

1 03-07-18 Cerritos BOT  
2 >> President Lewis: Good  
3 evening everyone. Tonight we  
4 have will invocation done by our  
5 Student Trustee. Raul Avalos.  
6 >> Raul Avalos: Good evening  
7 Board Members. I am here  
8 tonight to give an invocation  
9 that reflects the fact that  
10 we're a diverse community of  
11 many faiths. We're a campus  
12 that is welcoming and accepting  
13 of all. And I will now begin my  
14 invocation. Let us rise each  
15 morning and strive each day to  
16 do only that brings happiness  
17 and joy to others and let us  
18 avoid doing things that cost  
19 others hurt and pain. Let us  
20 use our minds and our reasons to  
21 encourage behavior based on the  
22 neutrality and reciprocity in  
23 human relationships and respect  
24 the dignity and worth of each

25 other. And let us above all

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1 love one another not to obtain

2 rewards for ourselves now or

3 here after or to avoid

4 punishment but to bring each

5 other containment and peace.

6 Thank you.

7 >> President Lewis: Thank

8 you. Next we will have the

9 Pledge of Allegiance done by

10 Trustee Marisa Perez.

11 >> I pledge allegiance to the

12 flag to the United States of

13 America and to the Republic for

14 which it stands, one nation

15 under God, indivisible, with

16 liberty and justice for all.

17 >> President Lewis: Roll call

18 please.

19 >> Board President Zurich

20 Lewis.

21 >> Here.

22 >> Board Vice President Shin

23 Liu.

24 >> Here.

25 >> Board Clerk Board Member

Sample footer

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1 Camacho-Rodriguez.

2 >> Present.

3 >> Member James Cody Birkey is

4 participating via

5 teleconference.

6 >> Yes, I am trying to get him

7 in.

8 >> Member Marisa Perez.

9 >> Here.

10 >> Member Sandra Salazar is

11 absent. Member Carmen Avalos.

12 Student Trustee Raul Avalos.

13 >> Present.

14 >> And President Fierro.

15 >> President Lewis: All

16 right. Is there a member of the

17 board wishing to reorganize the

18 agenda in any way? Seeing none

19 I would like to recommend moving

20 Item eight and is regarding the

21 sabbaticals -- eight something

22 else. Okay. 39 -- yeah, Item  
23 39 to the next agenda item after  
24 the reports and comments from  
25 constituent groups. Is there

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1 anyone objecting to the  
2 reorganization of the agenda in  
3 that way? Seeing none we'll  
4 Item eight after the reports and  
5 comments from constituent  
6 groups. Is there anyone else  
7 wishing to reorganization the  
8 agenda?  
9 >> Item 39.  
10 >> President Lewis: Yes Item  
11 39.  
12 >> Dr. Fierro: We have  
13 Trustee Birkey on the phone.  
14 >> President Lewis: Welcome.  
15 We will now go to public comment  
16 and we have one public comment  
17 card from Sandra Licard.  
18 >> [INAUDIBLE] [Off Mic] --  
19 >> President Lewis: Is your  
20 mic on? I'm sorry.

21 >> Okay. It's on now. Okay.  
22 I just wrote it on the card. I  
23 don't remember what I wrote.  
24 Can you read it for me?  
25 >> President Lewis: You wrote

Sample footer

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1 what is the classified stocking  
2 -- underlined twice with  
3 confidential persons with  
4 current open cases.  
5 >> Yes, I would like to know  
6 who the confidential -- yes,  
7 exactly that -- that you have  
8 listed A through F it was and  
9 now through E because I feel  
10 like I have been stopped through  
11 this college -- whoever,  
12 whatever program it's through  
13 and plus I also have my showing  
14 I was active in the program  
15 since 12-21 since 1952 on the  
16 unofficial transcript and I  
17 would like to know why that is?  
18 >> President Lewis: As I

19 mentioned last meeting we're not  
20 here to dialogue with public  
21 commenters and we can direct  
22 your questions to be answered by  
23 staff at a later time.  
24 >> I have been here plenty of  
25 times and no one answered the

Sample footer

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1 question.  
2 >> President Lewis: We can't  
3 answer it legally because of the  
4 Brown Act and unfortunately we  
5 have to refer you to staff  
6 >> And that would be who? Who  
7 wants to take that because I  
8 called the President who sitting  
9 right next to you and he hasn't  
10 called me back. I have been  
11 escorted off this campus more  
12 than I can count and all I am  
13 doing is try to get into the  
14 classes here for the last two  
15 semesters and I want to know  
16 what the problem is? Is there a  
17 problem with me coming to the

18 school --  
19 >> President Lewis: Again we  
20 can't dialogue with you --  
21 >> He just said you welcome  
22 everybody with every diverse --  
23 whatever. Every diverse group  
24 there and I have tried to come  
25 here for the last two semester

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1 and not successful in doing and  
2 one because I check the the  
3 financial aid box and the  
4 computer crashed and the  
5 Administration office. Seems  
6 like a little weird to me and  
7 the second time that mass  
8 communications in society class  
9 I tried to get into and the  
10 instructor accepted me in the  
11 class and then from the time I  
12 went from his classroom to the  
13 office to get the paperwork and  
14 then I got to his office in the  
15 Fine Arts building and it didn't

16 happen. He told me no he  
17 couldn't because it was closed  
18 and there was a thing in the  
19 article on your newspaper here  
20 that said you guys were closing  
21 classes before they are even  
22 filled and I experienced that  
23 after that publication that came  
24 out, so somebody is not doing  
25 their job and it's affecting me

Sample footer

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1 because I haven't been to get  
2 enrolled in this school and  
3 again I'm going to ask who is  
4 going to tell me what is really  
5 going on here?  
6 >> President Lewis: We  
7 referred you to staff.  
8 >> Who is staff? I need a  
9 name? Who is going to take  
10 ownership of this.  
11 >> President Lewis: The staff  
12 are the people that you have  
13 contacted.  
14 >> Well Mr. Fierro why haven't

15 you called me back? I called  
16 you two times.  
17 >> President Lewis: We're not  
18 here to dialogue with you. This  
19 is public comment time and  
20 people can air the concerns.  
21 >> That's my concern and I  
22 don't think it's fair that I  
23 can't enroll in the school and  
24 if the reasons and be straight  
25 up here and if it's because my

Sample footer

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1 sister was a Chancellor and it's  
2 not cool at all. Somebody has  
3 to own it.  
4 >> President Lewis: Next we  
5 move on to reports and comments  
6 from constituent groups. Is  
7 there a constituent group  
8 wishing to make a report? .  
9 >> Hi good evening. I want to  
10 say I am proud to say that the  
11 counselors worried about their  
12 jobs are no longer worried and

13 got an Email that restored the  
14 hours for the rest of the  
15 semester and I think that's a  
16 really great statement for the  
17 campus to make that they support  
18 them by restoring the hours of  
19 counselors so thank you guys for  
20 that. the other comment I have  
21 to make relates to item number  
22 32 on the agenda which is the  
23 list of tenured faculty.  
24 There's a person's name missing  
25 from that list who should be on

Sample footer

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1 the list and I want to explain  
2 to you why this is a significant  
3 mistake they hope you can  
4 remedy. Her name is Maria  
5 Gorola. She's the Program  
6 Director for medical assisting.  
7 She's done an excellent job  
8 while here. She has excellent  
9 evaluations and managed to  
10 double the size of the program  
11 that she's here. She's so great

12 and the direct is recommending  
13 she is denied tenure the Dean  
14 offered a position teaching part  
15 time here because she's  
16 wonderful. She is also to go on  
17 maternity leave. Why isn't she  
18 getting tenure? Because she  
19 doesn't have a Bachelor's Degree  
20 and that rule is unconscionable  
21 and several areas in education  
22 that Bachelor's Degree is not  
23 degree and demanding where it  
24 doesn't exist is arbitrary. Not  
25 long after AB 1725 was adopted

Sample footer

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1 the California Legislature  
2 adopted a Bachelor's Degree  
3 requirement in the code and  
4 however because that requirement  
5 was inappropriate in 1995 the  
6 legislature voted to repeal this  
7 requirement. This situation is  
8 described by an arbitrator Barry  
9 Winograd in the decision with

10 the Peralta Community College  
11 District and I have copies that  
12 I would like to share with you.  
13 That district made the same  
14 mistake that we're about to  
15 make. They denied tenure to an  
16 exceptional teach because she  
17 didn't have a degree. That  
18 requirement had never been  
19 negotiated with their union and  
20 the degree program here hasn't  
21 been negotiated with the  
22 Cerritos College Faculty  
23 Federation. The district has  
24 indicated and show me four sign  
25 agreements where she agrees to

Sample footer

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1 get a Bachelor's Degree in order  
2 to be granted -- or meet the  
3 requirements of tenure. However  
4 as in the Peralta case such  
5 agreements are illegal. The  
6 district's claim that a employee  
7 can seen a separate agreement  
8 promising to this is invalid and

9 fundamental principle of  
10 collective bargaining that  
11 contracts between a district and  
12 faculty member such as this  
13 situation are illegal and no  
14 legal effect. The Supreme Court  
15 ruled the labor agreement  
16 requires that the negotiations  
17 over terms and done conditions  
18 of employment take place with  
19 the exclusive representative and  
20 precludes individual contracts  
21 in such matters. This means  
22 that the individual contract  
23 between Cerritos and her are  
24 invalid as a matter of law. The  
25 district is trying to apply a

Sample footer

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1 requirement that was never  
2 negotiated with the union. Ed  
3 Code Section 87663 states that a  
4 probationary faculty member  
5 shall be accorded the right to  
6 bested under clear and fair and

7 equitable evaluation procedures  
8 locally defined through the  
9 collective bargaining process.  
10 The bachelor's rule for tenure  
11 requirement has not been  
12 negotiated and not applied to  
13 her who has done an exceptional  
14 job. She tried to get the  
15 Bachelor's Degree and unwise and  
16 she's a Program Director and  
17 think how difficult it is to  
18 teach full time and get a degree  
19 full time. The district must  
20 cease and desist on this  
21 aneristic and illegal policy or  
22 go forward to the legal arena.  
23 Therefore we ask you to do the  
24 right thing tonight and award  
25 exceptional performance and

Sample footer

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1 advance her to tenure. Thank  
2 you.  
3 >> President Lewis: Is there  
4 any other constituent group  
5 wishing to give a report?

6 Seeing none we would move to  
7 Item 39 and that being the  
8 consideration of approval of  
9 sabbatical leave reports for the  
10 16-17 academic year. Dr.  
11 Fierro.  
12 >> Dr. Fierro: Thank you.  
13 Would you please -- oh okay.  
14 Yeah, let's go into the report  
15 so we're going to have a short  
16 presentation of each of of the  
17 sabbaticals similar to last year  
18 on the three faculty members are  
19 here this evening with us and  
20 they're going to walk us through  
21 their experience during their  
22 sabbaticals so thank you very  
23 much.  
24 >> Thank you. I am  
25 Ms. Alvarez. Dr. Fierro, Board

Sample footer

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1 Members and the larger Cerritos  
2 College community including my  
3 colleagues and students and

4 community members.  
5 >> Thank you for the  
6 professional opportunity of a  
7 sabbatical. It's been  
8 exhausting and rigorous and a  
9 multi-year effort of tremendous  
10 value. Because of the  
11 connection to the college this  
12 is my 17th year teaching here my  
13 research in idiosyncratic ways  
14 connects and connects our work.  
15 I am confident that is the case  
16 for all that accept the  
17 challenge of a sabbatical and  
18 eligible faculty must invest at  
19 least 7 years before applying.  
20 By that time Cerritos College is  
21 in their blood and informing the  
22 on going development as  
23 professionals. This familiarity  
24 with our students makes  
25 sabbaticals a good investment

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1 for in house experts. I am  
2 proud to work for a institution

3 and supports the faculty and by  
4 extension the larger community  
5 in this way. All right. Now  
6 picture a student who comes to  
7 Cerritos College. Chances are  
8 they're a first generation  
9 college student but what does  
10 that say about this student's  
11 specific needs? What does that  
12 tell us about the support we  
13 need to promote and design for  
14 this student's success? I use  
15 my sabbatical research to  
16 uncover the answers to these  
17 questions and I found -- what I  
18 found might surprise you.  
19 Responding to the needs of first  
20 generation college students will  
21 look very similar to appropriate  
22 responses designed for most all  
23 the students attending Cerritos.  
24 My research has shown the label  
25 of first in one's family to

Sample footer

1 attend college does little to  
2 describe the needs of students.  
3 For example, contrary to common  
4 belief the first generation  
5 student is not necessarily  
6 someone who must compensate for  
7 lack of parental interest or  
8 engagement. More often than not  
9 these students feel intensely  
10 the support and pride of their  
11 families. Rather than searching  
12 for the internal factors shared  
13 by first generation college  
14 students or the individual's  
15 secret for success what I  
16 discovered instead is the need  
17 to acknowledge the forces  
18 shaping the challenges and  
19 opportunities facing our  
20 students. Opportunities and  
21 obstacles for student success at  
22 Cerritos College a designated  
23 Hispanic Serving Institution are  
24 products of the institution's  
25 history as well as the history

