

District Academic Senate Executive Committee Meeting

Friday, February 23, 2018

Educational Services Center – 5th Floor Conference Room

MINUTES

Attendance

	Present
Officers	Angela Echeverri (President), Naja El-Khoury (1 st VP), Elizabeth Atondo (2 nd VP: Curriculum), Dan Wanner (Treasurer), Lourdes Brent (Secretary)
City	Dan Wanner
East	Jeff Hernandez
Harbor	
Mission	Deborah Paulsen
Pierce	Anna Bruzzese
Southwest	Robert Stewart
Trade	Martin Diaz
Valley	Josh Miller
West	
Guests	

Call to Order and Approval of the Agenda: President Angela Echeverri called the meeting to order at 9:50 a.m.

The agenda was adopted as amended: Add hiring of curriculum dean (Echeverri); and prerequisites in PeopleSoft (Miller) (Miller/Stewart) **M/S/P**

Approval of the Minutes: January 19, 2018

The minutes were approved as written (Stewart/Miller) **M/S/P**

Public Speakers:

None

Action Items

Motion to Restore Faculty Involvement in Interactive Process for Developing Districtwide Policies and Procedures for Disabled Students - West

The DAS Executive Committee discussed this motion in anticipation of its being on the March 8th DAS agenda as an action item. Echeverri reported that West instructor,

31 Richard Olivas, spoke at the February 8 DAS meeting to give the background and the
32 context for this motion. A disabled student at West was not given the proper
33 accommodations for an examination. This student filed a complaint with the Office of
34 Civil Rights (OCR), which did an investigation. Their investigation upheld the complaints
35 of the student. West’s DSPS (Disabled Student Program and Services) Office drafted a
36 revised policies and procedures document. The objection from Olivas is that the local
37 senate was not involved in the drafting of this document, that faculty were taken out of
38 the process, and that classroom faculty would no longer be permitted to proctor their
39 own exams. Olivas would like the DAS to weigh in on this topic. Continuing her report,
40 Echeverri stated that disabled students not having access to instructional faculty during
41 examinations could also put those students at a disadvantage because the students
42 could not ask questions. Moreover, taking lab exams outside of the laboratory, in a
43 DSPS office for example, would be problematic. The Academic Senate at West approved
44 a motion to restore faculty involvement in the interactive process for DSPS students.
45 The consensus was that the motion needed to be revised due to questions about the
46 term “interactive process” and what the proper solution would be.

47
48 Discussion continued, centering on these questions: Is this an academic and
49 professional matter? What policies and procedures are in place at the local colleges?
50 How are they implemented? Have there been difficulties and what have they been? Is
51 there a District policy related to accommodations? What exactly is the motion from
52 West asking for? What is the appropriate venue for DAS involvement? Echeverri stated
53 that she would review and suggest revisions for the motion from West, incorporating
54 the topics discussed at this meeting; that motion will be an action item at the March
55 DAS meeting at Pierce.

56
57

58 **Resolution in Support of Categorical Funding at the California Community Colleges –**
59 **Brent**

60
61 Brent reported on the Governor’s request to “flex” categorical programs into block
62 grant funding in time for the May Revise. The State Chancellor’s Office (CCCCO)
63 distributed an electronic survey to determine how this change could be enacted. Brent
64 argued that categorical programs range from long-established programs (such as EOPS
65 in 1969) to new programs (such as Strong Workforce) which are closer to grant funding
66 than categorical. Categorical programs also range from providing funding for adjunct
67 faculty office hours to providing services for underrepresented students. Thus, it would
68 be difficult to amalgamate such programs. In addition, it is only their categorical status
69 which prevents them from being used to backfill budget deficits in unrestricted funds. If
70 greater accountability is being sought for categorically funded programs, converting
71 them all into one block grant would not be the solution. An unintended consequence
72 would be that programs for disadvantaged students might be “competing” with each
73 other. Some suggested revisions to the resolution were made, and the amended
74 resolution will be an action item at the March DAS meeting. Hernandez and Stewart will

75 have similar resolutions at their respective colleges, and will sponsor the perfected
76 resolution which passes at DAS, or a variation thereof, at the Area C meeting for
77 discussion and vote at the 2018 ASCCC Spring Plenary Session.

