

District Academic Senate Meeting

Thursday, October 10, 2019, 1:30-3:30 PM

Los Angeles Trade-Technical College

TE-101

MINUTES

Attendance

	Present
Officers	Angela Echeverri (President), Naja El-Khoury (1 st VP), Elizabeth Atondo (2 nd VP), Lourdes Brent (Secretary), John Freitas (Parliamentarian)
City	(Michael Kalustian), Sarah Crachiolo, Nadia Elahi, Jeff Hicks
East	(Jeff Hernandez), Lurelean Gaines, David Hale, Jean Stapleton
Harbor	(William Hernandez)
Mission	(Carole Akl), Elizabeth Atondo, Stephen Brown
Pierce	(Barbara Anderson), Aric Eidadu, Sabrina Prieur
Southwest	Stephanie Arms, Yancy Duncan, Joanne Grey
Trade	(Artemio Navarro), Ashraf Hosseini, Deirdre McDermott
Valley	(Chauncey Maddren), Kathryn Queen, Kevin Sanford
West	Casey Hunter
Guests	Joanne Waddell, President of the AFT Faculty Guild, Angela Gee (Trade), Dan Keller (District Curriculum Dean), Velveth Klee (Trade), Tayebah Meftagh (Trade), Josh Miller (Guided Pathways Coordinator, Valley), LACCD Student Trustee Alfredo Gama Salmeron

(Senate Presidents in parentheses)

Call to Order:

DAS President Angela Echeverri called the meeting to order at 1:35 p.m.

She thanked Trade-Tech Senate President, Artemio Navarro, for hosting, and asked those present at the meeting to introduce themselves.

Approval of the Agenda:

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

Approval of the Minutes:

The minutes of the September 12, 2019 meeting were approved as written
(Gaines/Akl) **M/S/P**

Public Speakers: 5 minutes each

28 Student Trustee, Alfredo Gama Salmeron, spoke of the needs of students in the LACCD,
29 noting that 50% experience housing and/or food insecurity. However, he stated that
30 the needs of students do not appear to be the priority in this District. He announced
31 that he was preparing to transfer to the university, and expressed his appreciation to
32 the senators for their roles as faculty and in shared governance.

33

34 Gama Salmeron also thanked the DAS, especially A. Echeverri, for advocating to
35 reinstate pre-transfer level math and English courses which were cut from the Fall 2019
36 schedule of classes in April as a result of Chancellor Rodriguez's directive on AB 705
37 implementation. He observed that this fall students were dropping their English and
38 math courses at record numbers – two thousand more than last year. He stated that
39 that the voices and concerns of students were ignored; many are not adequately
40 prepared for courses such as Math 125 (Intermediate Algebra) or Math 227 (Statistics).
41 For example, some students did not take Algebra II in high school. He added that while
42 the District administration is offering more tutoring, including online tutoring, what was
43 needed was more instruction by faculty. He noted that for many LACCD students
44 attempting to use online tutoring, internet access was a barrier and they could easily
45 spend 15 minutes or more just trying to understand how to use the online system.

46

47 Gama Salmeron observed that the LACCD was not adequately engaging African
48 American students. Last month the Board awarded a 2-year, \$4,000,000 marketing and
49 branding contract to a predominantly white firm from Wisconsin. The proposed
50 advertising spots he has seen are culturally insensitive. He also noted an item on the
51 September Board agenda, which would have granted an \$18,000 annual salary increase
52 to Chancellor Rodriguez; that item was removed from the agenda. He stated he firmly
53 believed that the lack of access, tutoring, and other resources to support students have
54 kept him and other students from completing their educational goals on schedule. He
55 concluded his remarks by expressing concerns about privatizing higher education.

