Administrative Response to Math Department Concerns

To: Los Medanos College Academic Senate
From: Office of the President
Date: October 26, 2026

Following the aftermath of the Covid pandemic and the opening of the new Brentwood Center, the College struggled to hire a permanent position to oversee the staff and operations. The administration developed a dean position to oversee the Center, Distance Education, the Library, and Learning Resources—both the Center for Academic Support and the Math Labs at both sites. After 18 months, it became clear that the components of the assignment did not justify the workload at the level of dean and that other areas needed different managerial focus and support.

The Dean, Brentwood Center, was proposed for layoff in February of 2026, and the incumbent in the position was approved as laid off in May with contract ending June 30, 2026. This led to a gap in important management and an opportunity to create more effective support. While temporary oversight has been used before and after the establishment/layoff of the Dean position, that approach is unsustainable for managers and staff. Appropriate level of managerial oversight is a standard of accreditation and good leadership for our college.

After discussion with the administration, faculty, and staff in the areas, two lower level manager positions were proposed: 1) Academic/Student Services Manager: Library and Learning Resources; and 2) Academic/Student Services Manager: Brentwood Center Operations and CTE Compliance Oversight.

The Mathematics Department at Pittsburg has raised concerns about one of the positions: new Library & Learning Resources manager, which gives tutoring, including math tutoring at both sites, a dedicated leader. In addition to those concerns, the Math faculty have also raised concerns about resources for tutoring, professional development, and administrative support, as well as questioning if the administration is in violation of California Ed Code or the Governing Board resolution regarding the management lay off described above.

The following response attempts to address concerns raised at the Academic Senate, correct the record where needed, and offer opportunities to collaborate.

We agree with the department on the core goals:

- Math students need reliable, well-trained tutoring every term, including summer.
- Adjunct faculty deserve ongoing support and professional development.
- Faculty should have a voice in the processes for how Student Equity and Achievement Program (SEA) funds are allocated.
- Math completion, now about 60–65%, must keep rising for students' success and completion and for the College's Student-Centered Funding Formula (SCFF) funding.

Where we differ is on whether a dedicated manager supporting learning through the Library and Tutoring helps or hurts those goals, and on what the funding history shows.

Math Department Request	Administrative position	Explanation
1. Pause the search for the new management position	Outside the Senate's purview	Hiring and administrative structure are the president's decisions, not an academic or professional matter under the Senate's 10+1. Below we address the department's concerns about the position on the merits.
2. Reconsider how the college allocates SEA funds	Agree to review	We support a clearer, cross constituent-informed process and will present the current allocation to the Senate. This is currently included in the IDEA committee's draft revised charges and has informed changes to the Resource Allocation Process. Further work needs to be done, and we're committed to this collaborative work.

Responses to Concerns Raised by Math Faculty at Senate Meeting, Sept. 28, 2026

Concern	Response
What position was eliminated?	The only position eliminated at LMC during the budget challenges of 2025-2026 was the Instructional Dean of Brentwood Center & Distance Education (M8), 100% General Fund. It existed only in 2024–26 and oversaw the Brentwood Center, distance education, learning resources and library services. The Dean oversaw tutoring and Library only for a portion of that time.
Did the creation of new manager positions go against the Governing Board's decision to eliminate the position?	No. The Governing Board action eliminated a specific position with specific funding during last year's budget challenges at the suggestion of the President and the District. Professor Von Bergen reached out to inquire about this and received a similar explanation from Dr. Michels on Sept. 14, 2026.
Is replacing a general-fund role with SEA money supplanting?	No. Supplanting in the context of the California Community Colleges Chancellor's Office (CCCCO) refers to using restricted grant or program funds (such as categorical funds) to pay for items or services previously funded by the district general funds. This position is new and has not previously existed and therefore is not supplanting.

