

District Academic Senate Executive Committee Retreat

Friday, August 20, 2021

10:00 a.m. to 2:00 p.m.

Zoom URL: <https://lacc.zoom.us/j/95616814755>

Meeting ID: 956 1681 4755

MINUTES

Attendance

	Present
Officers	Angela Echeverri (President), Anna Bruzzese (1 st VP), Elizabeth Atondo (2 nd VP), Lourdes Brent (Secretary), Joshua Miller (Treasurer), John Freitas (Parliamentarian)
City	Mickey Hong
East	Jeffrey Hernandez
Harbor	
Mission	Carole Akl
Pierce	Barbara Anderson
Southwest	Robert Stewart
Trade	Marvin DaCosta
Valley	Chauncey Maddren
West	Patricia Zuk
Guests	Wendy Bass-Keer (Pierce), Jessica Drawbond (Southwest), Randall Gust (East), William Hernandez (Harbor)

Call to Order:

President Angela Echeverri called the meeting to order at 10:02 a.m.

There being new Senate Presidents, Echeverri requested that those in the meeting introduce themselves. She will request training on BoardDocs, especially for new senate presidents. As part of Stewart's introduction, he announced that the Area C meeting preceding the Fall 2021 ASCCC Plenary Session (Academic Senate for the California Community Colleges) will be October 16, 2021. The meeting will be held virtually.

Approval of the Agenda:

The agenda was adopted as written
(J. Hernandez/Miller) **M/S/P**

Approval of the Minutes:

The minutes of the July 16, 2021 meeting were approved as written
(Stewart/Bruzzese) **M/S/P**

Abstain: W. Hernandez

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Public Speakers: None

Action Items

1. Administrative Procedure 4106 (Formerly E-10): Registered Nursing Program Standards – from DCC

MOTION: Amend the Mathematics prerequisite to read “Completion of the LACCD math placement process.”

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

Perfected motion: M/S/P – as amended

Atondo reported that the updates on this Administrative Procedure (AP) came from the District Nursing Committee. Questions regarding some revisions to program prerequisites were raised at a previous meeting of the District Academic Senate Executive Committee (DAS Exec), and the concerns were referred to the District Curriculum Committee (DCC) for resolution. Added courses to satisfy program prerequisites were Biology 20 (Anatomy and Physiology, 8 units), different iterations of English 101, and the ESL (English as a Second Language) composition course that meets CSUGE and IGETC (California State University General Education; Intersegmental General Education Transfer Curriculum) transfer requirements.

2. Administrative procedure (AP) 4236: Advanced Placement (AP) credit including addition of Associate Degree for Transfer (ADT) majors

MOTION: Include changes to section 1 from the original motion with the intent to provide clarifying language.

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

Perfected motion: M/S/P – as amended

Atondo and Freitas explained E-110/AP 4236, noting that it was vetted by all 9 articulation officers in the District. The intent was clarification but not a change in policy. These APs are intended to give guidance to the faculty at the colleges, for example, in specifying that faculty with discipline expertise establish criteria. Changes include: The use of AP (advanced placement) exams for ADTs (Associate Degrees for Transfer), with an emphasis on what the CSUs (California State Universities) have accepted; and Appendix B (a table of the name of the AP exam, the required score, and the corresponding LACCD course). The goal is to apply advanced placement credit both fairly and consistently for our students. Colleges may also wish to consider using past AP exams for local degrees. Atondo further explained the necessity for keeping units and course credit (such as for AP exams) in discrete categories. Semester units awarded toward an ADT through an AP exam might be different from the number of semester units which the corollary class in the LACCD would carry, as an example. Possible issues

73 related to the number of units required for a major in a Modern Language vis-à-vis AP
74 credit were cited.

75

76 **3. Administrative Procedure (AP) 4238: College-level Examination Program (CLEP)**
77 **credit – from DCC**

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79 **MOTION: *Include changes to section 1 from the original motion with the intent to***
80 ***provide clarifying language.***

81 (J. Hernandez/Zuk) **M/S/P**

82 **Perfected motion: M/S/P – as amended**

83

84 Atondo noted the clarifying language in Section 1, and that CLEP cannot be used for
85 ADTs for course credit for majors.