56

57 American Federation of Teachers (AFT) Faculty Guild President, Joanne Waddell, stated
58 that it has been a pleasure to work with the District Academic Senate over the last few
59 years. The AFT is working with the DAS leadership to address ramifications related to
60 the District's implementation of AB 705. Waddell filled in for Trade's AFT Chapter
61 President Joseph Guerrieri, to express an immediate concern regarding a proposal to
62 bring in Unmudl, an "income generating project for non-credit modules." Such an
63 approach would give academic credit through credit by examination, credit for prior
64 learning, etc., similar to the California online college (Calbright). Innovate+Educate is a
65 driver of Unmudl as is Socialtech.ai. College partners would contribute their own
66 courses and programs to the platform for their peers to package with their own to build
67 custom programs for work training. According to Waddell, there is a memorandum of
68 understanding (MOU) with Trade-Tech, in which the LATTC Foundation would
69 contribute \$50,000, and the college another \$50,000, to implement this strategy at
70 Trade. Waddell observed that such an approach pits faculty against faculty and is an
71 attempt to privatize higher education.

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Action Items

Administrative Regulation E-113: Policy to Calculate Units (DCC 7/19/2019; DAS Exec 10/4/2019)

(Hernandez/Gaines) **M/S/P; Abstention:** Hale

District Curriculum Dean, Dan Keller, noted that there is presently an administrative regulation which describes how to calculate units via contact hours. However, it does not contain a calculation for Cooperative Education classes. The proposed revision to E-113 would follow the Carnegie formula in calculating units for Coop Education. Freitas referred to the alignment with the PCAH (Program and Course Approval Handbook developed by the ASCCC [Academic Senate for California Community Colleges]). The Carnegie Hour is universal nomenclature in California and the credit hour was the means by which faculty were paid.

Endorsement of the LACCD Articulation Officers’ White Paper - Fall 2019 Update (DCC 9/13/2019; DAS Exec 10/4/2019)

(Akl/Gaines) **M/S/P**

Prerequisite Clearance Guidelines for Courses with an English 101 Prerequisite (DCC 9/13/2019; DAS Exec 10/4/2019)

Perfected Motion: DAS Guidance Memorandum to Counseling Faculty on Clearing Prerequisites

(Kalustian/Freitas) **M/S/P – as amended**

Motion to revise first sentence and item #6 as follows (underlined language is new)
(First sentence) For purposes of clearing non-LACCD courses to fulfill an English 101 prerequisite.

6. Institutions of Higher Learning outside the United States: not permitted to clear an ENGLISH 101 prerequisite notwithstanding administrative regulation E-101

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

Atondo noted that Cathy Rozadilla, the Articulation Officer at East, observed a problem: Colleges are not consistent in clearing the prerequisites of courses for which English 101 is the prerequisite. This problem occurs in coursework taken outside of the District. At some colleges, prerequisite clearance has been done in ways that were punitive for students. That is, if those English 101 substitutions did not meet IGETC (Intersegmental General Education Transfer Curriculum) requirements for English 101, then a student could not use that substituted class to satisfy the IGETC English composition

115 requirement. All colleges need to use the same curricular standards and use the IGETC
116 English 101 requirements.

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118 Freitas suggested that this motion not be recommended as an administrative regulation,
119 but rather as DAS guidance to counseling faculty on how to clear such English 101-
120 related prerequisites. Hosseini noted that any English class taken outside of the United
121 States is evaluated by a transcript evaluation service, and then goes to the English
122 Department for clearance.

123

124 **ECD Moratorium April 30, 2020 for eLumen Go-Live, Fall 2020 (DCC 9/13/2019; DAS**
125 **Exec 10/4/2019)**

126 **Perfected Motion: Approve Moratorium of ECD to commence May 1, 2020 in**
127 **preparation of migration of curriculum from ECD to eLumen**

128 (Hernandez/Kalustian) **M/S/P – as amended; Abstention – El-Khoury**

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130 Keller discussed the district’s adoption of eLumen as its curriculum management system
131 (CMS). The LACCD will no longer be using ECD (district Electronic Curriculum
132 Development system) as its CMS. After eLumen “goes live,” ECD will be read-only. The
133 validation process needs faculty input, and ECD needs to stop as an active system with
134 sufficient time to permit curriculum migration and validation. April 30, 2020 is proposed
135 as a reasonable date to provide time to make curricular changes and have time before
136 the end of the Spring Semester to permit faculty validation of the migrated curriculum.
137 Courses still in the pipeline will be migrated as if it they were approved.