Sample footer

1 of the larger school system and  
2 society. With this in mind part  
3 of my sabbatical is dedicated to  
4 researching the history of  
5 segregation in Southern  
6 California and the historical,  
7 social, political and economic  
8 networks continuing to determine  
9 the conditions of life for our  
10 families and their children. My  
11 research took me to a time when  
12 the fertile slopes at the base  
13 of the San Gabriels were  
14 marketed as paradise to  
15 midwestern families, families  
16 who were lured by the promise of  
17 10-acre citrus grows and just  
18 big enough for a family to tend  
19 without having to invite the  
20 labor problem. The labor  
21 problem being coded language for  
22 outside nonwhite labor. But  
23 eventually the grows grew and  
24 the need for outside labor  
25 brought with it a determination

1 on the landlord's pride to keep  
2 the workers of color isolated  
3 and separate through  
4 intimidation, physical  
5 boundaries, social expectations  
6 and the law. Eventually single  
7 male laborers were replaced  
8 specifically with married  
9 Mexican and American men because  
10 they were thought of as most  
11 reliable and from there came the  
12 communities and then the  
13 neighborhoods and then the  
14 question what do we do with the  
15 children? For the citrus grows  
16 are all but gone our  
17 institutions including the  
18 school system is rooted in this  
19 history of the it is part of our  
20 student's narrative, our  
21 narrative and institutional  
22 narrative with Cerritos College  
23 Student Success Plan refers to  
24 as a social super structure, a

Sample footer

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1 class into which we are born.  
2 As mentioned in the Student  
3 Success Plan as well it is  
4 difficult to interrupt this  
5 super structure. As we look for  
6 ways to support student success  
7 to interrupt the achievement gap  
8 we should resist looking for  
9 solutions which decontextualize  
10 student achievement which plays  
11 unfair responsibility on  
12 students on the strengths and  
13 perceived deficits without  
14 considering the social and  
15 political and economic histories  
16 at play. My research shows that  
17 the college should foster and  
18 support professional development  
19 and modules by [INAUDIBLE] and  
20 responsive teaching modules  
21 offered through the CTX and  
22 other efforts that expose the  
23 super structure. By placing

24 challenges to student success in

25 a larger context we shift the

Sample footer

21

1 perspectives and better position

2 ourselves to be part of the

3 solution. Thank you

4 [Applause]

5 >> President Lewis: Thank

6 you.

7 >> Actually I have questions

8 for her. Yes please. So first

9 of all thank you for the work.

10 I did read through it. I went

11 through the literature review

12 and great articles in there they

13 went back to look up so thank

14 you for that but I had questions

15 in terms of the take away for

16 students. How does this

17 research and this opportunity to

18 go on the sabbatical how does

19 that translate into more success

20 for our students and what is

21 going to change from what you

22 learned?  
23 >> That's a good question.  
24 Excuse me for hesitating just  
25 because I am in the reading mode

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22

1 and presenting mode rather than  
2 the question answering mode.  
3 The benefit to our students is  
4 the fact that I am bringing a  
5 new perspective from myself.  
6 This is not a perspective that I  
7 went into my sabbatical report  
8 with and like I said I have been  
9 teaching here for 17 years and  
10 before that ten years so 27  
11 years all together so the  
12 sabbatical personally helped me  
13 to readjust and as  
14 Bronfenbrenner says reeducate  
15 myself for a perspective to be  
16 engaged in the many ways I am  
17 for the students and in the  
18 curriculum and classroom and  
19 professional contributions as a  
20 member on the DEAOC. Also as a

21 presenter for the culturally  
22 responsive teaching and  
23 learning. I am looking for  
24 opportunities to disseminate the  
25 information that I learned

Sample footer

23

1 through my sabbatical.  
2 >> So now that you have this  
3 perspective how is that going to  
4 change to impact our students  
5 and support their successes  
6 here? Because I read all of it.  
7 I was very interested in it. I  
8 wanted to learn something  
9 different about being first  
10 generation which I am and I  
11 wanted to learn something  
12 different and I wanted to learn  
13 something and people's  
14 perception even prior to your  
15 work they did have support  
16 voters the idea they did not  
17 have support of from their  
18 families I think generally if

19 we're not responsible and do the  
20 research and have a broader view  
21 of the ecology that our students  
22 come from that we will easily  
23 fall into the trap of designing  
24 policy and curriculum and  
25 interactions with students that

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1 are based on assumptions and  
2 based on maybe stereotypes even  
3 and so I think that being more  
4 informed of the network of  
5 factors also keeps us -- well,  
6 we're looking for solutions. We  
7 are bothered by the achievement  
8 gap; right? So we're looking for  
9 solutions. If we keep calling  
10 the problem something that's  
11 very specific to the students  
12 we're never going to find the  
13 solution because that's not the  
14 problem. Students have to learn  
15 that's why they're students.  
16 But if the ecology is also  
17 contributing to the achievement

18 gap we need to be aware of that  
19 and not just design solutions  
20 that are addressing the students  
21 as individuals or in isolation  
22 as if they're bringing the  
23 problem rather than they're  
24 coming to a place that isn't  
25 meeting their needs.

Sample footer

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1 >> Shin Liu: Thank you for  
2 the report. It's a very  
3 interesting perspective. Thank  
4 you.  
5 >> Thank you.  
6 >> President Lewis: No  
7 further questions? Thank you.  
8 >> Dr. Fierro: Next we have  
9 Fraline Cabuto.  
10 >> Good evening. I want to  
11 thanks the Board of Trustees for  
12 giving me the opportunity to  
13 take the sabbatical, and it was  
14 a learning experience and I  
15 really enjoyed my research and I

16 upgraded my professional skills  
17 and enhance my professional  
18 development to include increased  
19 curriculum design development  
20 and implementation, and upon my  
21 return to Cerritos College I  
22 exposed students in the  
23 community to Mexican art and  
24 culture and I promoted modern  
25 language department's course

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1 offerings so I'm going to use  
2 the PowerPoint too. Let me see.  
3 Where is the mouse -- is this  
4 one? Okay. I'm going to skip  
5 this slides. I will integrate  
6 the slides in the next one in  
7 the development, so my research  
8 that I propose was to do a  
9 thorough and complete research  
10 of Frida -- [INAUDIBLE] and the  
11 main Mexican muralists. There  
12 are three actually and  
13 considered the three and  
14 [INAUDIBLE] so I did this

15 research through reading great  
16 number of textbooks and also  
17 part of my sabbatical offer was  
18 to create manuscript and develop  
19 a lecture or symposium so upon  
20 my return I can start lecturing  
21 to Cerritos College students and  
22 every single aspect of my  
23 sabbatical I completed, so in  
24 addition to do an intensive  
25 reading and research and

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1 learning about the Mexican  
2 history in the context -- you  
3 know this artist and the context  
4 of the Mexican revolution that  
5 affected there and shape the  
6 view and artistic views, so I  
7 also travel. I traveled to  
8 mainly to main cities in Mexico  
9 and Guadalajara and two  
10 important landmarks that I  
11 visited and displays the work of  
12 Jose Clemente Orozco and went to

13 Mexico City and the majority of  
14 my the murals and museums that I  
15 visit you know the majority of  
16 the art is somehow they have all  
17 you know the work displayed at  
18 different landmarks and I'm  
19 going to show you some of the  
20 museums that in addition there  
21 was a learning experience  
22 because when you read through  
23 the books and about the history,  
24 their techniques. When you read  
25 the commentaries that some

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1 critics says about their  
2 particular work but when you're  
3 in front of the art work the  
4 process of learning continues,  
5 so you get a different  
6 perspective of what you read and  
7 see in the books. These are  
8 some of the main places I visit  
9 and let's say the first one  
10 there. The Secretary of  
11 Education building in Mexico.

12 It hosts 127 murals of Diego  
13 Rivera and a great experience to  
14 spend days visiting this place  
15 and learning about the art  
16 itself and I also documented all  
17 these murals with pictures. I  
18 took over 1,000 pictures that I  
19 you know I'm going to utilize in  
20 the course outline they created,  
21 so I can just mention a few more  
22 if you would like but I'm going  
23 to go back to that one if you  
24 have more questions I can just  
25 make this brief presentation.

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1 These are some of the paintings  
2 that I -- I mean the photographs  
3 they took. The first photograph  
4 I visited in addition the  
5 national Anthropology museum of  
6 Mexico is use and related to my  
7 research because all these  
8 artists, not only they were  
9 looking for, or trying to

10 describe the new identity of the  
11 Mexican people, but also they  
12 went back to the pre-hispanic  
13 civilizations and they actually  
14 incorporated all these element  
15 into their paintings, and during  
16 this time that the Mexican mural  
17 started in 1920 85% of the  
18 Mexican population was  
19 illiterate and didn't know how  
20 to read or write and the  
21 President of the secretary of  
22 education he decided that he was  
23 in addition building schools was  
24 going to employ all these  
25 artists so they can teach the

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1 Mexican people through art, so  
2 now I'm going to talk about  
3 implementation, so after I  
4 returned to Cerritos College I  
5 submitted the outline of  
6 curriculum and the name of my  
7 outline the class is Spanish 260  
8 and Mexican muralists so they

9 already approved this class and  
10 it's pending in the Chancellor's  
11 Office to be approved. Most  
12 likely this class is going to be  
13 approved and the first of its  
14 kind in a Cerritos College in  
15 the state, and this is a great  
16 opportunity that students learn  
17 about Mexican history through  
18 art through the Spanish  
19 department, so this originally I  
20 proposed Frida Kahlo because due  
21 to the fact that this class is  
22 highly specialized and only  
23 taught in upper division levels  
24 in the universities in the 400  
25 levels and through those

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1 universities they actually teach  
2 about Frida Kahlo so I have to  
3 make these class more broader so  
4 I can -- that's what I included  
5 the Mexican muralists in the  
6 class so I can you know, so the

7 students can get credit for this  
8 class and will be credited at  
9 200 level lower division class,  
10 and UCLA and other universities  
11 have similar courses like this  
12 one of course -- not about Frida  
13 Kahlo but about the same  
14 cultural and history concept I  
15 submitted my manuscript as part  
16 of the my sabbatical proposal.  
17 I wrote six monologues on Frida  
18 Kahlo from that perspective so I  
19 brought her from dead to tell  
20 her own stories and what I did I  
21 talk about some paintings and in  
22 a way I give my critical opinion  
23 through you know writing these  
24 monologues so at times they're  
25 very political. They're very

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1 social and also I am  
2 implementing my knowledge in the  
3 classroom so I am teaching  
4 students about Hispanic  
5 highlights of you know of

6 murallism and painting in  
7 general and also I am teaching  
8 about the Mexican revolution and  
9 the effect that this revolution  
10 had on the Mexican society at  
11 the time and how this revolution  
12 not only shaped the minds of  
13 penal in general but also they  
14 forced them to live behind what  
15 they actually had -- you know,  
16 in the artistic way. They used  
17 to call them the Europeans art  
18 and also because I included the  
19 Spanish 260 into part of the AA  
20 Degree as an elective so I have  
21 to use know I am done rewriting  
22 the AA Degree in Spanish for  
23 transfer and maybe by the end of  
24 this week I'm going to send it  
25 to curriculum and if it's not

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1 late so I can -- so they can  
2 approve the class and also upon  
3 my return I was asked by the

4 Hispanic committee to give a  
5 presentation about Frida Kahlo  
6 so what I did I went beyond that  
7 and took the manuscript and  
8 turned into a performance that I  
9 actually -- that ASCC funded and  
10 it was the community and  
11 students in general were invited  
12 and people and we had almost 200  
13 attend and it was a huge success  
14 so I directed this performance  
15 and I put plus 40 hours in  
16 directing and rehearsing. I  
17 also got collaboration of  
18 professor Fuentes and actually  
19 wrote the original music for the  
20 performance so we record the  
21 music in the studio. We spent  
22 hours in making sure that the  
23 piece was perfect and I also  
24 working in collaboration with  
25 Andrew Mars who helped me with

Sample footer

1 the sound system and he provided  
2 the students so they can arrange

3 everything and I also ask help  
4 from the media department so  
5 they put together a wonderful  
6 show, and I want to show you on  
7 this -- just one minute of the  
8 performance I put together so  
9 it's not going to be more than  
10 that I promise, and then I can  
11 give you a little feedback of  
12 what my role during this  
13 presentation. Do we have sound  
14 here? How can you -- will you  
15 -- can you put the image?  
16 Sorry. I'm just going to  
17 because this is the beginning.  
18 It's a lot of music and you  
19 don't want to do that. you don't  
20 want to see all that. Okay. So  
21 if you see this paintings in the  
22 background so -- this is very  
23 political and you don't want to  
24 hear that.  
25 [Laughter]