86

87 **4. Administrative Procedure (AP) 4237: International Baccalaureate Credit**

88

89 **MOTION: *Include changes to section 1 from the original motion with the intent to***
90 ***provide clarifying language.***

91 (J. Hernandez/Atondo) **M/S/P**

92 **Perfected motion: M/S/P – as amended**

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94 **5. Administrative Procedure (AP) 4232: Pass – No Pass Grading Option**

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96 **MOTION: *Include changes from the original motion with the intent to provide***
97 ***updated language.***

98 (Zuk/J. Hernandez) **M/S/P**

99 **Perfected motion: M/S/P – as amended**

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101 Freitas clarified that faculty can choose letter grades, Pass/No Pass, or both, when
102 writing the course outline of record for submission to the curriculum committee at the
103 colleges. In response to a question from one of the Senators, Freitas replied that he can
104 inquire at consultation if the student information system (SIS) can be programmed so
105 that students may choose Pass/No Pass at the time of registration instead of completing
106 a form in Admissions and Records (if P/NP is a grading option for that class). Atondo
107 noted that the University of California has a limit of 16 units taken Pass/No Pass for
108 which the student may receive transfer credit. It was encouraged to have clarifying
109 language in college catalogs.

110

111 **6. Administrative Procedure (AP) 4228: Course Repetition – Significant Lapse of Time**

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113 **MOTION: *Postpone to October DAS Exec meeting***

114 (J. Hernandez/Atondo) **M/S/P**

115

116 Freitas remarked on the need to look at all of the course repetition APs as a whole. The
117 Community College League of California (CCLC) template language is being used as a
118 starting point. However, it may be preferable not to take action until the other course
119 repetition APs (4225, 4226, 4227, 4228, and 4229) are also reviewed. Repeatability for
120 Foreign Language and Music classes was discussed. For clarification, it was explained
121 that, should this AP be approved, it would go into effect once LACCD Chancellor
122 Rodriguez signs it. However, it must first go through the Office of General Counsel.

123

124 **7. Board Policy (BP) 4400: Community Services – from DCC**

125 (J. Hernandez/W. Hernandez) **M/S/P**

126

127 Freitas noted that this BP puts policies for community services in the purview of the
128 senate.

129

130 **8. Administrative Procedure (AP) 4400: Community Services**

131 (J. Hernandez/Atondo) **M/S/P**

132

133 Atondo referenced added language requiring notification to curriculum committees of
134 any new offerings prior to their submission to the LACCD Board of Trustees.

135

136 **9. Resolution on a More Proactive Approach to Support COVID Safe Instruction and**
137 **Services**

138 (Zuk/Bruzzese) **M/S/P**

139

140 J. Hernandez introduced the resolution, and is appreciative of the Board of Trustees and
141 district administration for complying for what is minimally required to provide safe
142 instruction and services at the colleges as we re-engage in-person through the
143 pandemic. However, he has heard from faculty who want a more proactive approach
144 and the inclusion of best practices, not just adherence to minimum standards, e.g.,
145 maintaining physical distancing requirements at the colleges, and encouraging telework.
146 The District needs to communicate to our students and the community that our colleges
147 are safe places to be. The Senators went on discuss discipline-specific concerns, e.g.,
148 physical distancing related to playing wind instruments or counseling spaces, expanded
149 class sizes especially in science labs, etc. A future resolution might be something more
150 general regarding safe instruction and services in light of future pandemics.

151

152 **10. AP 5111 – Graduation petitions – passed by DAS Exec, consultation changes**

153 (Zuk/Atondo)

154

155 **MOTION: Amend Step 2 in procedures as follows – change 8 weeks to 4 weeks**

156 (Freitas/Atondo) **M/S/P**

157 **Perfected motion: M/S/P – as amended**

158

159 Speaking in favor of this action item, Atondo noted that this new AP, based on
160 recommendations from the Counseling Chairs, was approved by DAS, went through
161 consultation, and came back to this body. The recommendation after consultation was
162 to change the time needed for Admissions and Records (A & R) to process graduation
163 petitions to 8 weeks. The original language from DAS was 5 business days. In an effort
164 to keep this matter moving forward, in consideration of the A & R Evaluators and to
165 respect the needs of our students, the Senators agreed to change the processing time
166 listed in this AP to 4 weeks. Freitas added that the intent was to implement the joint
167 letter in Fall 2019 from the LACCD Office of Educational Policies and Institutional
168 Effectiveness (EPIE) and the DAS to uphold the primacy of the faculty in academic and
169 professional matters and to help delineate roles between faculty and classified staff in
170 the actions surrounding graduation petitions.

