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DAS EXEC MINUTES
10/3/14 10:00 am-1:00 pm
Educational Services Center

Attending: Don Gauthier (President), Alex Immerblum (Treasurer, East), Angela Echeverri (Secretary), Susan McMurray (Harbor), Kathy Oborn (Pierce), John Freitas (City), Leslie Milke (Mission), Adrienne Foster (West), Wally Hanley (Trade), Josh Miller (Valley), and Allison Moore (Southwest).

Absent: David Beaulieu (1st Vice President) and Elizabeth Atondo (2nd Vice President).

Call to Order: President Gauthier called the meeting to order at 10:10 am.

Approval of Agenda: Oborn/Echeverri (MSU) moved to approve the agenda. Gauthier will add hiring comments and credit for life experience under his report. Immerblum requested to add a proposed ASCCC resolution on the timing of the statewide consultation process.

Approval of Minutes:

DAS Executive Minutes of June 26, 2014: Minutes were approved (Oborn/Miller MSP; Moore abstained).

DAS Executive Minutes of September 5, 2014: Approval of minutes was postponed until the November meeting.

Old Business

1. Adult Ed report including upcoming issues from Consortium. Gauthier reported he had attended two out of four meetings on Adult Education so far. There is another meeting today he could not attend due to the DAS Executive meeting. There will be additional meetings every Friday for the next few weeks. So far there has been good LACCD faculty participation, between 25 and 40 attending per meeting. They have discussed gaps between the two systems (K-12 and Community College). Some of the issues are under the unions' purview, while others are under the senate's such as minimum qualifications (MQs) and professional experience. Some K-12 faculty have lifetime credentials and at some point we have to decide whether we want to honor their credentials in our system. Gauthier and Immerblum have also met with East's President Marvin Martinez, ELAC's AFT Chapter Chair Armida Ornelas, and Adult Education people to discuss the implementation of Assembly Bill 86.

Foster mentioned she was serving on the Standards and Practices Committee and stated we have to adhere by a very rigid timeline. She added this was worthy of a resolution at the state level to inform faculty of what is happening. Foster and Oborn volunteered to draft a resolution to alert the ASCCC of the need to examine the process for implementing Assembly Bill 86.

46

47 Immerblum stated there would probably be courses that do not require a
48 Master's degree, such as noncredit credit courses that could be taught by faculty
49 with a Bachelor's degree. Oborn added we need to look at the MQs for some of
50 these disciplines and there may be new areas that we don't teach yet. Gauthier
51 agreed, mentioning classes for Adults with Disabilities. Foster replied that MQs
52 for Learning Disability specialist, Disabled Student Programs and Services
53 (DSPS) Counselor and Director are being reviewed. Moore and Echeverri asked
54 whether Adult with Disabilities would become a part of the community college
55 system. Gauthier replied that this is what it looks like would happen.

56

57 Gauthier stated that in order to make that seamless transition from noncredit to
58 credit or from high school to college, we need to work closely before we are
59 mandated by law to do it a certain way. It is also pretty clear faculty have some
60 wiggle room on the timeline and how this plan is implemented. The first draft
61 of the consortium's completed plan is due by October 31st and then it will be
62 open to review and comments. The final AB 86 implementation plan from the
63 Consortium has to be submitted by 12/31/14 and the state will respond to the
64 plan by 3/15/14. It is possible, pending funding, that Adult Education courses in
65 the Consortium may be taught as early as summer 2015. There are 70 different
66 implementation plans that will be submitted across the state. The AB 86 six-
67 member Work Group, which includes state chancellor Bryce Harris and
68 Department of Education representatives, will decide which plan or plans to
69 approve.

70

71 Gauthier stated the AFT has a different stake in the process because they would
72 like to absorb the new members, while the DAS is mostly concerned about the
73 academic implications and impacts on our programs. He added he would like to
74 appoint someone like Susan McMurray, who has experience with adult
75 education, to take the lead on AB 86 and represent the DAS at these meetings.
76 There will be possibly two meetings to look at the draft LACCD plan in
77 November. Immerblum asked whether the DAS had officially appointed any of
78 the faculty representatives. He added the DAS should know who the faculty are
79 and the representatives need to know who they report back to and what their
80 role is. Immerblum asked that the DAS officially appoint representatives and
81 select a point person. Gauthier replied that the attendance has been very fluid;
82 the consensus was to have one person plus an alternate for each of the five
83 Adult Ed areas. Immerblum asked that the DAS appoint a point person to
84 represent the DAS, in addition to five people for each area. Gauthier replied we
85 have not identified an individual for Adults with Disabilities.