Sample footer

1 not today.  
2 [speaking Spanish]  
3 >> Okay. Here we go. So in  
4 between presentations Frida  
5 Kahlo would talk about the  
6 paintings that she is talking  
7 like in that particular few  
8 small slides Frida Kahlo --  
9 okay. Never mind.  
10 [Applause]  
11 [speaking Spanish]  
12 (video).  
13 >> All right. So this is a  
14 little presentations of what we  
15 did. It lasted one hour and a  
16 half so if you saw the painting  
17 by Frida Kahlo. She wasn't able  
18 to have children and she had a  
19 miscarriage so she is talking  
20 about the pain she went through  
21 and you know the pain of not  
22 being able to be a mother and  
23 all of that. So I wrote a  
24 poetic prose so the way I write  
25 it's actually -- I can do

Sample footer

1 performances like this one.  
2 This is not the one I do at  
3 Cerritos College. I like to do  
4 artistic things on my free time  
5 and many of you know about, so  
6 because it was a huge success  
7 among the students that really  
8 loved that so we scheduled to  
9 present her again for two days.  
10 We presented this on November 2,  
11 the day of the death and these  
12 are the two Frida. One is the  
13 alter ego of the other one and  
14 present the show this year  
15 November 2 and November 3 and I  
16 already asked for more money to  
17 the ASCC. Hopefully I can get  
18 some and if not I'm going after  
19 Dr. Fierro.  
20 >> Dr. Fierro: I remember you  
21 already came to my office.  
22 >> Yeah, so I am reminding you  
23 and professor Andrew in the  
24 Music Department we're going to  
25 work in collaboration also with

1 professor Fuentes and expand the  
2 show. I'm not going to be part  
3 of the lecture because in this  
4 particular I was given  
5 historical notes and I was  
6 explaining and you know in the  
7 context getting ready the  
8 audience so they can understand  
9 the next performance without  
10 talking about the performance I  
11 would talk about Frida like I  
12 was part of my duties and  
13 responsibilities of conducting  
14 the lecture and symposium, and I  
15 really hope that all of you can  
16 attend this time because we're  
17 going to try to do it -- not  
18 try, we're going to do it --  
19 we're going to have the  
20 presentation in the theater  
21 because it was last minute and I  
22 put together this show in a  
23 month and a half or less  
24 actually but because I was

25 working with professionals so it

Sample footer

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1 was easy for me to finish this

2 task, not easy but now it's

3 easy. Thank you. Any

4 questions?

5 [Applause]

6 >> Carmen Avalos: Well, I

7 want to comment and thank you

8 very much for the presentation.

9 The fact that you visited my

10 city is the better and I am from

11 there and thank you for visiting

12 the museums there and yes they

13 have amazing art. And fact that

14 you're incorporating into our

15 program I think is phenomenal

16 and I think many of our students

17 in our particular area with

18 Hispanic Serving Institution

19 really look for those kinds of

20 courses to make themselves

21 really understand the culture

22 because many of us leave our

23 countries at a very young age,

24 me included and we can't get to

25 experience it in high school or

Sample footer

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1 college sometimes simply because

2 they're not offered or not

3 available. I was a community

4 college student myself and I

5 never recall taking a course in

6 the arts that I related to or

7 learn about my culture and thank

8 you for doing that and empower

9 the students to be proud of

10 where they are and regardless

11 where there from and learn about

12 the opportunities and broaden

13 life and as they leave Cerritos

14 College so so thank you so much

15 for that.

16 >> Thank you for the

17 opportunity and I am really

18 happy that I did this

19 sabbatical.

20 >> Carmen Avalos: I am

21 looking forward to the

22 presentation and I couldn't go  
23 last year because it was my  
24 birthday and thank you for  
25 bringing it back and more

Sample footer

40

1 students to attend in the  
2 theater.  
3 >> Thank you very much.  
4 >> Dr. Fierro: Thank you very  
5 much. Next we have professor --  
6 [INAUDIBLE] and going to talk  
7 about I believe photography.  
8 >> President Lewis: Is the  
9 blue light on?  
10 >> Here we go. Our  
11 distinguished colleagues  
12 students faculty Board Members,  
13 Mr. President. I am here to say  
14 thank you and I will try to be  
15 brief and accountable because I  
16 understand that's why I am here  
17 tonight. My project was very  
18 multifaceted and it involved  
19 writing a book migrating  
20 analogue lectures to digital and

21 I went to the society of  
22 photographic education in  
23 Florida and meet meeting with  
24 colleagues at various  
25 universities such as Long Beach

Sample footer

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1 State UCR, UCLA, USC and  
2 Princeton. So the main body of  
3 the work is the book that you  
4 see behind you there which is  
5 now has been up loaded on to  
6 canvass. Oh why is that  
7 happening? Okay. In any event  
8 it's an interactive PDF document  
9 so any of my students can access  
10 it directly from canvass and  
11 download it, take it home and  
12 keep it. It's a 180 page  
13 document and instead of buying a  
14 textbook they can now get this  
15 for free. I teach on a  
16 rotational basis I teach ten  
17 sections of photography and this  
18 book covers all ten sections

19 although the bulk of the book  
20 50% is for photo 100 which is  
21 our most popular course and used  
22 by other instructors if they so  
23 wish. As you can see here each  
24 one of these subjects in the  
25 contents is a link so if I click

Sample footer

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1 on these links it takes me  
2 directly to that particular  
3 subject, and if I go back to the  
4 icon on the bottom left hand  
5 corner it takes me back to the  
6 contents so I can quickly go  
7 through the entire book. There  
8 are three and a half pages of  
9 contents. For example here's  
10 color which I'm teaching right  
11 now, and I used all of my own  
12 photographs -- excuse me, it's  
13 not there. There we go. Yeah.  
14 So as to any copyright issues --  
15 well, we seem to have lost the  
16 visuals here so I am improvise.  
17 Yeah. So obviously students

18 don't have to buy a textbook.  
19 They have access to the  
20 information 24/7 and for nearly  
21 every lecture I give I can  
22 identify the link they need to  
23 go to, and also the lectures  
24 that I migrated from analogue to  
25 digital are important because I

Sample footer

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1 have been teaching photography a  
2 very, very long time. I taught  
3 introductory photography over 40  
4 times and most of my lectures in  
5 the past were analogue and  
6 because having taught  
7 photography a long time I  
8 collected over 4,000 slides and  
9 it takes a long time to properly  
10 scan and you know I take  
11 PowerPoint presentations very  
12 seriously. It could take me  
13 quite a long time to make a good  
14 PowerPoint so I did make six  
15 additional new PowerPoint

16 presentations and those together  
17 with the other PowerPoints I  
18 have done for the 100 are all  
19 loaded on canvass and students  
20 can access them in case they  
21 miss the lecture or in case they  
22 want to review the lecture, but  
23 I didn't put a voice over  
24 because I didn't want them not  
25 to come to the lecture. Studies

Sample footer

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1 have shown when instructors do  
2 that attendance is compromised  
3 and it's hard enough already, so  
4 there's that, and then I wanted  
5 to address safety issues, so I  
6 made a safety manual also. The  
7 last chapter of the book here  
8 photography and health and  
9 safety issues addresses all the  
10 concerns regarding both dark  
11 room and computer work, and I  
12 included a glossary at the end  
13 of the book so if students came  
14 across a difficult word they

15 could immediately access it, and  
16 in addition to being a chapter  
17 in the book, the health and  
18 safety issues is printed  
19 separately as a brochure  
20 available to all students for  
21 free, and I think this also  
22 protects us from any litigation  
23 if an accident were to occur  
24 although it haunts up to this  
25 point and what else? The travel

Sample footer

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1 was very expensive and fun and  
2 it did contribute to my writing  
3 in the book. Basically I did  
4 change my own digital work flow,  
5 and I deemphasized Photoshop and  
6 more of an emphasis on adobe raw  
7 so I am advocating a different  
8 work flow than I did before the  
9 sabbatical, and in addition to  
10 that I also learned light room  
11 which is a good alternative to  
12 Photoshop and adobe raw and had

13 to learn and design to design  
14 the book, and that was -- that  
15 could have been a sabbatical on  
16 its own. That is a gnarly  
17 program. Anyway I did have some  
18 help from Bonnie Barrett the  
19 design teacher. So I am trying  
20 to think what else but maybe  
21 just take your questions and see  
22 because I know it's getting  
23 late.  
24 >> President Lewis: Anyone  
25 have questions or comments?

Sample footer

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1 Dr. Liu.  
2 >> Shin Liu: Is your book on  
3 the OER for the state office.  
4 >> President Lewis: Open  
5 education.  
6 >> I thought about that but I  
7 think there's going to be too  
8 many copyright issues with that  
9 format and I foresee having to  
10 update this book every year or  
11 two, and so yeah I wrote that in

12 my original proposal that I  
13 decided not to do that yeah.  
14 >> Well thank you. I think  
15 the benefits will greatly  
16 benefit from that and  
17 particularly if they don't have  
18 to buy books for the many  
19 courses this will cover and be  
20 successful having the tools  
21 readily available for that.  
22 >> Yes. Thank you for your  
23 support. It really was helpful  
24 to be able to retrain and  
25 rethink all of these subjects

Sample footer

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1 and make it available to my  
2 students in a very easy manner.  
3 Thank you.  
4 >> President Lewis: Thank  
5 you.  
6 [Applause]  
7 >> President Lewis: That's  
8 it. Okay. All right. I will  
9 entertain a motion for the

10 approval of these reports.  
11 >> Motion to approve.  
12 >> President Lewis: Is there  
13 a second?  
14 >> Second.  
15 >> Second.  
16 >> President Lewis: We have a  
17 second. Is there any objection  
18 to the adoption of this motion?  
19 Seeing none thank you for your  
20 presentations. They're very  
21 informative and very  
22 enlightening and we're happy to  
23 invest in our faculty to do  
24 these sort of projects that will  
25 help our students so thank you.

Sample footer

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1 Next we will move on to Item  
2 Number four which is a  
3 recognition of a Classified  
4 Employee of the Month in which  
5 we will recognize David Tilahun,  
6 the International Admissions  
7 Specialist as Classified  
8 Employee of the Month for

9 February 2018. Is he here?  
10 [Applause]  
11 >> President Lewis:  
12 Congratulations. The  
13 outstanding outstanding and  
14 confidential employee committee  
15 named David Tilahun as the  
16 outstanding Classified Employee  
17 of the Month for 2018 and began  
18 his career at Cerritos College  
19 in the Office of International  
20 Studies in 2005. David  
21 exemplifies the quality and  
22 character of the a dedicated  
23 college employee who goes above  
24 and beyond the call of duty. He  
25 is an utmost professional who

Sample footer

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1 represents the college favorable  
2 in the Office of International  
3 Student Services they're focused  
4 on engagement and student  
5 success and David works  
6 tirelessly to help contribute

7 towards these efforts. He's  
8 always ready and willing to  
9 welcome and guide students  
10 through the application and  
11 admissions process and involved  
12 with the safety committee and  
13 has been the adviser and  
14 coadviser for the International  
15 Student Association Club for  
16 many years and is a trainer for  
17 Cerritos College's cultural  
18 responsive teaching and learning  
19 workshops. David your  
20 dedication, commitment and  
21 willingness to go above and  
22 beyond to meet the needs of  
23 students and staff are truly  
24 exceptional and we're proud  
25 you're a Cerritos College

Sample footer

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1 employee and we commend you for  
2 your outstanding service and  
3 dedication. Thank you for a job  
4 well done.  
5 [Applause]

6 >> It looks like President  
7 Fierro wants me to say a few  
8 things about this. I really  
9 like to say thank you for the  
10 opportunity. I really thank all  
11 of you for great work that you  
12 do for our students for staff,  
13 faculty and the community as  
14 well, and I am delighted and I  
15 am very proud to be part of  
16 Cerritos College community and I  
17 will continue to serve our  
18 students which is the main  
19 portion of our being here, and I  
20 would like also like to  
21 collaborate with the faculty,  
22 staff and the community as well,  
23 and thank you again for this  
24 opportunity. Thank you.  
25 >> Shin Liu: I would like to

Sample footer

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1 add some comments because I  
2 attend a lot of David's  
3 international event and I

4 witness how he care about  
5 students and all the students  
6 treat him like uncle David.  
7 Thank you so much.  
8 [Applause]  
9 >> President Lewis: Next we  
10 move on to Item five which is an  
11 enrollment update by our Vice  
12 President Dr. Rick Miranda.  
13 It's good. Thanks. You're  
14 done.  
15 >> I have a bad ear. That's a  
16 good excuse at least huh?  
17 [INAUDIBLE] good evening board.  
18 I would like to take this  
19 opportunity to just give you a  
20 brief enrollment update of where  
21 we are for this semester. I  
22 like you to focus on the bottom  
23 right hand corner for the fall  
24 17 and spring 18. As you can  
25 see this is our FTES for the