171

172 **11. Recommendation on CiDi Labs Design Tool and UDOIT Accessibility Checker**

173 (Zuk/Anderson) **M/S/P**

174

175 Drawbond reported that the State is no longer paying for the Ally accessibility checker.
176 If the District engages in a districtwide contract for a replacement, a better price may be
177 obtained. (Costs would be borne by the colleges.) Bass added that the District DE
178 (Distance Education) Coordinators and the DAS Academic Technology committee voted
179 to approve the contract.

180

181

182 **12. Renumber Existing E-100 to Administrative Procedure AP 5140**

183 (Zuk/J. Hernandez) **M/S/P**

184

185 Freitas noted that there were no changes to the E-Regulation originally approved in
186 2020. The intent of this action is merely to renumber to an Administrative Procedure to
187 conform to the Community College League of California (CCLC) template.

188

189 The DAS Exec took a brief recess from 11:45 a.m. until 12:00 p.m. and resumed at that
190 time.

191

192 **Noticed Items**

193

194 **1. Resolution on district-Wide Survey on Social Justice, Work Ethics, and Personnel**
195 **Diversification**

196

197 J. Hernandez introduced Randall Gust, Chair of the East Los Angeles College Academic
198 Senate's Committee on Academic Freedom and Excellence (CAFÉ), who spoke in support
199 of this resolution. It is being noticed for action by DAS Exec in September and the full
200 DAS in October. The need for a survey of all District employees was emphasized, as it is
201 necessary to know where the challenges are so that proactive steps can be taken. J.

202 Hernandez will include an addition to the resolution to encourage participation in the
203 survey.

204

205 **2. Constitute Transfer, Articulation, and Student Services task force and report**
206 **progress to the District Academic Senate**

207

208 Echeverri noted that the DAS has DCC, but we need an equivalent group in the student
209 services area. Until such a DAS committee is formed, a task force is necessary to vet
210 concerns as much as possible among the faculty related to transfer, articulation, and
211 student services. District Academic Senate 1st Vice President Anna Bruzzese will put the
212 task force together. This group is intended to be faculty-dominated, but also include
213 some administrators and classified professionals.

214

215 **3. Chapter 5 Administrative Procedures**

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- **5110 Admissions**

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- **5013 Students in the Military**

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- **5017 Responding to Inquiries of Immigration Status, Citizenship Status, and
National Origin Information**

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- **5020 Nonresident Tuition**

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- **5030 Fees**

222

223 Freitas provided background to the Chapter 5 APs. He met with Vice Chancellor Ryan
224 Cornner and Associate Vice Chancellor Betsy Regalado. Twenty-seven Administrative
225 Procedures (current E-Regs) are noticed now. The proposed timeline is for DAS to take
226 action in October. Eleven proposed APs (E-Regs) need further review. Freitas emailed a
227 correlation chart. Some language is in existing E-Regs and other language is part of the
228 CCLC template. Freitas further reported that Cornner contracted with a law office to
229 help integrate the template language. Some E-Regs/proposed AP updates are not
230 included here, such as residence determination, students in the military, and EOPS
231 (Extended Opportunity Programs and Services).

232

233 **4. Chapter 5 Administrative Procedures**

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- **5031 Instructional Materials Fees**

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- **5035 Withholding of Student Records**

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- **5040 Student Records, Directory Information, and Privacy**

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- **5045 Student Records-Challenging Content and Access Log**

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- **5050 Student Success and Support Program**

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240 **5. Chapter 5 Administrative Procedures**

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- **5055 Enrollment Priorities**

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- **5070 Attendance**

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- **5110 Counseling**

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- **5120 Transfer Center**

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Chapter 5 Administrative Procedures

- **5160 Child Development Centers**
- **5203 Lactation Accommodation**
- **5210 Communicable Diseases-Students**
- **5220 Shower Facilities for Homeless Students**
- **5300 Student Equity**
- **5400 Associated Students Organization**
- **5410 Associated Students Elections**