86

87 **2. Culinary Arts and Food Service Proposal:** Gauthier reported he had heard
88 nothing new on this issue. Under the current proposal, Mission, Trade, and
89 Harbor would have to share their culinary facilities with a private contractor.
90 Hanley announced that several hundred students and the Associated Student
91 Organization (ASO) plan to protest the proposal at the upcoming Board meeting

92 at Trade. Immerblum stated the Board should hear faculty concerns, respect the
93 autonomy of the academic programs, and come back with a revised proposal.
94 Gauthier replied the model that is used by the district is a master agreement,
95 but it is possible to set up an agreement to have multiple vendors. Milke stated
96 the problem originated with how the study was done (over the winter break)
97 and an apparent lack of transparency, which started this maelstrom. Mission is
98 having discussions with its culinary program. The culinary students are all
99 whipped up and are sending emails to Trustee Svonkin; it has become a very
100 contentious situation. Gauthier reported the Board is considering redoing the
101 study in a more transparent fashion. Each campus has different food service
102 needs. East has a new campus center with a food court, but will not have food
103 services because this has not been figured out. West has a food vendor (Love
104 Birds) that was shut down for a time because of sanitation issues. Pierce has a
105 food court with one common kitchen, which cannot be easily shared. The other
106 point is that these spaces are the labs for our instructional programs and should
107 not be for lease to outside entities. Oborn said there are two issues that need to
108 be addressed: the existing culinary programs and the colleges that don't have
109 food service or culinary programs. Milke said Mission has the culinary program
110 and a "servery." She suggested leaving the three existing culinary programs
111 alone and focusing on proving food service for the other six schools. Gauthier
112 stated the full DAS should discuss the proposal and put a resolution together. He
113 will invite Svonkin to the next DAS meeting at Mission.

114
115

New Business

116 **3. Process for selecting a 4-year degree from district (SB 850-Block):** Gauthier
117 reported that 15 districts would get one 4-year Baccalaureate degree each
118 within the next three to five years. He assumed the District would develop a
119 competitive process to request and select proposals. It is not clear what the
120 state level process will be to select the 15 districts. Nursing is excluded under
121 the bill, because it is already taught at CSUs . We have been tasked to come up
122 with ideas. Milke suggested Multimedia as a possibility; others suggested some
123 of the allied health majors. Immerblum stated the ASCCC needs to give
124 guidance to the districts and senates on how to proceed. Gauthier encouraged
125 discussion on the campuses and for local senates to start compiling a possible
126 list of programs.

127

128 **4. Absence policies and student exclusions:** Gauthier reported there have been
129 some questions about how many absences a student is allowed before they can
130 be excluded from a class. These questions are coming from faculty members
131 who are getting pressure from deans. He stated that the absence policy is not in
132 the LACCD's Board Rules. Oborn mentioned there is language on attendance in
133 Title 5 Section 55002.a.2.B, which states that students who miss an excessive
134 number of classes may be dropped. Gauthier replied it is clear we have to
135 develop a local policy and added he would request clarification. Faculty do not
136 have to take roll in credit classes, but soon they will have to submit a second
137 exclusion roster. Immerblum added the District does not have a policy on what

138 an excused absence is. Oborn asked whether extra credit assignments (e.g.:
139 donating blood or voting) have to be related to the course content. Gauthier and
140 Immerblum replied that these assignments could be considered service learning
141 or, in part, used to satisfy Institutional Learning Outcomes related to civic
142 engagement or participation .
143

