students and
13 in class a year ago and trying
14 to best as they can and support
15 us as best they can to try to
16 help ourselves and sometimes
17 that's not expert. We need
18 expert help to actually teach us

19 and who better than the part
20 time teachers. I have a friend
21 in the audience and not one of
22 his teachers is is a full time
23 teacher and the problem is that
24 if these part time teachers the
25 professors are leaving just to

Sample footer

6

1 support themselves and feed
2 their families and create their
3 own livelihoods and not able to
4 be here to help us and how are
5 we supposed to transfer and get
6 our master's and live our lives
7 if they can't live themselves
8 and it's a problem to address to
9 the board because it's here and
10 now and we're begging you.
11 We're begging you. Annie is
12 begging you. I am begging you
13 to help them so they can help us
14 so they can stay after class and
15 talk to us instead rushing to
16 another school to teach students
17 probably in the same situation

18 that we are. Thank you.
19 >> President Lewis: Thank you
20 [Applause]
21 >> President Lewis: Our next
22 speaker is on parking.
23 >> How's everyone doing? Last
24 semester fall my car was broken
25 into. I did file a report with

Sample footer

7

1 the Police Department here. I
2 was notified that the section
3 where my car was parked which is
4 on Alondra by the football field
5 there are no cameras in that
6 section. Had I been there
7 whether this person decided to
8 break into my car it could have
9 been more dangerous than a car
10 broken into and I was paying \$40
11 for my parking. When you
12 multiply that by the amount of
13 parking spaces I think we could
14 get cameras in that area for
15 safety reasons so that's my say

16 in that.

17 >> President Lewis: Thank

18 you.

19 [Applause]

20 >> President Lewis: Our next

21 speaker is Walter Fernandez on

22 the faculty health benefit.

23 >> Thank you. Honorable

24 members of the Board of Trustees

25 we urge you to consider the

Sample footer

8

1 ideas and perspectives CCFF.

2 What they propose will not harm

3 the finances of the college and

4 these proposals are not radical

5 or unrealistic. They're what

6 other colleges have. We know

7 that the district can

8 comfortable maintain the health

9 benefits for employees.

10 Changing now to a two tier

11 system would break a 60 year

12 tradition and treat future full

13 time instructors like second

14 class employees. The amount

15 proposed by the district would
16 not even cover a single HMO plan
17 for a family. Covering health
18 care costs always a priority for
19 the institution even during dire
20 financial times. This program
21 -- two tier health insurance
22 program when affordable is an
23 intentional attempt to short
24 change new instructors. It is
25 intentional neglect that this

Sample footer

9

1 faculty won't forget. The
2 college expects to get a 14%
3 budget increase last year and
4 the reserves exceed \$70 million
5 are the reductions considered at
6 this moment?
7 The teachers and the classrooms
8 and the study rooms have won the
9 college awards and increasing
10 the graduation rates. Members
11 of the board, elected leaders do
12 the right thing of the this

13 proposed system is anti-faculty,
14 anti-family and looking at these
15 actions in a this environment
16 they seem like a direct attempt
17 to break our Faculty Union but
18 this faculty will not be broken.
19 This faculty will fight. Thank
20 you for your attention.

21 [Applause]

22 >> President Lewis: Our next
23 speaker is Jay on faculty pay.

24 >> Good evening members of the
25 board. My name is Jay. I'm a

Sample footer

10

1 part time instructor at this
2 college here about six years.
3 With regards to the faculty let
4 me say one first first. I came
5 from industry and my job is
6 management. Okay. Now I'm part
7 of the union. Now being in
8 management our company -- my
9 company and I believed in fair
10 play. We went from \$20 million
11 in \$50 million to sales and

12 generated 12% in profit margins.
13 Despite the fact we still had an
14 union we decided to share that
15 information and also share that
16 profits with the union. Okay.
17 The union didn't ask for it. We
18 just decided it was a good thing
19 to do. As a Board Member I
20 think you guys have a respond to
21 do the same thing --
22 responsibility. You have
23 \$70 million in reserves and the
24 14% that's coming in. That's
25 \$84 million in reserves. I'm

Sample footer

11

1 not sure how you guys are
2 investing your money but seems
3 to me at 84 million you should
4 be able to get a pretty good
5 return on your investment which
6 means that you can also get
7 enough money to pay for the
8 salaries that we're asking for.
9 We're not interesting in

10 bankrupting the district. That
11 would be counterproductive for
12 both of us. We're interested in
13 fair pay. We're interested in
14 getting something that's going
15 to be a living wage. We're
16 getting something that we can
17 afford so we can pay for our
18 bills, send our kids to school.
19 As you know tuition is going up
20 all the time, maybe not in the
21 community colleges but certainly
22 in the upper division colleges.
23 The part time faculty in this
24 district -- okay -- we need to
25 get a little bit more. As you

Sample footer

12

1 know the part time instructors
2 they are maxed out at three
3 classes per semester which
4 translates and I know for sure
5 because I am one of people and
6 translates to about \$30,000 a
7 year so to get even a \$60,000
8 wage you need to go another

9 place and get three classes if
10 you're lucky, and also has to
11 work with your schedule, so I
12 urge you, and I hope you are
13 listening. If you're not --
14 okay -- I wish you would pay
15 attention, but we need to have
16 parity in the part time faculty.
17 We need a fair pay for all of
18 the faculty including the part
19 time and the full time, and I
20 think that you can do that
21 without bankrupting the college.
22 As I said -- okay -- I was in
23 management but we shared with
24 the union. We didn't have to
25 but we did. You're in

Sample footer

13

1 management you can share with
2 the you can give a fair share to
3 the union and I don't think it
4 will bankrupt you and it's the
5 right thing to do and thank you
6 for your time.

7 [Applause]

8 >> President Lewis: Thank
9 you. Thank you. Next is Susan
10 on full time hires.

