District Academic Senate Executive Committee

Meeting

Friday, May 8, 2020

Zoom URL: https://laccd.zoom.us/j/920663328
Meeting ID: 920 663 328

MINUTES

Attendance

<table>
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<tr>
<td><strong>Officers</strong></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), John Freitas (Parliamentarian)</td>
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<tr>
<td><strong>City</strong></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>Robert Stewart</td>
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<td>Valley</td>
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<td>Chauncey Maddren</td>
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<td>West</td>
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<td>Holly Bailey-Hofmann</td>
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<td><strong>Guests</strong></td>
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<td>Grace Cancik (Valley student), Daniel Keller (Curriculum Dean, LACCD), Bonnie Peters (CVC-OEI), Meredith Randall (CVC-OEI), Maria Siccardi (Trade-Tech), Tim Slade (Trade-Tech), Mario Valdez (Harbor), Joanne Waddell (President, AFT Faculty Guild)</td>
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Call to Order:
President Angela Echeverri called the meeting to order at 9:32 a.m.

Approval of the Agenda:
The agenda was adopted as amended to include discussion of the ASCCC Leadership Institute (Akl/Hernandez) M/S/P

Approval of the Minutes:
The minutes of the Special DAS Exec meeting April 24, 2020 meeting were approved as written (Akl/Stewart) M/S/P

Public Speakers: Meredith Randall and Bonnie Peters on California Virtual College (CVC-OEI)
Meredith Randall, Director of Programming and Educational Effectiveness for the California Virtual Campus Online Education Initiative, had worked in the California Community Colleges (CCC) for 20 years and is a former chief instructional officer. She has been with CVC OEI for a year. Randall has been working with the LACCD to get courses into the CVC course inventory. At present, students can get real time seat counts in courses, but they then must go through the regular application and registration process in order to enroll. The goal of CVC is to get the LACCD into full cross enrollment by June 30, 2020. In this way, students from all 114 colleges in the CCC will be able to find and enroll in LACCD online courses. Initially, there will be 25 “teaching colleges” which will implement this process by June 30th; this implementation is being done at the request of CCC Chancellor Eloy Ortiz Oakley.

Bonnie Peters spoke from the “student experience side of the house,” and has been with CVC OEI from the beginning. She stated that District students will not lose their priority registration dates. Instead, the “Exchange” would permit registration only during open registration dates, i.e., open registration occurs after all of the priority registration periods have passed in the District.

Continuing, Randall stated that CVC OEI will put all of the inventory of the LACCD online courses into the CVC OEI inventory. Students may cross-enroll and either pay for the class or use their Promise Grant (formerly referred to as the fee waiver) or other types of financial aid to cover enrollment. Randall has also worked with LACCD Vice Chancellor of Educational Programs and Institutional Effectiveness Ryan Cornner, with DAS President Angela Echeverri, and individuals at L.A. Valley College regarding prerequisites. AB 705 allows students to self-certify that they have satisfied prerequisites in order to register for courses. CVC OEI would work with existing LACCD processes to validate and verify prerequisites. Students will be informed that if they fail to satisfy prerequisites for a class, they will be de-enrolled from that class. However, it is anticipated that “over-placing” (over-stating prerequisites) will occur much. It is anticipated that this process will begin in time for Fall 2020 registration. Randall will forward a video to Echeverri for review and forwarding.

Freitas observe that past practice has been that the Senate needs to sign off on the consortium. Two colleges, West and Pierce, are already members. Randall stated that there was a request from the State Chancellor to accelerate the process due to COVID-19. The CVC OEI wants the complete catalog of LACCD courses in its inventory and the entire District in the Exchange. Freitas went on to remark on an initial conversation in the early part of the Spring 2020 Semester, but then the LACCD conversations centered on COVID-19. He was not aware if there have been discussions about prerequisites aligning with C-ID Descriptors.

Peters spoke of a federal financial consortium agreement which must be signed, even though not all of the 9 colleges are in the master consortium. One is with the Federal Government, so that students may combine units (at different colleges to qualify for
Federal Financial Aid, e.g., Pell). She will contact the Financial Aid Managers at the colleges. Financial aid is now paid according to the identified home college. Randall assured the Senators that more support would be available.

