District Academic Senate Executive Committee

Meeting
Friday, July 17, 2020
9:30 a.m. to 12:00 p.m.
Zoom URL: https://laccd.zoom.us/1/92905425310
Meeting ID: 929 0542 5310
MINUTES

Attendance

<table>
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<tr>
<td>Officers</td>
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<tr>
<td>Angela Echeverri (President), Naja El-Khoury (1st VP), Elizabeth Atondo (2nd VP: Curriculum), Lourdes Brent (Secretary), Robert Stewart (Treasurer), Don Gauthier (Past President), John Freitas (Parliamentarian)</td>
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<td>City</td>
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<td>Michael Kalustian</td>
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<td>East</td>
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<td>Jeff Hernandez</td>
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<td>Harbor</td>
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<td>Mission</td>
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<td>Carole Akl</td>
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<td>Pierce</td>
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<td>Barbara Anderson</td>
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<td>Southwest</td>
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<td>Chauncey Maddren</td>
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<td>Patricia Zuk</td>
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<td>Guests</td>
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<td>David Beaulieu (Past President, DAS); Phyllis Braxton (Trade-Tech &amp; GP Coordinator); David Hale (East); Ron Kendis (City); Carmen Lidz (Vice Chancellor Information Technology)</td>
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Call to Order:
President Angela Echeverri called the meeting to order at 9:41 a.m.

Approval of the Agenda:
The agenda was adopted as amended (Hernandez/Anderson) M/S/P

By consensus, the item “Articulation Officer Position Concerns” was moved to the top of the agenda for discussion items

Approval of the Minutes:
The minutes of the DAS Exec meeting of June 26, 2020 were approved as amended (Stewart/Akl) M/S/P

Public Speakers: Vice Chancellor Carmen Lidz
Carmen Lidz, Los Angeles Community College District (LACCD) Vice Chancellor and Chief Information Technology Officer, addressed the District Academic Senate Executive Committee (DAS Exec) later in the meeting.

Echeverri recently forwarded a spreadsheet containing over 400 different software requests from the colleges. Those requests were made in part by the District discipline committees, as well as academic departments at each college, to assist in the continuation of remote learning necessitated by the COVID-19 pandemic. Vice Chancellor Carmen Lidz has been working with District Curriculum Dean, Daniel Keller and John Freitas to manage the software requests which have been made. Of concern would be obtaining an accurate count of licenses, legal reviews, accessibility reviews, and so on. The list currently being developed is for the Fall 2020 Semester. Echeverri thanked Freitas and Keller for their work.

Various software applications for specific disciplines were discussed, including Mastering A & P for Physiology, and GoReact for teaching performance-based skills online. Freitas offered that it is the intent to find commonalities regarding the Districtwide requests. Echeverri noted that such discussions are part of a larger and longer conversation for the District Academic Senate (DAS) Academic Technology Committee. It was suggested by some Senators that faculty be permitted to take their District office desktops and printers home to augment their home offices in this remote working environment. However, it was also suggested that more information is needed before making such a recommendation, that the District might be moving toward a laptop (instead of desktop) paradigm, and that the union (Los Angeles College Faculty Guild, AFT Local 1521) needed to be part of the discussion. Anderson noted the importance of communication during this time. This is especially important for Pierce since that college is losing its chief instructional officer.

**Action Items:**

**DAS Calendar for 2020-2021 Academic Year**

(Hernandez/Freitas) M/S/P

Echeverri noted the schedule conflicts in October: Discipline Day and the District Curriculum Committee (DCC) on October 9, 2020 and the ASCCC (Academic Senate for California Community Colleges) Academic Academy October 8-10, 2020. After discussion, the recommendation was to continue the past practice of having Discipline Day in the Spring Semester and offering the joint LACCD/DAS Summit in Fall 2020. The dates of September 25 and October 16, 2020 were suggested for the Summit and will be discussed during consultation. Ideas for the Summit included instruction during this transition period, sharing of software and teaching strategies, diversity and equity, and initial recommendations related to faculty hiring which may arise from DAS goal-setting
at the August 2020 DAS Exec retreat. Involvement of the LACCD Board of Trustees was also recommended.