144 **5. 60-unit limit discussion item and possible ASCCC resolution:** Gauthier
145 reported this item came from Freitas because of certain high unit majors that do
146 not fit the Transfer Model Curriculum (TMC) guidelines, such as computer
147 science, physics, geology, and chemistry. In order to meet the 60-unit cap,
148 faculty would have to agree to change their current organic chemistry, physics
149 and calculus courses from five units to four units. Colleges would have to either
150 get rid of their local degrees and the Associate Degrees for Transfer (ADTs), or
151 comply with the 60-unit limit. One approach would be to try to convince the
152 legislature to change the 60-unit limit and move all the degrees to Title 5 where
153 they belong. Another alternative would be to reopen the model curriculum for
154 the sciences. The TMC for geology and physics excluded several major courses
155 and students need to take an extra 10 units to satisfy the local degree
156 requirements.
157

158 Gauthier added that many students are transferring to four-year institutions
159 without getting their associate degrees. He suggested starting by approaching
160 the state chancellor's office. Freitas stated that the way the bill is written, the 60
161 unit limit might be waived, but so far the state chancellor's office insists on
162 taking a strict interpretation. Immerblum and Freitas added that this is an
163 opportunity to standardize the unit loads for the major courses. Immerblum
164 stated he didn't like the imposed limit of 60 units, but agreed there are some
165 classes that have too many units. Gauthier said these issues need to be
166 discussed by the disciplines and announced that the next District Discipline
167 Committee meeting would be February 27, 2015. He added that the Math
168 Committee meets regularly, but some of the other disciplines don't. Immerblum
169 argued the DAS should examine the 60-unit issue thoroughly and then approach
170 the state chancellor's office. Freitas will send out a list of the disciplines that
171 may be impacted. He added the now we also have the 100-unit limit, which will
172 affect registration priority.
173

174 **6. Proposed Collegial Consultation Process (Freitas/Hernandez):** DAS
175 members discussed a draft document titled *Collegial Consultation Process*
176 *between DAS, College Senates, Chancellor and Board*. This document was
177 adapted from the Mira Costa Community College District and lists the following
178 steps:

- 179 1) Proposal brought to the DAS President;
 - 180 a) DAS President brings a proposal to DAS Executive for review and
181 identifies the proposal as a matter covered by the "rely primarily" or
182 "mutually agree" form of collegial consultation;

- 183 b) The Executive Committee decides whether to forward proposal to full
184 DAS or return it to the originator;
185 c) If the Executive Committee agrees to bring it forward to the DAS for a
186 first reading, the DAS Secretary sends the proposal to the appropriate
187 district groups and to college senates for review;
188 2) First Reading by the DAS with input from appropriate district
189 constituencies and college senates, including District legal;
190 3) Final Review by DAS Executive Committee;
191 4) Distribution of the final draft proposal to district groups and local senates,
192 including legal department;
193 5) Final reading by the DAS;
194 6) Approval by college senates; and then,
195 7) Final Approval and posting.
196

197 Gauthier questioned whether the DAS would want to charge its Secretary with
198 sending proposals brought to the DAS Executive Committee to the various
199 district groups and college senates for review or whether the Educational
200 Services Office should continue carrying out this role. Freitas explained that the
201 consultation process would involve the local senates approving proposals
202 before the Board approves them. Gauthier added that many proposals require
203 review by General Counsel and guidelines for these revisions could be written
204 into the process.
205

206 Gauthier stated the District has a problem tracking the approval and
207 implementation of its Board Rules and administrative regulations (E-regs). He
208 added the District needs to develop a tracking system, because it is not efficient
209 for the organization to lose items in the process or to constantly revisit the same
210 issues. Freitas stated that matriculation and instruction are clearly academic
211 issues and argued that all Board Rules should go back to the college senates for
212 approval. Immerblum stated the proposed process is more thorough, requires
213 additional steps, and does not include a vote by the DAS representatives. Moore
214 argued the vote of the DAS representatives should override the local senate
215 votes. Milke and Foster argued that steps 5 and 6 of the process above should be
216 reversed, i.e.: approval by the college senates should be followed by a final
217 reading and approval by the DAS. McMurray opined that DAS representatives
218 have a larger role and should not focus solely on local campus issues.
219