Randall also defined “Exchange” and “Consortium.” The Exchange would permit cross-enrollment, i.e., allowing students from across the State to access LACCD classes and do streamlined application and registration during the open enrollment period. The Consortium would give access to certain student services tools such as Net Tutor, Proctorio, and Cranium Café. Randall also stated that CVC OEI has added more benchmarks for having courses aligned to the rubric.

Echeverri thanked Randall and Peters for their remarks and introduced Waddell.

Joanne Waddell, President of the AFT Faculty Guild Local 1521, spoke in support of a noticed motion. She applauded the faculty for doing such a great job migrating to a remote learning environment. Waddell noted that many conferences as well as other professional development opportunities have been cancelled in the last few months due to the COVID-19 pandemic. The intent of the noticed motion (appearing later in the agenda) is to give faculty the opportunity to count the professional development they already had to do to migrate classes from face-to-face to remote environments. They had to learn the technology and formats, then adapt curriculum to those formats. The ASCCC (Academic Senate for California Community Colleges) has already approved this kind of activity, and the CCCCO (California Community College Chancellor’s Office) has issued guidance in support.

Echeverri noted that edits are included in the resolution. Raising a point of order, Hernandez asked if debate were to occur now, during Public Speakers, or later in the agenda. Echeverri stated that discussion would occur later, as reflected in the agenda. Waddell expressed her thanks for all that the DAS has done as well as her appreciation of the Senate and the Union working together.

**Action Items:**

**LACCD Guidance for Reviewing Institutional Accreditation (Approved by DCC 4/17/2020)**

Atondo reported that she worked with Cathleen Rozadilla to make the edits recommended by DAS Exec (the District Academic Senate Executive Committee) at its last meeting. The content has not changed. This guidance memorandum is intended for the use of Articulation Officers and Counseling Faculty. It would also help guide discipline faculty if they felt they needed help. The intent is for there to be consistency in all of our 9 colleges in reviewing and accepting coursework from colleges whose regional accreditation status was “in candidacy.”
Interstate Passport Network – Memorandum of Agreement (Approved by DCC 4/17/2020)

MOTION: Table indefinitely

(Hernandez/Maddren) M/S/P

Atondo asked LACCD Curriculum Dean Daniel Keller to clarify the fee schedule. Keller reported that the WICHE organization is trying to promote the facilitation of LACCD students transferring to its member colleges. Therefore, it is offering free membership for 5 years if the LACCD sends a memorandum of understanding (MOU) before June 30, 2020. After 5 years, it would follow the fee schedule currently in place. Keller reported Vice Chancellor Corner’s suggestion that, should the faculty approve it in principle and it is free for 5 years, we could enroll in the membership as a type of pilot program to see if it helps students. If, after 5 years and before renewal is necessary, it has been determined that WICHE has helped students, the LACCD can review and possibly renew the agreement and pay the scheduled fees. However, should it not provide the support we need, we can exit the agreement.

Stewart inquired as to how the fees would be apportioned: Would it be a local college responsibility? Would the District defray the costs? Keller suspected that the LACCD could look for funding to help the colleges should association with WICHE prove to be of value. Hernandez observed that the existing free structure was substantial and that colleges are looking at cuts. Students can now transfer without the LACCD’s membership in WICHE. And unless there is a commitment that fees would come out of the ESC budget, he was disinclined to vote in favor of the agreement.