**Noticed Items**

**Revised District Equivalency Process**

El-Khoury reported that the Equivalency Committee flow chart is still the same, although the process has changed somewhat (now Version 3.0). The Equivalency Committee met with the Project MATCH Steering Committee on June 29, 2020. The Equivalency Committee agreed to remove reference to the Equivalency Committee being the final decision-making body related to equivalency requests. That is, the Equivalency Committee agreed to omit the word “final” before the word “decision” in its written process document. This process, approved by the Equivalency Committee, was sent to DAS President Echeverri. This process is noticed for action at the next DAS Exec meeting.

Hernandez thanked El-Khoury for the opportunity to speak at the latest Equivalency Committee meeting and now better understands the concerns of the Equivalency Committee related to the possibility of persons who have been denied equivalency appealing that decision to the DAS Exec. One concern is to preserve the work of the Equivalency Committee, ensure consistency in the process, and not make it more likely that appeals will occur more easily and more often. An incorporation of the language used by the ASCCC which recognizes the work of equivalency and preserves the senate’s role could be placed in the bylaws to address the possibility of an equivalency applicant having a significant objection to the decision of the Equivalency Committee.

Freitas wished to clarify that it is only equivalency appeals which would go to the DAS Exec. He also noted that this work done by the Equivalency Committee was a great start, but articulated some reservations: 1) This is a process that is mutually agreed upon by the DAS and the LACCD Administration, and approved by the Board of Trustees. It should, therefore, be an administrative procedure and should be placed on the consultation agenda. 2) There is a sentence in the process which indicates that the Equivalency Committee is not a Brown Act committee – “DAS Equivalency Committee meetings are non-Brown meetings and closed to the public.” However, Freitas pointed out that, as a committee of the District Academic Senate, the Equivalency Committee is indeed a Brown Act committee. However, as the Board of Trustees does when it discusses personnel matters, the Equivalency Committee may go into closed session and report out broadly without naming names. 3) The Equivalency Committee process also states that “The District Discipline Committee will then make a best effort to evaluate and make a recommendation to the DAS Equivalency Coordinator within 30 days.” Freitas advocated for a tighter timeline so that the equivalency decision is rendered before the faculty candidate’s employment application would go to the selection committee. That is, the equivalency would be done before the hiring committee’s
screening process. 4) A recommendation to add broadly what criteria could be used for equivalency (to degree, eminence, or work experience for non-master’s disciplines).

El-Khoury agreed to amend the portion of the written equivalency process to state that the Equivalency Committee is governed by the Brown Act, but advocated for the entirety of the meeting of the Equivalency Committee to be in closed session due to the nature of its work in reviewing confidential personnel material. Freitas offered an explanation of how closed session in an open meeting functions, such as supplying minimal detail on the published agenda, reporting out only in broad terms and not naming names, and not posting candidates’ material. Thus, non-confidential topics may be discussed in an open meeting, candidates may have the opportunity to address the Equivalency Committee, and the committee may go into closed session when necessary. Hernandez noted that, if the Equivalency Committee’s work did not entail making recommendations to the DAS, then that committee would not be governed by the Brown Act. However, that is not the case with this committee. Hernandez further offered the following amended language to the Equivalency Committee process:

“Review and decisions on equivalency requests are handled in closed session under the Brown Act.”

Gauthier noted that the Equivalency Committee oftentimes obtains the equivalency candidates directly from the District Human Resources department, and works through the District discipline committees. He agreed that the Equivalency Committee should try to be as open as possible and thought that meeting in closed session just to evaluate confidential personnel information would be proper practice.

