

District Academic Senate Meeting

Thursday, March 14, 2019

East Los Angeles College

MINUTES

Attendance

	Present (Senate Presidents in parentheses)
Officers	Angela Echeverri (President), Naja El-Khoury (1 st VP), Elizabeth Atondo (2 nd VP), Lourdes Brent (Secretary),
City	Luisa Cortez, Kamale Gray
East	(Jeff Hernandez), Lurelean Gaines, Alan Khuu, Jean Stapleton
Harbor	William Hernandez
Mission	(Deborah Paulsen), Elizabeth Atondo, Tracy Harkins
Pierce	(Anna Bruzzese), Aric Eidadu,
Southwest	(Robert Stewart), Stephanie Arms, Monica Garcia, Joanne Grey
Trade	Deirdre McDermott
Valley	(Josh Miller)
West	(Holly Bailey-Hofmann), Casey Hunter
Guests	Marvin Martinez, (ELAC President), Monica Cagigas (ELAC), Kenneth Chaipasert (ELAC), Amber Marsden (ELAC)

Call to Order:

President Angela Echeverri called the meeting to order at 1:30 p.m.

East Los Angeles College President Marvin Martinez welcomed the senators to the campus and discussed three items.

- 1) Student-Centered Funding Formula (SCFF) – Martinez referred to a letter written by John Stankas, President of the Academic Senate for California Community Colleges (ASCCC). In that letter, the ASCCC made a recommendation to amend the SCFF to maintain the completion percentage of the formula at 10%. That is, the SCFF would be frozen at its current rate: 70% apportionment for colleges based on FTES (full-time equivalent students); 20% based on equity (recipients of various forms of financial aid); and 10% based on completion. In addition, the 10% would be amended to count only the “highest” degree/certificate awarded in one academic year, i.e., no “double counting.” Martinez is President of the CEO Board, and participates in the Coordinating Council, which also includes the ASCCC and representatives from the American and California Federation of Teachers (AFT/CFT). In addition, there is a statewide Oversight Committee which has been established through statute. John McDowell, Trade-Tech emeritus faculty and member of the AFT Faculty Guild COPE Committee (Committee on Political Education), sits on that committee. Martinez acknowledged that the formula is not perfect, and that review, adjustment, and improvement are necessary. In addition, the CEO task force

31 (chief executive officer) is also trying to review and improve the formula. Of
32 concern is a “deficit factor:” The state did not budget enough money to fund the
33 formula, especially related to equity and student success. The statewide deficit
34 factor is \$100 million. However, improved data collection now reflects improved
35 completion numbers. The various committees have one year to complete their
36 work, and are exploring various amendments. The SCFF, currently 70/20/10, will
37 be moving to 60/20/20.

38 2) Food insecurity and student homelessness – State Senate Bill 291 proposes to
39 give students a more comprehensive financial package to pay for more
40 education-related costs, including transportation and housing. Orange Coast
41 College is building student housing on campus. This housing would also be used
42 by students in the other two colleges in their district, Golden West and Coastline.
43 It is reported that the faculty there is supportive of this initiative. State
44 Assembly Bill 302 mandates that California Community Colleges (CCCs) allow
45 students to stay in their cars or tents overnight in the college parking lots.
46 Martinez strongly recommended that the district confront the problems food
47 and housing insecurity among our students.

48 3) Child Development Center (CDC) issues – The district is addressing the legislation
49 that says that the staff needs to be classified employees (instead of student
50 workers) eventually. In addition, the CDC teachers are faculty, although the
51 Personnel Commission sees those positions as classified, not faculty. When
52 initially developed, the CDCs were intended to be lab components to academic
53 programs. Martinez also recommends strengthening the relationship between
54 the CDCs and the Child Development discipline in academic departments.
55

56 **Approval of the Agenda:**

57 The agenda was adopted as written
58 (Hernandez/Gaines) **M/S/P**

60 **Approval of the Minutes:**

61 The minutes were approved as written
62 (Hernandez/Gaines) **M/S/P**

64 **Public Speakers:** None

66 **Action Items:**

68 **1. E-64: Procedures for Development and Approval of New Educational Programs**

69 (Hernandez/Gaines) **M/S/P – unanimous**

71 Echeverri referred the senators to page 10 of the packet which contained a summary of
72 changes. Atondo noted that this item was unanimously approved by the District
73 Curriculum Committee (DCC).
74

