

District Academic Senate Meeting

Thursday, February 14, 2019
Los Angeles Southwest College
MINUTES

Attendance

	Present (Senate Presidents in parentheses)
Officers	Angela Echeverri (President), Naja El-Khoury (1 st VP), Lourdes Brent (Secretary), Dan Wanner (Treasurer)
City	(Dan Wanner), Kamale Gray
East	(Jeff Hernandez), Lurelean Gaines, Alan Khuu
Harbor	
Mission	(Deborah Paulsen)
Pierce	Aric Eidadu, Sabrina Prieur
Southwest	(Robert Stewart), Stephanie Arms, Joanne Grey
Trade	Derek Majors, Deirdre McDermott
Valley	(Josh Miller)
West	(Holly Bailey-Hofmann), Casey Hunter
Guests	Joanna Ann Mrava (Southwest), Alicia Rodriguez-Estrada (Trade-Tech), Bamdad Samii (Mission), Debby Wong (Mission)

Call to Order:

President Angela Echeverri called the meeting to order at 1:31 p.m.

L.A. Southwest College President Seher Awan welcomed everyone to Southwest and thanked the senators for their work. She observed that she had done her dissertation on rebuilding trust in the California Community Colleges, and noted that trust is rebuilt through relationships as well as through shared governance.

Echeverri thanked Dr. Awan as well as Southwest Senate President Robert Stewart for hosting this meeting of the District Academic Senate. Noticing that there were new senators as well as visitors, she asked those present to introduce themselves.

Approval of the Agenda:

The agenda was adopted as written.
(Gaines/Stewart) **M/S/P**

Approval of the Minutes:

The minutes were approved as written.
(Gaines/McDermott) **M/S/P**

Public Speakers: None

31 **Action Items:**

32

33 **1. E-XX New Administrative Regulation: Creation of New Subjects**

34 (Hernandez/Miller) **M/S/P**

35

36 Echeverri introduced this revision of E-115 – the process to create a new subject.
37 (Disciplines are established at the state level.) The District Academic Senate Executive
38 Committee (DAS Exec) approved this revision at its February 8, 2019 meeting. This
39 revised administrative regulation also went through consultation, and the feedback was
40 positive. Since the Educational Policies Advisory Committee (EPAC) has been dissolved,
41 the DAS Exec will take on EPAC’s role in the process delineated in E-115. The intent is to
42 clarify the process, ensure consistency, and support innovation as well.

43

44 **2. Resolution on Use of Monies Received February 2019 from Student Centered
45 Funding Formula**

46 (Hernandez/Khuu) **M/S/P**

47

48 Referring to a handout of the resolution, Hernandez reported that the District will
49 receive additional state monies through the Student Centered Funding Formula (SCFF)
50 this February. For the 2018-2019 budgets, the state guaranteed all districts an
51 allocation of the same as last year plus a cost of living adjustment (COLA), i.e., hold
52 harmless plus COLA. This resolution was discussed at DAS Exec along with a similar
53 resolution from West. Both resolutions were combined to form the resolution now on
54 the floor. The Student-Centered Funding Formula (SCFF) is being implemented this
55 year, and the state is distributing additional funding to any district which, through
56 implementation of the SCFF, earned more than hold harmless plus COLA. For the Los
57 Angeles Community College District (LACCD), that additional funding was estimated at
58 \$17 million.

59

60 Hernandez walked the senators through the parts of the resolution noting the following:
61 Whereas #1 is tied to equity, and requires that additional instructional support services
62 be provided for student success; Whereas #2 is tied to the metrics of the State
63 Chancellor’s Vision for Success; Whereas #3 is tied to AB 705 requirements; Whereas #4
64 – how the SCFF provides a portion of funding (editing change made here – replace
65 “determined by” with “based on”); Whereas #5 – enrollment caps; Whereas #6 refers to
66 the \$17 million in additional funding. Resolved #1 refers to DAS recommendations to
67 the LACCD Board of Trustees (Board) that they direct colleges to use these additional
68 funds for various interventions and strategies intended to promote student success,
69 such as supplemental instruction and support of initiatives related to the
70 implementation of AB 705; Resolved #2 discussed possible enrollment caps as
71 forwarded from the various district discipline committees to the District Curriculum
72 Committee (DCC) and then to DAS.