78

79 **Discussions**

80

81 **Update on CurricuNET and eLumen**

82

83 El-Khoury tested CurricuNET, based on a file originally sent by Bobbi Kimble, and
84 reported various problems related to curriculum he could see from Southwest. Some
85 examples were: courses reported on the CurricuNET database as belonging to
86 Southwest that did not belong to that college; courses which were not approved but
87 were reported as having been approved, and vice versa; improper labeling of courses;
88 double counting of classes, etc. El-Khoury went on to describe the problems with the
89 filter algorithms in that company's software. With no integrity in the database, results
90 cannot be trusted. El-Khoury stated that software difficulties were reported by Bobbi
91 Kimble; he will meet with Vice Chancellor Cornner today. Continuing his report, and
92 based on the reported problems and lack of resolution of those problems, El-Khoury's
93 professional opinion is that the district should not implement CurricuNET, and should
94 explore other options which have more reliability and are more responsive to the
95 current and future needs of the district and its faculty.

96 Stewart reported that he attended an SLO symposium and the faculty with whom he
97 spoke whose colleges are using CurricuNET are changing to different companies and
98 software.

99

100 Echeverri stated that the District could remain with ECD until an adequate replacement
101 is found. ELumen will be at Discipline Day on March 2nd, and faculty members will have
102 an opportunity to review and evaluate their curriculum software at that time. Cornner
103 wants to be sure that the defects in CurricuNET are documented, and that the company
104 is given an opportunity to address those deficiencies. If they are not, then the District
105 could consider cancelling the contract. Hernandez observed that the Board may be
106 willing to pay to get out of a contract if there is documentation that the anticipated
107 deliverables will not be met, and that it will be more expensive in the long run.

108

109 **New California Community College Budget Model: Enrollment, Completion, and**
110 **Financial Aid**

111

112 Hernandez reported on budget simulations using the new formula (50% based on FTES:
113 25% on financial aid recipients; 25% on student completion), and noted that all
114 completions (each certificate and each degree) are counted in this formula. Therefore,
115 a student receiving two certificates and two degrees could be counted four times.

116 Echeverri distributed information related to the new funding formula and noted that, in
117 the 2018-19 fiscal year, each district would decide whether their summer FTES could be
118 used for the current or the subsequent year. However, districts cannot shift its summer

119 FTES between fiscal years. Hernandez observed that, in one scenario, the budget
120 formula would have adverse effects on the LACCD. In the current year, apportionment
121 will be distributed based on the current funding model. Districts will be “held harmless”
122 next year, but that full implementation would be in 2019-20. The Executive Committee
123 of the District Budget Committee (ECDBC) is running budget simulations, but those
124 simulations are not being run at the college level. For example, colleges should consider
125 global perspectives on enrollment management and staffing, increasing staffing in
126 Financial Aid, for example, to increase apportionment based on financial aid recipients.
127 Wanner reported that City made an effort to increase degrees and certificates. There
128 was a one-year boost due to the resolution of previous coding problems. However, such
129 fluctuations may be false prognosticators for future budget development. Echeverri
130 noted that this would be a good time to address and resolve problems in PeopleSoft,
131 especially in relation to Admissions and Records and Financial Aid, as future difficulties
132 have the possibility of having a significant impact on the District’s ability to collect
133 apportionment. It is also an excellent time to collect data, including completion data, to
134 assist in enrollment management, predict how many sections of classes to offer, etc.

135

136 **Discussion on 115th fully online college implementation and the meaning of the**
137 **regular effective contact in the hybrid format**

138

139 Stewart will ask Jessica Drawbond to address the issue of regular effective contact for
140 distance education at Discipline Day. Miller observed that the fully online college is
141 using a paradigm out of workforce and not out of higher education. It appears that the
142 state has partnered with the corporate world in the development of this model.
143 Hernandez is hopeful that we can have some influence through the ASCCC. He doubts
144 that this fully online college will have an academic senate, and, as a result, might not
145 have shared governance or enforce minimum qualifications for faculty. El-Khoury noted
146 that Southwest has an annual budget of \$28 million. However, the proposed fully online
147 college will have a start-up cost of over \$100 million and a yearly operational budget of
148 \$20 million – a great deal of money in comparison to the “brick and mortar” colleges
149 with fixed non-instructional operating expenses.

150

151 **Enrollment Update**

152

153 **SIS and Financial Aid Concerns**

154 **SIS Electronic Suggestion Box**

155

156 Echeverri discussed at consultation financial aid concerns and a suggestion box related
157 to SIS. Cornner has set up a site for suggestions, but there is no information on who is
158 staffing the site, who is collecting the suggestions, and what is happening to feedback
159 being received. In December, the Board realized that there was something wrong with
160 the new SIS, but did not have a full understanding about the causes and effects. Paulsen
161 stated that Huron is making a report, and the college senate presidents were
162 interviewed. Echeverri noted that follow-up with district IT would be difficult due to the

163 26 current vacancies in that department. El-Khoury emphasized the necessity for
164 accountability, given that a common thread for enrollment decline among the colleges is
165 based on financial aid problems in PeopleSoft, and wondered if the new funding formula
166 would exacerbate these problems.