Sample footer

1 year. We have budgeted for  
2 16,800 which is as you know

3 about 900 -- almost a thousand  
4 less than what our cap is. For  
5 the fall we were over 7600 and  
6 we're on target for this year to  
7 hit our 16800 so that is good  
8 news we will meet our targeted  
9 goal. Now there are some  
10 assumptions I would like to  
11 quickly go through as a whole as  
12 we talk about enrollment. Head  
13 count is down approximately 5%  
14 for the campus. Okay. Head  
15 count is down and head count is  
16 not the same as obviously as  
17 FTES. If we had dropped only 5%  
18 in FTES the 16,800 wouldn't be  
19 as low as it is but many  
20 students are working so I will  
21 talk about that in a minute so  
22 not all students are taking full  
23 loads at this time. As I  
24 mentioned before the current  
25 FTES base is 17,700. We are

Sample footer

1 funded at 5151 and 20 cents I  
2 believe per FTES so at a deficit  
3 of nearly a thousand FTES to  
4 this number that will put us  
5 down approximately nearly  
6 approaching \$5 million reduction  
7 in apportionment for this year  
8 and again this was part of the  
9 budget for the year and was  
10 calculated. Now there are some  
11 external factors driving some of  
12 the numbers. L.A. County  
13 unemployment rate is  
14 approximately 4.4% as of August  
15 November of last year just a few  
16 months ago. If you remember the  
17 last time I gave this report  
18 last semester I showed a  
19 approximately six or seven year  
20 trend as we went from nearly 14%  
21 unemployment down to 4.4% in the  
22 recent so that stronger economy  
23 which is great for our economy  
24 has our students now working  
25 more so they're more jobs

Sample footer

1 available to students and to  
2 work more so we see a shift from  
3 full time student enrollment to  
4 part time students who are  
5 enrolled. Okay. Now, this  
6 trend is not unique to Cerritos  
7 College. Nearly 70% of all  
8 colleges in the state are on  
9 stabilization this year due to  
10 low enrollment. Now, as you're  
11 aware last year and enrolling  
12 this academic year the new  
13 enrollment management plan.  
14 This the first comprehensive  
15 strategic enrollment. Brief  
16 overview just a couple of the  
17 key points are maintaining our  
18 base FTES, so we want to employ  
19 as many tools as we can to keep  
20 the FTES as high as we possibly  
21 can. We want to improve  
22 completion success rates in  
23 courses over a five year period.  
24 That's part of the plan and  
25 aligning more front door

1 activities so a little heavier  
2 on the on boarding of student  
3 and provide more student  
4 services to help keep them here  
5 and able to attend, more units  
6 or full time so these are just a  
7 few of the key points. As you  
8 remember the enrollment plan is  
9 several pages long and this is  
10 just a few so what are the  
11 actions that occurred this year  
12 and this scheduling and what  
13 we're trying to accomplish for  
14 FTES and scheduling for next  
15 year as well? Well, we continue  
16 to explore Friday and weekend  
17 offerings. I know we heard  
18 discussions of weekend college  
19 and we would have to offer every  
20 service but expanded offerings  
21 for the weekends and we continue  
22 to explore those working with  
23 faculty and chairs and making  
24 sure that we the space is an

25 issue but we do have staffing

Sample footer

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1 and some of the classes need for  
2 example some of the science  
3 courses need classified support  
4 as well so they're always there  
5 to help so we have to explore  
6 more potential offerings for  
7 weekends. Increased number of  
8 on line courses. We tend to do  
9 that this academic goals and one  
10 of the Faculty Senate goals and  
11 the President herself is for OER  
12 push. We have more dual  
13 enrollment. We are completing  
14 the contracts at this point and  
15 time to bring to you in the near  
16 future so we can look at our  
17 contracts for dual enrollment  
18 with our surrounding high  
19 schools. Continue development  
20 of the Guided Pathways, so if  
21 you recall Guided Pathways our  
22 plan to plan is to later this  
23 month I believe you will see

24 this later this evening as well.

25 Maximization of summer schedules

Sample footer

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1 so we're offering both the first  
2 six weeks of summer, the second  
3 six, and the last six weeks of  
4 summer and immediate carries  
5 across all. Okay. We call that  
6 the summer swing so we will be  
7 offering more sections that way  
8 as well and if you recall we  
9 last semester we opened up the  
10 Cerritos La Mirada site. In the  
11 fall we had 11 English and  
12 speech and eight math sections  
13 so nearly 19 sections and spring  
14 we have a few more sections so  
15 21 sections so we went up in the  
16 number of sections, and we  
17 continue to -- we hope and  
18 continue to see growth in the  
19 number of sections being offered  
20 at that site so thank you for  
21 your support and establishing

22 that site. Now, I would like to  
23 take the opportunity as we talk  
24 about funding just to bring this  
25 to your attention. Many of you

Sample footer

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1 are probably aware of the  
2 Governor's budget and the  
3 proposal for a new funding  
4 structure for the California  
5 Community Colleges. That  
6 funding structure will be  
7 something along this line. A  
8 base grant of 50%, a  
9 supplemental grant of 25% and  
10 the student success incentive  
11 grant of nearly 25%. What those  
12 are is the base grant is  
13 essentially what we know as  
14 FTES. A base grant of FTES base  
15 now of let's say 16,800 to reach  
16 that what is good we will offer  
17 some of the swings in enrollment  
18 if only half of our  
19 apportionment is based on FTES.  
20 The supplemental grant is based

21 on the number of low income  
22 students and who we serve that  
23 will continue to get funds.  
24 Okay. So that's based on the  
25 number of students who received

Sample footer

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1 fee waivers and recipients of  
2 financial aid so based on our  
3 need that will drive our 25% of  
4 the supplemental and last  
5 student success incentive grants  
6 which are student centered  
7 success metrics so this is more  
8 performance base on the  
9 district. The last 25% is based  
10 on the number of degrees  
11 conferred and certificates and  
12 awards so one is how many awards  
13 did we give? And second of  
14 those awards how many are  
15 transfer awards to the four year  
16 college that were completed  
17 within three years? That is the  
18 key, the completion within three

19 years. I believe we're in a  
20 good position for this moving  
21 forward with the adoption of  
22 AB005. The multiple measures  
23 approach and faculty of math and  
24 English are working on  
25 corequisite models and

Sample footer

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1 accelerated or compressed  
2 schedules to move our students  
3 into college level math within  
4 one to two -- well, within one  
5 semester typically so I think we  
6 will be in a good position and  
7 bring you the multiple measures  
8 at a future date if you wish.  
9 Something I would like to  
10 mention what happens if we don't  
11 hit the 50-25-25 out of the  
12 gate. Any district that  
13 receives less of the new formula  
14 would be held harmless -- tongue  
15 twister for me so that means  
16 next academic year we will  
17 receive our full funding

18 regardless, so the proposed  
19 budget will essentially keep us  
20 whole for one year. That will  
21 allow us to work through the  
22 final formula from the Governor  
23 and work through the transitions  
24 or anything we need to put in  
25 place. After that 19-20, that

Sample footer

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1 academic year, so two years from  
2 now, we will be held accountable  
3 to whatever we earned. Okay.  
4 So the hold harmless will be  
5 gone. Now there is also an  
6 opportunity in there. We will  
7 have to denote going forward how  
8 we will adjust our summers. In  
9 the past you may realize we hit  
10 the 17,700 swung the summer into  
11 a academic year to capture  
12 growth funds and put us forever  
13 at that number and this is  
14 potentially more of a right size  
15 for the campus 16,800 where we

16 would normally be but we thou  
17 have to state ahead of time when  
18 we do with summers so there are  
19 challenges coming up, some  
20 opportunities, but I just wanted  
21 to share with you what is being  
22 proposed at this time. There is  
23 not much more detail than we  
24 have been given from the  
25 Governor's Office at this time.

Sample footer

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1 Dr. Fierro has recently had some  
2 conversations he might like to  
3 shed some more light on this.  
4 >> Yes, I will provide those  
5 with my update so I don't hold  
6 the rest of the presentation.  
7 >> That's it for me. Do you  
8 have any questions? I am happy  
9 to answer them.  
10 >> President Lewis: Trustee  
11 Perez.  
12 >> Marisa Perez: Thank you  
13 very much for the presentation.  
14 Can you go back to the first

15 slide please?  
16 >> Technically I am there on  
17 my screen.  
18 >> Marisa Perez: Okay. You  
19 mentioned that our current  
20 projection for this fiscal year  
21 is 16,800; right? FTES?  
22 >> That's what we budgeted for  
23 this year.  
24 >> Marisa Perez: Are we  
25 projected to hit that?

Sample footer

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1 >> I believe we're going to be  
2 around the 16,800.  
3 >> Marisa Perez: Okay.  
4 >> Because what you don't see  
5 here if you don't mind and this  
6 number -- what you don't see in  
7 the numbers going forward is the  
8 expected same FTES plus the  
9 summers plus the Adult Ed plus  
10 some of the positive attendance  
11 from the learning resource  
12 center so there are still other

13 non credit FTES to be add so I  
14 believe we will hit that number.  
15 >> Dr. Fierro: That is  
16 correct, so our projections all  
17 combined will get us probably to  
18 16,800, maybe a little more, or  
19 just below and around the  
20 benchmark and my next comment  
21 will give Stephanie some  
22 ammunition to take a hit at me  
23 but because of the proposed  
24 formula and the summer switch we  
25 were front leading some of our

Sample footer

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1 classes to have the opportunity  
2 to move that in order just in  
3 case we didn't get to the  
4 16,800. Because right now we  
5 don't know what is going to  
6 happen if we're allowed to move  
7 or not in which case we will do  
8 not to lose money move  
9 everything become wards and go  
10 above the 16,800 and our budget  
11 will show additional -- exactly.

12 Additional dollars on what it  
13 was projected but those dollars  
14 have not been necessarily real  
15 because they were supposed to be  
16 counted the following year so  
17 there is going to be a  
18 discrepancy there depending what  
19 the state decides to do, but we  
20 have maybe 400 FTES -- 2.2, 2.5  
21 million dollars that could  
22 switch from next year to this  
23 year which mean next year we  
24 will be starting enrollment at a  
25 deficit.

Sample footer

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1 >> Marisa Perez: I'm sorry.  
2 That doesn't seem to make sense  
3 and because on the last slide  
4 they're saying that is no longer  
5 that we simply can't do anymore,  
6 right? It's saying that we  
7 can't choose to put summer FTES  
8 to benefit officially and again  
9 it seems to me.

10 >> The first time is summer  
11 19.  
12 >> Marisa Perez: Again, it  
13 doesn't seem right to do that  
14 and again we know we can't do  
15 that in the future so why do we  
16 want to do that?  
17 >> Dr. Fierro: Because we  
18 don't know how our allocation  
19 will be calculated next year so  
20 based on the current  
21 conversations and whatever we  
22 make this year is the base  
23 allocation for the following so  
24 if we don't take advantage of  
25 all the dollars that we

Sample footer

66

1 currently have we will lose them  
2 next year because we won't get  
3 more money than we currently  
4 have and the additional issue is  
5 the hold harmless -- apparently  
6 at this point -- none of this  
7 final. At this point it doesn't  
8 include COLA and not eligible to

9 get that COLA that is projected  
10 in the State Chancellor and the  
11 reason to do that is capture as  
12 much money possible now because  
13 for the following budget year if  
14 the model continues to be the  
15 way it is we're likely to lose a  
16 million dollars and within two  
17 years based on some projections  
18 that I have here we could be  
19 losing \$5 million.

20 >> Marisa Perez: Okay. So I  
21 think this whole discussion  
22 about the new funding formula  
23 that needs to be agendized for  
24 April and there's a lot more to  
25 this and I feel we're mixing two

Sample footer

67

1 issues here so I will save all  
2 my opinions on what I think we  
3 should do on the funding  
4 methodology moving forward so I  
5 will reserve my comments on that  
6 but going back to this issue on

7 FTES sos as I remember it when  
8 Vice President Lopez briefed us  
9 we go through a three year  
10 stabilization period and we're  
11 in year one, correct? So what  
12 are we projecting now for the  
13 next three years we talked how  
14 we have to hit certain points so  
15 are we on target to get out of  
16 stabilization? Yes or no? It's  
17 either yes or no?  
18 Dr. Fierro: No, it's not yes or  
19 no. I am not saying that to be  
20 smart but it's tied to the new  
21 funding formula so the --  
22 >> Marisa Perez going to  
23 override stabilization?  
24 >> Dr. Fierro: It's giving 50%  
25 of the funding based on

Sample footer

68

1 enrollment, 25 on the  
2 consolidation of our  
3 categoricals and 25% on  
4 performance. What essentially  
5 means the stabilization isn't

6 likely to exist any lodger and  
7 you will be given funding in an  
8 annual basis based on the  
9 benchmarks that you hit, the  
10 combination of the three.