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Shouldn't the Math tutoring stay under the math department's manager?	The realignment does move the math tutoring coordinators from the Dean of Math & Sciences to the new Library & Learning Resources manager. We made this change deliberately, for three reasons: 1. **A dedicated leader.** The Dean of Math & Sciences oversees many departments. The new manager's job centers on tutoring and academic support at both sites, year-round. 2. **More math tutoring staff.** The realignment adds an SEA Program-funded Math Tutoring Coordinator in Brentwood and has recruited a Senior Program Coordinator for the Pittsburg Math Tutoring Centers. 3. **The faculty role does not change.** The coordinators are classified professionals, and faculty cannot supervise classified staff under any structure. The department's role has always been collaborative, and it should remain so. Administration has never suggested math faculty should have no role in math tutoring. Faculty and tutoring staff working together on instructional approaches is best practice, and the College supports it. The position's duties will include a formal role for math faculty in: • Shaping math tutor training; • Planning embedded tutoring; • Hosting events such as the Math Study Slam; and • Planning strategies to use math tutoring to increase student success, particularly for disproportionately impacted groups of students.
Where did the Brentwood Dean's duties go?	Brentwood operations → the new Brentwood Center Operations and Compliance Academic/Student Services Manager (M3). Library → the new Library & Learning Resources Academic/Student Services Manager (M3). Tutoring→ the new Library & Learning Resources Academic/Student Services Manager (M3). Distance education → reassigned to the Dean of Liberal Arts (M8)
What positions were created or replaced?	• Brentwood Center Operations and Compliance Academic/Student Services Manager (M3), 55% General Fund and 45% Strong Workforce. • Brentwood Administrative Assistant II, 100% General Fund. • Library & Learning Resources Academic/Student Services Manager (M3), 100% SEA Program-funded. • Center for Academic Support, Sr. Program Coordinator, replacement, Pittsburg, 100% GF.

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	• Sr. Math Tutoring Coordinator, replacement, Pittsburg, 100% GF. • Math Tutoring Coordinator, Brentwood, created, SEA Program-funded.
What created the complexity with Basic Skills Initiative Funding and Student Equity and Achievement Plan Funding?	The 2018–19 state budget and its education trailer bill (SB 860, codified around Education Code §78222) created the Student Equity and Achievement Program. Education Code §78222 lists three goals for SEA: Guided Pathways, helping students complete their educational goals, and support for students entering below college level in English and math. The college must balance all three across every student population. The legislation merged three separate funding streams for the California Community Colleges into one: • the Basic Skills Initiative (BSI); • the Student Success and Support Program (SSSP); and • Student Equity. Colleges stopped filing separate BSI, SSSP, and Equity Plans and expenditure reports. Instead, they are required to submit integrated Student Equity Plans, and the funds can be spent flexibly across the combined purposes. Those purposes are tied to the Chancellor's Office "Vision for Success" goals, Guided Pathways, and closing equity gaps. BSI, which sought to improve student outcomes in English and Math development education (courses below college transfer courses, sometimes referred to as remedial education) no longer exists as a distinct program with its own allocation, plan, and reporting. This change is also related to legislation that sought to eliminate developmental education in the CA Community Colleges, referred to as AB 705 (2017) and AB 1705 (2022). This legislation required colleges to eliminate most if not all credit developmental courses, and place students using high school performance and to maximize the chance that they complete transfer-level English and math within one year. That sharply reduced the pre-transfer remedial course sequences BSI had largely been built around. AB 1705 (2022) tightened those rules further.
Can SEA Funds be used to fund a management position?	Student Equity and Achievement Program (SEA Program) regulations do not prohibit paying staff, including managers, from SEA Program funds. Chancellor's Office guidance asks whether a cost is reasonable, justifiable and tied to SEA goals. Coordinating tutoring and supporting Library oversight meets that test.

