**DISTRICT ACADEMIC SENATE EXECUTIVE COMMITTEE**

**Friday, September 3, 2021**

9:30 a.m. to 12:00 p.m.

Zoom URL: [https://lacc.zoom.us/j/95616814755](https://lacc.zoom.us/j/95616814755)

Meeting ID: 956 1681 4755

**MINUTES**

**Attendance**

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<td><strong>Officers</strong></td>
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<td><strong>East</strong></td>
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<td><strong>Harbor</strong></td>
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<td><strong>West</strong></td>
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<td><strong>Guests</strong></td>
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**Call to Order:**

District Academic Senate President Angela Echeverri called the meeting to order at 9:32 a.m.

**Approval of the Agenda:**

The agenda was adopted as revised – addition of items marked by asterisk (*)

(Hernandez/Anderson) **M/S/P**

**Approval of the Minutes:**

The minutes of the August 20, 2021 meeting were approved as amended

**(Hernandez/Bruzzese) **M/S/P**

**Public Speakers:** None

**Action Items**
1. Resolution on District-Wide Survey on Social Justice Work Ethics, and Personnel

Diversification

M/S/P – as amended

MOTION: Recommend the resolution to DAS with additional revision to address the promotion of the survey

(Hernandez/Maddren) M/S/P

(1) the survey designer and canvasser accept input from the District Academic Senate (DAS) and District AFT Faculty Guild so that the survey reflects our district’s official policies and value statements; and

(1)(2) a District office will promote the survey to all personnel to maximize the number of responses through multiple media and will provide several incentives via randomly and confidentially drawn employee numbers to reward participation across all three employee divisions; and

(2)(3) upon completion of the survey, the DAS and AFT (in collaboration with other interested groups representative of staff, faculty, and administrators) shall evaluate the results in order to recommend an action plan to facilitate the attainment of LACCD’s principles and goals, e.g., as expressed in the Framework for Racial Equity and Social Justice, Article 5 of the 2020-23 Faculty Contract, and Board of Trustees Policies.

Hernandez introduced the motion and urged its approval, observing that the survey is very timely. Randall Gust, a faculty member from East Los Angeles College and member of East’s Senate Committee on Academic Freedom and Ethics (CAFÉ) offered a revision to the resolution to include a statement urging participation in the survey. The resolution was adopted as amended.

2. 2021-2022 Master Calendar and Date Changes if Executive Order N-29-20 on Brown Act Teleconferencing Provisions is not Extended for:

- October 14, 2021 DAS Meeting to September 30, 2021
- October 8, 2021 DAS Executive Meeting to September 25, 2021
- November 5, 2021 DAS Executive Meeting to November 12, 2021

(Zuk/Bruzese) M/S/P – as amended

MOTION: Approve the calendar with the proposed changes with the understanding that the changes in October will not go into effect if by September 17 we learn we are able to continue meeting in Zoom, as we have been

(Hernandez/Anderson) M/S/P

Echeverri expressed concerns about meeting quorum for senate meetings if Governor Newsom is recalled and EO N-29-20 sunsets on September 30, 2021. Therefore, she advocated for a contingency to hold DAS and DAS Exec (District Academic Senate; DAS
Executive Committee) meetings in September. The DAS Exec meeting would need to be rescheduled from November 5th to the 12th in any case so that it would not conflict with the ASCCC 2021 Fall Plenary Session (Academic Senate for the California Community Colleges).

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

(Hernandez/Maddren) M/S/P

Bruzese will form the task force and asked the Senate Presidents to make recommendations for faculty members to serve. Echeverri also suggested the inclusion of administrators and classified professionals on this task force. Hernandez suggested looking at a similar ASCCC committee, noting that it is necessary to understand the importance of removing barriers but not creating problems for students, and that, at times, outside forces may be well-intentioned but not as informed. It is incumbent upon the DAS to be proactive in matters of student preparation and success.

4. 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

(Hernandez/Maddren) M/S/P

There was discussion about possibly postponing items to permit further review since they are Administrative Procedures, do not need to go to the Board of Trustees, and thus would not be dependent on the Board’s meeting schedule. Brent suggested forwarding those APs which are related to faculty roles such as 5110 (counseling) and 5120 (transfer centers) to the appropriate discipline committee or faculty group for review. They would then forward their recommendations to the DAS.

Freitas recommended using the model that we used for the Chapter 4 Administrative Procedures by putting the structure in place first and then have more thorough vetting. These action items would be noticed at the next meeting of the full District Academic Senate but some items could be reviewed separately such as AP 5110 (counseling), 5111 (graduation), 5150 (EOPS), and 5120 (transfer center) and postponed to a time certain date. Administrative Procedure 5140 (DSPS, the former E-100) has already been approved.