11 >> Marisa Perez: So you're  
12 saying that stabilization making  
13 over?

14 >> Dr. Fierro: Correct.

15 >> Marisa Perez: So if this  
16 takes precedence the  
17 stabilization is thrown out the  
18 door?

19 >> Yes.

20 >> Marisa Perez: That makes  
21 sense. My next question goes to  
22 the comment more of the students  
23 are going from full time to part  
24 time, and what's a full time  
25 student here? How many hours?

Sample footer

69

1 >> Dr. Fierro: The number is  
2 12 so 12 semester units will  
3 make a student full time and --

4 >> Marisa Perez: What  
5 percentage of our students are  
6 taking nine credits or more?  
7 >> Dr. Fierro: Full time  
8 students is somewhere between 42  
9 to 45%. I have to confirm the  
10 number but as of last year our  
11 part time students over took the  
12 number of full time students.  
13 >> Marisa Perez: So next month  
14 when you bring this back I would  
15 like to come up with a cost  
16 proposal of every student who is  
17 currently this semester enrolled  
18 and still enrolled in nine  
19 credit hours how much it would  
20 take us to give them a grant to  
21 go from nine credits to 12  
22 credits? What's that cost  
23 differential? So in April I  
24 would like to see that and again  
25 we're trying to get the students

Sample footer

1 go to school full time. All the  
2 data shows that they're more

3 successful. We know that. We  
4 know that our students have  
5 multiple challenges that they're  
6 facing so that's I didn't want  
7 to see what the number is and  
8 how many students are taking  
9 nine credit hours or more and  
10 how much would it cost for this  
11 board to give them a three  
12 credit grant so instead from  
13 nine go to 12 and in addition  
14 helping them be more successful  
15 address the FTES problem 250 and  
16 we can discuss or think about it  
17 now but that is another thing I  
18 would like to see when talking  
19 about the methodology in April.  
20 >> Dr. Fierro: Okay. Let me  
21 ask so I am getting what you're  
22 telling me, so we want to know  
23 what it will take financially to  
24 provide the students the  
25 opportunity to take an extra

Sample footer

1 class and cover the cost of that  
2 extra class if they choose to do  
3 so.  
4 >> Marisa Perez: Correct.  
5 >> Dr. Fierro: In an annual  
6 basis.  
7 >> Marisa Perez: Sure. I  
8 guess a semester basis and it  
9 switches and not as much  
10 enrollment during the summer and  
11 probably on the semester basis  
12 but you could break it down by  
13 fiscal year too and I am curious  
14 what that amount. How many  
15 students do we have in this  
16 category and just a little bit  
17 of help could get them to their  
18 goals and help us get to our  
19 goals.  
20 >> Dr. Fierro: Yeah, we can  
21 bring a couple of ideas on how  
22 to go about that. The only  
23 thing to keep in mind is about  
24 72, 75% of our students get the  
25 board of Governor so that part

Sample footer

1 we will have to think different  
2 solution for those students  
3 because they could already take  
4 the hours so let me give it some  
5 thought and bring a couple of  
6 ideas and see you know how we  
7 can do something.

8 >> Marisa Perez: Right. For  
9 those students we can get a  
10 textbook grant or what we do for  
11 Cerritos Complete and other ways  
12 to capture the students that are  
13 taking between nine and less  
14 than 12 hours what we need to do  
15 to get to full time and nine  
16 units is not full time?

17 >> Right.

18 >> They have to get to 12

19 >> Correct

20 >> And that could open up a lot  
21 more students but that target.

22 >> Dr. Fierro: Let me throw  
23 in 2-cents and more complicated.

24 If you do the math 12 hours is  
25 not full time. It's 15, so I

1 think --

2 >> Marisa Perez: That's why I

3 asked you at the very beginning

4 [INAUDIBLE].

5 >> Dr. Fierro: That's why I

6 said I want to give a couple of

7 proposals and I have read people

8 say 12-6-12 and different

9 campaigns regarding that so let

10 me put a couple of things

11 together and I will bring it up,

12 so I will take the liberty to

13 add some of the summer

14 combinations to offer a

15 possibility of 30 hours, so I am

16 already looking some of the

17 examples you put together when

18 we talk about the calendar I

19 think those will be great

20 examples that we can put some

21 numbers and pencils on if you're

22 okay with that. Thank you.

23 >> President Lewis: All

24 right. Without any further

Sample footer

1 board thank you. Next we move

2 to the Consent Calendar items

3 Number six through 35. I will

4 take a motion on these or a

5 pulling.

6 >> Marisa Perez: Yes Mr.

7 President I would like to pull

8 seven, 12, 34 and 35.

9 >> President Lewis: Seven,

10 12, 34 and 35? All right.

11 Those items have been pulled.

12 Is there any other member

13 wishing to pull items? If not I

14 will entertain a motion to

15 approve the rest.

16 >> Carmen Avalos: Motion to

17 approve.

18 >> President Lewis: We have a

19 motion. Is there a second?

20 >> Shin Liu: Second.

21 >> Marisa Perez: And 25 too.

22 Seven, 12, 25.

23 >> President Lewis: We have a

24 motion to approve all items

25 except those that you requested

Sample footer

75

1 and we will do a roll call vote

2 because of the teleconference

3 here so if we could have a roll

4 call please.

5 >> Student Trustee Avalos.

6 >> Aye.

7 >> Trust Avalos.

8 >> Yes.

9 >> Trustee Birkey.

10 >> Aye.

11 >> Trustee Camacho-Rodriguez.

12 >> Aye.

13 >> Trustee Lewis.

14 >> Aye.

15 >> Trustee Liu.

16 >> Aye.

17 >> Trustee Perez.

18 >> Aye

19 >> And Trustee Salazar is

20 absent. Motion passes.

21 >> Thank you. Item Number

22 seven. Trustee Perez.  
23 >> Marisa Perez: I would just  
24 like a staff presentation on  
25 this item.

Sample footer

76

1 >> Dr. Fierro: So the  
2 business and humanities and  
3 social science division have  
4 been working with Dr. John Haas  
5 in creating for many years a  
6 program that exposes our  
7 students to international  
8 relations and international  
9 efforts and the speaker Rachel  
10 Wolf is an economist right now  
11 and economist; a very prominent  
12 economist around the world and  
13 they are asking to be able to  
14 bring Dr. Wolf to speak not only  
15 to our faculty but to our  
16 students, and the honorarium has  
17 been significantly reduced of  
18 the speaking fee of this  
19 particular individual. In  
20 addition to that the department

21 is using external funding to  
22 cover travel and housing  
23 expenses for the speaker while  
24 they're here so the support  
25 they're requesting out of

Sample footer

77

1 professional development funds  
2 from the General Fund is a total  
3 of \$2,000 which I can say is at  
4 least ten times lower than the  
5 value of that speaker.  
6 >> Marisa Perez: Is this for  
7 one speech?  
8 >> Dr. Fierro: It's for a day  
9 worth of work, Yes.  
10 >> Marisa Perez: So not an  
11 hour presentation.  
12 >> Dr. Fierro: They will work  
13 on other projects, Yes.  
14 >> Marisa Perez: And the  
15 source of funding is the General  
16 Fund?  
17 >> Dr. Fierro: Correct.  
18 >> Marisa Perez: I think for

19 these things \$2,000 is a lot of  
20 money and I haven't seen one  
21 high in had position on a  
22 college board. I know they're  
23 not that common in the private  
24 sector and other places but I  
25 think for this amount of money

Sample footer

78

1 it seems to be very expensive  
2 and I think also how this was  
3 presented it doesn't look like  
4 it's a whole day presentation.  
5 There's no agenda. There's no  
6 schedule. So with that I will  
7 not be able to support this item  
8 but again I think in the future  
9 to be able to present and to be  
10 more transparent it should have  
11 more details on you know what  
12 this person is going to be  
13 presenting for \$2,000 out of the  
14 General Fund.  
15 >> President Lewis: All  
16 right. Is there any discussion  
17 or a motion that any Trustee

18 wishes to bring to the table  
19 either to approve or to deny?  
20 >> Carmen Avalos: Well, I  
21 think the only question I have  
22 when is this expected to take  
23 place? Like what is the  
24 timeline in terms of when? I  
25 didn't see that.

Sample footer

79

1 >> Dr. Fierro: Do you have  
2 the dates?  
3 >> [INAUDIBLE] [Off Mic]  
4 >> Carmen Avalos: It just says  
5 spring.  
6 >> [INAUDIBLE] [Off Mic].  
7 >> Carmen Avalos: So I think  
8 in looking at the agenda and  
9 some of the things that need to  
10 be defined what particular group  
11 of students if this is some type  
12 of conference set up --  
13 >> Dr. Fierro: It's college  
14 wide. Any student can come in.  
15 >> Carmen Avalos: But is it

16 set up for a particular series  
17 -- I get that but in terms of  
18 lecture for certain courses or  
19 what exactly is it?  
20 >> Dr. Fierro: It's mostly for  
21 students in the social sciences  
22 that this is brought and open to  
23 the public and other students.  
24 They generally bring a number  
25 of speakers throughout the year

Sample footer

80

1 very relevant and well known  
2 speakers and they request  
3 funding for this type of  
4 presentation. The presentations  
5 are usually a standing room  
6 only. I believe last week we --  
7 they brought -- I said "we" but  
8 they brought one of the  
9 activists from the social  
10 movement rights and the black  
11 panthers and so on so they do a  
12 number of speakers every  
13 semester of very well known  
14 speakers. He also has a series

15 in which he collaborates with  
16 professors around the globe and  
17 they do teleconference from  
18 classroom to classroom and also  
19 we -- the only thing we provide  
20 in those particular events is  
21 actually the technology to do  
22 that. they do their own  
23 fundraising and so on, so this  
24 occurrence is actually not very  
25 common. It's just this speaker

Sample footer

81

1 is of significant caliber than  
2 traditionally wouldn't do this  
3 type of presentation and they  
4 were able to secure a much lower  
5 rate and do some fundraising  
6 outside of this to cover the  
7 rest of the cost.  
8 >> Carmen Avalos: Well I  
9 think it's important that our  
10 students are exposed to these  
11 things. I support that. I think  
12 we need to be more specific in

13 terms of spring semester could  
14 be the last day of the semester  
15 and how is that impacting  
16 whatever programs we have going  
17 on to support that so just a  
18 little more detail.  
19 >> [INAUDIBLE] [Off Mic].  
20 >> Carmen Avalos: Okay.  
21 Great. Is that during the day  
22 time?  
23 >> [INAUDIBLE] [Off Mic].  
24 >> Carmen Avalos: Okay.  
25 >> President Lewis: All

Sample footer

82

1 right.  
2 >> Carmen Avalos: So what  
3 schools are we contacting to  
4 invite them? Are you talking  
5 about high schools?  
6 >> Dr. Fierro. All of the  
7 local partners.  
8 >> Carmen Avalos: Okay. I  
9 think it's important. The  
10 surrounding private schools tend  
11 to do these series and I am glad

12 we're bringing to the students.

13 I think it's important and again

14 I just needs more detail on our

15 agendas.

16 >> Dr. Fierro: We will take

17 care of that.

18 >> President Lewis: Any other

19 Board Member wishing to discuss

20 this item? Trustee

21 Camacho-Rodriguez.

22 >> Trustee Camacho-Rodriguez:

23 I think it's good exposure for

24 the students and a lot of money

25 and speakers run for many

Sample footer

83

1 thousands of dollars and I think

2 our students would greatly

3 benefit from so putting that out

4 there.

5 >> President Lewis: Without

6 any other comments I would like

7 to add if and when this does

8 happen I hope this gets some

9 public press in some of the

10 local newspapers that we're  
11 bringing people of that caliber  
12 and paying people of a certain  
13 caliber to come to our school we  
14 want to make sure everyone knows  
15 about it and not just on  
16 campuses but in our communities  
17 that we represent that not only  
18 that we have the event happen  
19 but will happen so those people  
20 in the community can also  
21 benefit from what we have paid  
22 with their dollars for these  
23 people of caliber to come here,  
24 so with that and without any  
25 further discussion on that I

Sample footer

84

1 would like to entertain a motion  
2 either way.  
3 >> Carmen Avalos: Motion to  
4 approve.  
5 >> We have a motion to  
6 approve. Is there a second.  
7 >> I will second?  
8 >> We have a second. Is there

9 any objection to the adoption of  
10 this motion?  
11 >> [INAUDIBLE].  
12 >> We have an objection so can  
13 we have a roll call vote.  
14 >> Student Trustee Avalos.  
15 >> Aye --  
16 [Laughter]  
17 and Trustee Avalos.  
18 >> Aye.  
19 >> Trustee Birkey.  
20 >> Aye.  
21 >> Trustee Camacho-Rodriguez.  
22 >> Aye.  
23 >> Trustee Lewis.  
24 >> Aye.  
25 >> Trustee Liu.

