

MINUTES

Regular Meeting ♦ January 30, 2018

	LAST NME	FIRST NAME	DIVISION	TERM
X	Beyene	Aemiro	SEM	2018
X	Cabuto	Froylan	Liberal Arts	2019
X	Casas	Ralph	Health Occupations	2018
X	Falcon	Dennis	Humanities/Social Science	2019
X	Garriott	Don	DSPS	2017
X	Greenberg	Bruce	Business Education	2019
X	Griffin	April	Liberal Arts (Secretary)	2018
	Hitch	Ryan	Part-Time Representative	2018
X	Hoppe-Nagao	Angela	Liberal Arts	2019
X	Juntilla	Tim	Liberal Arts	2018
X	Krayer	Adelle	Health Occupations	2018
X	Lacy	Tor	SEM	2018
X	Lewellen	Michelle	Humanities/Social Science (President)	2018
X	Lovejoy-Robold	Niki	Liberal Arts	2019
X	Lundeen	Brittany	Counseling	2019
	May	Russ	HPE/A	2019
	Maz	Andrew	Fine Arts	2018
X	Miller	Kirk	Fine Arts	2019
X	Moore	Deb	Library	2017
	Moriarty	Cindy	Business Education	2018
X	Mulleary	Joe	Technology	2019
X	Mullins	Terrance	Humanities/Social Science	2019
X	Negrete	Bernie	SEM	2019
X	O'Neil	Scott	SEM (Vice President)	2019
X	Obasohan	Victor	Humanities/Social Sciences	2018
X	Richardson	Chris	HPE/Athletics	2018
X	Salgado	Martin	Part-Time	2018
X	Soto	Armando	Counseling	2018
	Stieber	Michelle	SEM	2019
X	Ukita	Traci	Counseling	2019
X	Vega	Frank	Technology	2018
X	Voorhies	Ann	Health Occupations	2019
X	Worrel	Dara	SEM	2019

X	Rosenblatt	Stephanie	CCFF Liaison <i>(Non-Voting)</i>	
	Motesdeoca	Sarah	Student Liaison <i>(Non-Voting)</i>	

GUESTS: Robert Hammond for Ryan Hitch

1. CALL TO ORDER (11:05 A.M.)

Pledge of Allegiance

2. ANNOUNCEMENTS/INFORMATION ITEMS

- A. Think outside of the CSU box
 - B. CSUs are reaching capacity and turning more and more students away.
 - C. Offering more opportunities to discuss/explore private school options
- B. Employee giving campaign
- C. Dr. Maulana Karenga speaking in the Teleconference center on Wednesday
 - B. Creator of Kwanzaa and the Nguzo Saba

3. APPROVAL OF MINUTES

- A. Minutes for 1/30/18
 - B. Change in minutes to show that two applications were submitted for Faculty Accreditation Coordinator
 - C. Moved for approval by senator Ukita
 - D. Second by senator Hoppe-Nagao
 - E. Abstentions from Senators Voorhies

4. APPOINTMENTS/ AND NOMINATIONS

- A. Faculty Accreditation Coordinator:
 - B. Motion to approve Michelle Lewellen forward as Faculty Accreditation Co-Chair
 - C. Motion for approval from Senator Ukita
 - D. Second from Senators Soto and Lacy
 - E. Michelle Lewellen accepts the nomination and announces that she will not seek reelection as Senate President
 - F. Motion approved

5. STANDING COMMITTEE REPORTS

- A. Enrollment Management – Michelle Lewellen
- B. Coordinating – Michelle Lewellen
- C. Student Equity – Michelle Lewellen
- D. Planning & Budget – Michelle Lewellen
- E. Board Meeting – Michelle Lewellen
- F. FHP – Angela Hoppe-Nagao

6. SENATE DISCUSSION/ACTION ITEMS

- A. Athletic Tutoring Center/Student Equity – Rick Miranda
 - a. Concern the student equity committee did not know about this
 - b. Wanted to hear the explanation on the data
 - c. Most of the last equity meeting was spent on discussion of data and how to evaluate the data

- d. The funding is still intact and will still be used for tutoring of athletes
 - i. There were not services cancelled for the athletes
 - ii. Still continuing small group tutoring, just providing scheduled tutoring.
- e. Counseling is working with athletes and students to ensure students who may need more tutoring or support are identified and connected with the tutoring resource
- f. ED planning can still occur, it will just need to be scheduled
- g. The drop-in is the change. This is now a scheduled and structured process. Students will be given a set of problems or worksheets to work through when they come in.
- h. The data presented between athletes using the services and athletes not using the services shows a difference in persistence but not retention and completion
 - i. Cohort model is key to the persistence.
- i. Money is still being used for the same thing, but it does not include a drop in time
- j. Was the equity committee told about this?
 - i. No, there was a breakdown in communication
 - ii. The information was not given to the equity committee
- k. Data from athletes will still be run separately from all students
- l. The project was originally guided as a pilot
 - i. All student athletes were not included
 - ii. The data from some of the athletes was being used against the project and the budget was cut
 - iii. Athletes need more than tutoring support
 - iv. There was no communication with those running the program
- m. The budget was reduced prior to Rick becoming VPAA
 - i. Tutoring was part of the process, not the whole amount
 - ii. There is money allocated to tutoring but there is also money for other needs
 - iii. There are no reductions in counseling offerings
- n. Did those heading the project receive the data before it was presented
 - i. Yes, but some of the data used was from questions that were not targeted by those heading up the project
 - ii. There was narrative data included
 - iii. The data presented was not a full representation of what the success center was doing for the athletes
 - iv. Much of the data was qualitative and that was not given the same weight as the quantitative data
- o. Other resources
 - i. Different speakers
 - ii. NCAA speakers
 - iii. Instructors to assist with tutoring
 - iv. Laptops to assist with student needs
 - v. Events
- p. These events are still available upon request. There is just more structure required for the tutoring portion
- q. What is the reason for the breakdown in communication and what can be done to prevent that in the future?