Proposed LACCD Distance Education Addendum for eLumen (Noticed 4/24/2020)

(Atondo/Bailey-Hofmann)

MOTION: Remove language pertaining to “emergencies” (in red - Row 14, Column 4 in draft)

(Akl/Freitas) M/S/P

No: El-Khoury

Perfected Motion – M/S/P as amended

Keller noted that this table illustrated the configuration of how DE certification is done in eLumen. This action is only coincidentally occurring simultaneous to the blanket DE addendum due to COVID-19. He went on to describe the process of how this document was created. Keller met with the DE Coordinators and looked at commonalities. These attributes were reduced to 30. Then there was discussion with Atondo, Echeverri, and Freitas which resulted in fewer fields. The “emergency approval only” field (in red in the document) was a response to some faculty inquiries and requests.
In reply to a question from Hernandez, Keller stated that eLumen supports addenda for colleges. As an example, we will be using addenda in eLumen for historical documents. The District Curriculum Committee wants to use actual fields instead of many addenda because reports can be run from the fields but not from the addenda. Having some degree of uniformity is helpful because having to support 9 different versions is difficult for IT.

Hernandez was concerned that this not be a District form and that local processes would remain intact; that is the way he explained it at the East senate. As a point of information, Atondo stated that curriculum is local. The table under consideration is the minimum for DE elements. Colleges, curriculum committees, and local senates can attach addenda in the course outline of record. What is under consideration is not a District curriculum form. Freitas added that this is a common subset of all of the local college DE addenda; colleges are still free to add addenda. Keller included that the fields would include that which is used to minimally satisfy Title 5 requirements and from which to draw reports; colleges would be free to attach addenda or not.

Maddren then inquired about fields related to distance education in times of emergencies. He asked if we are committing to offering these courses in distance education modalities during an emergency. Keller replied that CCCs are currently empowered to offer courses in remote formats due to a blanket approval from the CCCCO due to a pandemic. However, should there be an earthquake or other local disaster, it would empower us to offer a course online. The assumption is that the Chancellor or the LACCD Board of Trustees would declare an emergency. El-Khoury added that reports would be difficult to run with a series of addenda because such addenda would be outside the fields; the fields would facilitate those reports as that information would be easy to obtain. Keller added that fields in eLumen can be reconfigured.

Akl inquired further about Element 14 in the document and suggested not including it as one of the fields in eLumen. El-Khoury responded that, should we get into a local emergency situation, it would be up to the faculty to offer courses remotely on an emergency basis. By eliminating this field related to emergency situation, we have no ability to approve that course on an emergency basis only.

Hernandez replied that he came to the opposite conclusion, noting that we are not precluded locally from addressing the emergency situation being discussed. Instead, DE conditioning based on an emergency can be addressed in a separate addendum.

Freitas suggested that the implication of the emergency language in red is that one could not offer those courses that were not pre-approved unless the college went through the full curriculum and governance process. Instead, he recommended amending the Administrative Regulation regarding distance education and putting such language there.
An amendment came to the floor and was passed as was the perfected motion.

**DAS Statement in Support of Academic Freedom during COVID-19 Pandemic**

In the face of the current unprecedented move toward online instruction and emergency powers to address the COVID-19 pandemic, the District Academic Senate unanimously agrees to safeguard the fullest form of academic freedom for all faculty. All faculty members engaged in distance and/or emergency remote learning are entitled to academic freedom appropriate to maintain the highest caliber of teaching. Academic freedom includes flexibility in meeting student needs as well as adaptability per discipline and content requirements.

(Hernandez/Maddren) M/S/P

Hernandez reported that this statement came from the East Academic Senate Committee on Academic Freedom and Ethics. Apparently, there have been a number of faculty members who have been feeling pressure from their colleges and possibly their chairs during the COVID-19 pandemic and this time of remote and online learning. Therefore, it was determined that a reaffirmation of academic freedom was both needed and important. Echeverri suggested the additional language of and/or emergency remote. Hernandez accepted this revision without objection. Akl asked about what is meant by “emergency powers” in the first sentence of the statement. Hernandez suggested that it could refer to things taking place in the LACCD related to the implementation of an online learning environment. One example could be Proctorio, an exam proctoring software about which certain instructors have concerns.