11 >> Okay. Good evening. So
12 there's two points I would like
13 to talk about, equity, parity
14 and also increasing the number
15 of full time faculty so I
16 retired from UC Irvine in 2012
17 and teaching here part time. I
18 am happy. I have retirement
19 from them and I have insurance
20 but I work with a lot of recent
21 students and Ph.D.s that have
22 been here the entire time and I
23 teach Biology. We have a focus
24 nationally on increasing and
25 improving science technology

Sample footer

14

1 engineering mathematics, so for
2 a three hour credit class you
3 get paid three hours a week,
4 right, so that means as the
5 previous speaker said you can

6 teach a maximum of three, so you
7 get paid for nine hours a week.
8 If anyone has ever taught you
9 know that's not -- you don't
10 walk in and talk. If you do
11 you're a terrible teacher and
12 assume minimum six hours for
13 three hours paid and nine hours
14 a week that you're paid and
15 working more hours and depending
16 on the difficulty of the class
17 you could be working 40, 50
18 hours a week and paid for nine
19 hours a week. Last year there
20 was someone that spoke about
21 having large class sizes gives
22 (paused). (checking audio).
23 -- On the exam and so that
24 takes a lot of time so you have
25 to spend time preparing your

Sample footer

15

1 lecture, preparing exams,
2 grading exams and papers, all
3 the other stuff that you do,

4 advising students about what a
5 good school and is writing
6 letters of recommendation,
7 students interested in research.
8 What is the best school? You
9 going online and showing them
10 how to research what is doing
11 what and what is of interest to
12 them so the union is proposing
13 equity, right, that we're paid
14 for the time we put into our
15 teaching, not just the hours in
16 front of our class so I think
17 the proposal is going to 86.
18 >> [Off Mic].
19 >> Eventually but we should
20 start moving there and as the
21 student said we have too many
22 part time faculty here so
23 apparently according to
24 statistics it's 63%. I looked
25 through the science engineering

Sample footer

1 and math and we only have 41%
2 full time so the guys I work

3 with, young, ethnically diverse
4 and trying to recruit and retain
5 teaching science engineering and
6 math and they have been here
7 working for \$30,000 a year.
8 They have to teach as Andre said
9 at multiple guys. One teaches
10 at Mt. SAC and Cal State
11 Dominguez and here and arrange
12 the schedule so not driving to
13 three campuses a day so they're
14 young and young women and men
15 and they want to start their
16 families. They have no
17 insurance. They're not making
18 enough -- just enough to pay
19 rent you know never mind
20 insurance and gas so we really
21 need to start moving the Faculty
22 Obligation Numbers were supposed
23 to be 75% as a floor to provide
24 decent education for our
25 students, and we're no where

Sample footer

1 near that and now money is
2 coming in so these young Ph.D.s
3 and Masters hanging in for
4 waiting for full time and one is
5 going for more education to get
6 a full time job and the other
7 guy and he's just dispirited.
8 You can't teach the students
9 with passion and appreciation if
10 you're worn to the bone and I
11 beg you to start equity and
12 moving towards hiring more full
13 time. Thank you.
14 [Applause]
15 >> President Lewis: Our final
16 speaker is Ralph on CCFE
17 negotiations.
18 >> Good evening. I'm a
19 constituent of Board of Trustees
20 area three, a Bellflower
21 resident, a part time professor
22 for the Speech Department at
23 Cerritos and part time professor
24 at six different colleges.
25 That's right. I teach at six

Sample footer

1 colleges often 8-10 classes per
2 semester and several hundred
3 students a year and I am
4 struggling like my colleagues.
5 Unfortunately this is the norm
6 here and around the country.
7 While we work nonstop we don't
8 have expensive cars or expensive
9 suits. We're barely make it.
10 The education and thousands of
11 student loan and my experience
12 is too often shared by the part
13 timers that teach the majority
14 of our classes and receive
15 substantially less pay teaching
16 the same classes as full time.
17 I was inspired by part time and
18 like myself they're former
19 students who returned to be told
20 their work is worth less than a
21 full time professor even though
22 we teach the same classes, the
23 same education. Went to the
24 same schools and graduated from
25 the same programs and no

1 justification to pay us less.
2 We're cut from the same clothe.
3 Part timers would love nothing
4 more to be here and teach fewer
5 schools and classes. Since most
6 are taught by part timers and
7 frees up the equal time and
8 equal work would dramatically
9 improve education for students
10 and more time for students and
11 lesson time and exams that
12 measure comprehension and not
13 just more time to invest in them
14 like we did and a positive
15 influence in their lives. We
16 know this directly impacts
17 redeposition rates, transfer
18 rates and enrollment. Our
19 students need us but we're stuck
20 working elsewhere just so we can
21 pay the bills. Help us be here
22 more. Help us do more for our
23 students. We all have the same
24 goal: Student success but our

25 unequal pay is a barrier to us

Sample footer

20

1 accomplishing that goal. Please
2 the next time you introduce a
3 proposal that us equal pay for
4 equal work and you're giving us
5 the ability to do it better and
6 education and equal pay for
7 equal work it amounts to
8 everything. Thank you.

9 [Applause]

10 >> President Lewis: Thank
11 you.

12 [Applause]

13 >> President Lewis: All
14 right. Order please. Thank
15 you. Thank you. Next we will
16 have the reports and comments
17 from constituent groups. Is
18 there a constituent group
19 wishing to give a report?

20 >> Good evening. The first
21 thing I would like to do is
22 clear up any misconceptions
23 about our salary schedule for

24 the last meeting so I'm going to

25 pass this out to you guys. I'm

Sample footer

21

1 sorry I don't have it for

2 everyone but the rest of you are

3 pretty familiar with them

4 already. Last time you met

5 there was a discussion of COLA

6 and how it's applied and Trustee

7 Birkey mentioned that one of the

8 applications is ensure that our

9 buying power remains stable, and

10 then he was told that the COLA

11 is partially used to pay

12 negotiated salary increases and

13 that all faculty get salary

14 increases every year that have

15 been negotiated. Is that true?

16 >> [Off Mic].

17 >> How many people in here are

18 stuck? I'm about to be stuck

19 but I took extra classes. If

20 you look at the salary schedule

21 if you only have a master's

22 degree after 12 years you will
23 not get a degree. If you only
24 have two masters -- that's me,
25 an under achiever and after a

Sample footer

22

1 certain amount of years I get no
2 raise. Now if I manage myself
3 to get over by taking bachelors
4 plus 90 units which is hard
5 working full time and
6 contributing to the campus,
7 advising clubs, stuff of that
8 nature; right? Making my OERs et
9 cetera then I can get a raise up
10 until year 14 and then we get
11 the longevity increments; right?
12 So after a Masters after 12
13 years no more money. Two
14 Masters, not enough. After 14
15 years you are stuck. Now for
16 our part time colleagues it's
17 worse. If you work part time
18 and you teach in the classroom
19 after 12 semesters after six
20 years you won't get anymore

21 money. Now you're getting 40,
22 50 of what I would get to teach
23 the class if I knew what you do
24 but I don't. We know different
25 stuff and then you're stuck. We

Sample footer

23

1 have a lot of people here more
2 than six years. People love our
3 students. They even though the
4 pay was terrible and don't have
5 insurance and they live all the
6 way over -- where do you live?
7 >> [Off Mic].
8 >> Pomona. They drive here
9 because our students are great.
10 Non instructional part time
11 faculty -- that's the terrible
12 name for counselors and library
13 specialists and sorry about the
14 name and after a certain years
15 we don't get a raise. Bruce has
16 been here 12, 15 years and as
17 long as a student and came back
18 here. He can't get anymore