75 **2. E-65: Course Development and Approval: Standards and Procedures**

76 (Atondo/Miller) **M/S/P - unanimous**

77

78 **3. E-93: Acceptance of Courses to Meet Associate Degree and General Education**
79 **Requirements**

80 (Atondo/Miller) **M/S/P - unanimous**

81

82 **4. E-101: Credit for Courses Taken at Institutions of Higher Learning Outside the U.S.**

83 (Atondo/Hernandez) **M/S/P – unanimous**

84

85 Atondo explained that credentials evaluation services external to the district evaluate
86 foreign transcripts. A list of those services is on the website of the California
87 Community College Chancellor’s Office (CCCCO). It is a standard process used by
88 institutions of higher learning.

89

90 **5. E-123: CLEP Credit**

91 (Atondo/Gaines) **M/S/P - unanimous**

92

93 **6. Computer Science/CIS Matrix**

94 (Stewart/Atondo) **M/S/P - unanimous**

95

96 Referring to a matrix in the packet as well as a separate handout, El-Khoury reported
97 that discipline faculty from Computer Science, Computer Information Systems, and
98 Computer Technology had reviewed 344 courses. The faculty in those disciplines from
99 all of the 9 colleges in the LACCD had agreed on alignment and course numbering. El-
100 Khoury and the district discipline committees will continue to look at prerequisites. This
101 matrix was taken to DCC where it was unanimously approved. Senators congratulated
102 El-Khoury for his efforts. This review and alignment was partially prompted by audits.
103 For example, the minimum qualifications in those disciplines are different. Also,
104 students had been taking the same course in different colleges because the student
105 information system had not recognized that they were the same course. This repetition
106 potentially could impact apportionment to the colleges, be in violation of repeatability
107 guidelines, and could also affect a student’s financial aid.

108

109 **7. DAS Guided Pathways Committee Membership**

110 (Miller/Gray) **M/S/P – amendment in italics and underlined as follows – “Dean of**
111 **Student Success *or designee*”**

112 (Stewart/Hernandez) – **Perfecting motion – M/S/P**

113

114 Echeverri referred to page 36 of the packet and announced that Adrienne Brown
115 (Harbor), Phyllis Braxton (Trade), and Josh Miller (Valley) were the Guided Pathways
116 (GP) coordinators. Because they are at colleges in three different geographical regions
117 of the district, a regionalized approach can be useful for communication. The draft of
118 the composition of the GP Committee was originally brought to District Academic

119 Senate Executive Committee (DAS Exec) where changes were suggested. That amended
120 draft was presented to DAS today. The GP steering committee will draft a charter and
121 bring it back to DAS.

122

123 **8. Spring 2019 ASCCC Plenary and Resolution on Registration priorities for Graduating**
124 **and Transferring Students**

125 (Hernandez/Khuu) **M/S/P - No** – Gray; **Abstentions** – Cortez, Hunter

126

127 Although this resolution was written by John Freitas, he was unable to attend today's
128 DAS meeting due to a schedule conflict with his teaching schedule. Echeverri
129 introduced the resolution, indicating that, if passed, it would be brought to the Area C
130 meeting and then to the Spring Plenary Session. Minor typographical and grammatical
131 errors were made from the floor and accepted without objection. Speaking in favor of
132 the resolution, Hernandez argued that it is consistent with what the DAS has supported
133 for students in the past who entered as a cohort. Students who are close to graduation
134 could be identified through a degree audit in PeopleSoft (the LACCD student
135 information system [SIS]). Also, the resolution was just an attempt to investigate the
136 feasibility of such an approach. Arguing against the resolution, Gray observed that
137 determining which students would fit the profile of "close to graduation" would be
138 problematic. PeopleSoft does not have a degree audit function at present, and updating
139 software is a time-consuming and expensive process. Until the software is updated, the
140 workaround would be human labor, and this would have a disproportionate impact on
141 counseling faculty who are already being tasked to fill in the implementation gaps in AB
142 705, guided self-placement, and guided pathways.

143

144 **Noticed Items**

145

146 **1. BR 6700 Excused Withdrawal**

147

148 Echeverri noted the guidelines from the CCCCCO on pages 38 and 39 of the packet. Draft
149 revisions to the corresponding Board Rule (6700) are on page 44 of the packet.

