District Academic Senate Executive Committee

Meeting

Friday, May 3, 2019
Educational Services Center
Board Hearing Room

MINUTES

Attendance

<table>
<thead>
<tr>
<th>Officers</th>
<th>Present</th>
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<tr>
<td>Angela Echeverri (President), Naja El-Khoury (1st VP), Elizabeth Atondo (2nd VP), Lourdes Brent (Secretary), John Freitas (Parliamentarian)</td>
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<tr>
<td>City</td>
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<tr>
<td>East</td>
<td>Jeff Hernandez</td>
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<td>Harbor</td>
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<td>Mission</td>
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<td>Pierce</td>
<td>Anna Bruzzese</td>
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<td>Southwest</td>
<td>Robert Stewart</td>
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<td>Trade</td>
<td>Martin Diaz</td>
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<td>Valley</td>
<td>Josh Miller</td>
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<td>West</td>
<td>Holly Bailey-Hofmann</td>
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<td>Guests</td>
<td>Brittany Grice (Office of Diversity, Equity, and Inclusion, LACCD), Daniel Keller (Curriculum Dean, LACCD), Sheri Lehavi (Pierce), Fernando Oleas (Pierce), Bradley Saenz (Pierce), Edouard Tchertchian (Pierce)</td>
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Call to Order:

President Angela Echeverri called the meeting to order at 9:39 a.m.

Noting that there were many guests at the meeting, Echeverri invited those present to introduce themselves.

Approval of the Agenda:

The agenda was adopted as amended

(Stewart/Hernandez) M/S/P

MOTION to amend – Because she had to leave early, Brent requested reordering the agenda to permit her reports. In addition, Paulsen requested that her motion to extend the Program Mapper release time for one semester be pulled from the agenda.

(Brent/Bailey-Hofmann) M/S/P

Approval of the Minutes:

The minutes of the April 19, 2019 meeting were approved as written.

(Freitas/Miller) M/S/P
Public Speakers:

Echeverri described several recent meetings she had with LACCD Chancellor Francisco Rodriguez regarding AB 705 implementation and his intent to cancel developmental English and Math offerings in the 2019 Fall Semester schedule of classes. She reported that Chancellor Rodriguez did not bring up the plan at the April 9 DAS Consultation meeting. Instead, he requested a phone meeting with AFT President Joanne Waddell and DAS President Angela Echeverri on Wednesday, April 17, during which he informed them of his plan to eliminate all Fall 2019 math and English classes more than one level below transfer. During the phone call, both Echeverri and Waddell strongly and repeatedly expressed their opposition to such a plan. Echeverri put forth multiple reasons for not completely eliminating those classes, including the need to serve all students regardless of their level of academic preparation and the impact on multiple educational programs.

Echeverri noted that AB 705 permits offering developmental math and English classes and argued that cancelling those classes would deprive LACCD colleges of the opportunity to serve all students and compile important data on course completion, demand, success, and throughput. Echeverri followed up with three more meetings with the Chancellor in which she provided further evidence of the need for these classes and highlighted the significant reductions already in place for developmental math and English classes. In spite of the clearly stated opposition and documented evidence, on April 29, the first day of Fall 2019 priority registration, the Chancellor gave the directive to the colleges to cancel all English and Math classes more than one level below transfer– including over 50 math sections in total. Echeverri expressed her deep concern about such an action, citing the Board’s Shared Governance agreement with the District Academic Senate on academic and professional matters such as curriculum, standards or policies regarding student preparation and success, educational program development, program review, and processes for institutional planning. Echeverri also noted that the Chancellor’s directive interfered with local college autonomy and the ability to conduct institutional planning and enrollment management efforts.

Edouard Tchertchian, Pierce College math faculty member, described a culture of support at Pierce for AB 705 as well as collaborative efforts related to implementation of this statute. Such efforts included agreement on placement and assessment issues as well as the creation of new courses. The Pierce faculty wanted to make sure that students have the opportunity as well as the choice to take the courses which they need to attain their academic goals, e.g., transfer or local degree, certificate, or just refresher courses. He noted that AB 705 permits taking transfer-level as well as fundamentals courses and, especially in this transition period, those courses should be offered. At Pierce, 20% of students do not fall into the parameters of AB 705. Tchertchian went on to state that the Math Department at Pierce reduced the number of sections of
developmental Math which it usually offers and that the Vice President of Academic Affairs at that college approved them.