19 money after eight years and with
20 no COLA they have no way to
21 protect the buying power of the
22 not so hot salaries. Right?
23 It's ridiculous. I don't know
24 if you guys remember but in the
25 state adopted budget there was a

Sample footer

24

1 lot of money allocated to
2 community colleges. Aside from
3 the statutory COLA the new
4 funding formula where it looks
5 like we're going to get a 14.7%
6 increase there was also an
7 additional \$50 million puts
8 towards full time hires and
9 \$50 million towards part time
10 office hours and money put
11 towards student success
12 programs, online college so if
13 we do some grants to develop the
14 online programs and courses
15 there is \$35 million up on
16 offer. And the California
17 college promise; right? So on

18 the tenth of September the
19 Chancellor's Office sent out a
20 memo advising colleges about
21 what to do or how that
22 \$50 million that was to go to
23 full time hires how it would be
24 allocated and when I look at it
25 look it is like we stand to

Sample footer

25

1 receive additional funds for
2 that one aspect of what was
3 funded in the state budget so
4 we've got the new salary formula
5 with an extra 14.7 percent
6 increase. We have another three
7 quarter was a million from full
8 time hires. \$50 million and use
9 a similar formula for the part
10 time hires and that's a lot of
11 money that we're getting that we
12 didn't have before, and we're
13 doing a lot of work that we
14 haven't had to do before, and we
15 develop award winning programs

16 and we work collegially and
17 collaboratively and as
18 professionals because we care
19 about our students, but if we're
20 in a good budgetary year and
21 we're being told that things are
22 going to be cut that's not a
23 thank you like we ask for in our
24 last contract campaign that
25 Debbie Jensen came up with that

Sample footer

26

1 and it's a slap in the face and
2 as a result is the poor morale
3 that infected the faculty at our
4 school and we can't go forward
5 to do the work to improve the
6 quality of education here if
7 we're not appreciated and
8 treated like professional it is
9 because this is a hard working
10 group of people. You have seen
11 them talking about the programs
12 they run and with their
13 students. They're not slackers
14 or lazy people and at the same

15 time if we can't in a good
16 budgetary area try to fix things
17 like the inequality of full and
18 part time pay and give raises to
19 all of the staff across campus
20 and help with the cost of living
21 and rent and food and everything
22 in L.A. going up then shame on
23 us. What do we want to do with
24 the money and you need to
25 explain why should we sacrifice

Sample footer

27

1 for what goal and all we see
2 we're disrespected and not
3 treated as partners in this
4 institution. Thank you.
5 [Applause]
6 >> President Lewis:
7 [GAVEL]
8 >> Order. Thank you. Thank
9 you. Next is there any other
10 member of the constituent groups
11 wishing to give a report?
12 Faculty Senate President April

13 Griffin.
14 >> Sorry I'm late. I was over
15 in the teleconference center
16 with our team and the
17 [INAUDIBLE]. We had a really
18 great conversation. The topic
19 today was should hate speech be
20 banned? So we sent them off to
21 the hotels to rest and eat and
22 my debaters just went off to
23 rest and eat. It's been a long
24 day for us preparing but one
25 thing I wanted to share and one

Sample footer

28

1 of the messages that is
2 consistent through our day is
3 that it's not about the
4 differences we have but it's
5 about the things that make us
6 similar, and so in lunch today
7 with Dr. Fierro one of the
8 things -- one of the debaters
9 told us he gets the news from is
10 the Trevor Noah Show and of
11 course we know that show and as

12 the day progressed a lot of the
13 things kept coming up that we
14 had more similarities than
15 differences and their coach
16 talked about the Rwandan
17 genocide and how humans interact
18 with each other and one thing
19 that was powerful with the
20 audience and he indicated it was
21 only their problem we could put
22 walls around Rwanda and the
23 world would be a happy place but
24 anytime there are two people and
25 their viewpoints differ there's

Sample footer

29

1 going to be a problem unless
2 they come forward and talk about
3 it in a professional collegial
4 and respectful manner, and so
5 one of the things I have been
6 talking to a lot of people
7 around Cerritos College is
8 there's a general feeling that
9 morale is down, and that people

10 are feeling disrespected, and
11 that people are feeling like
12 they're -- that their work is
13 not respected and can't discuss
14 in a collegial respectful manner
15 even if we disagree and ask
16 everyone as we move forward to
17 recognize that we all have more
18 similarities than differences
19 and more importantly we can come
20 together as a faculty body, as
21 an Administration and staff, all
22 of us together to make these
23 differences, right. I also
24 think that a lot of the things
25 that are happening from the

Sample footer

30

1 state especially because they're
2 top down and the Faculty Senate
3 pursue it's from the
4 Chancellor's Office and the
5 Governor and things that we
6 can't change right away and that
7 we define the similarities
8 against us and we can pull

9 together and do this but really
10 we're people, right and that we
11 need to make sure as a college
12 we're respecting one another.
13 As individuals we're respecting
14 one another and in order for
15 this to work and part of that is
16 just in the way that we talk to
17 one another, how we treat one
18 either and treat each other at
19 the negotiations table in
20 Faculty Senate and in classrooms
21 and how we treat our students so
22 I really encourage you all --
23 kind of plug for the debate team
24 we do have another event with
25 the Rwanda debaters tomorrow and

Sample footer

31

1 there is a panel discussion and
2 they really want to help the
3 community through the program,
4 help the community understand
5 that we can talk about all these
6 difficult subjects whether it's

7 pay raises, whether race issues,
8 whether it's inequality and talk
9 about it with open Harts and
10 arms and treated each other like
11 professionals and respect each
12 other's differences but
13 recognize the similarities.
14 There is a lot of good things
15 happening on campus and do good
16 things with the students and my
17 student had to give into give me
18 the keys and I had to come over
19 here and saw faculty faces and
20 she immediately knew who the
21 faculty was and it lit up her
22 face and they're interact
23 everyday with students and there
24 24/7 and need to make sure and
25 staff as well and I see staff

Sample footer

32

1 all the time out there talking
2 to people and talking to
3 students and I know there are
4 people in the Administration
5 that do as well but we need to

6 remember and treat each other
7 with the respect and we're here
8 for the same common thing and
9 that's students.

10 [Applause]

11 >> President Lewis: Next we
12 will go to the Institutional
13 Presentation of our recognition
14 of the month month and that will
15 be Raquel Lizarraga --
16 Classified Employee of the
17 Month.

18 >> President Lewis: Come on
19 up.

20 >> [Off Mic].