**Noticed Items**

**DAS Recommendation on Preparations for Course Offerings in Summer and Fall 2020**

**Schedules of Classes**

Echeverri reported that Summer 2020 classes will be online and Fall classes will be mostly online. There must be a process to identify and prioritize hard-to-convert classes. This topic was discussed at consultation on Tuesday, May 5, 2020. Certain factors must be considered, such as: Those classes which are critical for completion; Courses needed to support healthcare and other essential infrastructure elements; and Logistics, including risk and cost. At present, there is nothing in writing, but Echeverri would like to have something by next week’s DAS meeting, May 14, 2020. Freitas recommended the approach of a resolution in support of the work which discipline committees are doing in this regard. He volunteered to help write such a resolution. Maddren noted that the recovery plans would have to be interwoven within those limitations; we can suggest but not dictate. Echeverri agreed that we are constrained by public health guidelines. Hernandez urged the Senators to be cognizant of a separation
of issues. Colleges should have in motion which courses would be approved to be put on a temporary DE addendum to the State. Related would be courses which would not be submitted for that because they would be hard to convert. In that latter respect, information from the discipline committees would be very valuable. Hernandez recommended a locally-driven understanding of which courses would fall under the category of essential infrastructure, and then a prioritization which would come back to DAS. Those hard-to-convert classes would be identified as would the challenges and resource needs in terms of facilities, etc. An emphasis on essential infrastructure would prioritize respiratory therapy versus intercollegiate sports, as an example. A list of hard-to-convert classes and challenges would be helpful. Unfortunately, we do not have those answers now.

Resolution to Use Training for Conversion to Remote Teaching from March 16-30, 2020 to Fulfill Professional Development Obligations

MOTION: Amend second resolve as follows (new language underlined): “That the District Academic Senate support local senates ensuring that all LACCD faculty would...”

Hernandez/Stewart (Approved in principle to make recommended edits and place amended version on May 14, 2020 DAS agenda.)

There was discussion about local control versus a DAS recommendation regarding the use of time which instructional faculty used to convert to remote formats as a complete satisfaction of FLEX requirements. Hernandez referenced a resolution passed at the East L.A. Academic Senate, and suggested a modification of the resolution to refer to guidance from the State of California regarding the fulfillment of FLEX requirements as well as language that would state that the DAS would encourage local senates to accept the time referenced in the resolution for FLEX. Maddren concurred, noting the importance of an overarching supportive statement from the DAS. Freitas added that FLEX recording procedures are local and that DAS cannot issue mandates to the local senates. However, DAS can recognize that this work is valid professional development and urge local senates to allow these hours spent to transition to remote instructional platforms be used as alternatives to local FLEX requirements. Stewart wanted to clarify that the resolution was intended for those faculty members who worked during spring break to transition their classes online and not those who did not do so. Echeverri concurred.

Reports:

Officer Reports:

President

Echeverri reported that the COVID-19 Response Team has been meeting once a week. To date, 63 individuals in the District have tested positive for COVID-19; 23 are suspected as having the novel coronavirus but have not been tested; there are 23
possible exposures; and 1 fatality. A number of the colleges have been shut down. The District is currently in Phase I where instruction and services are online or remote. At present, the District is trying to find ways for students to complete classes which were suspended in the Spring 2020 Semester. It is also trying to identify hard-to-convert classes, find ways to bring some aspects of those classes back to the colleges in an in-person format in Fall 2020, and to provide professional development for the faculty. Freitas and Keller have been in conversation with the district discipline chairs.

There has been extensive discussion in the District about what is happening next – how to identify the hard-to-convert classes, how to prioritize those courses, and how to deliver instruction. There are three upcoming deadlines: May 5 – to determine how many hours would be needed to complete instruction for Spring 2020 classes which have been suspended; June 1 – Summer 2020; June 30 – Fall 2020 classes. Echeverri observed that the District is very reluctant to take on unnecessary risk. The LACCD must be in line with the L.A. County Health Department protocols as it looks to return instruction and services to campus. As of now, the Health Department has not published those protocols. Logistically, we are looking at reduced class sizes to adhere to social/physical distancing requirements, personal protective equipment (PPE), disinfection protocols, and testing – both for infection and for the presence of COVID-19 antibodies. Echeverri noted that the impact would vary from college to college, but observed Trade would have disproportionate impact because of its high percentage of CTE (career technical education) courses. The Professional Development College will be repurposed to address the issues related to the hard-to-convert classes.