There was discussion related to the 30 days which the District discipline committees would take to evaluate and make a recommendation to the Equivalency Committee, suggesting that a faster review might serve to expedite the recruitment process. El-Khoury countered that 30 days is a reasonable timeframe, but offered that some discipline committees can and do render their opinions more quickly. A 15-day turnaround time for the discipline committees was suggested.

El-Khoury will make the agreed-upon changes and send to Echeverri. It was determined that, in the form it is in, the document is appropriate for action at the next DAS Exec meeting. Modeling the process involved in writing the adjunct faculty hiring process (HR-R-130), the work of mutual agreement is still to come.

Resolution in Support of Project MATCH and Return to DAS/Faculty Involvement

Beaulieu introduced the motion, (El-Khoury referring to the second “whereas” highlighted in yellow), noting that the previous resolution left the impression that the DAS concern was primarily or exclusively dealing with equivalency issues related to Project MATCH. However, another major concern is faculty involvement in Project MATCH and having a vibrant steering committee. He recounted some of the history of
Project MATCH, noting that it began in the early 1990’s as a joint project between the DAS and the Office of Diversity, Equity and Inclusion (ODEI). Thus, it was a joint venture from its inception. It is, importantly, an academic program, and, thus, needed DAS involvement. The second “whereas” in the resolution was changed to reflect that: “Whereas, in the course of its history, Project MATCH has been jointly run by the Office of Diversity and District Academic Senate in order to ensure its academic excellence...” That joint control should occur whether the District administration is through ODEI or through Educational Programs and Institutional Effectiveness (EPIE). Both Beaulieu and Gauthier are happy to participate in a meeting with Ryan Cornner, Vice Chancellor of EPIE and Deborah Harrington, Dean of Student Success (EPIE) as well as with Echeverri and the Project MATCH Steering Committee to discuss concerns, fix the process, and move forward. This meeting will take place before it goes to consultation with the Chancellor. Beaulieu emphasized the need for the DAS Exec to be aware of the Project MATCH history and for Exec to fully participate in this DAS endeavor.

**MOTION:** Reconsider resolution on Project MATCH, previously approved by DAS Exec (Freitas/Kalustian)

**POINT OF INFORMATION:**
Hernandez inquired as to whether or not that motion would be appropriate now or at the next meeting.

**RULING FROM THE CHAIR: MOTION IS MOOT**
Echeverri stated that the revisions would be considered as action items at the next DAS Exec meeting.

Without objection, the Equivalency Committee and the Project MATCH Steering Committee will join the August 7, 2020 DAS Exec retreat at 10 a.m., time certain.

**Articulation Officer Position Concerns**
Echeverri reported that there had been concerns from Harbor related to the selection of an Articulation Officer (AO), but there was no representative from Harbor at this meeting to discuss the concerns. Echeverri referred to a current job announcement at City and noted that the AO white paper was endorsed by the DAS in the Fall. Atondo observed that there are many models for how an AO position is filled: reassigned time, Instructor Special Assignment (ISA), or the same process as filling a full-time tenure-track faculty position. Although the best practice is that the AO be a faculty member, with a corresponding ASCCC resolution to that effect, there is no requirement that it be a faculty member. And although many AOs are also members of the Counseling faculty, there is no requirement that an AO be a counselor either. Atondo commented on the City announcement, which seems to be a transparent and inclusive way to fill the position. Kalustian reported that City is in the process of opening and filling all of its current ISA positions which have no end date presently attached to the positions. Atondo offered that, if a faculty member is hired through the full-time tenure-track selection process where all of part of their duties would involve being an AO, then they
must be evaluated accordingly. However, the college has the right to reassign.

Hernandez suggested that the DAS provide additional guidance on the hiring of AOs, such as recommending that they be faculty members, and that DAS also receive input from the AOs to develop and institutionalize procedures for their selection. It was also suggested by some Senators that the senate work with the union on the selection and evaluation of ISAs.