21 >> President Lewis: No
22 worries. The Outstanding
23 Employee Committee named Raquel
24 Lizarraga as the recipient of
25 the Outstanding Confidential

Sample footer

1 Employee of the Month for
2 August 2018. She began her
3 career at Cerritos College at

4 short term employee in 2007 and
5 left Cerritos to complete her
6 degree and hired in the
7 Technology Department and in
8 2017 was promoted to the
9 Coordinator, Educational
10 Partnerships and Programs, one
11 of my favorite departments.
12 Thank you Colleen. Thank you
13 Raquel and Carla who couldn't
14 make it today. Under her
15 Cerritos Complete has increased
16 tremendously and knowledgeable
17 with the process from high
18 school to college and the
19 program and works tirelessly to
20 ensure a smooth process for our
21 K-12 partners, stakeholders on
22 campus and new students. Her
23 attention to detail and work
24 ethic and prioritization of
25 students' need is commendable

Sample footer

1 and program with on and off
2 campus partners requires

3 coordination and excellent
4 communication and we appreciate
5 your personal attributes and
6 outstanding efforts and we're
7 proud you're Cerritos College
8 employee and we commend you for
9 the outstanding service and
10 dedication so thank you for a
11 job well done.
12 [Applause]
13 >> [Off Mic].
14 >> Dr. Fierro: Well, Raquel
15 -- [INAUDIBLE] has been notified
16 and if you find a ticket it
17 still counts.
18 >> [Off Mic].
19 >> Dr. Fierro: No. I was
20 serious. You can have it. I
21 don't park there. So Raquel has
22 been a joy with work with. As
23 the numbers said the programs
24 under her direction has grown
25 significantly and she's a very

Sample footer

1 dedicated team member. I
2 personally think she has great
3 potential to continue to grow
4 here at Cerritos College or
5 elsewhere -- hopefully at
6 Cerritos College but you do have
7 great potential and we can see
8 your dedication, and how hard
9 you work for our students so
10 thank you for all that you do.
11 We will waive the ticket once we
12 find you but we're happy to have
13 you here.
14 [Applause]
15 >> I didn't prepare a speech.
16 I love working here and everyone
17 across campus and helps to help
18 the students succeed so thank
19 you.
20 >> Dr. Fierro: Thank you.
21 [Applause]
22 >> President Lewis: Our next
23 item is a presentation on the
24 Falcon Sports Academy in which
25 Chris Richardson will provide a

Sample footer

1 summary of the Falcon Sports
2 Academy. Chris.
3 >> Thank you.
4 >> Dr. Fierro: Thank you
5 Chris for coming here. We
6 appreciate you being here. This
7 hopefully will come as a
8 pleasant surprise to the board.
9 It's a project that Chris put
10 together and when he initially
11 presented it I didn't get the
12 whole context of it but seemed
13 like a idea at the time and we
14 worked together and Chris did a
15 great job bringing it to
16 fruition but when he came to my
17 office to show the results of
18 the project I was excited to see
19 what he did and the project
20 going into the future, and the
21 group of students that he's
22 engaging so I hope all of you
23 enjoy the presentation and can
24 see the vision for the future
25 with this initiative so thank

1 you for being here Chris.
2 >> Yeah, my name is Chris
3 Richardson and faculty at
4 Cerritos College. This is the
5 only one I have and [INAUDIBLE]
6 with Long Beach and Mt. SAC and
7 no red and thank you for coming
8 and Felipe and Dr. Fierro to
9 give me the green right to put
10 this forward and there is
11 nothing like this going on and I
12 think it's critical to help and
13 be able to provide opportunities
14 and outlets for the students and
15 to be leaders and with that I
16 said I put together the Falcon
17 Sports Academy and what it is
18 it's a academic program, but
19 it's based on a couple different
20 you know theoretical frameworks
21 like identity discrepancy
22 theory. A lot of the young
23 youth are really into sports but
24 they don't understand they need

25 to be a student as well or into

Sample footer

38

1 a student and sometimes with
2 gender and okay I am a boy, I'm
3 a girl, what sport do I play and
4 do you do I do it? There's a
5 lot of isolation with that and
6 the Icelandic model and the
7 theory blending them gives an
8 opportunity for a lot of kids
9 and a lot of fun. We were able
10 to hire ex-athletes and bring
11 professionals in and I can show
12 you that and overall the Falcon
13 Sports Academy is a unique
14 experience where youth are
15 educated through sport with a
16 foundation in academics. Okay.
17 And so going forward what we
18 tried to put out there we want
19 to maximize the coordination and
20 skill development. There is a
21 lot of specialization in sport
22 right now and everyone wants to
23 be a good basketball player but

24 not getting how do I play

25 different sports and I will go

Sample footer

39

1 through that and it's a pay for

2 play world and if you don't have

3 the money for a trainer or on

4 the travel team you can't have

5 the athletic experiences and get

6 kind of touch base with a

7 diverse level of sport. We're

8 going to do a fitness assessment

9 to understand about the fitness.

10 We talk a little bit about

11 nutrition and understanding

12 about speed dynamics and where

13 are you and how do you

14 understand what being healthy is

15 and we talk about leadership

16 development. We start everyday

17 with a leadership game or

18 activity because there's leaders

19 in everyone it just has to be

20 pulled out of them. Some maybe

21 bullied in school and may not

22 have the opportunity to be
23 leaders or understand they have
24 that ability so it was a
25 blessing to see kids that came

Sample footer

40

1 in a little discouraged or low
2 level of self esteem blossom
3 with the camp. We wanted to
4 blend the identity of the
5 student and the athlete and you
6 have to be both. The basic
7 skill development with math and
8 English and get volunteer hours
9 with certificate teachers from
10 primary and secondary education,
11 schools around the area that
12 came in and did workshops and
13 taught about math and played
14 games because there's no summer
15 school and able to sharpen their
16 math and English skills so going
17 forward we had about 34 campers.
18 We had to cap it because I had
19 limited staff. I wanted make
20 sure it was a controlled

21 environment and controlled group
22 because of the simple fact I
23 wanted the quality to be
24 extremely high especially for
25 something like this and being so

Sample footer

41

1 new. We had five professional
2 athletes visit and talk to the
3 kids and talk pictures with
4 them. We probably earned about
5 \$9,500. We paid staff members
6 of ten and walked away with a
7 profit of 4500 and into the
8 track account and regenerate
9 itself with marketing and other
10 promotional opportunities and
11 fund a little bit of the camp
12 for the next go around. So like
13 there's a few pictures. It was
14 a lot of fun. Okay. We had the
15 L.A. rams come out and
16 cheerleaders that were there and
17 taught the kids dances and
18 cheers and we did like a prep

19 rally on the first day. We had
20 art on the run which was hosted
21 by the creator of the foundation
22 Magnolia Howe who is a
23 professional athlete and runs
24 for Trinidad and Tobago and
25 Olympian and had them express

