

# District Academic Senate Executive Committee Meeting

Friday, April 19, 2019  
Educational Services Center  
Board Hearing Room  
MINUTES

## Attendance

	Present
<b>Officers</b>	Angela Echeverri (President), Naja El-Khoury (1 <sup>st</sup> VP), Elizabeth Atondo (2 <sup>nd</sup> VP), Lourdes Brent (Secretary), Dan Wanner (Treasurer), Don Gauthier (Past President), John Freitas (Parliamentarian)
<b>City</b>	Dan Wanner
<b>East</b>	Jeff Hernandez
<b>Harbor</b>	
<b>Mission</b>	Deborah Paulsen
<b>Pierce</b>	Anna Bruzzese
<b>Southwest</b>	Robert Stewart
<b>Trade</b>	Martin Diaz
<b>Valley</b>	Josh Miller
<b>West</b>	Holly Bailey-Hofmann
<b>Guests</b>	

## Call to Order:

President Angela Echeverri called the meeting to order at 9:34 a.m.

## Approval of the Agenda:

The agenda was adopted as amended.

(Bailey-Hofmann/Paulsen) **M/S/P**

## Approval of the Minutes:

The minutes of the March 8, 2019 meeting were approved as written.

Miller/Miller) **M/S/P**; **Abstentions:** Bruzzese, Diaz

**Public Speakers:** None

## Action Items

**Evaluation of Curriculum from outside the Los Angeles Community College District (LACCD): A reaffirmation of faculty primacy over curriculum (DCC approved 4/12/19)**  
(Hernandez/Bailey-Hofmann)

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**AMENDMENT: Add** – *“Whereas the evaluation of coursework completed by students from outside the LACCD is a curricular matter of faculty primacy under the purview of the academic senates.”*

(Freitas/Stewart) **M/S/P**

**AMENDMENT: Add** – *“Resolved that District and local policies and processes be revised as needed to ensure that the approval or disapproval of curriculum from outside our district only be determined by faculty.”*

(Hernandez/Miller) **M/S/P**

**Perfected resolution: M/S/P**

Referencing page 9 of the packet, Echeverri introduced the resolution, indicating that the District Curriculum Committee (DCC) had passed this resolution at its April 12, 2019 meeting. At issue is retaining the evaluation of coursework and, thus, curriculum as a faculty purview. She noted that, at some colleges in the district, the evaluation of outside coursework completed by students was done by evaluators in Admissions and Records. Echeverri also referred to a previous meeting including herself, Joanne Waddell (President of the district Faculty Guild), Velma Butler (President of the Classified Unit), and Vice Chancellor of Human Resources Albert Roman. Amendments to the resolution, workload, and consequences were debated. Atondo observed that colleges have different processes for the evaluation of outside coursework but recommended that all LACCD colleges utilize the same process.

**Revisions to BR 6200: Associate Degree Requirements**

(Hernandez/Bailey-Hofmann) **M/S/P**

**AMENDMENT to 6201.13 Competency Requirement (amended language in italics)**

*“Students must satisfy the requirements for meeting competency in written expression and mathematics. Through the collegial consultation process, the Chancellor, acting on behalf of the Board of Trustees, shall rely primarily upon the recommendation of District Academic Senate to establish procedures for determining competency.”*

(Hernandez/Miller) **M/S/P**

Hernandez, Atondo, and Freitas argued in favor of having broad and general Board Rules, and reserving details for the Administrative Regulations. However, Echeverri observed that this was not the stated view of the District Math Council. Atondo went on to state that separate Administrative Regulations identify each external examination and define what determines a satisfactory score, e.g., Advanced Placement.