Cuts of $200 million are anticipated from LACCD budget. Colleges may be part of the California recovery plan.

1st Vice President – at District Curriculum Committee (DCC) meeting

2nd Vice President - at DCC

Treasurer

Stewart had forwarded electronic reports and reminded the Senators to turn in their mileage claims. Local senate funds have the same budget number but with different alphabets written into each fund number, e.g., “C” for City, etc. Echeverri is advocating with District Administration to roll over 2019-2020 Senate funds as the COVID-19 pandemic precluded attending certain meetings, e.g., DAS and DAS Exec, and conferences (including the 2020 ASCCC Spring Plenary Session) in person, thus lowering expenditures. She is awaiting a reply about her formal request to roll over local and District Academic Senate funds (also to include professional development and professional growth funds), but Chancellor Rodriguez agreed in principle. Since the Academic Senate for California Community Colleges (ASCCC) will have its June Leadership Institute online, the cost will only be $100 per participant. Therefore,
Echeverri is encouraging more faculty members to attend. Stewart and Echeverri are working with ASCCC to see if DAS can purchase a certain number of registrations and then assign those registrations to interested faculty members. It is anticipated that the DAS Exec will attend as well as 5 faculty from each college. Akl noted that the ASCCC Leadership Institute conflicts with the Online Teaching Conference (June 17-19, 2020). Echeverri congratulated Stewart on his decision to run for ASCCC Area C Representative.

Other Reports:

TPPC – no report

Professional Development College

Before beginning her report, Brent noted that the ASCCC has its Curriculum Institute in July, and some of the rollover funds could be used for that professional development opportunity. The Professional Development College (PDC) Leadership Institute which was to have been in March was cancelled due to COVID-19. However, parts could still be offered in synchronous and asynchronous modalities, including a seminar on the new Administrative Regulation (the updated E-100). She has contacted Freitas and Brittany Grice, Director of the LACCD Office of Diversity, Equity and Inclusion to facilitate. The PDC will also be working with faculty in hard-to-convert classes to help identify solutions.

DE Training Workgroup

Echeverri reported that the District had approved the funding of DE Coordinators at 2.0 at each college through Fall 2020. Also approved was the position of a District DE Coordinator at 1.0 FTEF. Two training courses were approved to fulfill DE certification training. Echeverri recommended that faculty sign up soon as the training classes are filling up quickly.

Guided Pathways – no report

Others – none

Discussion Items:

Update on DE Training Workgroup Recommendations – previously reported

Identification and Support for Essential and Hard-to-Convert Courses and Services

- Identification Criteria and Process
- Role of Discipline Committees, Professional Development College & Others
  - Identifying needs for transition to in-person instruction/services
• Canvas Shells for All Disciplines
• Fall 2020 District Discipline Day
• Planning for the Return to Face-to-Face Instruction

Echeverri reported that District discipline committees have received Canvas shells to facilitate discussion. She met with Keller and Freitas regarding the process and needed resources for hard-to-convert classes Wednesday and Thursday of this week (May 6 and 7, 2020). The PDC work with faculty in these courses and help to identify solutions. Discipline Day will be online.

Role of Senate and of Administration in ensuring departments with courses on blanket addendum actually submit course DE Addendum or DE Updates by the Fall – previously discussed

AB 705 Implementation During COVID-19 Pandemic

• LAUSD: Summer School, Remote Education Challenges, and Grading Policies
• ESL in Fall 2020
• College Math and English Offerings
• Other Concerns: Faculty Training, Student Support, Technology, etc.