Sample footer

42

1 themselves through art and
2 didn't work with paint before
3 and took their own personality
4 and apply it and talk about the
5 confidence and strengths can be
6 applied with sports and
7 creativity as well and it was a
8 lot of fun and cool. Going
9 forward you know -- let me see
10 here. I am trying to get the
11 hang of this thing. So visit by
12 Dawn Harper who is one of the
13 U.S. USA greater best hurdlers
14 and most medals for Olympics and
15 she came and mentored one of the
16 young ladies and hit it off and
17 talked her through things and

18 cool it similar backgrounds and
19 back stories so it was really
20 motivational to see her come and
21 tell her story and wasn't an all
22 star out of school and had to
23 work hard and talked about the
24 struggle and journey and it was
25 cool because I wanted to create

Sample footer

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1 an opportunity to collaborate
2 with as many entities as
3 possible so we worked with the
4 dance department here.
5 Christine is one of our faculty
6 in our division and she's
7 amazing -- and some of the
8 [INAUDIBLE] (video)
9 It was really cool because a lot
10 of the young men you know
11 because it age ranged from 5- 14
12 years old and they were like
13 talking about -- I want to do
14 sports but they want to
15 understand that dance and

16 movement is a huge part to
17 maximize your athletic ability
18 and understand the cultural
19 significance of that so that was
20 fun. We had Major League
21 Baseball player Derek Ale and
22 went to high school here and Rio
23 Hondo and played with the Reds
24 and worked with the kids and
25 talked about baseball because

Sample footer

44

1 you wouldn't believe some of the
2 kids have never played baseball
3 before and teaching the rules
4 was a lot of fun and you got to
5 see them experience that. We
6 did vision boards and amazing
7 and no one asked them what they
8 want to do and their goals. No
9 one has talked to them and
10 install that growth mentality
11 and made fat heads and cool and
12 the guy on the right is my son
13 and wants to be Lebron
14 apparently so going forward and

15 they wrote plays overcoming
16 diversity and hard times and we
17 worked on Math and English
18 worksheets and made it fun,
19 learn the six sports and three
20 different styles of dance, Salsa
21 Morengo and Hip Hop and lots of
22 activity. Next year I think we
23 can go to 50 campers and week
24 increments and apply the lessons
25 learned. I learned a lot and

Sample footer

45

1 went for certification for a
2 camp counselor and understanding
3 the strong holds and obviously
4 some things that can help out
5 and market earlier specifically
6 to primary schools and the
7 resource classrooms and special
8 education classrooms because
9 they're left behind as it
10 relates to opportunities and
11 that's it and I just wanted to
12 thank Cerritos College for the

13 opportunity. Like I said I'm a
14 college alum and giving back in
15 this magnitude means a lot to me
16 so thank you.

17 [Applause]

18 >> President Lewis: Our next
19 presentation is the Student
20 Success Scorecard.

21 >> Good evening. It is my
22 pleasure to join you tonight to
23 talk about our Student Success
24 Scorecard. This is our last
25 scorecard as the state is

Sample footer

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1 transitioning to some new
2 metrics so we will say farewell
3 to it at the end but today we're
4 going to talk about how we're
5 doing on several measures
6 outlined by the state. The
7 first thing I want to share you
8 before we get into the data we
9 have an updated website and a
10 special thank you to Miya Walker
11 Samuel Chavez and helpful

12 getting the fires ready this
13 evening. And if you look at the
14 institutional planning website
15 on the menu we added a new link
16 to go subtract to the fact book
17 from the navigation so it's no
18 longer buried. You don't have
19 to go on an expedition to find
20 it so all of the data that has
21 to do with student profile is
22 available to check out at your
23 leisure so let's talk about the
24 scorecard. What it does is
25 measure it is outcomes of

Sample footer

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1 students who started at Cerritos
2 College and tracked them for six
3 years. During that time it's
4 considered a national completion
5 metric of 150% but as Dr. Fierro
6 has always shared with us it's
7 actually 300% so we don't want
8 to get confused on that. there
9 are several different outcomes

10 we will share tonight so I'm
11 going to jump right in and talk
12 about them. In order for
13 students to be counted in this
14 they had to have a Social
15 Security number or a Tax ID
16 Number and so in regards to
17 missing this because there's a
18 perception that students may not
19 have either one of those we
20 actually do very well. We have
21 only 3.5% missing this in our
22 data and the state has 11.7% so
23 we capture a good number of our
24 students with the data we're
25 going to talk about tonight, so

Sample footer

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1 in regards to the profile for
2 the state we are very close on
3 track with the male to female
4 ratio. We're 52%. The state is
5 53.6. We're 46% male and the
6 state is 45.2. we're slightly
7 different with the age profile
8 and this becomes a little bit of

9 something we want to keep focus
10 on over time particularly as we
11 build our partnerships and
12 strengthen those to get our
13 capture rate much higher and
14 grow Cerritos Complete so the
15 majority of students are under
16 the age of 24. We're at 34.3%
17 between 20 and 24 and the state
18 is at 30.9. We're closer to the
19 state average for students over
20 40 with 13.4% compared to the
21 state at 15.4. But that is one
22 of our smaller populations.
23 Regarding ethnicity we're
24 different from the state in
25 three different areas. First we

Sample footer

49

1 have fewer Asian students at
2 7.9% to the state at 11.5. We
3 have more Hispanic students at
4 68.9% compared to the state at
5 43.6 and we have fewer white
6 students at 4.9% compared to the

7 state at 26.4. We are also
8 higher than the state average on
9 the full time faculty
10 percentage. We're at 63.4. The
11 state is 56.4 and above the
12 state average on first
13 generation college students at
14 54.8 compared to the state of
15 43% so you can see we're a bit
16 different than the rest of the
17 state and so when we talk about
18 the metrics I like to share that
19 first so that you have a context
20 for what we're going to be
21 talking about tonight, so the
22 first metrics we're going to go
23 into is completion and it is
24 defined as the percentage of
25 first time students with minimum

Sample footer

50

1 of six units who have attempt
2 any Math or English in the first
3 three years and achieved any of
4 the following outcomes within
5 six years of spree. They earned

6 AA or AS or certificate that is
7 Chancellor approved or
8 transferred or become
9 transferred prepared. Compared
10 to the state average on this one
11 we're slightly above the state
12 average for college prepared
13 students at 70.9% and the state
14 is at 70.4. Regarding the
15 unprepared students we're at
16 37.4 compared to the state at
17 41%. Overall when you combine
18 them we're at 41% compared to
19 the state at 48.2 and so those
20 demographic variables come into
21 play with these types of
22 metrics. The other thing I
23 would point out is our sample
24 size for college prepared is
25 very much lower than the rest of

Sample footer

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1 the state, and so it is about --
2 I have it written down here.
3 11% prepared and the rest of the