150 Hernandez recommended a further revision as the draft Board Rule change specifies
151 that the student should file a petition for an EW grade with the District. However, such
152 petitions should remain with the colleges.

153

154 **2. Resolution on Evaluation of Curriculum from Outside the LACCD**

155

156 Referring to page 54 of the packet, Atondo noted that this resolution from DCC stems
157 from a culmination of issues in how we evaluate coursework. Colleges are inconsistent
158 in how they are evaluating curriculum, and there is concern that students are not
159 receiving appropriate credit for coursework taken outside the LACCD. There was a
160 meeting with graduation evaluators, which also included Echeverri, Atondo, and Joanne
161 Waddell (Faculty Guild President), regarding responsibilities in these areas. Atondo
162 observed that, at some colleges, such transcript evaluation is the job of the faculty; at

163 others, it is the job of evaluators in Admissions and Records. This resolution is intended
164 to underscore the primacy of faculty in curriculum. Pierce, Mission, and City and using
165 petition forms included in the packet, and are adopting the same process. Students
166 would do a preliminary transcript evaluation with counseling faculty. The petition
167 would then be forwarded to the college's articulation officer, who would forward it to
168 discipline faculty as appropriate. Cortez recommended that this be a local decision.
169 Hernandez and McDermott noted that the primacy of faculty in this area must be upheld.

170
171 Atondo went on to explain that, at Mission, a transcript evaluation petition is not
172 complete until the college receives an official transcript. Approved petitions are
173 scanned into Viatron (an electronic transcript repository) and placed in a student's
174 permanent record. Hunter noted that some students are unable to obtain official
175 transcripts because of tuition or fees owed to previous educational institutions,
176 especially proprietary institutions. Hernandez suggested that the state legislature make
177 funds available to assist students, especially since completion numbers and
178 apportionment under the Student Centered Funding Formula would be affected.

179
180 **3. DAS endorsement of LACCD Transcript Evaluation Petitions developed by the**
181 **Articulation Officers**

182 Previously discussed

183

184 **4. Call for nominations for DAS officers for the 2019-2021 term**

185

186 Hernandez, Chair of the DAS Nominations and Elections Committee, referred to
187 handouts of the DAS bylaws with highlighted elections information, deadlines,
188 candidacy and voting eligibility, and duties of the officers. The election will be time
189 certain at 2 p.m. at the DAS meeting on May 9, 2019 at Los Angeles City College. An
190 electronic announcement and invitation to submit nominations and candidates'
191 statements will go to all faculty members in the district. Members of the Nominations
192 and Elections Committee are Hernandez (Chair), Gaines, McDermott, and Miller.

193

194 **5. Elections for DAS officers will take place on Thursday, May 9, 2019 – time certain at**
195 **2:00 p.m. at Los Angeles City College**

196 Previously discussed

197

198 **Discussion Items**

199

200 **1. Update on Guided Pathways**

201

202 Miller reported that there will be a meeting on May 17 at Harbor with an emphasis on
203 counseling and onboarding. He will be putting together Canvas pages and will also be
204 working on a ListServ. Because the GP Coordinators are in the three geographic regions
205 of the district, a regionalized approach is possible. The Valley teams (MVP or Mission,
206 Valley, and Pierce) have met.

207

208 **2. AB 705 Implementation Update and College Needs**

209

210 Echeverri reported that she went to the discipline meetings for English and ESL (English
211 as a Second Language) at the March 1, 2019 District Discipline Day, and asked them to
212 begin thinking what is needed to help our students succeed in AB 705. Specific lists of
213 supports – quantified and qualified – are needed. Although an additional \$17 million
214 had been anticipated to be in the district budget, it appears that the state had under-
215 funded equity and completion (the other two parts of the SCFF). This constitutes a
216 5.05% “deficit factor.” The DAS had requested that some of those anticipated funds be
217 set aside for tutoring and other forms of supplemental instruction as it is important to
218 have multiple interventions in place to help students succeed in light of the Fall 2019
219 implementation of AB 705. Echeverri went on to state that the Board is very supportive
220 of funding these student success interventions, and may be willing to use some of the
221 district reserves to pay for these student success strategies. She encouraged the
222 senators to ask their English and Math faculty for additional feedback.