**Revisions to E79: Competency Requirement (DCC approved 4/12/19)**

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

73 **AMENDMENT (to new Roman numeral I – page 3 of 6):** *“The competency requirements*  
74 *for the Associate of Arts and Associate of Science degrees are met by the following*  
75 *criteria.”*

76 (Wanner/Atondo) **M/S/P**

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78 **AMENDMENT (as new Roman numeral II – page 5 of 6):** *“The District Curriculum*  
79 *Committee shall establish whether the course meets the competency requirement as*  
80 *established in this administrative regulation.”*

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

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83 **Revisions to BR6700: Grade Symbol Definitions and Conditions for Use (Excused**  
84 **Withdrawal) (DCC approved 4/12/19)**

85 (Hernandez/Freitas) **M/S/P**

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87 **Endorsement of transcript evaluation petitions (DCC approved 4/12/19)**

88 (Hernandez/Bruzzese) **M/S/P**

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90 **Resolution in Support of Discipline Faculty Participation in Revision of Minimum**  
91 **Qualifications – EOPS Counseling**

92 (Brent/Hernandez)

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94 Brent argued in favor of the resolution, citing draft implementation guidelines from the  
95 California Community College Chancellor’s Office (CCCCO) which, in effect, removed  
96 EOPS Counseling from the disciplines list, and contravened Title 5 §56264 (which  
97 contain the minimum qualifications for EOPS Counseling). She went on to state that  
98 there had been no changes in Title 5 and no revision of the disciplines list. Hernandez  
99 noted that the guidelines permitted colleges to “determine the most qualified  
100 applicant,” and asked the senators to reflect on what that would mean for their own  
101 disciplines. Bruzzese read from an email which Rebecca Eikey, Chair of the Academic  
102 Senate for California Community Colleges (ASCCC) Standards and Practices Committee,  
103 sent to Rhonda Mohr, Vice Chancellor for Student Services at the CCCCCO. In this email,  
104 Eikey reported that she had heard from the field about the new guidelines which waived  
105 minimum qualifications for EOPS Counselors, that the ASCCC had no proposals for  
106 changes to the disciplines list, and that there had been no discussion between the  
107 CCCCCO and the ASCCC. Bruzzese stated that there had been no response yet from Mohr.

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109 **AMENDMENTS** – *“Resolved that the Los Angeles Community College District (LACCD)*  
110 *Academic Senate oppose the CCCCCO guidelines on EOPS Counseling minimum*  
111 *qualifications;”*

112 *“Resolved that the LACCD Academic Senate determine that all colleges shall adhere to*  
113 *Title 5 §56264 and that any qualified applicant must meet the minimum qualifications*  
114 *for hiring EOPS Counseling faculty as determined by the ASCCC and published in the*  
115 *disciplines list.”*

116 (Hernandez/Freitas) **M/S/P**

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**Perfected resolution** – (Hernandez/Miller) M/S/P

**Discussion Items**

**Agenda for DAS meeting and 2019-21 Elections on May 9, 2019 at City**

Hernandez, Chair of the Nominations and Elections Committee, reaffirmed the announcement that DAS elections will be held at the DAS meeting on May 9, 2019, at Los Angeles City College, time certain at 2 p.m. Stewart announced that the Community College League and the ASCCC would be at Southwest on that day in a Collegiality and Action Visit involving the college. During that time, it is vital that faculty leaders be in attendance. After discussion and referral to the DAS bylaws, it was recommended that the distribution of ballots be placed on the May 9<sup>th</sup> DAS agenda before 2 p.m. to minimize the potential for disadvantage for any candidates from Southwest, and to permit a candidate’s forum for the contested position. Hernandez will consult with the Nominations and Elections Committee, and an email will go out to all of the members of DAS to include the list of open positions, a list of eligible candidates and their statements, and a list of eligible voters.