4 students are unprepared so when
5 you do the combine metric of
6 both of those that's why we have
7 a drag effect because our
8 population is largely
9 unprepared. When it comes to
10 completion how are we doing in
11 comparison with the peer group
12 and the state has done it
13 through a hierarchical
14 statistical regression and look
15 at three factors and group us
16 based on those -- I'm sorry,
17 it's a cluster analysis,
18 hierarchical regression and
19 we're in with the peer groups
20 and Rio Honda is 39%. Chafey
21 43%. Fresno 41.4. Riverside
22 42.8. Modesto 42.9. We're
23 right with the peer group. It
24 used to include Long Beach and
25 East L.A. but we're right in

Sample footer

1 there with Long Beach City
2 College and East L.A. despite

3 the fact they have a higher SES
4 than our service area and a
5 strength that shows that our
6 students are really right in
7 there. And we're doing some
8 good things. Persistence the
9 percentage of first time
10 students with minimum of six
11 units earned that attempted math
12 and English in the first three
13 years achieved progress or
14 momentum point and they enrolled
15 in the first three consecutive
16 terms or four quarter system
17 everywhere in the community
18 college system so in regards to
19 this metric we're above the
20 state level on college prepared.
21 We're at 86.3. The state is
22 79.4. We are also in regards to
23 the unprepared for college we're
24 nearly identical at 75.5 and the
25 state is 75.6 so we're right in

Sample footer

1 there and regarding the overall
2 persistence 66.7 and the state
3 average is 67.5 and our students
4 are hanging in there and that is
5 wonderful and we have seen
6 improvement from last year and
7 another high point to mention.
8 30 units is the percentage of
9 first time students with minimum
10 six units that attempted Math or
11 English in the first three years
12 and achieved the following
13 measure of progress or milestone
14 within six years of entry and
15 earned at least 30 units in the
16 community college system.
17 Regarding college prepared we
18 are above the state average at
19 88.9% and the state is 76.5.
20 We're above the state average at
21 68.9 and the state average is
22 [INAUDIBLE] and overall we're
23 above at 70.2 with the state at
24 69.6. This is the second year
25 in a row that we improved on

Sample footer

1 this metric as well so again
2 some bright and sparkly news.
3 The next measure is remedial and
4 the percentage of students
5 attempted a course designated
6 below transfer and completed
7 transfer within math, English
8 ESL so we will hit on those as
9 well. So we are below the state
10 average when it comes to math
11 and this measure we're at 32.5
12 and the state is 36.5 but the
13 good news we're above average
14 for Remedial English and above
15 state average in ESL but don't
16 despair about the math because I
17 also have good news there. We
18 have been on an upward
19 trajectory of improvement every
20 year and this year we're
21 slightly below but you can see
22 it's just by a hair, by a not
23 even a full percentage point so
24 we're doing some great and
25 wonderful things and when we

1 fully implement AB 705 we're
2 really going to be right in
3 there so again more things to
4 come. More great nudes to come.
5 The next measure is called the
6 transfer level achievement and
7 the percentage of first time
8 students in 2014-15 who
9 completed six units and then
10 attempted Math or English in the
11 first year and completed a
12 transfer level course in Math or
13 English in the second year so
14 note the cohort change in time
15 and note that this is reporting
16 on the 10-11 cohort, so how did
17 we do? We are unfortunately a
18 little bit below the state
19 average on this however we
20 improved on all four metrics, so
21 while we're below we are better
22 than we were. Math the first
23 year and compared to the state
24 and math two year 13.3% compared

Sample footer

1 one year 33% compared to the
2 state at 41.2 and English two
3 year 54.5 compared to the state
4 average 59.3 so again we have
5 improved, and that's good news
6 but we're going to get there.
7 The next metric is CTE and this
8 is the percentage of students
9 who attempted a CTE course for
10 the first time and then
11 completed more than eight units
12 in three subsequent years in a
13 single discipline two digit
14 vocational top code for one of
15 the courses is considered
16 occupational Sam B or C and
17 achieved any of the following
18 within six years and a AA, AS or
19 certificate that is Chancellor
20 approved and transfer to a four
21 year institution or transfer
22 prepared. On this metric we are
23 nearly equal to the state

24 average. We're at 54.8 and the

25 state is at 55.1 and this is the

Sample footer

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1 third year we've improved on

2 this metric so again some good

3 news. Skill builders are our

4 students who come in and take

5 one course, and it is a CTE

6 course, and they cannot fail the

7 course. They had to earn a

8 passing grade and they measure

9 also the duplicated head count

10 on the tops enrollment and

11 measure the wage gain

12 percentage, one year prior and

13 one year post enrollment and

14 this is the third year this

15 metric has been reported on, and

16 we're seeing some of the same

17 trends but even better than

18 before in that our Child

19 Development and Early Childhood

20 Care, our Automotive Technology,

21 Administration Justice and

22 health occupations are
23 definitely increasing wages for
24 students who come and do the
25 skill builders courses so again

Sample footer

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1 great news and we have improved
2 on this metric every year for
3 the last three years so again
4 some very good news. Our next
5 metric is our final metric of
6 the evening and that is called
7 CDCP and the career development
8 and preparation and the non
9 credit courses where students
10 that started in 2011-12 started
11 in the non credit and then they
12 moved to complete a degree
13 certificate or transfer related
14 outcomes and we're at 5.9% and
15 the state average is 16.3, so
16 there's going to be more to come
17 on our non credit students. The
18 state has been in development of
19 a new metric system and it is
20 quite the misnomer. Everyone is

21 calling it the metric
22 simplification and I presented
23 eight metrics and took about 15
24 minutes. The new metrics are
25 three pages in length and come

Sample footer

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1 with a data dictionary about 20
2 pages so we're of course just
3 waiting breathlessly for this to
4 be delivered to us so we can
5 share it with you going forward.
6 There's a lot more metrics about
7 our non credit students coming
8 in and where they're going and
9 more metrics measured regarding
10 the SSSP and our equity so come
11 in the future and for now
12 farewell scorecard and it's been
13 nice and if you have questions I
14 am glad to answer them.
15 >> President Lewis: Any
16 questions? Trustee Perez.
17 >> Marisa Perez: I have one
18 question on implementation of AB

19 705 and you alluded to it and
20 what do you see as a metric or
21 data point how colleges are
22 transitioning to those
23 requirements and fall 2019.
24 >> Yes. I think one thing
25 that is promising we looked at

Sample footer

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1 about 3,000 students starting in
2 about April to the current date
3 that did the self report tool
4 and placement and we're seeing
5 they're placing higher and by
6 passing the developmental
7 pipeline which almost ensures
8 that even without remediation
9 but those that do take the
10 opportunity to do the
11 co-requisite or even just visit
12 the Tutoring Center we will see
13 that number increase
14 dramatically. The other
15 promising they're actually
16 enrolling in the courses that
17 they were recommended and so we