167

168 Echeverri continued, referencing a meeting she had with the Chancellor on January 2nd,
169 and expressing concern about the impact on students of ongoing problems with the
170 processing and disbursement of financial aid. She reported that Cornner claimed that
171 there was a three-week delay in financial aid processing during the winter intercession,
172 but that in the spring the delay was only three days. Hernandez urged that
173 conversations take place at DBC to make recommendations about where we put our
174 resources as a district to get enrollment, financial aid, and completion in order to obtain
175 funding, especially in light of the new funding model. With different funding formulas,
176 we need to change the way we see enrollment management. Trustee Moreno noted
177 that there were contract extensions and raises for the college presidents yet, seemingly,
178 no accountability. Hernandez believes that difficulties need to be addressed in the
179 allocation model to incentivize potential recipients of financial aid. Stewart
180 recommended that the district as well as individual colleges allocate funds to address
181 difficulties in Admissions and Records as well as Financial Aid. Referencing her written
182 Board Report, Echeverri observed that we are not breaking even as a district, that even
183 with student headcount creeping upward, class efficiency is down. Mission's enrollment
184 was up due to a concerted effort to manage class enrollment and to walk students
185 through the registration process.

186

187 Hernandez would like to have more persons at each college have the higher-level access
188 to PeopleSoft needed to solve problems related to SIS. At DBC, he asked for but did not
189 receive a list of best practices, and suspects a tendency to not want to pinpoint where
190 problems are. Where data are inaccurate or incomplete, analysis and intervention are
191 not possible. Echeverri observed that college presidents are each making different
192 recommendations to increase enrollment at their own colleges, but that it is striking
193 that no coherent strategy is present or is being articulated. Wanner stated that
194 cancelling classes too aggressively has a long-term deleterious effect on enrollment. A
195 consistent schedule of classes assists both the students and the college in planning for
196 the future. However, he does not see an unmet demand for classes at City, and that
197 college is not turning students away. Echeverri reported that Trustee Moreno
198 requested a report on 5-year enrollment trends throughout the district. Hernandez
199 noted that lower enrollment at East was very likely due to the aftermath of the 2016
200 presidential election, the precarious status of DACA recipients, and the concomitant
201 uncertainty of all undocumented students.

202

203 **Enrollment Crisis Task Force**

204 Echeverri reported that Vice Chancellor Ryan Cornner has been identified as the
205 administrative lead for this task force.

206

207 **FON and FT Faculty Hiring for 2018-19**

208 Hernandez reported that the AFT and DAS were not in agreement at DBC on the number
209 of full-time tenure-track faculty the district should hire in the approaching academic
210 year. There were two motions, and both lost: 1) Hire 68 if we report 103; 2) Hire up to
211 129. Since both motions failed, the college presidents will just do “emergency hires” at
212 present. They are also still considering paying the state fine of \$75,000 per faculty
213 position below the FON per year instead of hiring faculty members, citing the
214 uncertainty of enrollment and the budget as well as the potential long-term financial
215 investment in faculty. Echeverri stated that such an approach was short-sighted, and
216 argued that hiring 68 faculty members next year was not unreasonable. She went on to
217 report that Joseph Perret, one of the DAS representatives to DBC, had resigned. In
218 order to have a full complement of DAS representatives to DBC, she has appointed
219 Brent.

220

221 **ESC – Dean of Curriculum**

222 Echeverri reported that the position of Dean of Curriculum and Instructional Support
223 Services at the District, the position formerly held by Bobbi Kimble, was being
224 announced. However, AFT Faculty Guild President Joanne Waddell had concerns,
225 according to Echeverri, and has halted the position from going forward, at least at
226 present. A copy of the job announcement was distributed to those members of DAS
227 Exec present, and was discussed. One duty listed in the job description identified as a
228 possible area of concern was: “Provide leadership on current curriculum issues in an
229 effort to improve curriculum and the curriculum development process.” Hernandez
230 observed that leadership on curriculum should be provided by the faculty as it is clearly
231 in the 10 + 1, and provided the following alternative language: “Serve as a resource for
232 district faculty to assist the DAS on efforts to improve the curriculum process.”

