District Academic Senate Executive Committee

Retreat

Friday, August 20, 2021
10:00 a.m. to 2:00 p.m.

Zoom URL: https://lacc.zoom.us/j/95616814755
Meeting ID: 956 1681 4755

MINUTES

Attendance

<table>
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<tbody>
<tr>
<td>Officers</td>
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<tr>
<td>Angela Echeverri (President), Anna Bruzese (1st VP), Elizabeth Atondo (2nd VP), Lourdes Brent (Secretary), Joshua Miller (Treasurer), John Freitas (Parliamentarian)</td>
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<tr>
<td>City</td>
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<tr>
<td>Mickey Hong</td>
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<td>East</td>
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<td>Jeffrey 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>Marvin DaCosta</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>Patricia Zuk</td>
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<td>Guests</td>
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<td>Wendy Bass-Keer (Pierce), Jessica Drawbond (Southwest), Randall Gust (East), William Hernandez (Harbor)</td>
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Call to Order:

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

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

Approval of the Agenda:

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

Approval of the Minutes:

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

Abstain: W. Hernandez
Public Speakers: None

Action Items

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

MOTION: Amend the Mathematics prerequisite to read “Completion of the LACCD math placement process.”
(Freitas/Atondo) M/S/P
Perfected motion: M/S/P – as amended

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

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

MOTION: Include changes to section 1 from the original motion with the intent to provide clarifying language.
(Freitas/Atondo) M/S/P
Perfected motion: M/S/P – as amended

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

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

MOTION: Include changes to section 1 from the original motion with the intent to provide clarifying language.
(J. Hernandez/Zuk) M/S/P
Perfected motion: M/S/P – as amended

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

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

MOTION: Include changes to section 1 from the original motion with the intent to provide clarifying language.
(J. Hernandez/Atondo) M/S/P
Perfected motion: M/S/P – as amended

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

MOTION: Include changes from the original motion with the intent to provide updated language.
(Zuk/J. Hernandez) M/S/P
Perfected motion: M/S/P – as amended

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

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

MOTION: Postpone to October DAS Exec meeting
(J. Hernandez/Atondo) M/S/P
Freitas remarked on the need to look at all of the course repetition APs as a whole. The Community College League of California (CCLC) template language is being used as a starting point. However, it may be preferable not to take action until the other course repetition APs (4225, 4226, 4227, 4228, and 4229) are also reviewed. Repeatability for Foreign Language and Music classes was discussed. For clarification, it was explained that, should this AP be approved, it would go into effect once LACCD Chancellor Rodriguez signs it. However, it must first go through the Office of General Counsel.

7. Board Policy (BP) 4400: Community Services – from DCC (J. Hernandez/W. Hernandez) M/S/P

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

8. Administrative Procedure (AP) 4400: Community Services (J. Hernandez/Atondo) M/S/P

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

9. Resolution on a More Proactive Approach to Support COVID Safe Instruction and Services (Zuk/Bruzzese) M/S/P

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

10. AP 5111 – Graduation petitions – passed by DAS Exec, consultation changes (Zuk/Atondo)

MOTION: Amend Step 2 in procedures as follows – change 8 weeks to 4 weeks (Freitas/Atondo) M/S/P

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

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

(Zuk/Anderson) M/S/P

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

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

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

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

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

13. Noticed Items

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

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

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

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

3. Chapter 5 Administrative Procedures

- 5110 Admissions
- 5013 Students in the Military
- 5017 Responding to Inquiries of Immigration Status, Citizenship Status, and National Origin Information
- 5020 Nonresident Tuition
- 5030 Fees

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

4. Chapter 5 Administrative Procedures

- 5031 Instructional Materials Fees
- 5035 Withholding of Student Records
- 5040 Student Records, Directory Information, and Privacy
- 5045 Student Records-Challenging Content and Access Log
- 5050 Student Success and Support Program

5. Chapter 5 Administrative Procedures

- 5055 Enrollment Priorities
- 5070 Attendance
- 5110 Counseling
- 5120 Transfer Center
7. Chapter 5 Administrative Procedures

- 5160 Child Development Centers
- 5203 Lactation Accommodation
- 5210 Communicable Diseases-Students
- 5220 Shower Facilities for Homeless Students
- 5300 Student Equity
- 5400 Associated Students Organization
- 5410 Associated Students Elections
- 5520 Student Discipline Procedures
- 5530 Student Rights and Grievances
- Student Credit Card Solicitation
- 5700 Intercollegiate Athletics
- 5800 Prevention of Identity Theft in Student Financial Transactions

Discussion Items

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

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

DAS Goals for 2020-2021:

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

2. Revising the DAS Bylaws: Academic Technology, Professional Development College, Elections, and Other
3. Upholding and strengthening collegial consultation; Seeking joint professional development with the Board of Trustees; Seeking collegiality in action

Developing equity and anti-racism action plans

J. Hernandez noted some challenges, but strongly supported additional work related to equity and diversity. He also reported on a retreat as well as ongoing conversations at East Los Angeles College, and offered to share ideas, including the formation of affinity groups (like an ASCCC caucus group). He further suggested a task force to spearhead these related goals and objectives, develop effective practices, and identify resources. A possible summit on faculty hiring could also be beneficial. In any event, the DAS should take a proactive approach. Echeverri added that one idea was to broaden the scope of LACCD’s Project MATCH by having a second cohort for adjunct faculty who might benefit from additional coaching or mentoring which might be needed to interview successfully to get a tenure-track faculty position. She noted that the District seemed open to providing additional funding for this option as faculty diversity is of particular concern to the Board of Trustees. A relevant topic is hiring full-time faculty in Ethnic Studies, and the challenges of hiring faculty in areas which do not currently exist in the college.