73

74 Continuing, Hernandez noted that, in light of uncertainties related to the SCFF and how
75 the district will make allocations to the colleges, the thoughts at some of the colleges
76 are to hold some funds in reserve to make up for possible enrollment drops due to AB
77 705. The district, including the District Budget Committee (DBC) and the Executive
78 Committee of the District Budget Committee (ECDBC), will not know until somewhat
79 later in spring what the funding really is. However, compliance with AB 705 is
80 mandatory, and offering various types of supplemental instruction and tutoring are
81 considered critical to helping students succeed. Hernandez and Echeverri are of the
82 opinion that members of the Board support tutoring and other such forms of learning
83 assistance and intervention. To counter the college presidents' desire to holds funds in
84 reserve in order to balance their budgets, Hernandez urged that some funds be
85 specified to be used only for the types of student support and completion actions
86 specified in Resolved #1.

87

88 Echeverri announced that Vice Chancellor of Educational Programs and Institutional
89 Effectiveness (EPIE) Ryan Cornner will give a presentation on the SCFF at the March 1,
90 2019 District Discipline Day at Valley. On that day, Echeverri will visit the English and
91 Math discipline committee meetings and request specific recommendations from those
92 committees about how best to use additional funding, e.g., smaller class sizes,
93 supplemental instruction, reading/writing and math labs, etc. She emphasized that
94 there needs to be conversation about what is needed to support students, and that the
95 DAS must go on the record in this regard. Although college president may see short-
96 term budgetary impacts, these funds must be seen as an investment which will pay off
97 in future student success. Senators are urged to attend their college's planning and
98 budget committees to ensure that the funds are being properly used at their
99 institutions.

100

101 **3. Resolution to support faculty teaching and directing the Child Development Center**
102 **(Paulsen/Stewart) M/S/P – Unanimous**

103

104 Representatives from the Child Development Centers (CDC) first addressed the DAS at
105 its October 2018 meeting. Paulsen introduced this resolution at DAS Exec where that
106 resolution passed. Echeverri reported that the issues pertained to reclassification of
107 district employees into the classified unit. That is, positions held by student workers
108 would become classified. Moreover, faculty positions – teachers in Child Development
109 Centers as well as the CDC Directors – would also become classified positions.

110

111 Echeverri referred to Board Rule 101201 which states, in part, that “Each person
112 employed in a position requiring a Child Development Center permit for the supervision
113 and instruction of children is a certificated employee.” This matter was discussed in
114 consultation, and the Chancellor and the Vice Chancellors assured Echeverri and other
115 members of the DAS Exec who were present that these actions for reclassification were
116 being brought forward by the Personnel Commission and not at the instigation of the
117 district administration. Referencing a parallel conversation related to graduation staff in

118 Admissions and Records evaluating transcripts and curriculum for the purposes of
119 awarding degrees, Echeverri stated that the DAS is disturbed by a perceived trend to
120 create classified positions out of faculty positions. Harkins reported that the Faculty
121 Guild and its lawyers are also involved in resolving this situation by protecting the rights
122 of the faculty.