Public Comments

Vice Chancellor Lidz reported on a team effort to try to ascertain what technology we will need to function in the Fall Semester. The District had been the recipient from some investments in software applications from the State: some of that support will continue and others end. Purchases are anticipated at the college-level and others at the district level. Lidz thanked Keller and Freitas for their work in collecting software requests from the discipline committees and colleges. She noted that there are presently requests for 474 applications which have been included on this list. When possible, the District is attempting to place one order for licenses and software, and negotiate with vendors for the best prices. Some applications, such as Pronto, have been identified by the Distance Education (DE) Coordinators as being the most used and useful for disciplines. However, other software, such as for choral music as an example, would be limited to a specific discipline. The District is also attempting to identify priorities, that is, which tools are absolutely necessary and which are ancillary. It is anticipated that the software which was used in the Spring 2020 Semester would also be likely to be used in Fall 2020.

Other components would be to identify software which has multiple applications, and if it is currently in the District portfolio.

Continuing, Lidz reported that the District focus is currently on the Fall 2020 Semester, although it is likely that some use will continue to the Winter 2021 Intersession. At present, we do not know about conditions on campuses should instruction and services return to in-person formats in January, 2021. Some contracts might be on a 12-month basis.

Faculty were advised to share and discuss the list with their department chairs so that their recommendations would be forwarded to the appropriate vice president.

Feedback and requests must be forwarded to Keller by July 20, 2020. Kalustian voiced his concerns about the timeline for input, purchasing, and delivery of software in light of the Fall 2020 Semester beginning in 5 weeks. Should the software or licenses not be available, instructors would have 2 weeks to revise their classes accordingly. He advocated for the implementation of GoReact, a software application for American Sign Language, Communication Studies, and most visual and performing arts. Lidz replied that she heard and shares Kalustian’s concern. She would also ask IT to look into the polling feature in Zoom, which has been reported to have been disabled.
Lidz went on to report that the District will purchase roughly 5,000 GoReact licenses, that if a software application was not identified initially then it could be reviewed later, and that a best-case scenario would be that the procurement process would take 2-3 weeks. She acknowledged that the timeline is tight for the Fall 2020 Semester.

Lidz also clarified that priority would be given to hard-to-convert classes. Hernandez noted that there were some concerns related to consistent and accurate reports on attendance via Zoom, as it has proven less reliable than CCC Confer, and some instructors are still teaching synchronously, at least for part of their class. Lidz stated that she would inquire and send written answers to Echeverri.

Hernandez offered that a laptop approach has been favored at other work places where employees telecommute. He also suggested that we begin with needs and then determine costs instead of the reverse, i.e., working for a fixed budget and then trying to allocate funding for requests. Lidz noted that a review of a District hardware refresh was in order. She promised to do the best she can but that not every need could be met. Lidz again referred to budget limitations and added that she is also working with DSPS regarding accessibility issues.

Some of the Senate Presidents reported that their faculty had been asking to take their office desktop computers and scanners/printers to their home offices. Chromebooks had proven disappointing. When queried about standard policies for such requests, Lidz replied that IT prefers individual requests for tracking purposes, and noted that difficulties arise when employees take computers from shared spaces such as laboratories or when they do not know how to connect the equipment. Lidz also referred to an equipment loan policy which was published about 2-3 weeks ago. She suggested that it would be easier to borrow desktop monitors from the offices of the individual faculty members so that they could work from larger screens, and that PC screens could work with Apple computers with the proper cabling (which would be provided). She added that she will approve individual requests. Access to Canvas Studio will be implemented through the end of the month.

Echeverri thanked Lidz for everything she is doing, and to Lidz, Freitas, and Keller for processing and prioritizing requests.