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	SEA Program expenditures generally must: • **Support student equity and achievement.** Activities should have a demonstrable connection to improving access, educational planning, academic progress, persistence, completion, or reducing disproportionate impacts. • **Align with institutional planning.** Expenditures should support the college's Student Equity Plan and applicable student success goals. • **Be reasonable, necessary and justifiable, and appropriately documented.** The college should be able to explain the purpose, beneficiaries, and expected outcomes of each expenditure. • **Comply with applicable restrictions and reporting requirements.** Colleges must follow California Education Code, Title 5 regulations, Chancellor's Office guidance, and any applicable district fiscal policies. The Chancellor's Office identifies the following non-allowable expenditures: • Gifts and monetary awards: generally prohibited as gifts of public funds. • Student participation stipends: Payments solely for participating in a program or classroom activity are prohibited. • Political contributions are prohibited. • Course delivery, SEAP cannot pay for instruction that generates FTES. • Supplanting existing funds: generally cannot replace general or other categorical funds previously supporting similar activities. LMC's current Student Equity Plan 2025- 2028 calls for expanding academic supports (i.e. tutoring, peer tutoring, embedded tutoring, study groups, and other high-impact models in collaboration with the Center for Academic Support, Math Labs, MESA center, and program-based tutoring, informed by the Student Equity Plan data, student input, and research-based practices for transfer-level Math and English completion. The plan also acknowledges the need to address systemic barriers and build an equity-centered infrastructure that strengthens access, persistence, and completion. Infrastructure includes personnel, technology, and other identified needs. We have filled two open classified professional positions and added a third with continued interest in more permanent support. We need a manager responsible for hiring, training and scheduling tutors across subjects and keeping the Centers open year-round, including summer.

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What will the Library & Learning Resources Academic/Student Services Manager oversee?	The Library, the Center for Academic Support and the Math Tutoring Centers in Pittsburg and Brentwood, reporting to the VP of Instruction. Direct reports include the Center for Academic Support Sr. Program Coordinator, the Math tutoring coordinators, Library classified professionals, and Library faculty.
Historically, who supervised the math tutoring coordinators?	The oversight has resided with the instructional deans who had responsibility for Math until the Brentwood Dean was created. The VPI has been overseeing tutoring since Spring 2026 semester. By CA regulation, classified professionals may not be supervised by faculty.
How is tutoring staffed?	Isaac Romarri is the Math Lab Coordinator for the Brentwood Math Tutoring Center. Nora Trow-Shaw is the Sr. Math Lab Coordinator for the Pittsburg Math Tutoring Center. Francesca Teixeira is the Sr. Program Coordinator for the Center for Academic Support.
How was fall 2026 tutoring run?	Pittsburg tutors were hired and received general and math-specific training through the normal tutor training process led by Francesca Teixeira (general) Isaac Romarri (math-specific). Tutoring at both sites began in the second week of the term.
What happened to Math's department assistant?	During the realignment for the Office of Instruction, each instructional dean was assigned an administrative assistant to support the division and academic departments. The .5 Mathematics admin position continued to be supported until the current employee resigned. Support for the Math department occurs like other support for departments across Instruction—through the assistants in the Office of Instruction.
How was the Math teaching community funded?	There are limited records that support how math professional development was funded in previous incarnations of annual resource allocation processes. Senior Math faculty have memories about how the early work of accelerating developmental education was recognized with awards and funding for support. We will continue to research further. What we know currently, according to the historical data in the financial system, the one-time Fund 11-11 GL is verified to exist at least by the 2004-2005 Fiscal Year. Prior to 2004-2005, no records or transactions exist for the account in question. This aligns with the narrative that funding was awarded after receiving the 2003 award. In 2004-2005, while no budget was established, there were expenditures we made. We can also see records of payroll corrections that moved the