Sample footer

85

1 >> Yes.  
2 >> Trustee Perez.  
3 >> [INAUDIBLE].  
4 >> Trustee Salazar is absent.  
5 >> President Lewis: All  
6 right. We will move on to Item

7 12.

8 >> [INAUDIBLE].

9 >> Dr. Fierro: Staff

10 presentation please.

11 >> [INAUDIBLE] [Off Mic] --

12 >> President Lewis: Is the mic

13 --

14 >> For small business

15 entrepreneurship so doing what

16 matters as you know is part of

17 the state wide initiative in

18 CTE. This is a career technical

19 program and we applied and we

20 received a mini-grant to work on

21 our small business

22 entrepreneurship AA and

23 certificate that we have not --

24 well, we have been trying to

25 build so this is outside

Sample footer

86

1 funding.

2 >> Marisa Perez: So just a

3 quick question so is the end

4 result we will have a pathway?

5 What is the deliverable?

6 >> A path way. You're correct.  
7 >> Marisa Perez: Okay. God  
8 got it.  
9 >> Andrea do you have the CTE  
10 pathways book handy? Just to  
11 give you an example of the  
12 faculty that is doing is  
13 actually -- I will give one to  
14 Michelle and see if she can get  
15 -- [INAUDIBLE] to do that.  
16 They're doing some great work on  
17 this CTE pathways, and similar  
18 to this what is going to be  
19 delivered at the end which  
20 eventually will be included into  
21 this manual but this pathways is  
22 what many of our students are  
23 starting to see in most of our  
24 CTE areas or anything that is  
25 classified as a CTE area. It

Sample footer

87

1 has very clear information as to  
2 what classes they need to take,  
3 how they need to move through

4 the schedule to completion and  
5 so on, so just to give you an  
6 example of the type of  
7 deliverables that are connected  
8 to this type of project, and  
9 this has been put together in  
10 the last few months, and we are  
11 continuing to make progress on  
12 it.

13 >> Shin Liu: May I have say  
14 something? I know the pathway  
15 for entrepreneurship is very  
16 good and other college try to  
17 copy. It's very good. It's  
18 worth it. Good program  
19 >> Business Administration  
20 Department as well as all of our  
21 campus, our faculty are working  
22 at developing their pathways.  
23 Whether it's small tract  
24 pathways for students to  
25 complete basic skill courses,

Sample footer

1 other pathways like the  
2 initiative you heard in the past

3 or CTE pathways, stacked  
4 degrees. This is a movement by  
5 many of the departments and  
6 faculty and the BA department is  
7 one of the leaders in this as so  
8 thank you for that comment.  
9 >> President Lewis: Any other  
10 comments from Board Members?  
11 >> [INAUDIBLE] [Off Mic] so I  
12 had a quick question because I  
13 am looking at the Small Business  
14 Management entrepreneurship and  
15 I find it interesting it would  
16 require an associates and arts  
17 degree but it doesn't  
18 [INAUDIBLE] the classes as well  
19 as this one here. If I wanted  
20 to do it and where do I start?  
21 Wait I have to do all of this.  
22 >> Most of the courses is  
23 built through the mini-grant and  
24 the BA department and one of the  
25 approaches is the stack and

Sample footer

1 ladder approach and students  
2 take a few courses in a major.  
3 They realize they like it and  
4 they start following a tract and  
5 they realize oh I'm going to get  
6 the AA and have to repeat  
7 courses and lose time so they  
8 built essentials which is three,  
9 four class and a breath of what  
10 is Business Administration.  
11 From that then they can move  
12 into a larger unit certificate  
13 without repeat and that  
14 certificate stacks into their AA  
15 so that is what they have been  
16 working on for the last several  
17 years.  
18 >> Carmen Avalos: I should  
19 have turned the page. Here it  
20 is. Sorry.  
21 >> That's okay.  
22 >> Dr. Fierro: Just to add a  
23 little bit what Rick mentioned  
24 and the stackable credentials  
25 and not only a movement at

Sample footer

1 Cerritos College but gaining  
2 momentum across the state to  
3 create very specific entry and  
4 exit point for students so their  
5 credits are not -- I like to  
6 call a credit wasted but they  
7 just expire and they're not  
8 allowing them to continue to  
9 count them into their degree  
10 programs so many of our programs  
11 that you see in this catalog are  
12 developed in such a way so the  
13 student could get the  
14 certificate. Go and work a  
15 little bit. Bring the subject  
16 certificate back and move to the  
17 progress for the Associate  
18 Degree and once they get the  
19 certificates in the program and  
20 get the Associate Degree and  
21 lead to cases of transfer or  
22 more opportunities or licensing  
23 into a professional field.  
24 >> Thank you.  
25 >> President Lewis: Without

1 any further discussions or  
2 comments I will entertain a  
3 motion to approve item Number  
4 12.  
5 >> Carmen Avalos: Motion to  
6 approve.  
7 >> President Lewis: We have a  
8 motion. Is there a second?  
9 >> Second.  
10 >> President Lewis. We have a  
11 second. Is there any objection  
12 to the adopt of the motion it  
13 passes --  
14 >> Roll call.  
15 >> President Lewis: Just  
16 kidding. James are you still  
17 there?  
18 >> Still here.  
19 >> President Lewis: All  
20 right. Never raise your hand or  
21 anything.  
22 >> Student Trustee Avalos.  
23 >> Aye.  
24 >> Trustee Avalos.

25 >> Yes.

Sample footer

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1 >> Trustee Birkey.

2 >> Aye.

3 >> Trustee Camacho-Rodriguez.

4 >> Yes.

5 >> Trustee Lewis.

6 >> Aye.

7 >> Trustee Liu.

8 >> Aye.

9 >> Trustee Perez.

10 >> Aye

11 >> And Trustee Salazar is

12 absent. Motion passes.

13 >> President Lewis: Thank you.

14 Next Item 25. Trustee Perez.

15 >> Marisa Perez: Yes, I

16 wanted to know what the cost

17 was?

18 >> I'm sorry.

19 >> Thank you. Well right now

20 the previous board meetings the

21 board approved the Resolution to

22 move forward with the SERP along

23 with it. This contract is for

24 the provider that is managing

25 it.

Sample footer

93

1 >> It's based on a 4%. We did  
2 an RFP and this firm was  
3 selected as the low bidder and  
4 it's contingent on how many  
5 participants so there isn't no  
6 concrete dollar amount. At the  
7 next meeting we're going to  
8 provide information with the  
9 SERP in accordance with the  
10 Resolution and the Resolution  
11 dictated that we meet minimum  
12 benchmarks and at the next  
13 meeting we're providing an date  
14 to the board on the benchmarks  
15 whether or not it's successful  
16 or not and at that time I can  
17 actually provide the concrete  
18 amounts to them because again  
19 this is just contingent. It's a  
20 4% based on the volume of  
21 overall participants that are in

22 there so that's typically how  
23 it's paid for.  
24 >> Marisa Perez: So what I  
25 understand then the cost you

Sample footer

94

1 will present to us?  
2 >> Yes, I can bring back the  
3 actual cost and right now it's  
4 an estimate based on what the  
5 minimum parameters were but that  
6 wouldn't necessarily be accurate  
7 (paused).  
8 >> President Lewis: Further  
9 discussion? Then we will  
10 approve the motion.  
11 >> Marisa Perez: Just FYI the  
12 vote board keeps crashing and  
13 every time I try to get where  
14 we're at in the agenda it  
15 crashes so I don't know what is  
16 going on.  
17 >> President Lewis: All  
18 right. Is there anyone wishing  
19 to make a motion on this item?  
20 >> So moved

21 >> President Lewis: Is there a  
22 second?  
23 >> Second.  
24 >> President Lewis: Roll call  
25 please.

Sample footer

95

1 >> Student Trustee Avalos.  
2 >> Aye.  
3 >> Trustee Avalos.  
4 >> Yes.  
5 >> Trustee Birkey.  
6 >> Yes.  
7 >> Trustee Camacho-Rodriguez  
8 >> Aye.  
9 >> Board Member Perez.Board  
10 Member Salazar.  
11 The motion passes.  
12 >> Board Member Perez.  
13 >> President Lewis. All  
14 right. Thank you. Item 34.  
15 Trustee Perez.  
16 >> Marisa Perez: I would like  
17 to have a presentation. There  
18 was no report in this item

19 before and I see we have bio  
20 here but I want to understand  
21 why we're hiring someone because  
22 I thought we had a hiring  
23 freeze.  
24 >> Dr. Fierro: So the Captain  
25 of police submitted his intent

Sample footer

96

1 to retire I believe last October  
2 and he finalized September in  
3 November and since then we have  
4 been working without a Captain  
5 of police which has good  
6 additional burden in our police  
7 personnel so we are asking to be  
8 able to hire an interim Captain  
9 to cover the evening shift is  
10 what the Captain used to do so  
11 right have the [INAUDIBLE] shift  
12 with the sergeants to modify the  
13 hours so once we do over time  
14 and calculations of that were  
15 not necessarily saving enough  
16 money to maintain the position  
17 of and at the same time we are

18 shorthanded as we don't have a  
19 fully staffed department.  
20 >> President Lewis: Any  
21 Trustee wishing to comment on  
22 this?  
23 >> Marisa Perez: I think we  
24 have a hiring freeze and asking  
25 many people to do more work

Sample footer

97

1 without additional back up or  
2 additional help. I didn't know  
3 this group maybe somewhat  
4 different and I know they get  
5 paid over time and you mentioned  
6 that's the reason you're  
7 recommending it but again I feel  
8 like we have a hiring freeze.  
9 We're not in a good financial  
10 situation so I just think that  
11 we need to be very clear that  
12 this is what we need to do.  
13 >> Dr. Fierro: Yes and part  
14 of that is the over time they  
15 get and the second part is the

16 security of our campus. We  
17 don't -- I can't say how many  
18 officers we have on staff at any  
19 given time, but being down a  
20 Captain for the evening shifts  
21 makes our rotations difficult  
22 and I could provide additional  
23 explanation in close session if  
24 needed but I can't give you  
25 details on TV.

Sample footer

98

1 >> Marisa Perez: Again we're  
2 approving to June 30 and this  
3 position and you're going to  
4 come back and say we want this  
5 extended again so I just feel  
6 like all right. If that is  
7 absolutely the case that's the  
8 case. I understand that for  
9 campus safety reasons but I kind  
10 of feel we always do this with  
11 campus security. That's what  
12 happens. We put an interim and  
13 did that last time too, same  
14 thing and we end up hiring that

15 person so I don't know just  
16 seems -- again seems to be a  
17 much more transparent way  
18 because we have a hiring freeze.  
19 >> President Lewis: Any other  
20 Trustee wishing to make a  
21 comment? Trustee Liu.  
22 >> Shin Liu: I think that  
23 even though we have a hiring  
24 freeze the student safety can't  
25 be compromised.

Sample footer

99

1 >> Marisa Perez: The position  
2 is handled right now by the  
3 sergeants so it's not that  
4 safety is compromised because we  
5 have somebody there in the  
6 evening covering that. Again if  
7 we have a hiring freeze we have  
8 a hiring freeze, and there's  
9 very few exceptions that should  
10 be made. I understand for  
11 campus security that's fine. I  
12 will support this and I

13 understand it's what you need  
14 and I do believe -- again it  
15 sets precedent when we're  
16 talking again being in a  
17 challenging financial situation  
18 there shouldn't be anymore  
19 hirings besides public safety in  
20 my mind. In my mind this is the  
21 only thing brought to the board  
22 until we resolve our financial  
23 issues.  
24 >> President Lewis: Any other  
25 Trustee wishing to make a

Sample footer

100

1 comment?  
2 >> [INAUDIBLE].  
3 >> President Lewis: Yes  
4 Trustee Birkey. We have you on  
5 mic now.  
6 >> James Cody Birkey: I want  
7 to comment that my understanding  
8 this is a little bit of a  
9 different issue and a hiring  
10 freeze reflects a lot of open  
11 positions and certain kinds of

12 faculty positions but in this  
13 case we have to pay a lot of  
14 over time for the existing  
15 security employees to cover this  
16 shift so my understanding is  
17 that between that and connecting  
18 with other kinds of [INAUDIBLE]  
19 this is probably a wash in terms  
20 of the financial implication and  
21 certainly being able to have  
22 adequate security given the  
23 recent history seems like an  
24 important exception --  
25 [INAUDIBLE] of anything else,

Sample footer

101

1 but I think the two major points  
2 I think Marisa you're bringing  
3 up but this is a very valid  
4 exception so I thank you for  
5 bringing it up.  
6 >> Marisa Perez: I just want  
7 to follow up then but I haven't  
8 seen the over time cost.  
9 They're not presented. There

10 wasn't a report for this item.  
11 No where it's written down what  
12 the over time and staffing costs  
13 are and again the hiring freeze  
14 just impact for faculty. We  
15 haven't been able to hire  
16 classified staff hire and down  
17 in different divisions as well  
18 and again I think it's a bigger  
19 picture issue as well. I mean  
20 this is a path we get started on  
21 and then we can't reel it back  
22 in and I would like this to come  
23 to the board with a report first  
24 thing. We have been it's been  
25 coming for a while. There is no

Sample footer

102

1 report. This is on the table  
2 and not on the internet as well  
3 and the whole financial  
4 reasoning is not included on the  
5 item so again obviously we need  
6 to hire him right away but I ask  
7 this item be brought back next  
8 item. We can approve it today

9 but again we are responsible for  
10 the decisions that are made and  
11 we're responsible to the  
12 residents of our district so I  
13 feel that information is needed  
14 to make a decision such as  
15 hiring somebody at \$8,643 a  
16 month and especially a person  
17 already retired too so just --  
18 >> President Lewis: All right.  
19 Any other comments? We will  
20 entertain a motion on this or  
21 discussion and includes you  
22 Trustee Birkey. I can't see you  
23 but I know you're still there.  
24 >> James Cody Birkey: I am  
25 still there.