Sheri Lehavi, another member of the Pierce Math Department, offered two major points. 1) There are unintended consequences when there is a lack of collaboration and respect for colleagues and timelines; adjunct faculty are losing their assignments; the colleges and the district are losing trust among faculty and students. 2) There are students who need these developmental classes to build their confidence and their skills. Non-credit is not a good alternative because faculty are not within the corresponding credit department, there are different minimum qualifications, a different load factor, different rates of compensation, and the courses themselves are not comparable.

Echeverri added that non-credit classes are not eligible for financial aid. Colleges in surrounding districts, such as Santa Monica, Moorpark, and Glendale, are offering developmental classes in English and Mathematics. The College of the Canyons has eliminated its developmental English and Math classes, but that decision came from the faculty. In addition, that college has taken one-and-one-half years to phase out those classes, thus, preparing the students for the change in Math and English class offerings. Such is not the case in the LACCD. The consensus was that the Chancellor’s unilateral cancellation of developmental English and Math classes for the 2019 Fall Semester is a violation of the LACCD/District Academic Senate (DAS) shared governance agreement and students are being hurt unnecessarily.

Oleas cautioned about an exodus of students from the LACCD. He also noted that, at the meeting of the Committee of the Whole, the Board of Trustees did not give the Chancellor the directive to cancel the classes. Instead, they suggested a phase-out. The decision to cut the classes was the Chancellor’s, which Oleas considered an egregious violation of AB 1725 and the 10 + 1. Further, enrollment management should remain at the local level.

Senators were also cautioned about the “survivorship bias” in the analysis of throughput data – in all the advocacy about AB 705, there has been no discussion regarding the students who are not completing these transfer-level classes and thus are being left behind. The law does not state that courses may not be offered, and safety nets for our students must not be removed.

**Action Items**

**Resolution in Support of Discipline Faculty Participation in Revision of Minimum Qualifications – EOPS Counseling (Brent)**
(Brent/Miller) M/S/P
Minor changes were made to the motion which was previously passed by the District Academic Senate Executive Committee (DAS Exec) at its April 19, 2019 meeting. The approved resolution will be sent to the full DAS at its May 9, 2019 meeting.

Resolution on AB 705 Implementation and the Cancellation of Developmental Math and English Classes in the Fall 2019 Schedule

(Echeverri/Freitas) M/S/P – approved unanimously as amended

MOTIONS to amend: (omissions in strikeout and additions in underline)

(Hernandez/Stewart) M/S/P

MOTION to consider all amendments to the original motion together:

(Bruzzese/Miller) M/S/P

MOTION to consider perfected motion:

(Hernandez/Bruzzese) M/S/P

“Whereas, the recent decision Chancellor’s recent directive to cancel all English and math classes...”

“Whereas in the Fall 2019 semester several neighboring community college districts, including Santa Monica... El Camino...”

Reorder Resolves numbers 6 and 7 (7 becomes 6 and vice versa)

“Resolved that the District Academic Senate express to the Board of Trustees its strong opposition to the Chancellor’s directive to cancel all English and math classes more than one level below transfer and grave concern about the lack of mutual agreement and proper consultation in the implementation of said directive recommend that the Board of Trustees direct the Chancellor to rescind his directive to cancel all English and math classes more than one level below transfer in light of the lack of mutual agreement and proper consultation in the implementation of said directive”

Echeverri introduced this resolution, which included some amendments. She reported that the Chancellor had initially agreed to offer a modest number of developmental Math and English classes for Fall 2019. She and others were therefore surprised to see an email, sent to the LACCD faculty by Interim Deputy Chancellor Melinda Nish on Monday, April 29, 2019 (the first day of Tier 1 priority registration for Fall 2019) announcing that all English and Math courses more than one level below transfer had been cut. Both this decision and the subsequent directive to the colleges to cut courses were taken by Chancellor Rodriguez.