**AB 705 Implementation and Fall 2019 Schedule (Bailey-Hofmann-NEW)**

Echeverri reported on a conference call involving herself, Waddell, Chancellor Francisco Rodriguez, Deputy Chancellor Melinda Nish, and Vice Chancellor Roman. In that call, the Chancellor described his plan to cancel all sections of Math classes below intermediate algebra currently on the Fall 2019 schedule of classes. Both Echeverri and Waddell disagreed with the Chancellor’s plan. Discussing her own comments, Echeverri referred to a small but significant group of students who need these lower level classes as well as the current lack of a specific path from non-credit to credit Math courses. She also referred to calls she had been receiving from other districts who were still offering these Math classes, and who expressed an eagerness to recruit these students for their own districts to boost their enrollment.

Hernandez referred to two extremes: Scheduling too few or too many Math classes two or more levels below transfer; the correct ratio lay somewhere in between. Freitas referred to Administrative Regulation E-10 which required Math 115 (elementary algebra) for Nursing students and Hernandez referred to the same course as a prerequisite for Physics 11, a requirement in some Career Technical Education (CTE) majors. In addition, students who only wish to receive a certificate may not need mathematics or may take a contextualized Math course. Thus, offering only classes of intermediate algebra and above would, de-facto, raise the math requirements for these majors.

160 Continuing her remarks, Echeverri observed that there was no email directive to the  
161 college presidents to cancel these courses, nor was there an email communication to  
162 her from the Chancellor in this case; all communication had been verbal. If the district  
163 was overscheduled in these below-transfer-levels of Math courses, eliminating all of the  
164 sections was not the best way to approach the situation. Bruzzese noted that there will  
165 be populations who can use Math and English courses below the transfer level, and  
166 recommended a study to collect data to see which students with what educational goals  
167 will not be served by AB 705. She also reflected on the necessity for a consistent and  
168 fair process involving the Academic Senate in this decision-making. Brent suggested  
169 that one reason for the precipitous timing of these proposed cuts could be that Tier 1  
170 priority registration for Fall begins April 29, 2019.

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172 Echeverri noted that she would continue her conversation with the Chancellor on this  
173 topic and invited other members of the DAS Exec to join her if they chose to do so. In  
174 keeping with the AB 705 legislation, Wanner suggested that faculty not do  
175 assessments/placements on the first day of classes.

#### 176 **Committee of the Whole Presentation on AB 705 April 24, 2019**

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179 Echeverri reported on a response from Mission. Types of student success interventions  
180 were mentioned, including supplemental instruction and classroom caps. However, this  
181 latter suggestion must include input from the faculty union as it would involve a  
182 discussion of discipline load. Freitas observed that more student success would be  
183 helpful to the district in terms of apportionment under the new student-centered  
184 funding formula (SCFF). Atondo will forward any new guidelines from the CCCCCO.

#### 185 **Other**

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188 Bailey-Hofmann suggested a get-together and appreciation luncheon for the DAS Exec  
189 after its May 3, 2019 meeting, observing that there would be new Senate Presidents  
190 effective this year since some were choosing not to run for re-election; the members of  
191 the DAS Exec agreed with this suggestion. Brent will reschedule the May 3<sup>rd</sup> meeting of  
192 the DAS Professional Development College Steering Committee.

#### 193 **Planning for Spring 2019 and beyond**

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- 197 • **DAS Spring, 2019 Newsletter** – pending
  - 198 • **DAS Access and Training for Board Docs** – scheduled for April 29, 9:30-11 a.m.,  
199 8<sup>th</sup> floor training room; Echeverri invited all who were interested to join the  
200 training.
  - 201 • **Cornerstone Professional Development Platform**  
202 Miller reported that training was ongoing. His observation was that there is no  
203 consistency in professional development districtwide, and he argued for the  
need of a districtwide person to coordinate faculty professional development at

204 the district level. He reported that he has a list of the professional development  
205 coordinators at each college, and will ask for the amount of reassigned time per  
206 coordinator as well as the budget source.