Sample footer

103

1 >> President Lewis: All  
2 right. Well, I'm allowed to  
3 make a motion; right? Nobody  
4 else will I will make a motion  
5 to approve.  
6 >> [INAUDIBLE].

7 >> Is there a second? There's  
8 a second. Is there any  
9 objection to the adoption of  
10 this motion?

11 >> No.

12 >> President Lewis: No  
13 objection or no to the motion?

14 >> James Cody Birkey: No  
15 objection.

16 >> President Lewis: Okay.  
17 Without objection then we will  
18 still do a roll call.

19 >> Student Trustee Avalos.

20 >> Aye.

21 >> Trustee Avalos.

22 >> Aye.

23 >> Trustee Birkey.

24 >> Aye.

25 >> Trustee Camacho-Rodriguez.

Sample footer

1 >> Aye.

2 >> Trustee Lewis.

3 >> Aye.

4 >> Trustee Liu.

5 >> Aye.

6 >> Trustee Perez.  
7 >> Aye  
8 >> And Trustee Salazar is  
9 absent. The motion passes.  
10 >> President Lewis: Thank  
11 you. Next we will move to Item  
12 35. Trustee Perez.  
13 >> Marisa Perez: Same exact  
14 issue.  
15 >> President Lewis: Staff  
16 presentation.  
17 >> Dr. Fierro. Okay. We've  
18 had the Dean of Academic Affairs  
19 position vacant for almost two  
20 years now and in the past what  
21 we have done is provide a  
22 stipend to a backup to fill in  
23 and the stipends are a small  
24 fraction of what the full salary  
25 will look like so last year we

Sample footer

105

1 had Dean Gary Preacher and  
2 Patricia Smith doing the work.  
3 They both have different

4 projects. If you recall  
5 Patricia lead the initiative of  
6 the educational Master Plan.  
7 However the area continued to  
8 grow during that time and she  
9 said she did not have the  
10 capacity to do that this next  
11 year, so initially Dr. DeLong  
12 was going to work on the project  
13 was essentially is our  
14 accreditation. This is the  
15 person that is going to work  
16 with the Vice President  
17 developing our next  
18 accreditation report that is due  
19 in about a year and a half, so  
20 there were some changes and the  
21 task was offered to [INAUDIBLE]  
22 based on the availability of the  
23 current capacity to help with  
24 the back fill that essentially  
25 includes few hours a week going

Sample footer

1 into the Academic Affairs office  
2 depending on the availability

3 will be either late afternoons  
4 or evening and the completion of  
5 additional projects outside of  
6 their scope of work.

7 >> Marisa Perez:

8 Unfortunately I can't get to the  
9 item on the iPad. So I would  
10 like to know how much money on  
11 an annual basis has been paid to  
12 our Deans to perform the out of  
13 classification assignments?

14 Maybe -- I can't open it. I  
15 don't know why. Thank you  
16 Andrea.

17 >> Dr. Fierro: It's says  
18 about the steps depending which  
19 classification they are we have  
20 to run the numbers on each but  
21 essentially our procedure is two  
22 steps above their rank  
23 temporarily so for instance on  
24 Dr. Smith as soon as she goes  
25 back to the regular assignment

Sample footer

1 her salary goes back to what it  
2 was and two steps just to give  
3 you an example let's say \$2,000  
4 over the year one term so we're  
5 talking about 8,000 so 16,000  
6 per year and if we do two it's  
7 somewhere around 22,000, 35,000.

8 This Dean -- the salary to hire  
9 a full time there ranges from  
10 \$140,000 to \$160,000 so it's a  
11 net savings for the college of  
12 \$120,000 by keeping the position  
13 open the way it is.

14 >> Marisa Perez: Again I  
15 think we have been doing this  
16 several times and so we need to  
17 figure out the solution to this  
18 problem because this doesn't  
19 seem like a good solution.

20 >> Dr. Fierro: We have a  
21 couple of solutions but requires  
22 us to back fill the position or  
23 change the full structure of  
24 that unit which we also have a  
25 plan but that would require your

1 approval and essentially the  
2 rehire or hire of a new position  
3 which essentially would require  
4 a finance and investment. One  
5 it's cheaper than the next so  
6 the structure of the whole area  
7 is less costly but it will  
8 require your approval and your  
9 agreement to combine some  
10 duties, and then the easiest way  
11 obviously would be to hire that  
12 position, but --  
13 >> Marisa Perez: And are we  
14 confident that Shawna Basket  
15 pathways' responsibility -- I  
16 don't know what her job is here  
17 is not impacted from the  
18 additional work. Where is she  
19 at?  
20 >> Will let the Vice President  
21 answer that question.  
22 >> So Dean Basket pathways is  
23 highly capable both in her  
24 current position and with work  
25 that she's done similar. If you

1 recall the integration plan that  
2 was for 3SP, the BSI grant and  
3 the student equity that was due  
4 in at the beginning of this  
5 term. She lead that as well.  
6 That work showed me demonstrated  
7 her ability to move through  
8 highly complex categorical  
9 funded positions and plans into  
10 one but the accreditation is  
11 more work on top of that, a bit  
12 more, so the compensation to the  
13 office I think it's what is  
14 needed and she will be able to  
15 handle both. I am confident in  
16 her abilities or I wouldn't have  
17 proposed this.  
18 >> Marisa Perez: What is her  
19 current position here?  
20 >> Dean of student success and  
21 library, LRC and a few other  
22 departments.  
23 >> Marisa Perez: Okay. I am  
24 concerned because again we're

25 taking a lot of people to focus

Sample footer

110

1 on some of these  
2 responsibilities and I am just  
3 concerned about their current  
4 work, what they're supposed to  
5 be doing because she obviously  
6 plays a important role with the  
7 Student Success Center.  
8 Dr. DeLong plays a very  
9 important role in counseling and  
10 Dr. Prichard too so again I am  
11 just wondering if this is a good  
12 solution long-term because I  
13 feel like we have been doing  
14 this for a while now I guess for  
15 the last two years. I mean --  
16 >> Dr. Fierro: I understand  
17 your concern. I 100%% agree  
18 with your concern and the short  
19 answer it is not a good solution  
20 for the long-term which is that  
21 is -- as you said part of a  
22 bigger picture because we have  
23 people doing a lot of work in

24 multiple areas of the campus at

25 this time so we have to very

Sample footer

111

1 soon begin providing some level

2 of relief especially if the SERP

3 goes through because we could

4 see a significant exit of

5 employees and we are already

6 shorthanded in multiple areas,

7 so so it's my opinion and

8 recommendation that we have to

9 address some of these needs in

10 the upcoming weeks, months to

11 strategically release some of

12 our current positions to provide

13 the relief and two, to plan in

14 the event that the SERP will go

15 -- short answer is yes, I agree

16 with you and it's not a good

17 idea in the long-term.

18 >> Marisa Perez: All right.

19 Thank you.

20 >> President Lewis: Without

21 any other Board Member

- 22 discussions we will take a  
23 motion on this item.  
24 >> [INAUDIBLE].  
25 >> President Lewis: So moved.

Sample footer

112

- 1 Is there a second?  
2 >> Second.  
3 >> President Lewis. Roll call  
4 please.  
5 >> Student Trustee Avalos.  
6 >> Aye.  
7 >> Trustee Avalos.  
8 >> Aye.  
9 >> Trustee Birkey.  
10 >> Aye.  
11 >> Trustee Camacho-Rodriguez.  
12 >> Aye.  
13 >> Trustee Lewis.  
14 >> Aye.  
15 >> Trustee Liu.  
16 >> Aye.  
17 >> Trustee Perez.  
18 >> Aye  
19 >> And Trustee Salazar is  
20 absent. The motion passes.

21 >> President Lewis. Thank  
22 you. As it is 8:59 p.m. now and  
23 according to our board policy or  
24 at least our board  
25 recommendation that we're to

Sample footer

113

1 move into close session by  
2 9:00 o'clock but seeing as how  
3 the rest of the items are either  
4 informational or an approval  
5 would anybody of the Board  
6 Members like to continue with  
7 the rest of the agenda before we  
8 go into close session for the  
9 rest of the evening or would you  
10 like to go into close session  
11 now as it is 9:00 o'clock?  
12 >> [INAUDIBLE] [Off Mic].  
13 >> President Lewis: All  
14 right. We have a close session  
15 and without objection we will go  
16 into close session as it is  
17 9:00 o'clock per board policy.  
18 Close session includes

19 significant expose tower  
20 litigation pursuant to  
21 Government Code 54954.5(d). One  
22 case and Item 43 which five  
23 cases of employee discipline and  
24 dismissal and release and Number  
25 44 conference with Labor

Sample footer

114

1 Negotiators there will be one  
2 read off and we will continue  
3 with the open agenda item and  
4 this close session will last no  
5 longer than 90 minutes. Thank  
6 you.  
7 [GAVEL]  
8 (closed session)  
9 >> President Lewis. Welcome  
10 back we're done close session  
11 and there are reports the Board  
12 of Trustees authorize said the  
13 Vice President of resources to  
14 enter into a tentative agreement  
15 between the district California  
16 school employees as reported in  
17 close session and article leave

18 off and the vote was six yes,  
19 zero no. The close out and the  
20 board took action pursuant to  
21 the add code and not employ a  
22 probationary employee as a  
23 regular tenured faculty member  
24 for the 18-19 years and  
25 subsequent years and terminate

Sample footer

115

1 the employment effective  
2 May 2018 and provided the  
3 President or designee to provide  
4 notice to the employee before  
5 March -- roll was as follows.  
6 The board took action for of an  
7 employer as identified by the  
8 case cited and effective the  
9 employee's last working day of  
10 the academic calendar year --  
11 academic year or June 30, 2018  
12 whichever is sooner and directed  
13 the Academic Senate provide  
14 advice and judgment whether the  
15 employee meets minimum

16 qualifications for replacement  
17 as a first year faculty member  
18 and the board may take action  
19 whether the employee exercise  
20 rights consistent with the code  
21 and the board Superintendent or  
22 designee provide notice  
23 consistent with the actions on  
24 or above the date as cited five  
25 yes, zero no's, one abstention

Sample footer

116

1 of the that concludes the read  
2 outs for close session and move  
3 to Item 36 and the ASCC report  
4 for ended December 312017. I  
5 will a motion to receive and  
6 file.  
7 >> Carmen Avalos: Motion to  
8 receive and file.  
9 >> President Lewis: There's a  
10 second and since we still have  
11 Trustee Birkey.  
12 >> [INAUDIBLE].  
13 >> President Lewis: We will  
14 wait for the call and if he

15 doesn't answer we will do a  
16 voice vote on it. You need some  
17 WD40.  
18 >> [INAUDIBLE]  
19 [Laughter]  
20 >> President Lewis: Nice.  
21 Nice. All right. So we will  
22 take a roll call vote. We  
23 already heard Trustee Birkey.  
24 >> Trustee Avalos.  
25 >> Aye.

Sample footer

117

1 >> Trustee Avalos.  
2 >> Aye.  
3 >> Trustee Birkey.  
4 >> Aye.  
5 >> Trustee Camacho-Rodriguez  
6 >> Aye.  
7 >> Trustee Liu.  
8 >> Aye.  
9 >> Trustee Perez.  
10 >> Aye.  
11 >> All right. Motion passes  
12 so item number 37.