123

124 **4. Math Competency Resolution**

125 (Paulsen/Stewart) **M/S/ - Tabled**

126

127 **Motion to postpone consideration of the resolution to next DAS meeting**

128 (Hernandez/Gaines) **M/S/P**

129

130 **Motion: That the DAS request the district to not change how students are informed**
131 **about math competency until this body can make its recommendation at its March 14,**
132 **2019 meeting.**

133 (Hernandez/Khuu) **M/S/P**

134

135 DAS guests and Math faculty Debby Wong and Bamdad Samii began the discussion by
136 observing that AB 705 refers to students' self-reporting of high school GPAs and math
137 placement. However, referring to correspondence from Virginia May, Math faculty and
138 Treasurer of the Academic Senate for California Community Colleges (ASCCC), Wong
139 noted that high school transcripts may be requested by the college. Referring to E-79,
140 Samii noted the means to meet the math competency – including completion of a Math
141 125 class or higher; a score of 3 or higher on a calculus or statistics AP exam; or
142 completion of a college math assessment exam determined comparable to satisfactory
143 completion of intermediate algebra. According to AB 705, Math placement exams can
144 no longer be required. Wong and Samii are concerned that the district message going
145 to students who have self-reported coursework in compliance with AB 705 may receive
146 the message: "You have met math competency for all AA/AS degrees." The concern is
147 that this message may be erroneous for local degrees and particularly problematic for
148 Associate Degrees for Transfer (AD-Ts). Instead, Samii urges the DAS to recommend
149 that the message be amended as follows: "Pending verification, you have met math
150 competency for all AA/AS degrees." Verification could take place at the college via
151 review of high school transcripts.

152

153 Hernandez referred to a proposed change in Title 5 which would make it congruent with
154 AB 705. He also observed that E-79.II.a.3 (which refers to the "completion of the college
155 assessment exam in mathematics and achievement of a score determined comparable
156 to satisfactory completion of intermediate algebra" is technically in violation of AB 705
157 since students who have placed into transfer level math are deemed to have met the
158 level of intermediate algebra required for a degree.

159

160 There was much subsequent discussion including the purview of the local college, the
161 processes for verification of math competency, and the options for satisfying the
162 analytical reasoning requirement under Area D.2 for the local degrees.

163

164 It was decided that the DAS would recommend that the outgoing message to entering
165 students regarding math competency be suspended for the moment. (However, it was
166 reported that this message has already been sent to approximately 600-700 students.)
167 In addition, the resolution would be revised and submitted for later action by the DAS,
168 and that appropriate Board Rules (e.g., BR 6200) and Administration Regulations be
169 amended to comply with AB 705.

170

171 **Noticed Items**

172

173 **1. E-64: Procedures for Development and Approval of New Educational Programs**

174

175 Copies of all revised administrative regulations with tracked changes were distributed.
176 Echeverri announced that the revisions to these administrative regulations will be action
177 items at the March 14, 2019 DAS meeting. Any objections from administrators have
178 been resolved. This E-Reg. was last amended in 2010.

179

180 **2. E-65: Course Development and Approval: Standards and Procedures**

181

182 This administrative regulation eliminates emergency/experimental courses. It also
183 amends the role of district discipline committees to recommending bodies (not
184 approving bodies) only.

185

186 **3. E-93: Acceptance of Courses to Meet Associate Degree and General Education** 187 **Requirements.**

188

189 This administrative regulation pertains to U.S. accredited institutions.

190

191 **4. E-101: Credit for Courses Taken at Institutions of Higher Learning outside the U.S.**

192

193 This administrative regulation specifies that international transcripts need to be
194 evaluated by an approved external evaluation service.

195

196 **5. E-123: CLEP Credit (College-Level Examination Program)**

197

198 Echeverri encouraged senators to refer their specific questions to Atondo.

199

200 **6. DAS Guided Pathways Committee Membership**

201

202 Echeverri reported that the formation of a Guided Pathways Committee as a standing
203 committee of the DAS was approved. However, the GP Committee does not yet have a

204 charter, and the membership composition has not yet been determined. Very likely, the
205 committee will be modeled after DCC, with faculty as well as administrator
206 representation. Three Guided Pathways (GP) Coordinators have been hired with a
207 regional perspective – 1 for the seaside colleges (Harbor), one for the city-side colleges
208 (Trade), and one for the valley-side colleges (Valley). Miller was congratulated on his
209 selection as the valley-side GP Coordinator. The Guided Pathways Design Retreat will be
210 held on February 22 and 23, 2019.