- 207 • **Professional Development Events: LACCD Plenary Session in Fall, 2019?**  
208 Miller suggested that such an event would serve to get all of the academic  
209 senators together and make us more powerful as a district. Echeverri requested  
210 information regarding possible dates, budget sources, and location.
- 211 • **2019-2020 schedule** – No update

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### 213 **Budget Update**

- 214 • **Allocation Model** – conversations ongoing
- 215 • **College Debt**

216 Hernandez reported on ongoing conversations in the Executive Committee of  
217 the District Budget Committee (ECDBC) to resolve college debt issues. There  
218 were no action items from the group of college presidents who discussed this  
219 topic, and debt forgiveness or buying down the debt were considered  
220 unsustainable approaches in the long term. Hernandez recommended that new  
221 approaches were necessary. Miller suggested a budget breakdown on the SEA  
222 plans (Student Equity and Achievement Program, a combination of 1) SSSP  
223 [Student Success and Support Program – formerly, the Seymour-Campbell  
224 Matriculation Act of 1986]; 2) Basic Skills funding; and 3) Student Equity funds).  
225 Hernandez noted the past success of matriculation services in helping students  
226 complete their educational goals.

- 227 • **Other** – Echeverri will include SEA budgets on the agenda for the next DAS Exec  
228 meeting.

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### 230 **MOTION: Extend meeting by 5 minutes**

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

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### 233 **Guided Pathways – Next Steps**

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- 235 • **Proposed motion to extend the Program Mapper release time for one semester**  
236 **(Paulsen-NEW)**

237 Paulsen observed that program mappers are unable to complete their work in one  
238 semester, and stated that more time was necessary to complete these tasks. Faculty  
239 from Bakersfield Community College, who had pioneered such initiatives, noted that it  
240 had taken them more than one semester. Echeverri noted that the first colleges in the  
241 LACCD to begin program mapping were East, Pierce, Trade, and Valley. Stewart  
242 reported that Southwest had not yet begun program mapping, but suggested that every  
243 college receive two semesters of funding. Hernandez recommended that this funding  
244 and timeline recommendation be on the next consultation agenda.

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246 **NOTE:** The remainder of the agenda items could not be addressed due to the expiration  
247 of time.

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  - **Online Teaching and Pathways (Miller-NEW)**

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251 **Future Projects**

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  - **E-Regulation on Students with Disabilities (E-100)**
  - **Administrator Retreat Policy**

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255 **Update on Personnel Commission: CDC Faculty, Student Workers, and Counseling**  
256 **Faculty**

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258 **College Reports and Issues**

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  - **Administrative Vacancies and President Searches**

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261 **Other Items**

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263 **Reports**

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265 **\* Officer Reports**

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  - **President**
  - **1<sup>st</sup> Vice President**
  - **2<sup>nd</sup> Vice President**
  - **Treasurer**
  - **Secretary**

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272 **\* ASCCC Spring 2019 Plenary**

273 **\* Professional Development College – Brent**

274 **\* Guided Pathways – Miller**

275 **\* DBC-ECDBC – Hernandez**

276 **\* Other College, Committees, and Task Forces**

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278 Gauthier recommended that Senate Presidents speak with their representatives to TPPC  
279 (Technology Planning and Policy Committee) as there will be important decisions being  
280 made regarding technology in the classroom. He also requested that DAS appoint  
281 another representative to the Bond Steering Committee

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283 **Upcoming Meetings**

284 ECDBC: Tuesday, April 23, 2019 at ESC

285 DAS Meeting: Thursday, May 9, 2019 at City

286 Board Standing Committees: Wednesday, April 24, 2019 at ESC

287 Board Meeting: Wednesday, May 1, 2019 at Harbor

288 Consultation: Tuesday, May 7, 2019 at ESC

289 District Budget Committee: Wednesday, May 8, 2019

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291 **Adjournment**

292 (Atondo/Miller) **M/S/P**

293 The meeting was adjourned at 12:10 p.m.

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295 Respectfully submitted by Lourdes M. Brent, DAS Secretary