Much impassioned discussion on this resolution ensued. Both Senators and guests spoke of the concern for our students, college curriculum and affected prerequisites (e.g., Math 115 for Chemistry 51), violations of AB 1725 and Title 5, violations of the shared governance agreement between the LACCD Board of Trustees and the DAS (page 20 of the packet), as well as possible implications related to the collective bargaining agreement between the Faculty Guild and the Board.
Echeverri observed a downward trend in Fall 2019 enrollment, noting that Fall (which lacked English and Math courses more than one level below transfer) was down, but Summer 2019 enrollment figures (which did have those courses in the schedule) was higher than last year. Hernandez recommended that the focus of the resolution on the floor be on a directive from the Board of Trustees to the Chancellor to reinstate the classes which he cancelled.

Echeverri will take the perfected resolution to the full District Academic Senate meeting on May 9, 2019, and once approved to Chancellor Rodriguez and the Board of Trustees.

**Guided Self Placement Guidelines**

**MOTION:** To recommend the framework of Guided Self-Placement
(Freitas/Hernandez) M/S/P

Referring to page 12 of the packet as well as handouts provided, Curriculum Dean Dan Keller described the difference between self-placement and guided self-placement for students' placement in the appropriate levels of English and Math. Input from the ESL (English as a Second Language) District Discipline Committee is still needed. Guided self-placement provides information which students can use to make an informed choice based on both their ability and confidence levels. Keller observed that the California Community College Chancellor’s Office (CCCCO) has stated that colleges can use sample questions, but those colleges must then collect data. Possible consideration for college data collection could include: Did throughput increase? Was there disproportionate impact? Keller suggested that colleges could develop their own sample questions, but use the same three-tiered rubric: Can you solve this? (No problem) Would you need help? (A little help) Are you not able to solve? (Might struggle)

There was much discussion concerning the population of students which would use the guided self-placement, an understanding of when a rubric would be used, the availability of the rubric in an electronic format through a student portal in the student information system (SIS), possible availability through CCC MyPath, implications regarding challenge processes, the possibility of re-taking the guided self-placement, and work flow issues. Keller requested feedback on how to improve the forms. He noted that a challenge process is open to all students, but guided self-placement would likely be used by older and returning students as well as students who had not completed high school.

Echeverri will take the matter to DAS and will follow up on its implementation issues.

**Resolution to Support Safe Zone Training for Faculty (Hernandez)**
(Hernandez/Miller) M/S/P – as amended

**MOTION to amend:** (omissions in strikeout and additions in underline)
(Hernandez/Stewart) M/S/P
First Resolve: “Resolved, That the LACCD District Academic Senate strongly support Safe Zone Ally training for all current or newly-hired faculty; and

Second Resolve: “Resolved, That the LACCD District Academic Senate recommend should explore recommending…”

Referring to page 16 of the packet, Hernandez argued in favor of the resolution which recommended that the Board of Trustees adopt Safe Zone training as a district policy. Brent reported that the DAS Professional Development College (PDC) Steering Committee had reviewed the possibility of offering such training under its aegis. The quote the PDC received was $8,645 for two full days of training, with a cap of 35 participants. The PDC’s budget would not permit such a one-time expenditure. She spoke to Katrelia Walker, EAP Coordinator, regarding Walker receiving training at the expense of the district’s Human Resources Division. She would then be able to offer training to all district employees—a “train the trainer” approach. Hernandez agreed that collaboration was necessary and that resources needed to be directed to that effect. Freitas recommended consultation with the faculty union and other employee groups as well as drafting a new Board Rule. Hernandez concurred.

Motion to allow local colleges to request 90-day extension for Student Equity Plan and to support local Academic Senate Presidents who refuse to sign the Student Equity Plan unless there’s sufficient college input and a vote by their Senate (Hernandez/Miller) M/S/P

Hernandez noted that Equity Plans have a June 30, 2019 submission deadline, but can be amended up to September 30, 2019. The concern is that the approval of those plans by the LACCD Board of Trustees would be scheduled during the summer, leaving insufficient time to obtain more comprehensive data, especially for disproportionately impacted groups. There must be agreement on a timeline moving forward. Miller observed that the senate president’s signature on the plan is critical: if the senate president does not sign, the plan is not accepted by the State Chancellor’s Office, and that Office does not disburse the relevant funding.