Reports
Officer Reports:
President
Echeverri reported on the LACCD COVID-19 task force which met on July 16, 2020. Los Angeles County has experienced a surge in novel coronavirus cases. As of this report, there have been 143,000 persons testing positive and 4,000 fatalities related to COVID-
19 in L.A. County, and the county continues to be a COVID-19 hot spot. The Los Angeles Unified School District announced that it will do online instruction in Fall 2020. Colleges are finishing their Stage 3 plans for re-opening for in-person instruction and services, including recommendations for signage, use of personal protective equipment (PPE), safety advisories, screening protocols, contact tracing, training for safety officers, and so on. The California Community Colleges Chancellor’s Office (CCCO) will ship PPE to all of the districts, including to the LACCD – approximately 500,000 cloth masks, seven million disposable masks, 70 non-contact thermometers, seven thousand gallons of hand sanitizer, three cases of N95 masks, and over two thousand face shields. That shipment is due to arrive in the next few days. Those purchases were made with emergency funds and the supplies are expected to last for the year. Also being worked on are safety advisories and screening protocols for people who enter campus as well as contact tracing. “Close contact” is being defined as closer than 6 feet to someone for more than 15 minutes. It is anticipated that we will continue to work online until there is a vaccine or a therapeutic. It is not anticipated that we will return to “normal” (i.e., pre-COVID-19) for approximately two to three years. The LACCD Board of Trustees met on Wednesday, July 8, 2020; all action items were approved at that meeting. There were a number of public speakers at the Board meeting addressing the class size issue (currently a subject of contract negotiations) and in support of Black Lives Matter.

Echeverri reported that she spoke from the resource table in favor of smaller class sizes at that Board meeting, noting especially that when we do come back to teach on campus, physical distancing in classrooms will be necessary for health concerns.

1st Vice President – no additional report
2nd Vice President – no additional report
Treasurer
Stewart requested that attendees to the ASCCC Faculty Leadership Institute as well as the Curriculum Institute submit conference request forms as soon as possible so that the District may pay the invoices of the ASCCC. As some faculty do not have a printer/scanner, Stewart requested that the District temporarily waive the requirement for a signature on the individual conference requests forms. Echeverri reported on a successful Curriculum Institute (where she was a presenter) and also announced that Stewart will chair the Online Education Committee for the ASCCC.

Other Reports:
Technology Planning and Policy Committee – no report
Academic Technology
Freitas reported that the committee had its initial meeting earlier this month. The goal at that meeting was to brainstorm regarding what the committee would focus on for the coming year. This committee will revisit the charge and description of the committee in order to broaden its charge, membership, and purview. At present, this committee does not have representatives from Trade and West.

**Professional Development College**

Brent reported on two upcoming seminars: An update on E-100 (the LACCD administrative regulation on serving students with disabilities) and diversity in faculty hiring. Freitas and Brittany Grice, Director of the LACCD Office of Diversity, Equity and Inclusion, will co-facilitate the former and Grice will join a panel for the latter. The lists of liaisons and alternates to the Professional Development College (PDC) Steering Committee as well as the meeting schedule were distributed electronically. Brent offered that the DAS bylaws related to the PDC Steering Committee are not prescriptive, and each college’s senate could appoint a liaison and any number of alternates using their local process.

**Hard-to-convert courses** – no additional report

**DE Training Workgroup** – no additional report

**Guided Pathways**

Braxton reported that she is working with NCII (National Center on Intensive Intervention) to formulate a meeting/events calendar. A planning meeting is scheduled at 4 p.m. today. Also scheduled is a meeting with the Guided Pathways Committee, and town halls with NCII.

**Others** – none

**Discussion Items**

**Planning for DAS Exec Retreat on August 7, 2020**

- Goals for 2020-2021
- DAS Action Plan on Systematic Racism
- District Discipline Day, Fall 2020
- Agenda

Echeverri referred to prior DAS goals from 2018-19 and 2019-20 as well as to the agenda for the January 2020 retreat. The August 2020 retreat will take place via Zoom. Goals for 2020-2021 suggested today were revising the DAS Bylaws, college report-outs and sharing of ideas, equity and anti-racism action plans, and upholding shared governance.
Echeverri requested that the Senators forward additional goals to her for including in the August 2020 Retreat agenda.