13 Informational item on the  
14 College Coordinating Committee  
15 minutes. I will entertain a  
16 motion to receive and file.  
17 >> (INAUDIBLE)  
18 >> We have a motion from  
19 Trustee Perez. Is there a  
20 second.  
21 >> Shin Liu: Second. Roll  
22 call (calling roll).  
23 >> President Lewis: All  
24 right. Perfect. Motion passes.  
25 Item number 38 a Guided Pathways

Sample footer

118

1 work plan informational item. I  
2 will entertain a motion to  
3 receive and file.  
4 >> [INAUDIBLE].  
5 >> Unless there is a  
6 presentation that somebody wants  
7 --  
8 >> Can we it to next time?  
9 It's an important presentation  
10 if nobody wants to hear it.  
11 >> Dr. Fierro: Could you --

12 >> Marisa Perez: Guided  
13 Pathways.  
14 >> President Lewis: Do you  
15 want to give a brief --  
16 >> [INAUDIBLE] [Off Mic].  
17 >> President Lewis: Is the  
18 mic on? I can never tell.  
19 >> College needs to fulfill  
20 certain requirements attending  
21 certain meetings, preparing a  
22 self assessment and then a work  
23 plan. The work plan is a plan  
24 -- VP Miranda said to plan for  
25 the next year and this is in my

Sample footer

119

1 opinion one of the most exciting  
2 projects that has come to the  
3 college, and I would ask you all  
4 to embrace it and to become  
5 enthusiastic supporters of this.  
6 It inspires to transform the  
7 college in ways that help  
8 students reach their goals  
9 effectively, efficiently and

10 with more speed than as occurred  
11 in the past so it's an ambitious  
12 project and in the first year  
13 the item before you tries to set  
14 forward how in the next year the  
15 college would move to become  
16 more equipped and able to  
17 support the Guided Pathways  
18 structure. They're certain  
19 specific things I envision the  
20 college would do such as --  
21 well, actually I think member  
22 Perez brought the board's  
23 attention to Item 12 which dealt  
24 with the CTE pathways. Guided  
25 Pathways take a lot of cues from

Sample footer

120

1 that area and a lot what you  
2 admired in the flier is what  
3 Guided Pathways is about to give  
4 students clearer direction and  
5 encourages students to -- well,  
6 so part of our process for next  
7 year would be to develop these  
8 kinds of resources, electronic

9 and otherwise and begin building  
10 the infrastructure that would  
11 support this and by  
12 infrastructure I mean the  
13 technological tools that staff,  
14 faculty and most important  
15 students would need to have in  
16 order for them to know where  
17 they are in progress towards  
18 their degree, so we have worked  
19 with a group of probably it's  
20 included 50, 60 people across  
21 campus to develop this plan, and  
22 it still is under way, and if  
23 that is the plan might be  
24 subject to further revision and  
25 I would also invite all of you

Sample footer

121

1 Trustees to take a look at this  
2 and give us some feedback --  
3 sorry?  
4 >> [INAUDIBLE].  
5 >> It is due on March 30 so if  
6 you have some feedback we would

7 appreciate it say by March 24 or  
8 so that we can incorporate it  
9 into the plan so is that  
10 sufficient or shall I go into  
11 further -- I can get really into  
12 the weeds if you like.  
13 >> President Lewis: I think  
14 we're good. We may have a  
15 further presentation if  
16 requested.  
17 >> I appreciate that. Thank  
18 you. I will entertain a motion  
19 to receive and file this item.  
20 >> Second.  
21 >> Motion and a second.  
22 >> (calling roll).  
23 >> President Lewis: Motion  
24 passes. Thank you. On to Item  
25 40. Consideration of the

Sample footer

122

1 ratification of academic  
2 calendar for the 17-18 fiscal  
3 year. No presentation on that?  
4 >> Dr. Fierro: Just the board  
5 policy that I don't think has

6 been consistently implemented in  
7 the past and like said we're  
8 going back to the policy and  
9 make sure we're implementing  
10 them.

11 >> President Lewis: I will  
12 entertain a motion for  
13 ratification.

14 >> So moved.

15 >> President Lewis: So moved.

16 Is there a second?

17 >> Second.

18 >> We have a second. Roll

19 call please (roll call).

20 >> The motion passes.

21 >> President Lewis: All

22 right. Number 41.

23 Consideration of approval of the

24 academic calendar for the

25 2018-19 fiscal year.

Sample footer

123

1 >> [INAUDIBLE].

2 >> Move approval. Is there a

3 second?

4 >> Second.  
5 >> Second. Roll call please  
6 (roll call).  
7 >> Motion passes.  
8 >> President Lewis: Thank  
9 you. We will move to reports  
10 and comments starting with  
11 Student Trustee Avalos.  
12 >> None for tonight. Thank  
13 you.  
14 >> Trustee Perez.  
15 >> [INAUDIBLE].  
16 >> Trustee Avalos.  
17 >> No report.  
18 >> No report.  
19 >> Dr. Fierro.  
20 >> Dr. Fierro: So I know  
21 you're tired. Funding formula  
22 --  
23 >> [INAUDIBLE] [Off Mic].  
24 >> Sorry Trustee Birkey do you  
25 have a report?

Sample footer

1 >> No.

2 >> No report.

3 >> President Lewis: No just  
4 kidding. Dr. Fierro.  
5 >> Dr. Fierro: As much I  
6 would not to give you a report I  
7 have to tell you about the  
8 funding formula so there has  
9 been controversy with the model  
10 presented. The model -- I don't  
11 know how to call it that came  
12 out from the Department of  
13 Finance simulation. It is not  
14 very favorable for Cerritos  
15 College as I mentioned in a  
16 previous report. It shows  
17 losing about a million dollars  
18 once we come out of the hold  
19 harmless. This model  
20 essentially moves nearly 7% of  
21 the total budget of the state  
22 into a handful of districts, so  
23 you will have a switch in  
24 funding in which some districts  
25 lose money like we will, and

Sample footer

1 some districts could gain  
2 upwards to \$12 million,  
3 \$15 million in new revenue. The  
4 problem with that is the equity,  
5 and the equity as to how you  
6 fund students FTES, so I'm going  
7 to give you only examples of  
8 single campus districts so on  
9 the current funding model the  
10 colleges that gain additional  
11 dollars on this formula starting  
12 with number one -- I don't want  
13 to give you the name of the  
14 college because it's not their  
15 fault. It's just how the  
16 formula works. They will  
17 allocation of -- per FTES.  
18 Cerritos College as a single  
19 college district like number one  
20 will only receive \$5,690 so it's  
21 an issue of equity because we  
22 will be losing nearly \$4,000 per  
23 student putting the students  
24 that need the most help at  
25 significant risk. This is only

Sample footer

1 a single campus districts so  
2 when you're talking about  
3 multi-campus districts in the  
4 current model that we have today  
5 without changes they already do  
6 better than districts like ours.  
7 Some could receive as much as  
8 \$7,000 per FTES and in a  
9 district that already is ahead  
10 that is also significant, so  
11 obviously our hope is that these  
12 formula as presented is  
13 [INAUDIBLE] happening because  
14 over time it gets worst so about  
15 49 districts out of the 72 will  
16 progressively lose money after  
17 the third year ranging from  
18 losing a quarter of a million  
19 dollars to losing \$23 million  
20 after the third and fourth year.  
21 Unfortunately Cerritos College  
22 does not fair any better during  
23 that projection and within about  
24 a couple of years, maybe third  
25 year after the model is

1 implemented we could be looking  
2 at five mild loss or some other  
3 district within short driving  
4 distance from us could see an  
5 increase in revenue of  
6 \$19 million so it's not this is  
7 coming out of new money. You're  
8 essentially taking it away from  
9 some districts and giving it to  
10 other districts and when Vice  
11 President Miranda talked about  
12 the 25 on performance, 25 on  
13 consolidation of categoricals  
14 and 50% on enrollment and we  
15 have increased our graduation  
16 rates by 30% in the last three  
17 years but that doesn't count so  
18 are we getting penalized for  
19 doing better? Under the current  
20 description of the formulas we  
21 are because only completions  
22 within a three year period will  
23 be counted and we have done  
24 better, but our better numbers

25 are showing in the fourth and

Sample footer

128

1 fifth year. As we mentioned  
2 earlier we have a student  
3 population because of the  
4 economy and their needs they  
5 tend to work more on jobs and  
6 come to school less because they  
7 need to make a living, and under  
8 this condition obviously they  
9 are penalized and we are  
10 penalized for doing better  
11 because we are essentially  
12 increasing graduation rates but  
13 in the current formula we will  
14 continue to lose funding, so  
15 some of the conversations that  
16 are taking place to implement  
17 this formula over a seven year  
18 period with a two year of hold  
19 harmless that includes COLA.  
20 The current hold harmless  
21 doesn't include the COLA so the  
22 COLA@indicated by the state is  
23 unlikely to be allocated under

24 the current model to us because

25 we're not in growth mode which

Sample footer

129

1 means we will only receive what

2 we received this year so the

3 same amount for the next year,

4 not including the augmentation

5 of COLA so part of the proposal

6 that we have been working on

7 with a group of other CEOs. I

8 spent Sunday doing some of that

9 work with them is a model that

10 projects a seven year

11 implementation with a two year

12 minimum of hold harmless with

13 COLA augmentation. Why is COLA

14 important? Simple. We all have

15 negotiations to do and we all

16 have raising costs of STRS and

17 PERS considerations so hold

18 harmless without an increase on

19 COLA means less money because

20 the contributions for this year

21 STRS and PERS increase and next

22 year too and the implementation  
23 proposed and I guess this is  
24 again just a proposal we're  
25 trying to work through the

Sample footer

130

1 Chancellor's office and see if  
2 we get transaction and phase  
3 every year until we get to 25 at  
4 the end of the seven so at the  
5 end of the second year of hold  
6 harmless we will allocate 5% of  
7 the revenue on the performance  
8 model being proposed, second  
9 year ten and 15, 25 at the end  
10 of the fifth year. I don't know  
11 if this is going to happen.  
12 This is what we had been trying  
13 to advocate for because based on  
14 current climate it seems a  
15 change in the funding formula  
16 will happen. We don't know how  
17 so we're trying to mitigate the  
18 impact as much as possible, so  
19 how can you help? And I hope  
20 more of you are listening at

21 home. Contact your local  
22 legislators and ask them to look  
23 at the current projections. We  
24 are not against accountability,  
25 but I think a change in formula

Sample footer

131

1 that is leading to this type of  
2 changes in budget so quickly is  
3 detrimental for the work we're  
4 all trying to do. It's  
5 detrimental for the students  
6 we're trying to serve and the  
7 community we're trying to serve  
8 and for all of us who come to  
9 work everyday to do the best we  
10 can for our students, so the way  
11 that you can help as I said  
12 before contact your local  
13 legislators and ask them to take  
14 a closer look at those models  
15 and to help us develop a new  
16 formula that is more doable that  
17 favors everyone equally and  
18 doesn't create a model of

19 disparity in which some colleges  
20 will receive significantly more  
21 dollars to serve the students  
22 because that will lead is to a  
23 competition more so than exists  
24 today between districts and the  
25 districts like ours that are in

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1 the lower end of the scale of  
2 funding will continue to lose  
3 students to the districts that  
4 have more dollars per head to  
5 provide services. As a student  
6 my college down the street is  
7 giving me \$8,000 in services and  
8 you can only give me five I go  
9 to the eight so that will be  
10 detrimental for all of us and  
11 this is one of the things we can  
12 all agree to work together to  
13 advocate, to make sure the  
14 formula is fair. I'm not saying  
15 that we shouldn't do performance  
16 but there are other ways in  
17 which we can all continue to

18 serve our students and sorry for  
19 the length.  
20 >> President Lewis: Is the  
21 way it's formulated now the same  
22 amount for each student no  
23 matter where they go?  
24 >> Dr. Fierro: Yes. Right now  
25 it's relatively even. Every

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1 college \$5,100 or \$5,200 and if  
2 you're a large district you have  
3 things to do with the dollars  
4 and right now it's about fair  
5 but the current model has 7% of  
6 the total budget of community  
7 colleges from some colleges to  
8 the next creating disparities  
9 \$5,200 to \$9,200 per FTES.  
10 >> President Lewis: It's  
11 certainly something we can  
12 advocate the legislators for and  
13 not as helpful in our area and  
14 the situation with our  
15 legislators so with they want to

16 make a couple quick points. I  
17 not to the Norwalk State of the  
18 City address. It was great. I  
19 went to the gastro pub Culinary  
20 Arts -- not really a region and  
21 it was great. You should have  
22 been there and Dr. Fierro was  
23 there along with Student Trustee  
24 Avalos and glad to see them and  
25 looking forward to the Hall of

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1 Fame dinner tomorrow night and  
2 with that without any objections  
3 our meeting is adjourned. Thank  
4 you.

5 [GAVEL]

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