



ACADEMIC SENATE NEWS

ELAC's Academic Senate is the voice of faculty in academic and professional matters.

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Senate President's Message: New Funding Formula

A major development has emerged since [our last newsletter two months ago](#). In January, [the Governor's Proposed Budget set forth a new "student-focused funding formula" for California's community colleges](#) intended to help reorient the entire system towards implementation of the [Vision for Success adopted by the California Community Colleges' Board of Governors](#) in 2017.

Currently, student enrollment is the principal basis for funding community colleges. Under the new funding formula, approximately 50% of our funding would be based on enrollment, 25% would be a "supplemental" grant based on low income students (measured by recipients of fee waivers and Pell grants), and 25% would be a student success incentive grant that would reward progress towards student success metrics, such as students completing degrees and certifications of achievement/completion in 3 years or less. It is unclear at this early stage how our district will fare under the new formula but a final simulation should be in place by May. However, at least for the initial year 2018-19, all colleges would be held harmless, i.e., colleges would receive at least as much funding as they received this year.

[According to the Legislative Counsel's Digest in the budget bill trailer language](#), a condition of receiving the supplemental grant and student success incentive grant, would be that college districts align their master plans with the Vision for Success, which was done in the construction of our newly revised District Strategic Plan. As you may recall, in [the August 2017 Senate Newsletter](#), I alerted you to that this strategic vision would lead towards more performance-based budgeting. This is a sad development given the pitfalls of [performance-based funding long recognized by the state academic senate](#), which is [currently lobbying against the link to student performance and against the proposal for an independent online college](#).

Despite lobbying by the ASCCC and the CFT, the state legislature is unlikely to move away from what has been a steady development towards exerting greater control over community colleges in an effort to ensure better outcomes for students. There was not a single vote against SB 1440, which created the Associate Degree for Transfer, or AB 705, which requires completion of transfer-level English and Math within one year as well as placement of students in those subjects based on high school coursework and grades.

However, on the upside, we are on the cusp of a new regime where student success should be prioritized to a greater extent than ever before. Thus, it is imperative that we, as faculty, do all that we can to help colleges make the changes necessary to meet those expectations and help our students. Now, more than ever, faculty advocacy will be crucial for ensuring that short-sided models of efficiency give way to greater investments in instruction and support services.

Jeffrey Hernandez
Academic Senate President

Spring 2018 Remaining Senate Meetings

The Academic Senate meets on **the second and fourth Tuesday** of each month, **12:10-1:30pm** in **G1-301A/B**.

Mar 13

Mar 27

Apr 10

Apr 24

May 8

May 22

All faculty are strongly welcomed to attend.

2018 Hayward Award Winner: Brenda Chan

The Academic Senate for California Community Colleges selected Nursing faculty member Brenda Chan for the 2018 Hayward Award for excellence in teaching and professional activities. She will be formally recognized by the California Community Colleges' Board of Governors at its March meeting and a reception will be held at the April 10 meeting of the ELAC Academic Senate.



Remaining Spring 2018 Senate Exec Meetings

Except where indicated otherwise, the Senate Executive Committee meets **12:10-1:30pm** in the **Faculty Center, F5-307** on the following dates:

Mon, Mar 5

Mon, Mar 19

Mon, Apr 16

Mon, Apr 30

Mon, May 14*

post-publication update



ELAC Leading from the Middle: A Guided Pathways Update

Our three Guided Pathways Faculty Facilitators, Dray Banks, Arpi Festekjian, and Nora Zepeda, joined Deans Evelyn Escatiola and Laura Cantu as a five member ELAC Team at the Leading from the Middle (LFM) Academy sponsored by the RP Group. Geared towards potential leaders within the middle of an organization, this year's LFM training is emphasizing Guided Pathways and involves three 2 1/2 day sessions in February, June and October.

The LFM training helped the ELAC Team identify short to long term goals and provided the opportunity for networking and brainstorming with other colleges. There were hands-on activities, such as concept mapping and logic modeling, i.e., outlining steps and resources needed. The ELAC Team gained insights in teambuilding from the project-based training and on the need to approach Guided Pathways strategically to increase support amongst college constituents.



Top Left to right: Phyllis Braxton (LFM Coach), Arpi Festekjian, Evelyn Escatiola, Laura Cantu, Dray Banks; Bottom: Nora Zepeda

Faculty Center

Located in **F5-307**, the Faculty Center has been the site of meetings/workshops by AFT, Professional Development, and Senate Exec. It is also ideal for meeting campus guests, such as for advisory meetings. [Click here to check availability and book reservations.](#)



Pay Senate Dues to Support Your Students

Last year our funds supported students from 22 departments with awards of \$650.00 each. This was the highest amount we have ever raised and it was solely due to your collective generosity.

Have your paid dues? If you have not, pull out that credit card and give now [at the Foundation's ELAC Academic Senate page](#). If you are not sure, contact [Senate Treasurer Marcia Cagigas](#)

The Academic Senate thanks you for your continued support of our students!

Professional Development Coordinator' Perspective

Our new Professional Development Coordinator, Nancy Ramirez, offers the following perspective: "Professional development efforts are rooted in the college mission and vision. As such, development activities are designed to promote key organizational components, support the current campus and state initiatives, and support the efforts of various faculty and student programs. Improving student learning and educational equity requires strong, consistent, and sustained collaboration among faculty, administrators, and staff. To effectively carry out our mission of empowering and transforming a global community of learners, our faculty and staff must continually enhance excellence in all aspects of teaching, learning, and student support. Therefore, professional development provides faculty, staff and administrators opportunities for improvement that enhances and supports student learning and student success, as well as encourages innovation and professional growth."



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