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	expenditures from the Fund 11-11 GL, but we cannot see where the expenses were moved. From 2005-2011, expenditures were journaled at the end of each fiscal year to the President's office. During the 2010-2011 Fiscal Year, a $10,800 budget was established per "RAP Allocations 10-11." $8,367 of expenditures were journaled out at the end of the fiscal year. During the 2011-2012 Fiscal Year, a $10,800 budget was established/reset per "RAP project budgets." Each fiscal year from 2012-2013 to 2023-24, the record that set up the Fund 11-11 budget in question was logged in the financial system as an automated entry (basically a rollover budget from the prior year, with no verifiable source of funding). During the 2013-14 and 2014-15 fiscal years, there were journal entries that moved a portion of the expenditures in those years to the Basic Skill Initiative (BSI) categorical fund. During the 2023-24 fiscal year as a follow-up to questions from the Math Department and Dean of Math and Sciences, the Business Services Office identified the one-time fund 11-11 GL account with no additional funding, no background, and with a history of expenditures that exceeded the original budget established. The GL account was thought to be a rollover in the system according to the description in the financial system. This started communication with the Dean of Math and Sciences that led to the recommendation for closing the GL account for the 2024-25 budget. Later, the Dean of Math and Sciences initiated conversations about supporting Math with restricted funds made available under AB 1705 funding.
What is in place currently to support Math department equity work?	Building on the AB705/1705 work, in Spring 2026, the Math Department submitted a RAP request for a Math Gateway Lead (50%) and for Embedded Tutoring ($30,000). The reassigned position for the Math Gateway Lead was approved at 25% through SEAP funding, in alignment with Equity Plan goals and supporting Math completion in the first year (currently shared between Mara Landers and Jordan Clark). The proposal for Embedded Tutoring was approved ($30,000) with Sepideh Daroogheha as the lead. Based on the Student Equity Plan, we will build a strategy team to identify additional approaches and interventions, following the ESP planning model.

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Has Math tutoring support declined at LMC over the past 15 years?	Yes. The decline in math tutoring staffing reflects several coinciding changes that came to a head in 2021. Historically, laboratory hours attached to math courses were primarily scheduled as Hours by Arrangement (HBA), with faculty collectively staffing the math lab and students completing required lab hours through a largely drop-in model. Between 2008 and 2011, increasing state and District legal guidance clarified the conditions under which HBA hours were eligible for apportionment. By 2021, it became clear that aspects of the math lab's attendance and documentation practices did not fully align with those requirements. In Fall 2021, the Math Department was presented with two options: modify how student attendance and participation were documented to comply with existing HBA requirements or move away from HBA and schedule lab instruction through more traditional methods. Faculty chose the latter, shifting lab instruction from collectively staffed math lab hours to instruction provided by faculty directly to students enrolled in their individual courses. This transition coincided with several other significant disruptions, including the pandemic-related closure and rebuilding of in-person student services, zero-based budgeting and scheduling for hourly employees such as student tutors, and separate curricular changes involving math lecture and lab hours associated with PCAH unit-rounding requirements. As in-person operations resumed, the college examined whether tutoring in math, CAS, and other support areas should be restructured for a new hybrid environment and changing staffing realities. That review did not result in a major overhaul of the tutoring model, and math tutoring has continued to operate under substantially different staffing conditions than before 2021, compounded by reductions, turnover, and vacancies in lab coordinator positions. The College is committed to improving Tutoring, as evidenced by its explicit inclusion in the SEA Plan, the increase in staffing, and the support for integrated leadership. It is clear more work is needed to create stronger, discipline-specific and interdisciplinary tutorial support.
How is the $3.4M annual SEA allocation spent?	We will provide a more detailed update at a future meeting, given that this funding supports numerous ongoing commitments and permanent positions across Student Services and the college. Following the consolidation of 3SP funding into SEAP, the program absorbed the salaries and benefits of positions previously funded through 3SP. As a result, approximately, between 85- 90% of the annual SEAP allocation is committed to salaries and benefits, leaving roughly 10% for other program-related expenses.
Why haven't faculty been included in how the SEA budget process is designed?	Faculty once ranked proposals through the Basic Skills Committee, which dissolved after BSI was merged into Student Equity and Achievement. Similarly, for the Equity Plan in 2016 (the first Equity Plan to have state