Discussion Items

Because Brent had to leave the meeting, and the previous motion to re-order the agenda had passed, she gave brief reports at this time.

* Professional Development College
There will be a seminar on Teaching and Learning in the Age of AB 705 on June 21, 2019 from 9 a.m. to 5 p.m., at the LACCD Van de Kamp Innovation Center. The facilitator for this seminar will be Dr. Marini Smith, a faculty member in Education and Child Development at West. The morning session will involve all participants. The afternoon will have breakout sessions according to disciplines as well as a short workshop on
gaining support, and setting timelines for plan execution. She also distributed copies of the outline for the PDC Leadership Institute and asked for volunteer presenters.

* Secretary

Brent distributed the latest list of local senate presidents and DAS representatives as well as the reported reassigned time for local senates for the 2018-2019 academic year. Clarification was requested on what to report, as some senate presidents reported only the reassigned time for the local senate officers and others included such senate-related positions as faculty accreditation co-chair.

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

Echeverri expressed concern that the proposed language in BR 6201.13 on “rely primarily” in the amendment that was adopted should be “mutual agreement.” Hernandez pointed out that this addresses a degree requirement, which requires the Board of Trustees to rely primarily on the DAS.

Echeverri asked about the availability of ballots at the May 9, 2019 meeting. Hernandez said that ballots would be made available before the election at 2:00 p.m. Hernandez also added that there will be a forum for the contested position of 1st Vice President. It was decided that the forum will last ten minutes and be scheduled at 1:50 p.m. Alternatives for assuring that individuals who have to leave before 2:00 can cast ballots, and assuring that all candidates for 1st VP can participate in the forum will be discussed by the Nominations and Elections Committee.

**AB 705 Implementation**

* Support recommendations for English, ESL, and Math

Echeverri stated that additional fiscal support for the English, Math, and ESL faculty, including tutoring, will be needed for AB 705. The DAS needs to develop a recommendation for resources for AB 705 implementation. Hernandez suggested creating a questionnaire/template for identifying resource needs and appropriate/equitable support funding for each college. Echeverri expressed the importance of making sure it is equitably distributed.

**Student Equity Budgets**

**Planning for Spring 2019 and beyond**

* DAS Spring, 2019 Newsletter – Echeverri asked for contributions, with a submission deadline of Friday, May 10, 2019. She will write a cover article on AB 705.

* DAS Access and Training for Board Docs – Echeverri stated that DAS is transitioning to Board Docs, and it is hoped the local senates will do the same.
Cornerstone Professional Development Platform; Professional Development Events:

LACCD DAS Plenary Session in Fall, 2019(?)

Miller stated the importance of coordinating professional development activities districtwide, with the DAS taking ownership of all districtwide faculty professional development.

* 2019-2020 schedule – Echeverri will develop a draft calendar and request input

Owing to the lack of time, the subsequent agenda items will be postponed to a later date.

E-Regulation on Students with Disabilities (E-100)

Budget Update

- Allocation Model
- College debt
- Other

Guided Pathways – Next Steps (Miller)

- Upcoming Events
- Online Teaching and Pathways (NEW)

Future Projects

- Administrator Retreat Policy

Update on Personnel Commission: CDC Faculty, Student Workers, and Counselors

College Reports and Issues

- Administrative Vacancies and President Searches

Other Items

Reports

- Officer Reports
  - President
  - 1st Vice President
  - 2nd Vice President
  - Treasurer
  - Secretary – previously reported

- ASCCC Spring 2019 Plenary

- Professional Development College – previously reported

- Guided Pathways – Miller
Upcoming Meetings
Consultation: Tuesday, May 7, 2019 at ESC
Board meeting: Wednesday, May 8, 2019 at Harbor
DAS Meeting: Thursday, May 9, 2019 at City
Board Standing Committees: Wednesday, May 19 at City
District Budget Committee (DBC): Wednesday, May 15, 2019 at ESC

Adjournment
(Bailey-Hofmann/Stewart) M/S/P
The meeting was adjourned at 12:01 p.m.
Respectfully submitted by Lourdes M. Brent, DAS Secretary and John Freitas, DAS Parliamentarian