211

212 **Discussion Items**

213

214 **1. Update on Guided Pathways**

215

216 Miller announced that his vision is to share best practices and move things forward.

217

218 **2. AB 705 Implementation**

219

220 Echeverri observed that Guided Pathways, the Student-Centered Funding Formula, and
221 AB 705 are all impacting us at the same time. At the March 1st Discipline Day, she will
222 be asking members of the English and Math disciplines in particular to put together a list
223 of resources to help our students succeed.

224

225 **3. Budget, New Funding Model, LACCD Allocation Model, and FON**

226

227 Echeverri referred the senators to pages 48-52 in their packets. Hernandez reported on
228 the latest meeting of ECDBC on January 29th which lasted 6 hours. At its January 30th
229 meeting, DBC reviewed some of the issues and budget scenarios previously discussed at
230 ECDBC. One budget proposal involved the possibility to fund the Educational Services
231 Center (ESC, a.k.a, the District Office) differently; that is, it would be tied to a
232 percentage of state revenues based on the SCFF (FTES/Equity/Completion). Using this
233 budget proposal would incentivize the ESC to prepare for a “rainy day.”

234

235 Hernandez also reported on continuing discussion on what to include in the minimum
236 base, e.g., full-time faculty and all district utilities. For example, if utilities were taken
237 out of the college budgets, the district could negotiate better rates. And if minimum
238 base is considered the minimum to run a college, shouldn't full-time faculty be
239 included? There was strong support for this last proposal at DBC.

240

241 Echeverri suggested that the district needs to take a look at debt forgiveness for colleges
242 which are in debt. If a proportion of their annual operating budget needs to be reserved
243 for paying off continuing debt, the possibility of getting out of that debt diminishes. The
244 state has allocated \$77,000 in ongoing funding per full-time faculty hire for this
245 upcoming academic year.

246

247 **4. Administrative Retreat Rights**

248

249 Paulsen referred to a model ASCCC procedure, modified for the LACCD. As part of that
250 procedure, the discipline faculty would have the opportunity to review the minimum
251 qualifications of the retreating administrator before that person retreats in a specific
252 discipline. This matter was discussed in consultation, and the Chancellor’s team will
253 review it. Citing an attempt for a classified employee to “retreat” to the faculty ranks,
254 Echeverri agreed on the necessity to have procedures in place.

255

256 **5. Spring 2019 Discipline Day on Friday, March 1, 2019 at Valley**

257

258 Echeverri sent out an announcement on February 13, 2019. There will be both breakout
259 and general sessions. She thanked Valley for hosting.

260

261 **6. Spring 2019 ASCCC Plenary and Resolution on Registration Priorities for Graduating**
262 **and Transferring Students (New) – Freitas**

263

264 Echeverri introduced this new resolution since Freitas could not attend this meeting due
265 to a conflict with his teaching schedule. This resolution would recommend the
266 establishment of procedures to identify students who were close to completion, and
267 give them priority registration so that they could enroll in and take their final classes
268 needed for completion. Hernandez had questions regarding some of the logistics
269 related to implementation. It is anticipated that this resolution will come to the March
270 23rd Area C meeting.

271

272 **6. Updated DAS Calendar for 2019**

273

274 Echeverri observed that the District will be conducting a first LACCD hiring fair on
275 Saturday, March 2, 2019 at Trade. Since it was noted that a number of full-time tenure-
276 track position announcements close in February, the fair will probably be conducted
277 earlier next year. The Board is interested in diversifying the faculty ranks.