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	funding), LMC offered mini-grants reviewed by committee. Similarly, when colleges first received funding to implement their Student Equity Plans in 2016, LMC established a mini-grant process through which proposals were reviewed by a committee. Following the legislated consolidation of Student Equity and Student Success and Support Program (3SP) funding into the Student Equity and Achievement Program (SEAP), LMC combined the funding allocations and absorbed ongoing personnel commitments into the consolidated budget. The college also maintained an Equity Mini-Grant process, with proposals reviewed by the IDEA Committee, to support targeted activities and strategies that advance student equity and success. The IDEA committee continues the practice of reviewing the Equity Mini-Grant proposals. Importantly, IDEA has been invited to add support for the Student Equity Plan and budget development to its charges as the cross-constituent participatory governance committee. There has been an open faculty seat on the committee, and the Academic Senate has put out a call for participation. Faculty, along with campus partners, should play an active role in identifying, designing, and implementing strategies that improve student success and close equity gaps. This work should be integrated into the **Student Equity Plan (SEP), Educational Strategic Plan (ESP), and annual Program Review process**, rather than developed as separate or stand-alone initiatives. LMC's integrated planning process follows a three-year cycle: • **Year 1 – Discover, Design, and Resource:** Analyze student success data, identify equity gaps, establish goals and strategies through the SEP, ESP, and Program Review processes, and align resources with institutional priorities. • **Year 2 – Implement:** Put strategies and interventions into practice through coordinated efforts across Instruction and Student Services, with initiatives such as the Black Student Success Initiative (BSSI) serving as key partners in implementing targeted activities. • **Year 3 – Evaluate, Reflect, and Report:** Assess student outcomes, gather feedback, evaluate the effectiveness of interventions, share findings with governance bodies and the campus community, and use lessons learned to inform the next planning cycle. **We are committed to co-designing this process with faculty and our campus partners**, ensuring that the identification of priorities, development

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	of strategies, and allocation of resources are informed by shared expertise, student experiences, and institutional data. Our goal is to establish a collaborative, transparent, and sustainable approach that connects planning to action and leads to measurable improvements in equitable student outcomes.

History of Library and Learning Resources Management Alignment

Year(s)	Librarians/Library Staff	Math Lab Coordinators	Senior Program Coordinator (CAS)	Change to Org Structure at Start of Period
Spring 2027	Library & Learning Resources Manager	Library & Learning Resources Manager	Library & Learning Resources Manager	Creation of Library & Learning Resources Manager position
Fall 2026	Senior Dean of Planning & Institutional Effectiveness (temp)	Vice President of Instruction (temp)	Vice President of Instruction (temp)	Elimination of Dean of Brentwood Ctr & DE position
Spring 2026	Senior Dean of Planning & Institutional Effectiveness (temp)	Vice President of Instruction (temp)	Vice President of Instruction (temp)	No change
Fall 2025	Dean of Brentwood Center & Distance Education	Dean of Brentwood Center & Distance Education	Dean of Brentwood Center & Distance Education	No change
2024-25	Dean of Brentwood Center & Distance Education	Dean of Brentwood Center & Distance Education	Dean of Brentwood Center & Distance Education	Creation of Dean of Brentwood Ctr & DE position
2019-20 to 2023-24	Vice President of Instruction	Dean of Math & Sciences	Dean of Liberal Arts	No change
2013-14 to 2018-19	Vice President of Instruction & Student Services	Dean of Math & Sciences	Dean of Liberal Arts	Elimination of Sr Acad/Stu Svcs Mngr position
2012-13	Vice President of Instruction & Student Services	Dean of Liberal Arts & Sciences	Senior Academic/Student Services Mngr	Sr Dean of Instruction converted to Sr Dean of PIE, creation of VP of Instr & Stu Svcs position (converted from VP Bus)
2010-11 & 2011-12	Senior Dean of Instruction	Dean of Liberal Arts & Sciences	Senior Academic/Student Services Mngr	Elimination of Sr Dean of Info Tech position
2008-09 & 2009-10	Senior Dean of Information Tech	Dean of Liberal Arts & Sciences	Senior Academic/Student Services Mngr	Sr Dean of Liberal Arts & Sciences converted to Sr Dean of Instruction, creation of Sr Acad/Stu Svcs Mngr position
2003-04 to 2007-08	Senior Dean of Information Tech	Dean of Liberal Arts & Sciences OR Senior Dean of Liberal Arts & Sciences	Dean of Liberal Arts & Sciences OR Senior Dean of Liberal Arts & Sciences	No change
2002-03	Senior Dean of Information Tech	Senior Dean of Liberal Arts & Sciences	Senior Dean of Liberal Arts & Sciences	No change