There was additional discussion regarding faculty applicants who choose not to state their ethnicity or race on job applications, possibly pointing to a culture which discourages such disclosure as well as resulting in the creation of gaps in demographic data. Various strategies were discussed to address this issue, including a joint letter (DAS and District Administration) to prospective applicants asking them to complete the demographic form, highlighting the District’s goal of diversity, equity, and inclusion, and assuring applicants that it is safe to declare their racial/ethnic background. For persons already employed by the District, a similar letter could be sent asking them to update their profile on SAP. Echeverri will include this topic in consultation.

Freitas included the following link related to changes in EEO (Equal Employment Opportunity) regulations:


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

Of continuing concern is AB 705 implementation and the increase in equity gaps among the colleges and among our students. This has been an ongoing consultation topic and
the LACCD and DAS have a joint task force. It is evident that we need better data; our
goal is to identify and fully support students who are not making it through.

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

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

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

Echeverri reported that she is hoping to get the dates for the technical
assistance/collegiality in action visit soon. It was reported that the Chancellor has said
that only three members of the LACCD Board of Trustees can attend due to Brown Act
considerations. DAS Parliamentarian John Freitas observed that the Brown Act permits
all members of the Board to be in attendance as long as it is so noted on an agenda and
shared the following link to Govt. Code sec. 54952.2:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=GOV&sec
tionNum=54952.2.

Echeverri will advise the Chancellor accordingly.

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

* Summit on Faculty Hiring and Diversity
* Request District Support to Training Faculty on Effective Practices to Promote Diversity
* Expand Project Match for Adjunct Faculty
* Incorporate into application form a letter from DAS President letter to applicants to
  complete the demographic data
* Encourage District faculty to update their demographic profile
* In collaboration with the AFT, seek administrative support for an expansion of faculty
  mentors with explicit goal of sustaining faculty diversity among new hires
* Support the formation of local/district affinity groups to serve as a resource for
  building interest in senate and committee participation and leadership but also to
  create spaces for sharing experiences, networking, and advocacy
* Incorporate equivalence process within the PeopleAdmin application so that
  Equivalency Committee can help lead DEI in this area
* Obtain more precise data on placement to identify and more fully support students

Echeverri recommended the inclusion of increased support for credit for prior learning
(CPL). Because of the magnitude of this undertaking, it was recommended that a
District commitment was necessary, e.g., a district coordinator and college coordinators
– faculty for whom CPL could be their whole focus – who could be aligned with Guided
Pathways. Professional development would also be needed as would updating the relevant AP. Freitas and Atondo will prepare draft language to include as a goal.

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

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

2. Planning for:

- Fall 2021 Summit
- DAS Newsletter
- ASCCC Technical Assistance Visit
- ASCCC Academic Academy (virtual) and Fall 2021 Plenary (hybrid)

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

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

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

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

Echeverri is also considering postponing the September 24, 2021 LACCD/DAS Summit due to extenuating circumstances. The Chancellor is reported to be open to that postponement. Initially, the Summit theme was to be Advancing Student Equity. However, the DAS can look at alternate dates and various issues. Safety is in the forefront now. Miller reported on a Guided Pathways event, potentially in October.
3. COVID-19 Pandemic ad Return to In-Person Instruction & Services (BP 2800, BP 2900)

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

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

4. Update to Brown Act Meetings – previously discussed

5. Additional Funding for FT Faculty Hiring

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

6. Enrollment and Budget

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

7. Ethnic Studies Update – previously referenced

8. Sustainable Environment Institute Co-Director Job Announcement

Echeverri reported on additional funding from the LACCD Chancellor Francisco Rodriguez and some from DAS permitting more reassigned time for current SEI (Sustainable Environment Institute) Coordinator George Leddy as well as a co-
coordinator who can work with district faculty to include sustainability topics in their curriculum. The total reassigned time for SEI will be 1.0 FTEF. A draft job description for the co-coordinator (reassigned time of .6 FTEF) has been written and the position will be advertised soon. Senate Presidents are asked to encourage their college faculty to consider this position.

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

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

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

11. Update on Administrative Retreat Rights and Tutor Classifications

12. Other Concerns

Reports

- Officer Reports

President

1st Vice President

2nd Vice President

Treasurer – submitted electronically

- Other Reports:
  - TPPC
  - Academic Technology
  - Professional Development College – submitted electronically
  - Hard-to-convert courses
  - DE Training Workgroup
  - Guided Pathways
  - Others

Upcoming Meetings:

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

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

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

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

**Consultation:** Friday, August 13, 2021 – Zoom
Board Standing Committees: Wednesday, September 22, 2021 – Zoom
District Summit: Friday, September 24, 2021 – Zoom
ASCCC Area C Meeting: Saturday, October 16, 2021?
ASCCC Fall 2021 Plenary Session: November 4-6, 2021
Adjourn
The meeting was adjourned at 2:05 p.m.
Respectfully submitted by Lourdes M. Brent, DAS Secretary