278

279 **7. Committee Assignments: District Discipline Committees, Guided Pathways**
280 **Committee, task forces, and others**

281

282 Echeverri asked for volunteers to serve on the Elections Committee. Hernandez, Miller,
283 Gaines, and McDermott volunteered. Committee members would send out email
284 announcements; request and disseminate candidate statements; make, collect, and
285 count ballots.

286

287 **Reports:**

288

289 **Officers’ Reports**

290 President’s Report – Echeverri

291 * Board update – The latest Board meeting was at Pierce. Faculty and staff received
292 kudos for their help during the recent fires. There was much discussion regarding cost
293 overruns on Bond projects.
294 * DAS Newsletter – The anticipated publication date will be later this month. Senate
295 presidents are requested to submit updates for their colleges. Senators are encouraged
296 to write articles related to topics of interest.
297 * Spring 2019 Plenary – There might be additional funds to send more participants.
298 * Consultation – Issues related to the CDCs and administrator retreat rights were
299 discussed.
300 * Project MATCH – Applications for participation in Project MATCH close February 22,
301 2019. The number of applicants is low this year. The District will be hiring a new Project
302 MATCH coordinator.
303 * Task forces (Title IX, DSPS, Enrollment) etc. – No meetings of the E-100 task force have
304 been scheduled since Fall 2018. However, the DAS and the District need to work on
305 revising E-100, especially in light of AB 705.

306

307 First VP Report – El-Khoury

308 * Equivalency Committee – The first meeting for the Spring 2019 Semester was held on
309 February 11th. The Equivalency Committee meets every second Monday, and has
310 representatives from every college. The Committee has one case last month.

311 * TPPC – El-Khoury reported representation from every college except Harbor; senate
312 presidents are encouraged to make sure that their college is represented on this vital
313 committee. Huron was hired to conduct a study on district IT including business
314 practices as well as devices. Huron representatives will return on March 7, 2019 to
315 conduct a focus group.

316

317 Second VP Report - Atondo

318 Not present; no report

319

320 Treasurer’s Report – Wanner

321 Wanner reported that there will likely be additional conference funds. He distributed a
322 list of upcoming ASCCC conferences, and encouraged senators, through their senate
323 presidents, to request funding. Paperwork must be submitted in a timely manner to
324 permit processing and funding.

325

326 **Standing Committee Reports**

327

328 Professional Development College – Brent

329 Brent reported on a busy Winter Intersession with three seminars. One was a
330 presentation on the SCFF by Hernandez and Vice Chancellor Cornner. Two seminars
331 were collaborations between the Professional Development College (PDC) and the
332 LACCD Division of Human Resources. They were based on the Franklin/Covey materials
333 on *The Speed of Trust* and the *7 Habits of Highly Effective People*. All seminars were
334 well-attended with over 50 faculty members attending the *7 Habits* seminar. The PDC

335 will continue its offerings on Faculty Leadership and will also be offering a day-long
336 seminar in late spring or early summer on Teaching and Learning in the Era of AB 705.
337 Collaborations with the Guided Pathways Coordinators are anticipated. Echeverri
338 announced a March 30, 2019 training to teach Math faculty how to teach statistics.
339

340 **DBC/ECDBC – Hernandez**

341 Previously reported

342

343 **Other Items – None**

344

345 **Calendar**

346 Echeverri distributed the updated DAS calendar including outside events.

347

348 **Future dates:**

349

350 **District Discipline Day:** Friday, March 1, 2019, 9:00 AM to 3:00 PM at Valley

351 **DAS Executive Committee:** Friday, March 8, 2019 at ESC, 9:30 AM-12:00 PM

352 **District Curriculum Committee:** Friday, March 8, 2019, at ESC, 12:00-2:00 PM

353 **DAS Meeting:** Thursday, March 14, 2019 at East, 12:30-3:30 PM

354

355 **Adjournment**

356 (Hernandez/Stewart) **M/S/P**

357

358 The meeting was adjourned at 3:31 p.m.

359

360 Respectfully submitted by Lourdes M. Brent, DAS Secretary