5. Chapter 5 Administrative Procedures
6. Chapter 5 Administrative Procedures

- 5055 Enrollment Priorities
- 5070 Attendance
- 5110 Counseling
- 5120 Transfer Center

(Hernandez/Maddren) M/S/P – AP 5055 and 5070

MOTION: Divide 5110 and 5120
(Brent/Maddren) M/S/P

MOTION: Reorder the agenda to consider action items 7 and 8 and then return to consider 5110 and 5120
(Freitas/Brent) M/S/P

MOTION: Refer AP 5110 and 5120 to the counseling discipline committee and transfer center directors, respectively, and report back to the DAS Exec at its next meeting
(Brent/Freitas) M/S/P

Freitas referred to two draft versions of AP 5110, counseling, the first taken from the LACCD Board Rules (now repealed), and the second version taken from the League template (Community College League of California) and Title 5 (California Code of Regulations). These drafts, along with any proposed revisions, will be discussed by the counseling chairs at their next meeting. Freitas also recommended adding language about the counselors’ roles in evaluating coursework and approving course substitutions contained in AP 5111.

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
8. Chapter 5 Administrative Procedures
   • 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

9. AP 4225 – Course repetition
   (Hong/Hernandez) M/S/P

Freitas explained that the existing AP 4225 needed some clarification and did not
address certain mandatory course repetition categories such as changes to licensure
requirements particularly in CTE (Career Technical Education) disciplines. There is a
separate section for extenuating circumstances. Freitas also noted that this AP is
following Title 5 regulations. The area of repetition for Cooperative Education classes
was added. Also, colleges may not collect apportionment for courses repeated for a
third time. Atondo clarified that if a course is repeated, students may only get to count
the units once toward the 60 required for an Associate’s degree. Freitas further
referred to Title 5, and clarified that a student must have a petition approved by the
college president or designee to repeat a course in which the student received a
satisfactory grade.

10. Approve revisions to AP 4227-Repeatable Courses*
    (Maddren/Akl) M/S/P

Freitas noted that AP 4227, the former E-103, is currently active. The DAS approved
language in March of 2020, and is now adding language regarding special circumstances
as well as the League template language.

11. Approve AP 4228-Significant Lapse of Time*
    (Akl/Maddren) M/S/P

Freitas noted that the language in this AP is essentially the League template, and
addresses the requirement for a student to repeat a course because of a significant
lapse of time (which Title 5 defines as 36 months or more). Examples cited were
prerequisites for a course or program such as Nursing, or the requirements of a
receiving transfer institution.
Freitas will confer with Associate Vice Chancellor Betsy Regalado and Vice Chancellor Ryan Cornner and compile a cross listing of Board Rules/Board Policies and E-Regs and S-Regs/Administrative Procedures. Echeverri thanked Freitas and Atondo for working on this project.

**Noticed Items**

1. **DAS Goals for 2021-2022**

Echeverri led a robust discussion on the DAS goals for 2021-2022. Areas of particular interest included: distance education; diversity, equity, and inclusion; Ethnic Studies as Associate’s degree and transfer requirements; faculty hiring; greater DAS advocacy; Guided Pathways; website redesign; addressing learning loss; identifying and mitigating operational barriers for students; and determine how redundancies in processes become impediments to progress.

The following are DAS Goals for 2020-2021 and suggestions for 2021-2022.

**DAS Goals for 2020-2021**

1) Advancing equity and anti-racism actions

a) Reimagining faculty hiring through equity lens
b) Promote faculty diversification to advance inclusion of underrepresented populations
c) Succession planning
d) Examination of curriculum under equity lens
e) Support equitable allocation of resources to implement Lead the investigation of ethnic studies and social justice curriculum particularly in underrepresented areas requirement in LACCD (course, activity, etc.)
f) Student equity in an online environment
g) Supporting Faculty through Professional Development: Reimagining faculty learning through equity lens, hard-to-convert courses, serving students with disabilities, AB 705 implementation, online student services, and other needs

h) Promoting the completion of demographic data by new job applicants as well as current employees. Send out letter to faculty to update SAP profile. Encourage new applicants to submit information.
i) Joint task force with administration to collect and analyze data on learning loss with particular focus on first year and CTE students who are not succeeding and make recommendations for action
j) Promoting teaching career pathway workshops for students
k) Training of student supervisors

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
New

4) Supporting the development of new curriculum and programs designed to address new students’ needs/demands and the declines in enrollment
   1. Support for greater online dimension
   2. Industry needs and demands
   3. Support the development of career assessment and training in both CTE and academic environments, including apprenticeships
   4. Learning loss
   5. Attracting diverse student population, relevant curriculum
   6. Survey underserved (disproportionately impacted) populations to better understand their needs