233

234 Another possible element of contention was the following: “Provide supervision to
235 academic faculty on release for District functions related to curriculum and
236 equivalency.” Atondo noted Vice Chancellor Cornner included this language to satisfy
237 Human Resources concerns and to ensure that the position was one of a dean (an
238 academic administrator) and not a classified manager. Brent suggested that the
239 reference to “supervision of faculty” was likely in the Teamsters contract. Hernandez
240 confirmed. Miller recommended compliance with the Teamsters’ contract language so
241 that the Curriculum position be an academic administrator in order to help ensure that
242 an individual with the required experience be hired. Bruzzese referenced an agreement
243 between the Faculty Guild and the Teamsters which states that the AFT needs to sign-
244 off on new positions. Echeverri recommended the removal of the “equivalency”
245 function from that section. Hernandez suggested a memorandum of understanding
246 (MOU) or contract interpretation to clarify the intent of any problematic language in the
247 position announcement, and also suggested the following revision (in italics): “Provide
248 supervision...*as agreed upon through consultation with the District Academic Senate.*”

249

250 **Faculty Role in Administrator Evaluations**

251 Echeverri suggested commencing with the presidents and vice presidents.

252

253 **DAS Goals for 2018-2019**

254 Echeverri will place this topic on the March DAS Exec agenda.

255

256 **Guided Pathways Update**

257 Echeverri asked for volunteers to participate in a breakout session at Discipline Day.

258 Hernandez recommended that discipline faculty spend time to discuss possibilities, then
259 move into identifying meta-majors. A short timeline is not helpful.

260

261 **Planning for upcoming events**

262

263 **Spring District Discipline Day March 2, 2018 at Valley**

264 Echeverri reported that 250 registered for this event. A number of breakout sessions
265 are planned. Many thanks to Valley for hosting. Miller also suggested an OER (Online
266 Educational Resources) summit for the District.

267

268 **DAS Representation and Organization**

269 **Membership Update – District Discipline Committee**

270 Local Senate Presidents and Discipline Committee Chairs are requested to send updated
271 lists to El-Khoury.

272

273 **E-115 and Process for creation of a new subject**

274 Atondo will call a preliminary meeting.

275

276 **Proposal for Interdisciplinary Student Success Course**

277 Atondo reported that no action can be taken on this suggestion until E-115 is revised.

278

279 **LACCD shared governance consultation processes**

280 Echeverri reported that no progress has been made on this process since there have
281 more pressing and immediate concerns.

282

283 **Other**

284

285 **Prerequisite Concerns**

286

287 Miller reported that a number of students did not meet prerequisites for Psychology
288 classes at Valley. He added that when asked about this President Endrijonas replied that
289 the District did not sweep enrollment. Faculty are concerned that under-prepared
290 students are enrolling in classes, which may precipitate a conversation about
291 prerequisites in general. Also, this discussion may well dovetail into conversations
292 related to AB 705. The question is: Do we want to take a position? Hernandez and
293 Echeverri suggested that colleges may not be sweeping for prerequisites as enrollment
294 is down and there were missing grades and data last year due to problems with the data

295 sync from DEC to PeopleSoft. Miller suggested that we look at the success numbers for
296 these students, to see whether they are more successful than not. Echeverri and
297 Hernandez concurred, suggesting that this would be a good opportunity to collect data
298 on student success. Admissions and Records should look at a possible violation of Title
299 5, however.

300

301 Reports

302

303 **Officers**

304 **1. President's Report – Echeverri**

305 Echeverri reported that due to programming problems PeopleSoft, the new Student
306 Information System (SIS) is not letting students enroll in late-start classes. To help
307 mitigate this situation, fourteen new sessions were created to let students enroll in
308 such classes. In addition, enrollment holds are scheduled to begin on the day prior
309 to the first day of the semester. Other changes included updating the transferability
310 of classes, adding a menu item so that students can change their home college,
311 modifying dispersal dates for Pell Grants and Cal Grants, and adding course
312 descriptors of classes offered at single colleges. All other course descriptors should
313 be completed by the appropriate discipline faculty by May 25th. Because there is no
314 staff available to enter the data, these descriptors will not be in the schedules of
315 classes for the Fall 2018 Semester where priority registration begins in late April.

316

317 **2. First VP Report – El-Khoury**

318 No new report.

319

320 **3. Second VP Report- Atondo**

321 Atondo reported that CurricuNET testing will occur March 9th and 10th.

322

323 **4. Treasurer's Report – Wanner**

324 Wanner reported a meeting to develop next year's DAS budget. He recommends
325 putting the \$3,000 in the college accounts immediately after the funding arrives
326 from Sacramento, and not wait to receive the reciprocal \$400 from the colleges.
327 However, the expectation remains that the local senates forward their \$400
328 contributions in a timely manner. He further reported that the employee who
329 processes the paperwork related to mileage reimbursements retired and then
330 was currently no replacement. Wanner requested patience. Conference
331 requests for the Spring Plenary Session should be completed as soon as possible.
332 Wanner will send out a template on Monday, February 26th. He also reminded
333 everyone that the Area C meeting will be March 24th at Glendale Community
334 College.