7. Chapter 5 Administrative Procedures

- **5520 Student Discipline Procedures**
- **5530 Student Rights and Grievances**
- **Student Credit Card Solicitation**
- **5700 Intercollegiate Athletics**
- **5800 Prevention of Identity Theft in Student Financial Transactions**

Discussion Items

1. DAS Goals: Progress in 2020-2021 & goals for 2021-2022

Echeverri reviewed the goals for the DAS from the past year. She also discussed a presentation on faculty hiring made at a meeting of one of the Board committees, and commented on additional ongoing funding being made available from the State for full-time faculty hiring.

DAS Goals for 2020-2021:

1. Developing equity and anti-racism action plans
 - a. Reimagining faculty hiring through equity lens
 - b. Faculty diversification
 - c. Succession planning
 - d. Examination of curriculum under equity lens
 - e. Lead the investigation of ethnic studies and social justice requirement in LACCD (course, activity, etc.)
 - f. Student equity in an online environment
 - g. Supporting learning through equity lens, hard-to-convert courses, serving students with disabilities, AB 705 implementation, online student services, and other needs
2. Revising the DAS Bylaws: Academic Technology, Professional Development College, Elections, and Other

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3. Upholding and strengthening collegial consultation; Seeking joint professional development with the Board of Trustees; Seeking collegiality in action

Developing equity and anti-racism action plans

J. Hernandez noted some challenges, but strongly supported additional work related to equity and diversity. He also reported on a retreat as well as ongoing conversations at East Los Angeles College, and offered to share ideas, including the formation of affinity groups (like an ASCCC caucus group). He further suggested a task force to spearhead these related goals and objectives, develop effective practices, and identify resources. A possible summit on faculty hiring could also be beneficial. In any event, the DAS should take a proactive approach. Echeverri added that one idea was to broaden the scope of LACCD’s Project MATCH by having a second cohort for adjunct faculty who might benefit from additional coaching or mentoring which might be needed to interview successfully to get a tenure-track faculty position. She noted that the District seemed open to providing additional funding for this option as faculty diversity is of particular concern to the Board of Trustees. A relevant topic is hiring full-time faculty in Ethnic Studies, and the challenges of hiring faculty in areas which do not currently exist in the college. There was additional discussion regarding faculty applicants who choose not to state their ethnicity or race on job applications, possibly pointing to a culture which discourages such disclosure as well as resulting in the creation of gaps in demographic data. Various strategies were discussed to address this issue, including a joint letter (DAS and District Administration) to prospective applicants asking them to complete the demographic form, highlighting the District’s goal of diversity, equity, and inclusion, and assuring applicants that it is safe to declare their racial/ethnic background. For persons already employed by the District, a similar letter could be sent asking them to update their profile on SAP. Echeverri will include this topic in consultation.

Freitas included the following link related to changes in EEO (Equal Employment Opportunity) regulations:
[https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C4ATK677B140/\\$file/15-day-eeo-text-regulation-final-a11y.pdf](https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C4ATK677B140/$file/15-day-eeo-text-regulation-final-a11y.pdf)

Another avenue for diversifying faculty could be through the Equivalency Committee. For example, the committee could highlight equivalency options during the recruitment period. The DAS bylaws state that the senate president or designee is the college’s representative to the Equivalency Committee. Senate Presidents are urged to review their representatives to this committee and make appointments which would lead to a vibrant committee.

Of continuing concern is AB 705 implementation and the increase in equity gaps among the colleges and among our students. This has been an ongoing consultation topic and

331 the LACCD and DAS have a joint task force. It is evident that we need better data; our
332 goal is to identify and fully support students who are not making it through.

333

334 Revising the DAS Bylaws: Academic Technology, Professional Development College,
335 Elections, and Other

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337 The DAS bylaws pertaining to elections and Academic Technology have been revised.
338 The bylaws revision for the Professional Development College are pending.