220 Freitas questioned whether the DAS vote should be by college delegation (1 per
221 college) or by each DAS representative, because not all colleges have full
222 representation at DAS meetings. Immerblum asked whether the DAS
223 constitution allowed colleges to send alternates. Gauthier replied it did not.
224 Freitas stressed the importance of encouraging the local senates and their DAS
225 delegates to get more involved in DAS matters. Immerblum stressed a clear
226 consultation process needs to be in place. Gauthier added the status of Board
227 Rules and E-reg proposals should also be posted on the Web page to be more
228 transparent. Immerblum recounted that former Vice Chancellor John Clerx did a

229 very good job of moving proposals along the consultation process, in a time
 230 when there were clear delineations between the roles of the Vice Chancellors.
 231 Gauthier concluded the discussion by stating he and others would work further
 232 on the draft consultation document.
 233

234 **7. Prerequisite policy flaws (Freitas):** The proposed draft policy (based on Mira
 235 Costa's) had a provision that any student who challenged a prerequisite would
 236 be enrolled into the class and then later excluded within five days if they lost the
 237 challenge. City faculty were concerned the student would be automatically
 238 enrolled and then might have to be unenrolled. It is not clear whether these
 239 students would get a grade of "W" if they were unenrolled after the census date.
 240 The plan is for this proposal to become an E-reg. Freitas also stated that the
 241 challenge part in Board Rule 8605.10 didn't make sense:
 242

243 *"Colleges shall enforce all conditions a student must meet to be enrolled in the*
 244 *registration process so that a student shall not be permitted to enroll unless he*
 245 *or she has met all requirements, except for those for which he or she has any*
 246 *challenge."*
 247

248 Freitas stated he didn't recall whether Board Rule 8605 (Prerequisites, etc.) was
 249 approved by the DAS in May; Gauthier replied he would check. Moore reported
 250 Southwest was checking prerequisites after the third week of the semester,
 251 which resulted in students getting dropped late and others not being able to
 252 add. Freitas stated City faculty are not supportive of allowing students who
 253 challenge a prerequisite to be enrolled automatically in the course. Foster
 254 added as the District transitions to the new Student Information System (SIS)
 255 and standardized prerequisites, this is going to be a nightmare for students and
 256 Admissions and Records. Freitas suggested having a deadline for student
 257 challenges several days before the semester starts to minimize this problem.
 258

259 Echeverri, Moore, McMurray and others expressed their concern about the role
 260 of the District Office in the upcoming 2016 Accreditation visit.
 261

262 **8. ASCCC Proposed Area C Draft Resolution:** Immerblum discussed a document
 263 he wrote titled "***Area C Draft Resolution to Foster Statewide Consultation***
 264 ***Processes***" with the following resolves:
 265

266 *"Resolved, That the Academic Senate for California Community Colleges urge*
 267 *the Chancellor's Office to align the state reporting documents and state*
 268 *reporting deadlines ~~be aligned~~ with academic calendars; and*
 269

270 *Resolved, That the Academic Senate for California Community Colleges urge*
 271 *the Chancellor's Office to set as January 1 the deadline for submission of all*
 272 *reports that require local senate approval and that specifically affect college*
 273 *budget allotments."*
 274

275 Several suggestions were made to the language. Immerblum thanked Freitas
 276 and others for their suggestions and stated the main idea behind the resolution
 277 is that the current timelines are not practical for proper vetting of critical
 278 documents through college governance structures. Immerblum would like to
 279 bring the draft resolution to the October DAS and Area C meetings.

280

281 **Hanley/Oborn moved to bring the draft resolution to the October DAS and**
 282 **Area C meetings (MSU).**

283

284 **Action Item**

285 **1. Agenda for DAS meeting at LAMC:** The following agenda items were discussed:

286

- Area C Draft resolution

287

- Board Rule 6200 noticed motion

288

- Noticed motion for Course Outline of Record

289

- DAS Resolution to the Board Recommending Three Areas for District-Wide

290

Focus in Student Success Efforts McMurray requested adding an additional

291

focus area to the last item: ***culturally responsive training***, which could

292

involve both faculty and classified staff. She stated this was one of the four

293

focus areas under SSSP. Freitas suggested listing them as priority areas for

294

the senates. The DAS resolution for Student Success areas has the following

295

resolves:

296

297

“Resolved, that the District Academic Senate, local senates including counseling

298

and teaching faculty, CEOs and VPs of Academic Affairs and Student Services,

299

work together to implement the following ~~three~~ four high-impact practices at

300

all of our campuses: namely. First Year Experience programs, accelerated

301

pathways in mathematics and English, ~~and~~ integrated tutoring with faculty and

302

peer mentors, and culturally responsive training; and

303

304

Resolved that the Chancellor and the Board actively support and financially

305

underwrite any gaps in the establishment of these four areas of focus, and the

306

colleges ~~curtail or eliminate~~ critically assess and reevaluate programs that

307

have not worked as expected or that remain efficacious for only small groups of

308

students so that any savings could be applied to the aforementioned areas of

309

focus.”