18 did a nice little pivot table to
19 see okay here's what they were
20 recommended in. What did they
21 actually choose? And we're
22 seeing a high degree of match
23 instead of students guessing oh
24 I will place myself lower. It's
25 nice to see the students

Sample footer

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1 empowered to try to take the
2 college level courses. We have
3 also done work with our student
4 success centers and even if
5 students take tutoring one time
6 they improve so this is really
7 an opportunity for many of our
8 students.
9 >> Dr. Fierro: Thank you.
10 Good evening as usual. On the
11 placement of 705 to add to the
12 information that was provided
13 the numbers from 30% in English
14 to 76% with about 16% of them
15 needing corequisite so it's over

16 -- actually over 100%
17 improvement on the placement and
18 in mathematics have gone from
19 being under 10% depending on the
20 year to 30% placement which is
21 significant for us. There's
22 still obviously work to be done,
23 but the improvement in a short
24 period of time is incredibly
25 relevant. Now data coming from

Sample footer

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1 other states that are doing
2 similar -- adopting similar
3 measures it's true we will not
4 see a significant increase on
5 the percentage of the students
6 that successfully complete the
7 subsequent courses but you will
8 see increase on the number of
9 students that complete the
10 subsequent courses so let's say
11 out of 100 students we start
12 placing 70. We may see
13 completion rates in the mid-50s
14 but rather than seeing you know

15 seven students go through we
16 will see 50, 60 students go
17 through which is significant in
18 my opinion because we're dealing
19 with people, so the percentage
20 by itself is not the determining
21 measure is the number of
22 students. Then at that point
23 they're completing their math
24 requirements and therefore
25 increasing their chances of

Sample footer

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1 graduation significantly.
2 >> President Lewis: Okay.
3 Any other questions or comments
4 from Board Members? Seeing none
5 thank you.
6 >> Thank you.
7 >> President Lewis: Next we
8 move to our administrative
9 matters. The first one of which
10 is the consideration of approval
11 of amendment number two to the
12 agreement for program and

13 Construction Management Services
14 with Tildon-Coil Constructors.
15 Dr. Fierro.
16 >> Dr. Fierro: Thank you
17 President Lewis. So we provided
18 different documentation this
19 time around on the
20 administrative matter. We
21 recognize we could have
22 presented the information in a
23 different way that would make
24 the conversation flow a little
25 better but in summary what we

Sample footer

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1 are extending is that the PM
2 portion of the contract. The
3 contract in the way that was
4 originally designed uses the
5 same document to describe the CM
6 and the PM. Perhaps in the
7 future had would be prudent to
8 separate the documents to
9 prevent confusion but what we're
10 suggesting is for the board to
11 consider the approval of the PM

12 portion of the contract for 24
13 months total for total cost of
14 \$1,630,320 or \$67,930 per month.
15 The CM cost is already
16 predetermined based on the
17 construction projects that have
18 been already approved so for
19 instance we have the Performing
20 Arts Center we're already
21 engaged with Tildon-Coil into
22 developing that particular
23 building, and the Health and
24 Wellness is another building
25 that is on going so even if we

Sample footer

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1 were not going to continue on
2 the PM portion of the contract
3 our commitment to finish the on
4 going projects with Tildon-Coil
5 has been already established at
6 the time we approved the work on
7 the fine performing arts and the
8 work currently done at the
9 Health and Wellness. The on

10 going fee for the CM is a
11 standard fee that is based on
12 the the value of construction
13 per year and plus general costs
14 and varies depending on the
15 project but additional 4.5 to 5%
16 of the costs, but at this
17 particular time the only part of
18 the contract that you will be
19 considering for extension is the
20 PM at a monthly cost of \$67,930.
21 >> President Lewis: Is there
22 any questions from Board
23 Members? Trustee Board Member
24 Birkey.
25 >> I just want to confirm this

Sample footer

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1 is paid out from the bonds.
2 >> Dr. Fierro: Correct it's
3 paid by the bond.
4 >> President Lewis: Any other
5 questions or concerns otherwise
6 I will make a motion.
7 >> Dr. Fierro: Before that
8 this different change the terms

9 in the contract and it is the
10 last extension according to the
11 contract so at the end of the 24
12 months it will open the
13 possibility of a contract
14 renegotiation or renewal or
15 anything the board deems
16 necessary and this ends
17 essentially the current
18 contract.

19 >> President Lewis: Okay.

20 Seeing no further questions,
21 comments or concerns I will
22 entertain a motion to approve
23 this item.

24 >> Motion.

25 >> President Lewis: We have a

Sample footer

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1 motion and is there is a second?

2 >> [Off Mic].

3 >> President Lewis. Any

4 objection to the said motion?

5 Seeing none the motion carries

6 and thank you Dr. Fierro and

7 thank you Tildon-Coil for
8 partnering to us. Now we move
9 to comments and reports from
10 officials starting with Student
11 Trustee Phil Herrera.
12 >> Thank you. No report. I
13 was able to make it to the
14 forensic debate and it was
15 excellent and my mind was less
16 up when I started because both
17 sides had excellent points.
18 Hopefully we will get more
19 people to join for tomorrow as
20 well.
21 >> President Lewis: Thank
22 you. That's usually what
23 happens with debates if they're
24 good size. Trustee Perez.
25 >> Marisa Perez: A couple of

Sample footer

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1 key things. Last week I
2 participated in the CCCT Webinar
3 on Bill 1 and what Board Members
4 should know about it and it was
5 good and informative. The law

6 has to be fully implemented in
7 fall 2019 and something that we
8 should keep on our radar because
9 it will as Dr. Blackhorn
10 mentioned fundamental changes
11 how students are placed and
12 assessed and Math and English.
13 Last week I attended the Downey
14 and Norwalk Chamber of Commerce
15 event and a quarterly women's
16 luncheon and opportunity to
17 represent the college and Dr.
18 Fierro and I went Hawaiian
19 Gardens State of the City and
20 went to lunchtime and good to
21 hear about the partnerships in
22 Hawaiian Gardens regarded to
23 economic development, public
24 safety, education. Let's see
25 tomorrow -- no Friday I will be

Sample footer

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1 leaving to Sacramento to the
2 CCCT meeting starting up in
3 September and doing a quick trip

4 to Sacramento. We usually meet
5 on Friday night and 8 to 12 on
6 Saturday and be there and
7 hopefully have good information
8 to share back to the college.
9 Also I just wanted to let
10 everybody know in the City of
11 Hawaiian Gardens on Saturday
12 September 29 they're doing their
13 annual 3K fun run walk and
14 health fair if anyone is
15 interested in joining and a
16 great work and work with all the
17 schools and have a good
18 representation there and I think
19 that's about it. Thank you.
20 >> President Lewis: Thank
21 you. Trustee Liu.
22 >> Shin Liu: We have 18
23 students right now still in
24 Taipei and they just report to
25 me and students are taking

Sample footer

1 courses and economic class and
2 English -- Chinese, you know and

3 schools -- they just report to
4 me. They say the students are
5 doing very well and appreciate
6 Cerritos College. Thank you.
7 That's my report.
8 >> President Lewis. We
9 appreciate the University of
10 Taipei. Dr. Fierro.
11 >> Dr. Fierro: So I have been
12 in different events in the last
13 couple of weeks but before I
14 mention some of the events I
15 would like to thank April for
16 the invitation to have lunch
17 today with the Rwanda debate
18 team. Extremely impressed with
19 the students that came to visit
20 us. I had the opportunity to
21 speak at length with two of them
22 in particular, and at the end I
23 end up fined out the female
24 student they spoke the most with
25 is still a high school student.