339

340 Upholding and strengthening collegial consultation; Seeking joint professional
341 development with the Board of Trustees: Seeking collegiality in action

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343 Echeverri reported that she is hoping to get the dates for the technical
344 assistance/collegiality in action visit soon. It was reported that the Chancellor has said
345 that only three members of the LACCD Board of Trustees can attend due to Brown Act
346 considerations. DAS Parliamentarian John Freitas observed that the Brown Act permits
347 all members of the Board to be in attendance as long as it is so noted on an agenda and
348 shared the following link to Govt. Code sec. 54952.2:

349 [https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=GOV&sec](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=GOV§ionNum=54952.2)
350 [tionNum=54952.2.](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=GOV§ionNum=54952.2)

351 Echeverri will advise the Chancellor accordingly.

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353 J. Hernandez shared his notes on what has been suggested for consideration as DAS
354 goals for the coming academic year.

355

356 * Summit on Faculty Hiring and Diversity

357 * Request District Support to Training Faculty on Effective Practices to Promote Diversity

358 * Expand Project Match for Adjunct Faculty

359 * Incorporate into application form a letter from DAS President letter to applicants to
360 complete the demographic data

361 * Encourage District faculty to update their demographic profile

362 * In collaboration with the AFT, seek administrative support for an expansion of faculty
363 mentors with explicit goal of sustaining faculty diversity among new hires

364 * Support the formation of local/district affinity groups to serve as a resource for
365 building interest in senate and committee participation and leadership but also to
366 create spaces for sharing experiences, networking, and advocacy

367 * Incorporate equivalence process within the PeopleAdmin application so that
368 Equivalency Committee can help lead DEI in this area

369 * Obtain more precise data on placement to identify and more fully support students

370

371 Echeverri recommended the inclusion of increased support for credit for prior learning
372 (CPL). Because of the magnitude of this undertaking, it was recommended that a
373 District commitment was necessary, e.g., a district coordinator and college coordinators
374 – faculty for whom CPL could be their whole focus – who could be aligned with Guided

375 Pathways. Professional development would also be needed as would updating the
376 relevant AP. Freitas and Atondo will prepare draft language to include as a goal.

377

378 Miller recommended a goal of working with DAS Guided Pathways, the DAS Academic
379 Technology Committee, the LACCD Office of Educational Planning and Institutional
380 Effectiveness, Career Technical Education, and Student Services to create a
381 comprehensive plan/theme this year for career exploration. This theme could be for
382 Discipline Day or the Summit. Miller will send Echeverri a recommendation.

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384 Echeverri asked the Senators to send her any additional ideas for goals

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386 **2. Planning for:**

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388 ○ **Fall 2021 Summit**

389 ○ **DAS Newsletter**

390 ○ **ASCCC Technical Assistance Visit**

391 ○ **ASCCC Academic Academy (virtual) and Fall 2021 Plenary (hybrid)**

392

393 Echeverri observed that it is unlikely to have any changes regarding the emergency
394 suspension of some Brown Act requirements precipitated by the COVID-19 pandemic
395 until after the September 14, 2021 gubernatorial recall election. Should pending
396 legislation pass (AB 361), the temporary provisions to allow for teleconferencing
397 without certain Brown Act requirements will not go into effect until January 1, 2022
398 because there is no urgency clause in the legislation. If passed and signed into law, that
399 legislation will sunset on January 1, 2024. More will be known after September 15th.

400 There is concern about potential impacts to meetings of the DAS Exec and the full DAS.

401

402 Echeverri hopes to publish the DAS newsletter, *Academically Speaking*, at the beginning
403 of the Fall 2021 semester. She will add the Area C meeting to the calendar.

404

405 Stewart discussed the hybrid format for the ASCCC Fall Plenary session in Long Beach.
406 Each college and each district can send one delegate in-person (for a maximum of 150);
407 others will attend online through Pathable. Costs for the participants has not yet been
408 determined. Echeverri noted that it had been possible to send many faculty members
409 to such events because they have been virtual. Those Senators wishing to attend in
410 person are requested to contact DAS President Echeverri by September 20th.

411

412 Echeverri is also considering postponing the September 24, 2021 LACCD/DAS Summit
413 due to extenuating circumstances. The Chancellor is reported to be open to that
414 postponement. Initially, the Summit theme was to be Advancing Student Equity.
415 However, the DAS can look at alternate dates and various issues. Safety is in the
416 forefront now. Miller reported on a Guided Pathways event, potentially in October.