310

McMurray and Echeverri suggested the changes above. Immerblum expressed

311

concern that the focus areas should be tied in with local educational planning

312

documents and the resolution needs to urge alignment with all local college

313

planning processes. Moore stated the First Year Experience has worked well at

314

Southwest, but it is funded through a grant and will go away next year. Foster

315

agreed with Moore, adding we have had conversations about these student

316

achievement gaps for 10 years and argued it is time for the District to put some

317

resources behind the efforts. Gauthier agreed that the District has the data and it is

318

time put money into these programs. He asked DAS members for additional

319

suggestions. Freitas will send Gauthier additional language on the equity plan.

320 Gauthier will add student equity language to the draft and will place it on the
321 October DAS agenda as an urgent action item to see if we can get some agreement.

322

323 **2. DAS Student Success and Articulation Officers resolutions:** These items are
324 also slated for the October meeting. Gauthier added a whereas at the top noting the
325 225,000 degrees and certificates that Chancellor Harris has set as a system target
326 by 2024-25. There is also a chart showing that Pierce has fallen below Mission,
327 Southwest, and Harbor. Gauthier distributed pages of the student equity plan and
328 noted what they should look like.

329

330 **Reports**

331 **First Vice President:** Absent, no report.

332 **Second Vice President:** Absent, no report.

333

334 **Treasurer's Report:** Immerblum reported that two colleges want to have their
335 additional 0.2 reassigned time given to two people split as 0.1 x 2. Gauthier stated
336 says this would violate the agreement to hire a teaching position. Immerblum
337 stated he is working to get the assignments processed. The DAS still have the DAS
338 0.2 position that needs to be awarded.

339

340 **President's Report:**

341 **Summit Report:** Gauthier thanked DAS members, campus teams, presenters, John
342 Freitas and City College folks for doing such a great job. Chancellor Rodriguez's
343 presentation inspired many; he is passionate about student success and we want to
344 support him.

345

346 **Hiring Comments:** Moore reported that DBC's Executive Committee pressed
347 Deputy Chancellor Barrera on the faculty hiring timelines. The Full Time Obligation
348 Number (FON) is released in November and the hires are frequently completed
349 late. The consensus was that while certain individuals have blamed the senates for
350 holding up the prioritization process, in practice there are many other reasons for
351 the hiring delays. Freitas stated that Article 33 stipulates the faculty hiring
352 prioritization process has to be agreed upon by the local Senate, AFT and College
353 President. Oborn added that Article 33 also stipulates that long-term substitutes
354 need to go through the prioritization process, but this has not always been the case.
355 Foster suggested having a January retreat to compare our local hiring policies and
356 discuss other issues.

357

358 **Credit for Life Experience (Prior Learning):** Gauthier stated the District does not
359 have a formal policy to award credit for life experience. Trade Tech has a grant and
360 is coming up with a set of programs to give college credit for life experience. We
361 need to think about the impact on the district and how it relates to Title 5. The
362 Credit by Exam task group released a paper last spring; they are looking at
363 practices for giving people credit more quickly when appropriate. All of our
364 campuses give students 18 units of General Education credit for going through a
365 police academy or being a veteran.

366

367 **Other Items:** Foster announced she was serving on the Community College of San
368 Francisco restoration team. Milke asked about professional growth money.

369 Gauthier replied each campus gets two sums of money; one is for professional
370 conferences and another is for tuition reimbursement. He forwarded the amounts
371 from the Educational Services Center a couple of weeks ago.

372

373 **Adjourn:** Meeting was adjourned at 1:30 pm (Hanley/Oborn MSU).

374