5) Expanded DAS role in advocacy for infrastructure

6) Full review, evaluation, and improvement of how the district and colleges operate
   1. Identify barriers to faculty development of new programs
   2. Barriers to student success
   3. Application process
   4. Communication breakdowns
   5. Lack of follow up
   6. Adequate staffing, classified
   7. Redesign, technology design team, Improve District GP initiative pillar 2
   8. Workgroup, task force, content, website and in person communication
   9. Craft a DAS resolution to create a blue-ribbon commission to eliminate unnecessary barriers to student success

Hernandez shared a resolution from the Fall 2020 ASCCC Plenary Session on the role of student employees in advancing faculty diversification. [https://asccc.org/resolutions/role-student-employees-advancing-faculty-diversification](https://asccc.org/resolutions/role-student-employees-advancing-faculty-diversification)

2. Expansion of Project MATCH to include a Cohort of Adjunct Faculty Mentees

Echeverri reported that District administration was receptive to the idea of expanding Project MATCH to include a cohort of adjunct faculty mentees as part of faculty diversification. They recognized that adjunct faculty could benefit from mentoring, and suggested a spring cohort of adjunct faculty.

Discussion Items

1. Planning for:

   - Committee Vacancies: DBC, Bond Steering, Transfer, Articulation and Student Services task force, and others
   - DAS Academically Speaking Newsletter
   - ASCCC Technical Assistance Visit
   - ASCCC Academic Academy (virtual) and Fall 2021 plenary (hybrid)
2021-2022 Calendar

Other Events: LACCD Joint Summit, Discipline Day

Echeverri reported that there is one vacancy on the District Budget Committee among the DAS representatives to that committee. Currently serving for the DAS are faculty from Southwest, East, Mission, Pierce, and City. There is also a DAS vacancy on the Bond Steering Committee. Academically Speaking, the DAS newsletter, will be published in the Fall. She asked the Senators to please send reports for publication. It is hoped that the technical assistance/collegiality in action visit will occur in the fall. The joint LACCD/DAS Summit has been postponed, and there is no date yet for Discipline Day.

2. COVID-19 Pandemic and Return to In Person Instruction and Services (BP 2800, BP 2900)

Echeverri referred to a recently approved revision to BP 2900, which contains vaccination and testing requirements for employment and, for students, physically accessing district buildings. It is anticipated to be fully implemented in mid-October. At present, it is not known what the District policy will be regarding students who are already enrolled and are facing these changes which may affect their grades and their enrollment. It was noted that students can take courses online, but cannot enter District buildings under these board policies. Echeverri will place this topic on the consultation agenda.

3. Update on Brown Act Meetings – previously discussed

Hernandez noted that AB 361 has been amended so that it will go into effect immediately (instead of January 1st), permitting teleconferencing as stated in EO N 29-20 to meet Brown Act requirements.

4. Revision of DAS Bylaws

Bruzzese suggested that the Equivalency Committee, and other DAS committees, mirror the ASCCC process for appointment to DAS committees, i.e., the DAS President ultimately appoints. The bylaws language is inconsistent, and Bruzzese recommended a uniform process of appointment. Freitas noted that the DAS Exec is the Constitution and Bylaws Committee for the DAS, but that clarification may be necessary in the bylaws to address issues of appointment and representation. Hernandez observed that it may be appropriate to have the local college representation on those DAS committees. Brent reported that the DAS Professional Development College (PDC) is also revising its bylaws (draft sent electronically to the DAS Exec), and invited members of the Exec to attend the next PDC meeting.
Due to the lateness of the hour, discussion of the following items and additional reports will be delayed until the following meeting.

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

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

7. Pending changes to Distance Education Title 5 Regulations *

8. Joining the CVD-OEI Consortium as a District *

9. Formal Recommendation on Accessibility Specialists *

10. Professional Development College Bylaws *

11. Sustainable Environment Institute Co-Director Job Announcement

12. Update on Administrative Retreat Rights and Tutor Classifications

13. Additional Funding for FT Faculty Hiring

14. Enrollment and budget

15. Ethnic Studies Update

16. Transfer, Articulation, and Student Services Task Force – previously discussed

17. Other Concerns

Reports

- Officer Reports

President

1st Vice President

2nd Vice President

Treasurer – report sent electronically

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

Upcoming Meetings:

District Budget Committee: Wednesday, September 8, 2021 – Zoom
DAS Meeting: Thursday, September 9, 2021 – Zoom
Consultation: Tuesday, September 21, 2021 – Zoom
Board Standing Committees: Wednesday, September 22, 2021 – Zoom
District Summit: Postponed – Zoom
LACCD Board Meeting: Wednesday, October 6, 2021 – Zoom
DAS Executive Committee: Friday, October 8, 2021 – Zoom
ASCCC Area C Meeting: Saturday, October 16, 2021 – Virtual
ASCCC Fall 2021 Plenary Session: November 4-6, 2021 – Hybrid

Adjournment
(Zuk/Maddren) M/S/P
The meeting was adjourned at 12:03 p.m.

Respectfully submitted by Lourdes M. Brent, DAS Secretary