MOTION: Extend the meeting for 15 minutes
(Maddren/Kalustian) M/S/P

Update on DAS Recommendations on Distance Education Certification and Online Instruction

Echeverri reported that she received an email from a faculty member who had completed DE certification at Valley in March of 2020, but was then told to take a second course on pedagogy. The resolution on DE certification which had been approved by the DAS Exec referred to the requirement that two courses – Introduction to Canvas and Introduction to Online Teaching and Learning – would need to be completed in order to be DE certified. The approved resolution also stated that faculty who had been DE certified by the beginning of the Spring 2020 Semester would be exempted from the requirement to take two courses. (East, Valley, and West only required one class for DE certification.) The intent of the resolution was to standardize requirements for DE certification. However, the resolution could be revisited this August at the DAS Exec retreat, and revised to refer to exempting the two-course DE requirement if instructors became DE certified by the end of the Spring 2020 Semester (instead of at the beginning of that semester). In a matter related to the DE certification courses, Echeverri noted that some of the DE Coordinators are setting very high thresholds (e.g., 100%) for completion of those courses. It was mentioned that completion standards should be consistent and that DAS have input in approving these thresholds. Echeverri commented on the value of more discussion with the DE Coordinators as well as with Joanne Waddell, President of the AFT Faculty Guild Local 1521, related to online teaching and support. Distance Education is contained in the LACCD/Faculty Guild collective bargaining agreement (CBA), and the college DE committee is comprised of both senate and union representation. It was argued that the senate exercise its purview over curriculum and approve a rubric and set parameters. Questions remained about establishing consistent standards since training remains at the local level. Senators also wondered if the LACCD should honor DE certification at other institutions in other districts.

DAS Recommendations on Classroom Size and AFT 1521 Negotiations

Echeverri described emails which went to senate presidents from the Faculty Guild. She spoke in favor of smaller classroom sizes at the July 8, 2020 Board of Trustees meeting. She will place this item on the consultation agenda.

Software, Technology, Professional Development and Other Needs for Hard-to-Convert Classes and Online Instruction – no further discussion
Update on handling of Grade Change Requests
Hernandez reported that there was a misunderstanding on the part of an Admissions and Records employee at East, and Vice Chancellor Cornner provided guidance.

Project MATCH Update – previously discussed

Issues with E-115: Creation of New Subjects
Echeverri noted that the DAS might need to revisit this administrative regulation to address placement of existing subjects.

Supplemental Reassigned Time for Academic Senate Work (2020-2021)
Each college receives from the District a .2 FTEF (full-time equivalent faculty) of reassigned time for work done at the college for their academic senates. Echeverri requested that the college Senate Presidents forward the name of that person or persons receiving the .2 of reassigned time. If the college academic senates will not be using that .2 per college, Echeverri will repurpose the reassigned time which is unused by the college senates.

Other Concerns
Other possible Senate-related expenses were discussed, including the necessity for the DAS to collect dues from the colleges in order to fund expenses incurred by working remotely.

Adjournment
The meeting was adjourned at 12:21 p.m.
(Hernandez/Stewart) M/S/P

Upcoming Meetings:

LACCD Board Meeting: Wednesday, August 5, 2020 – Zoom
District Budget Committee: Wednesday, August 12, 2020 – Zoom
Board Standing Committees: Wednesday, August 19, 2020 – Zoom
Consultation Meeting: August 14, 020, 2:00 p.m. – Zoom
DAS Executive Retreat: Friday, August 7, 2020, 9:30 a.m. - 2 p.m. – Zoom
DAS Executive Committee: Friday, September 4, 2020 – Zoom
DAS Meeting: Thursday, September 10, 2020 – Zoom
Fall 2020 District Discipline Day: Friday, October 9, 2020 – Zoom

Respectfully submitted by Lourdes M. Brent, DAS Secretary