- i. Showing a greater intention to reach out to those involved in the projects and to the committees who may handle funding relating to these projects/decisions.
 - ii. Consultation with Faculty Senate President
- r. If you have a committee in charge of allocating these resources how did those that are not on those committees left out of the decisions regarding the allocation of those resources?
 - i. In this situation ,the break down was that the original creator should have been informed. Currently, the LRC is heading up this project.
 - ii. The intention was to restructure a program, not to defund the program. It is a practice change, not a change in services provided.
- s. Who requests the services that are now on request?
 - i. The coaches.
 - ii. Athletics counselor
 - iii. Queries
- t. One part of the spirit of the program was to give students safe space to acculturate to the college experience. Can students request these resources? One intention of the program was to take some of the burden of the emotional support from the coaches to resources on campus
- u. The structuring of the tutoring process does not allow this to serve all athletes as it becomes a one size fits all solution and it doesn't apply to many student athletes
- v. If there was an issue it should have been brought to those who were leading the project so that they could have been corrected without this intervention.

EMP Goal A – Strengthening the Culture of Completion

B. Student Attendance Issues/Police and Laws – Valyncia Raphel

- a. Title IX 20USC 1681- 34CFR section 106.40 subsection B5
 - i. This is regulations that concern students who require accommodations due to pregnancy and post partum.
 - ii. Expectations for students that are under marital or parental status
 - iii. Students should have as much time as needed for post-partum and childbirth
 - iv. We manage this through a doctor's note through Judicial Affairs Office and Title IX coordinator
 - 1. If you know a student is pregnant and will need time off for childbirth or lactation we encourage you to refer them to Sally Havice or Dr. Raphael
 - 2. Students absences due to childbirth, lactation, and/or postpartum will be excused
 - 3. Early intervention is key
 - a. Get the information out to students through a campaign
 - b. Syllabus statement is important as well
 - v. The concern is that faculty will need additional training to ensure that faculty are prepared to support students in this way
 - vi. Faculty have asked that Dr. Johnson and administration to update the AP to include all current legislations
 - vii. The legislation is “reasonable accommodation”
 - 1. Slightly different, it can be alternative assignments instead

2. So instead of having a student engage in a debate by themselves a different assignment can be provided to the student that would achieve the same outcome
- viii. The expectation is that this would take the rest of the semester to address
- ix. What roll does and incomplete play?
 1. In a situation where a student misses class and may not be back before the end of the semester. In the past we have given incompletes. Is this still the same?
 - a. Incompletes are still an option. It should be taken on a case by case basis.
 - b. If a student gives birth the first week of class there isn't really work to assess to justify the incomplete.
- x. Sometimes it isn't just making up the work, it's ensuring the student success. Would HR and Judicial Affairs recommend a student take the course at a different time?
 1. Yes, the goal is to work with the faculty and the student to ensure that the needs of the student and the faculty are met
- xi. Issue with nursing and an incomplete: You get a year to complete the missing assignments. In nursing with clinical if you receive an incomplete you have to enroll in the course because it is a supervised experience and the hospitals require that students be enrolled in the course in order to complete the clinicals. So students are paying for the 5 unit course twice in order to complete their education. Is it possible for students to have the fees waived to finish the course?
 1. Yes, these are unintended consequences. We will look into it and see what we can do.
 2. Our intention is to not disadvantage the student in any way
- xii. Augment the current policy to include this part of the legislation into the attendance policy.
- xiii. What major medical issues have also been encountered?
 1. Temporary medical issues: students may use their three absences and then fall into a temporary disability status (car accident, severe flu, etc).
 2. We are working with DSPS to get students with temporary disability status priority assessment to ensure they are assessed and accommodations are established.
 3. "it looks like you are having a difficult time in class. If you would like these absences to be waived you will need to get appropriate documentation from DSPS"
- xiv. What about abuse of medical documentation?
 1. If a student is reluctant to meet with DSPS you may refer them to the ADA coordinator (Dr. Raphael)
 2. DSPS counselors are equipped to address students with chronic issues
- xv. Students don't read syllabi consistently, can we put this information on MyCerritos?
 1. Yes

2. But it should still be on the syllabus. From a union standpoint your syllabus is your contract with the student. Since there is not a standardized attendance policy it is in your best interest for a statement to be in your syllabus regarding attendance. It makes sure the student cannot claim bias when there is an attendance issue.
3. The syllabus is not to inform students of their rights it is to inform students of what we expect of them in class.
4. Use a hyperlink to a document from the college

xvi.