335

336 **DAS Standing Committees**

337

338 **PDC – Brent**

339 Brent distributed a current list of Faculty Leadership Seminars and reported that
340 participation had been very good among faculty members and that feedback was
341 positive. The DAS Professional Development College (PDC) is also offering a late-start
342 hybrid class through Valley – Education 240, Online Pedagogy and Teaching Modalities.
343 Miller reported that he had been contacted by the district distance education (DE)
344 coordinators who objected to the following: 1) The instructor, Dr. Ayesha Raneall, was
345 not DE certified; 2) The instructor did not have a long history of teaching online; and 3)
346 The instructor is not qualified to offer, nor is the class the appropriate venue to offer, a
347 DE certification to course participants at the completion of this class. Miller reported
348 that the instructor is indeed DE certified, having completed the appropriate
349 requirements through Valley. He will speak with his area dean to make sure that the DE
350 list is accurate. Brent continued by stating that the class is not intended to offer DE
351 certification upon completion. Wanner recommended that that fact be clearly stated to
352 avoid confusion. Brent also noted that this course is not unique to the PDC; it has been
353 offered through West for some time, without complaint or inquiry from the DE
354 coordinators. Moreover, this course is being taught through the Education discipline
355 because the emphasis is not on the technology related issues pertinent to teaching
356 online, but, rather on the learning theories particular to online and hybrid modalities.
357 Dr. Randall has taught classes in a hybrid mode for the PDC before, and participant
358 feedback has been positive. Miller stated that the DE coordinators will send him a list of
359 their concerns, which he will address with them as the department chair, but will also
360 bring that list to the next PDC Steering Committee meeting for review and discussion.

361

362 **DBC – Hernandez**

363 Hernandez continued a discussion, originated at the February 8th meeting of DAS,
364 regarding a possible Memorandum of Understanding (MOU) from the Faculty Guild to
365 make the credit English and Math and noncredit English and Math workloads
366 comparable. This matter is being reviewed by the AFT for its workload issues and by the
367 Academic Senate for minimum qualifications considerations, and other academic and
368 professional matters. Noncredit English and Math faculty have a 25-hour load; credit
369 English is 12; credit Math is 15. Hernandez went on to report that the Senate at East is
370 recommending that class size for English 28 and 101 be set at the contract goal of 34.
371 Currently, the enrollment cap is set at 45 for those classes. Echeverri noted that the
372 LACCD Board of Trustees is investigating the possibility of including non-credit faculty in
373 the FON (faculty obligation number).

374

375 Wanner inquired about the status of the contract with InterAct, and wondered how
376 effective they were in their social media outreach and student recruiting efforts.
377 Referring to a Board presentation in January by InterAct, Echeverri reported that
378 thousands of interest “clicks” had been logged and ads are on Facebook, but that our
379 district-wide enrollment was still down 10%. Whatever interventions are occurring are
380 insufficient, she stated. Systemic problems continue, and students are still unable to
381 register in late-start classes.

382

383 **College and/or Committee Reports**

384 None due to time constraints

385

386 **Upcoming Meetings**

- 387 • **Spring District Discipline Day March 2, 2018 at Valley**
- 388 • **Board Meeting Wednesday, March 7, 2018 at Mission**
- 389 • **DAS Meeting Thursday, March 8, 2018 at Pierce**
- 390 • **Board Standing Committees Wednesday, March 21, 2018**
- 391 • **ASCCC Area C Meeting Saturday, March 31, 2018**
- 392 • **ASCCC Spring 2018 Plenary, April 12-14 in San Mateo**

393

394 **Noticed for Future Actions**

395 **Two action items for DAS meeting March 8th:**

- 396 **1) Motion to Restore Faculty Involvement in Interactive Process for Developing**
- 397 **Districtwide Policies and Procedures for Disabled Students – West**
- 398 **2) Resolution in Support of Categorical Funding at the California Community**
- 399 **Colleges – Brent**

400

401 **Other Items**

402 None

403

404 **Adjournment**

405 The meeting was adjourned at 12:19 p.m.

406

407 Respectfully submitted by Lourdes M. Brent, DAS Secretary