223

224 All 9 colleges have English support courses for fewer than 3 units except East. She
225 expressed concern that enrollment would be affected since students have the option of
226 enrolling at other colleges outside the district. Hernandez commended the English and
227 Math faculty for the work they have done, and noted that the California Community
228 College Chancellor’s Office (CCCCO) website listed 6 unit courses as best practices on
229 their website. He was confident that adjustments would be made to the curricular
230 model if it is not working. Echeverri noted that some students might only be able to
231 take 6 units a semester, and that changes to one discipline have impacts on other
232 disciplines. She also observed that confusion remains about lecture and lab, and that
233 lab classes have been under-utilized in some disciplines. Referring to page 61 of the
234 packet, Echeverri remarked on the District’s enrollment data. Regarding the potential
235 impact of AB 705 on enrollment, Echeverri mentioned that Vice Chancellor Corner had
236 estimated that with full implementation of AB705, a worst-case scenario for the District
237 could be a loss of 2,000 FTES.

238

239 **3. Budget, New Funding Model, LACCD Allocation Model, FON, and College Debt**

240

241 Hernandez stated that at yesterday’s meeting of DBC (District Budget Committee),
242 ECDBC (Executive Committee of the District Budget Committee) reported out ongoing
243 discussions regarding the budget allocation model. One discussion involved how to
244 incorporate ESC (Educational Services Center, i.e., district office) and IT. At present, the
245 allocation is a set amount plus a cost of living adjustment (COLA). Being proposed is a
246 change to a percentage of state revenue, that is, what the district receives in FTES
247 apportionment excluding equity and completion in the SCFF. The percentage will be
248 revisited every few years, and this percentage can change. Another discussion
249 considered the minimum base; different scenarios, their pros and cons, and the least
250 amount of harm or gross benefit were considered. A few years ago, the allocation

251 model of minimum base plus M & O costs (maintenance and operation) was created to
252 benefit small colleges. Funds could thus be moved from large colleges to small colleges.
253 Continuing his report, Hernandez stated that he had previously reported out that we
254 would be getting additional \$17M from SCFF. However, last week, the state notified
255 districts that CCCCCO had underestimated the funding needed to implement SCFF. In
256 addition, the state is projecting that property tax revenue will be down. Therefore,
257 there will be no new additional funds. Echeverri observed that page 63 in the packet
258 illustrates a downward change of \$33 million.

259

260 Using specified state funds, the district will be allocating to the colleges a total of \$4.4
261 million for new tenure-track faculty positions to help meet the faculty obligation
262 number (FON).

263

264 In reference to college debt, Hernandez reported that the college presidents were going
265 to speak among themselves to try to come to a tentative agreement regarding dealing
266 with the debt at Southwest. He suggested that a strong case could be made so that
267 colleges do not have structural issues which establish or exacerbate deficits. Stewart
268 observed that Southwest has chronically been in deficit, and noted the incidence of
269 temporary or interim college presidents. It is difficult for Southwest to operate if it is
270 paying back \$1 million every year in debt. On the subject of debt forgiveness for
271 Southwest, Hernandez observed that if that college's indebtedness is due to a structural
272 problem, then a debt waiver would not help – the problem would just repeat. And if the
273 debt is waived, then this action would have implications for the other colleges who have
274 projected balances. Recommendations from an outside team proved to be helpful
275 when City had a deficit.

276

277 **4. Administrative Retreat Rights Policy**

278

279 Echeverri reported that the DAS endorsed the ASCCC model policy. It was then brought
280 to consultation with the Chancellor, but we have not heard back. She stressed the
281 importance of having an agreed-upon policy and procedures in place, noting that one
282 administrator was placed on the March 15th list. At present, it is unknown where that
283 individual will be placed.

284

285 **5. Board Docs and Cornerstone Professional Development System**

286

287 Echeverri reported that Board Docs is a system whereby Brown Act committees can post
288 documents on servers. Through this system, it is possible for recording secretaries to
289 take minutes, and for participants and guests to view them, in real time. Voting can also
290 be documented by Board Docs. The LACCD Board of Trustees will use this system at its
291 next meeting. It is paying for the premium package of this system, and it will be made
292 available to DAS as well as to the local senates. The state is paying for the professional
293 development platform Cornerstone, and it will be made available shortly.

294

295 **6. E-100: Criteria for Serving Students with Disabilities**

296

297 Echeverri observed that the district's current policy, contained in Administrative
298 Regulation E-100, is very outdated noting problems at multiple colleges regarding
299 accommodations. She asked for additional volunteers to serve on the task force to
300 review and revise E-100. Although there was one meeting last fall, no subsequent
301 meetings have been called. David Green, the DSPS Dean from Valley, had been serving;
302 Brent had volunteered to serve.