Sample footer

1 Her conversational style and
2 knowledge of global issues was
3 incredible. We talk the about
4 social issues in South America
5 in African countries how they
6 compare and she was incredibly
7 well informed and then when we
8 talked about what she liked
9 about here or what she thought
10 about the United States her
11 answers were way beyond "oh
12 Disneyland or it's nice, the
13 food." they were extremely
14 knowledgeable about the
15 difference social interactions,
16 how the economy functions. I
17 was very impressed. I was
18 hating to leave because the
19 conversation was very good but
20 you know kids are kids, so we
21 talk a lot about other things
22 and end getting them to try
23 [INAUDIBLE] -- you will be proud
24 and the faces they made it was
25 hilarious and trying the tea so

Sample footer

1 I think the opportunity to have
2 students have from countries to
3 come and visit us it's enriching
4 for everyone. I learn a lot by
5 being there a couple of hours
6 and I am sure the students and
7 faculty that are interacting
8 with them are learning and
9 hopefully they're learning from
10 us and the initiatives like the
11 Taipei program and potentially
12 other partnerships with China
13 and other international schools
14 give us the opportunity to
15 continue to enrich the lives of
16 our faculty, staff,
17 Administrators and students by
18 interacting with other cultures.
19 I also want to echo your
20 comments of finding the
21 commonalities because we do have
22 more than things in common than
23 differences but unfortunately
24 oftentimes we do focus on the
25 difference rather than the

1 commonalities so thank you for
2 saying that and respect is
3 essential. We can and will and
4 should disagree because that is
5 what leads to better solutions
6 when we have problems but the
7 respect and identification of
8 common ground is extremely
9 important to achieve common
10 goals so thank you for bringing
11 that up at the end. It was very
12 well received. So we had the
13 inaugural President's Circle a
14 couple of weeks ago. It was a
15 great event. We were able
16 celebrate donors of our major
17 gift campaign. It was well
18 attended, well organized by the
19 foundation so thank you for that
20 and I have the opportunity to
21 welcome the a mentoring group of
22 all the colleges within the in
23 the L.A. area. It is a group
24 that April connected us with and

25 since we have been participating

Sample footer

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1 and this was the first time that
2 we had them on campus I did take
3 the opportunity to shamelessly
4 recruit some of them. Talented
5 and if you're interested we you
6 should look. I had the
7 opportunity to go to the City of
8 Bell to be the Keynote Speaker
9 there in the City of Bell. It
10 was very nice to be there to see
11 how much emphasis on education
12 the city has put into recover
13 from the recent history and how
14 much the community is invested
15 on trying to educate the best
16 they can to the next generation.
17 Last Saturday I spent about two,
18 two and a half hours flying
19 around South Orange County, Long
20 Beach, and over Cerritos College
21 with Mickey, one of our faculty
22 members and Eric, one of our
23 text support specialists and his

24 son. It was a fun ride all the

25 way until we got to circle the

Sample footer

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1 Cerritos area because Mickey was

2 literally circling the

3 perimeters so tightly we were

4 all in the plane like this, but

5 we did have a good time and that

6 was one of the prizes of the

7 live auctions during the Hall of

8 Fame so finally we got some good

9 weather and a time that everyone

10 was able to meet so we spent

11 about two and a half hours

12 flying around and most of the

13 time Mickey -- Eric's son did

14 the flying, his first time

15 flying, so it was -- we made it

16 back so it's all good, and I

17 think that's all I have. Thank

18 you.

19 >> President Lewis: Dr.

20 Fierro before we go on to did

21 you save some tea for me in the

22 freezer.
23 >> Dr. Fierro: I think that's
24 all I have. Thank you. The tea
25 was depleted quickly after it

Sample footer

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1 was brought to the table.
2 >> President Lewis.
3 Unfortunate. Trustee Birkey.
4 >> Board Member Birkey:
5 Nothing to report.
6 >> President Lewis: Trustee
7 Salazar.
8 >> Sandra Salazar: I want to
9 thank everyone for coming out
10 and the student for talking
11 about the cameras and parking
12 and I would like a report on
13 that situation for the next
14 board meeting. That's all.
15 Thanks.
16 >> President Lewis: Okay. I
17 had the opportunity to attend
18 the Maddy's Closet Lobster Fest
19 fun raiser at Slash in La
20 Mirada. It's a non-profit which

21 raises money to buy toys for
22 children in the local Children's
23 Hospital in the area. It was
24 started by a La Mirada person
25 whose daughter unfortunately

Sample footer

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1 died at the age of three because
2 of cancer and the one thing that
3 she said in the days before she
4 passed what her final wish was
5 and she asked that the other
6 kids there got toys to play with
7 so it's been about 15 years I
8 believe now that Maddy's Closet
9 has been around and of course
10 wonderful successful with this
11 program. I also -- didn't
12 attend anything else, but I did
13 want to comment on a couple of
14 things that occurred today. Our
15 Faculty Senate President April
16 Griffin mentioned that we should
17 have collegial talks during our
18 conversations and during our

19 negotiations and I think there's
20 been a couple of instances, a
21 few instances it hasn't been so
22 collegial that we need it on
23 both sides. There have been
24 Emails that accused us of being
25 hypocrites that asked faculty to

Sample footer

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1 examine their moral conscience
2 and at the very last in the
3 entire Email say "let's raise
4 hell" . I think that the
5 Faculty Union President needs to
6 make sure that all people use
7 responsible rhetoric when we
8 come to the meetings rather than
9 accuse us of embezzlement and
10 hypocrites and essentially
11 oppressing the moral consensus
12 of faculty. I think that is far
13 above the line of collegiality
14 when talking about negotiations
15 so we have never accused the
16 union of anything. We do not
17 seek to break the union of

18 anything they want to do. We
19 seek to work with the union and
20 we hope that we can do that as
21 we move to our closed session
22 which includes a conference with
23 Labor Negotiators. Any closing
24 comments before we leave?
25 Seeing none we will go to closed

Sample footer

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1 session.
2 [GAVEL]
3 >> Thank you.
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Sample footer