Echeverri reported that this topic was discussed in consultation. Remote instruction in K-12 has not had the teacher/student contact time it usually has nor the academic rigor which the LACCD faculty use in their classes. Thus, this semester has been a “lost” semester, and posited that graduating seniors from LAUSD entering the LACCD as first-time students would be in need of remediation. Anderson noted that Math and English Chairs have been sharing that students need even more support now, and have recommended that colleges have the option of offering English and Math classes two levels below transfer. She also observed that College of the Canyons and Moorpark, colleges in different districts but geographically close to Pierce, are offering such classes, and that the LACCD needs to remain competitive in this environment. Echeverri noted that LACCD Chancellor Rodriguez seemed supportive of this idea. Brent asked about the status of the Fall 2019 English and Math completion data disaggregated by students in DSPS and EOPS. Echeverri replied that Associate Vice Chancellor Maury Pearl was looking into it. Hernandez remarked positively on the appropriateness of a communique from Echeverri to the LACCD Board of Trustees on this topic, and noted that AB 705 does not prevent California Community Colleges from offering English and Math courses below transfer. Echeverri will work on a resolution related to this issue, noting that some students will continue to be disenfranchised if the Chancellor’s directive related to the offering of English and Math classes is not modified.

Echeverri expressed concerns regarding the AB 705 implementation related to ESL (English as a Second Language) for Fall 2020. Enrollment at some colleges is down in
ESL; initial assessment is unresolved and is falling on the counseling faculty. Assessment Centers at some colleges have been repurposed and online self-placement is not operational.

Updates to Spring 2020 DAS Academically Speaking Newsletter
Echeverri stated that a draft will be available by next week. She continued to encourage submissions for the newsletter.

Project MATCH Updates
Echeverri noted that Project MATCH mentees would take the two trainings for DE certification – Introduction to Canvas and Introduction to Teaching and Learning in the Fall Semesters. They would be assigned their mentors in Spring 2021.

COVID-19 update & Discussion
- COVID-19 Response Team
- Shared Governance During Pandemic
- Remote/Virtual Interviewing Guidelines for Hiring and Search Committees
- Fulfilling Faculty FLEX Requirements
- Final Exam Schedule
- Support for Upcoming Remote DAS Meetings and Events

Echeverri reported that there is a search currently underway for a deputy chancellor. Shared governance concerns remain regarding shared governance and the District’s use of the colleges’ SEA funds (Student Equity and Achievement Program). The remote virtual interviewing protocols have been posted. The District has a final exam schedule; it is not clear that any action needs to be taken to modify it. However, during this time, Echeverri suggested that the faculty help make this time less stressful for our students.

Echeverri reported that, at its May 7, 2020 meeting, TPPC discussed the possibility of doing a survey for faculty. However, it did not wish to duplicate other extant surveys. Stewart reported that Southwest had done its own student survey. Maddren noted that Valley had no survey, but observed that since classes are online, there is more flexibility to schedule and give exams since we are all remote. Echeverri will get District clarification. Hernandez observed that, if classes are offered synchronously, then the times scheduled for final exams should remain; classes offered asynchronously would be different.

Echeverri reported that 9,400 LACCD students had participated in the District survey. The results from the respondents indicated that most students are somewhat familiar with Canvas. Students are facing additional challenges related to college closures and remote instruction and services due to COVID-19, such as increased worry and anxiety,
and concern about loss of healthcare. Most students report regular contact with
instructors as well as access to materials. Echeverri observed that, according to these
survey results, we are doing fairly well considering the circumstances, but that we need
to be aware of the challenges which the students are facing. She will ask Chancellor
Rodriguez for additional support to help the PDC work with DE learning.

Update on Pass/No Pass options During COVID-19 Pandemic: Implementation,
Student Notification, and Forms

Echeverri reported that students have been notified and Pass/No Pass requests forms
have been sent out.

Other Concerns – none

Adjournment

The meeting was adjourned at 11:56 a.m.

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

Upcoming Meetings:

• District Budget Committee: Wednesday, May 13, 2020 – Zoom
• DAS Meeting: Thursday, May 14, 2020 – Zoom
• Board Standing Committee: Wednesday, May 20, 2020 – Zoom
• Board Meeting: Wednesday, June 3, 2020 – Zoom
• DAS Executive Committee: Friday, June 5, 2020 – Zoom
• Consultation Meeting: Tuesday, June 12, 2020, 2 p.m. – Zoom

Respectfully submitted by Lourdes M. Brent, DAS Secretary