303

304 **7. Personnel Commission and CDC Staffing**

305

306 Echeverri reported that the Personnel Commission had been trying to convert CDC
307 teacher positions to classified positions. This action was very disturbing; at consultation,
308 Chancellor Rodriguez and the vice chancellors in attendance assured the DAS that this
309 action was coming from the Personnel Commission without the support of district
310 administration. Many faculty and students attended the February 2019 Board meeting
311 and spoke in support of the CDCs and their faculty during public comment.

312

313 **8. Committee & Task Force Assignments: E-100, Discipline Committees, Guided
314 Pathways Committee, task forces, and others**

315 Miller reported that he is working on the GP ListServ.

316

317 **Reports:**

318 President's Report – Echeverri

319 * Board update – Echeverri reported that there were 50 public speakers at the last
320 Board meeting (at Trade). Those speakers addressed multiple issues confronting the
321 district, including: the Department of Labor investigation which was reported in the Los
322 Angeles Times; SEIU 99 (Service Employees International Union) complaints related to
323 harassment against custodians at Trade; concerns related to Child Development Centers
324 (previously reported); and a vice president who was placed on the March 15th list.

325 Echeverri emphasized that a written agreement between the Board and the Senate is
326 critical to have in place related to administrator retreat rights. The issue will be placed
327 on the consultation agenda, and a report will be made at the next DAS meeting.

328

329 **Motion: Extend the meeting by 10 minutes**

330 (Hernandez/Atondo) **M/S/P**

331

332 First VP Report – El-Khoury

333 * Equivalency Committee – The March 2019 meeting was cancelled.

334 * TPPC – El-Khoury reported that TPPC (Technology Planning and Policy Committee)
335 meets the third Thursday of the month, and is happy to report that the committee is
336 back at work, with a goal to get participation from all 9 colleges. At its March 7, 2019
337 meeting, Huron reported on the Information Technology Roadmap Technical Plan
338 Initiative Overview. On another matter, District IT announced that district employees'

339 email will migrate to Office 365, a cloud-based platform, commencing April 8, 2019.
340 Faculty members who were at this meeting recommended a later migration date,
341 explaining that April 8th was the beginning of 8-week classes, and that the inevitable
342 disruption that follows email migration would be deleterious to both faculty and
343 students and, therefore, potentially, enrollment. District IT replied that a postponement
344 was not possible. This response was problematic for the faculty. Build LACCD wants to
345 meet with faculty to determine an audio/visual standard for district. El-Khoury saw
346 great potential in digital workflow.

347

348 Second VP Report - Atondo

349 Atondo announced that the District Curriculum Committee will meet on Friday, April 12,
350 2019. The committee will be considering revisions to more Administrative Regulations.
351 It is anticipated that faculty can begin using eLumen for curriculum starting in summer.

352

353 Treasurer's Report – Wanner

354 Wanner's report was on the table as a handout. Echeverri encouraged those faculty
355 members who will be attending the 2019 ASCCC Spring Plenary Session to complete and
356 submit their conference requests as soon as possible.

357

358 **Standing Committee Reports**

359

360 Professional Development College – Brent

361 Brent reported that the DAS Professional Development College will be presenting an all-
362 day seminar on Teaching and Learning in the Era of AB 705 on June 21, 2019.
363 Announcements will go out to all faculty members after returning from Spring Break.

364

365 DBC/ECDBC – Hernandez

366 Previously reported

367

368 **Other Items:** None

369

370 **Future dates:**

371

372 **DAS Executive Committee:** Friday, April 19, 2019 at ESC, 9:30 AM-12:00 PM

373 **District Curriculum Committee:** Friday, April 12, 2019, at ESC, 12:00-2:00 PM

374 **DAS Meeting & Elections:** Thursday, May 9, 2019, 12:30-3:30 PM at CITY

375 **DAS Elections:** Thursday, May 9, 2019, 2:00 PM at City

376 **Spring 2019 ASCCC Plenary Session:** April 11-13, 2019 in San Francisco

377

378 **Adjournment**

379 (Hernandez/Stewart) **M/S/P**

380

381 The meeting was adjourned at 3:40 p.m.

382

383 Respectfully submitted by Lourdes M. Brent, DAS Secretary