EMP Goal A – Strengthening the Culture of Completion

EMP Goal D – Improving Internal and External Communication

7. REPORTS

A. Student Senate Liaison (Sarah Montesdeoca)

B. Not present

B. CCFF Liaison (Stephanie Rosenblatt)

B. 15 part time counselors will be laid off because there is a lack of funding from 3SP

C. As of Friday February 2 these counselors would no longer have hours

D. When we know we are short of funding we make corrections so we can address it in the next semester. We have never laid people off mid semester

E. This is 144 hours of counseling that just disappears.

F. The best option at this time is to extend the contracts until the end of the month. However it is the belief of the union and the counselors that it is in the best interest of the school to keep the counselors for the rest of the semester.

G. How can these hours be made up with a lack of staff?

H. It would take about 140,000 dollars to keep the counselors.

1. Treat it as a one time expense

I. When did we know that these funds would run out? Were the counselors hired with the knowledge that the money would run out?

1. We knew the money would run out in Mid December going into the break

2. We asked that the spring schedule be set up in November. We scheduled for the spring before we knew the funding amount we would be given

3. We searched out other funding sources. This has been an ongoing discussion. We have tried to find alternative sources.

4. This led to people getting late notifications as to what hours would be cut.

5. This also hurts our reputation. Word is going to get out and it will be more difficult for us to find part time instructors and counselors.

C. Secretary (April Griffin)

D. Senate Vice President (Scott O'Neil)

E. Senate President (Michelle Lewellen)

B. There was some indication that we would have some financial issues last spring. Suddenly it became an emergency at the end of the fall. The senate issue is that we have a student to counselor ratio of almost 1000 to 1. Letting go of these counselors raises this ratio in the wrong direction.

- C. Our completion projects require students to use these front door services to get through our programs
 - D. This money will not break the bank to keep these counselors
 - E. There are some issues with the data used to secure 3SP money.
 - F. There are IT needs that are not getting met that would assist in the numbers of students being serviced.
 - G. This is a huge disservice to our students
 - H. Restructure is the right of the district but this should not happen mid semester
 - I. Not fair to students, not fair to faculty
- F. Dr. Johnson
- B. Understand the concerns
 - C. Eager to move forward and find solutions
 - D. What can be done quickly to address the funding to address the funding equation we have to work with
 - E. Scheduling is a 12 month process
 - 1. Scheduling is a semester to semester process, just like all other faculty. The same is true for library faculty
 - F. Highest demand time is in the summer when we have the fewest classes. The question is why was this the timing for this? It is because we are in a low need for counselors
 - G. The better we can do the more funding we can get based off of 3SP.
 - H. We need to sit down together and to find what can we do to do the best possible based off of the resources we have.
 - I. Comments/Questions
 - 1. 3SP is something we haven't fully implemented. We can't achieve the numbers without full implementation. The emphasis is on comprehensive ED plans. Counseling has adjusted in order to attempt to complete comprehensive ED plans. But one issue is that we can't follow up with students who are hitting the unit benchmark who need to come in and complete an ED plan. We need IT to support that.
 - 2. Students who have hit this benchmark need incentive to come in. is this a hold on an account? Is this a true incentive? Directed emails result in 18 out of about 200 students receiving comprehensive ED plans.
 - 3. The discussion of these things needs to be open and transparent
 - 4. Rescheduling of full time counselors
 - a. If the 144 hours are taken on by the full time faculty in counseling then the counseling faculty will not be able to take part in the completion projects we have moving across the district (guided pathways, Cerritos complete, multiple measures)
 - b. Counselors are the ones who know how the front door services and know the needs of the students
 - 5. It is the understanding that the counselors came to the VP with concerns and alternative solutions prior to the layoffs. What will change now?
 - a. Yes they did, but we need to work with the funding we have and the funding that we can achieve.

- b. We need to sit down and find places to increase the money we can receive based off of these counseling services
- 6. Were there past conversations about finding alternative funding sources to pay for the counselors?
 - a. The focus for the last year has been, because the right thing to do for these students and because it gets us funded, is that counselors should be focused on creating comprehensive ED plans.
- 7. Counselors are not just creating ED plans
 - a. There are programs on campus that require a lot of counselor support. Cerritos complete, Guided pathways,
 - b. Coordinating programs like Puente, Umoja, Dreamers
 - c. Counselors are trained in working with students one on one in various stages of crisis intervention
- 8. This should have been something that we forecasted. We should have focused more closely on budgets and finances. So that we are not in a position to have to lay off individuals.

8. ADJOURNMENT (12:20 P.M.)