417

418 **3. COVID-19 Pandemic and Return to In-Person Instruction & Services (BP 2800, BP**
419 **2900)**

420
421 Echeverri reported that Board Policy (BP) 2800 will give the District the authority to
422 require all persons, regardless of vaccination status, to wear face coverings while
423 indoors and on district property. BP 2900 requires that employees and students
424 accessing district property be fully vaccinated or undergo regular testing and produce
425 negative test results. The LACCD will need time to implement BP 2900 in order to set up
426 tracking protocols and to permit time for employees and students to be fully
427 immunized. The various employee unions are having conversations, including how
428 faculty deal with non-compliant individuals, and proper administrative and security
429 staffing to deal with potential incidents.

430
431 Some Senators expressed their concerns, noting that these are minimum standards and
432 not proactive approaches, and observed that other community colleges and the Los
433 Angeles Unified School District had requirements, procedures, and protocols in place
434 with sufficient lead time before the beginning of their academic years.

435
436 **4. Update to Brown Act Meetings** – previously discussed
437

438 **5. Additional Funding for FT Faculty Hiring**
439

440 Echeverri forwarded the agenda of the District Budget Committee (DBC). There is extra
441 money from the State, on an ongoing basis, to fund additional full-time faculty hiring.
442 The District share is \$8.6 million. The State calculates \$86 thousand per position, but
443 the District calculates salary and benefits at over \$100 thousand per year per full-time
444 faculty hire. At present, the District is giving priority to colleges which have the fewest
445 number of full-time faculty. To date, 34 positions have been posted, and another 30 or
446 more can be funded.

447
448 **6. Enrollment and Budget**
449

450 Echeverri reported that overall District enrollment is down significantly, and the
451 disproportionate impact of COVID is showing in those figures. Under the State budget,
452 the California Community Colleges will be “held harmless” until academic year 2024-
453 2025.

454
455 **7. Ethnic Studies Update** – previously referenced
456

457 **8. Sustainable Environment Institute Co-Director Job Announcement**
458

459 Echeverri reported on additional funding from the LACCD Chancellor Francisco
460 Rodriguez and some from DAS permitting more reassigned time for current SEI
461 (Sustainable Environment Institute) Coordinator George Leddy as well as a co-

462 coordinator who can work with district faculty to include sustainability topics in their
463 curriculum. The total reassigned time for SEI will be 1.0 FTEF. A draft job description for
464 the co-coordinator (reassigned time of .6 FTEF) has been written and the position will be
465 advertised soon. Senate Presidents are asked to encourage their college faculty to
466 consider this position.

467
468 Given the lateness of the hour, the following topics were postponed to the next
469 meeting.

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471 **9. District level support for CPL (Credit for Prior Learning)**

472

473 **10. DAS workgroup to develop noncredit course and programs philosophy and**
474 **guidelines**

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476 **11. Update on Administrative Retreat Rights and Tutor Classifications**

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478 **12. Other Concerns**

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480 **Reports**

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482 • **Officer Reports**

483

484 **President**

485 **1st Vice President**

486 **2nd Vice President**

487 **Treasurer** – submitted electronically

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489 • **Other Reports:**

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490 • **TPPC**

491 • **Academic Technology**

492 • **Professional Development College** – submitted electronically

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494 • **Hard-to-convert courses**

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496 • **DE Training Workgroup**

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498 • **Guided Pathways**

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499 • **Others**

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501 **Upcoming Meetings:**

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503 **LACCD Board Meeting:** Wednesday, September 1, 2021 – Zoom

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501 **DAS Executive Committee:** Friday, September 4, 2021 – Zoom

502 **District Budget Committee:** Wednesday, September 8, 2021 – Zoom

503 **DAS Meeting:** Thursday, September 9, 2021 – Zoom

504 **Consultation:** Friday, August 13, 2021 – Zoom

505 **Board Standing Committees:** Wednesday, September 22, 2021 – Zoom
506 **District Summit:** Friday, September 24, 2021 – Zoom
507 **ASCCC Area C Meeting:** Saturday, October 16, 2021?
508 **ASCCC Fall 2021 Plenary Session:** November 4-6, 2021
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510 **Adjournment**
511 The meeting was adjourned at 2:05 p.m.
512
513 Respectfully submitted by Lourdes M. Brent, DAS Secretary