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139 Whatever program information which is currently in the college catalogs will migrate to
140 eLumen as well. District personnel are doing degree audits based on what is currently in
141 the catalogs of the colleges. Migration of this aspect is anticipated on May 1, 2020.

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143 El-Khoury recommended that we amend the deadline to earlier in the year. Faculty
144 involvement in validation is critical, and an April 30th deadline leaves the faculty
145 insufficient time to validate. Keller noted that eLumen has the capability of migrating
146 curriculum earlier, but can also do so at a later time; it is the district which is setting the
147 migration date. Hernandez suggested that the local senates help in this process by
148 setting completion deadlines to help the work flow.

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150 **Reports**

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152 *** Officer Reports**

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154 *** President - Board report; AB705 update; ASCCC events; Consultation, etc.**

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156 A hard copy of Echeverri’s September Board report was included in the packet and will
157 be distributed electronically to all faculty; the October Board report will be available
158 later. In September, the Board passed a resolution congratulating EOPS (Extended

159 Opportunity Programs and Services) on 50 years of student success. Pierce Health
160 Center director and Nurse Elizabeth Benne advocated for the urgent need for more
161 mental health services for students that could be funded by an increase in the student
162 health fee (which has been capped at \$11 per semester for many years). The Board also
163 approved a 2-year/\$4-million-dollar marketing and branding contract with Interact
164 Communications, with the option of three one-year extensions at the District's
165 discretion for up to \$10 million. The student trustee – a vocal advocate for the students
166 whom he represents – noted that the firm appears to lack the employee diversity and
167 cultural sensitivity required to adequately target prospective students in the District's
168 service area. Echeverri observed that the Chancellor's directive on AB 705 to cancel all
169 Fall 2019 English and Math classes more than one-level below transfer, has likely hurt
170 the District's enrollment. District enrollment is approximately down 3% in fall 2019
171 compared to fall 2018. She added that a multi-million dollar marketing campaign would
172 not be effective if the District was not offering classes that students want and need.

173
174 Four new college presidents were introduced at the September Board meeting: Dr.
175 Barry Gribbons (Valley), Dr. Alexis Montevirgen (Pierce), Dr. Raul Rodriguez (interim at
176 East), and Dr. Andrew Jones (interim at Trade). Former Trade President Larry Frank is
177 currently serving as Interim Vice Chancellor of Workforce and Resource Development.
178 The Personnel Commission initiated "desk audits" of compliance officers, resulting in
179 suggested reclassification and pay cuts. This item was opposed by the impacted
180 employees and pulled from the agenda. Another agenda item which was removed from
181 the October agenda was a proposed one-year contract extension and pay raise for
182 Chancellor Rodriguez. Many students spoke against this item during the public
183 comments section. Two new Board committees were announced: the Chancellor's
184 Advisory Committee on LGBTQ Affairs (chaired by Trustee Vela) and the Innovation and
185 Sustainability Committee (chaired by Trustee Veres). Carmen Lidz joins the District as
186 the chief information officer, a position at the vice chancellor level. The October Board
187 meeting at City (celebrating its 90th year) adjourned in memory of Mission College's
188 beloved Curriculum Dean Darlene Montes whose life was tragically cut short in
189 September.

190
191 The District is starting to review week-2 drop data in English and Math courses (pages 23
192 and 24 of the packet). Math 125 and support class drop rates are particularly high.
193 There are concerns as to why these rates are so high. One hypothesis is that due to AB
194 705 implementation, underprepared students who would previously have taken a lower
195 level course, are being placed in these classes. Echeverri has heard much anecdotal
196 information to support this claim. A recent Los Angeles Times article published on
197 10/9/19 (<https://www.latimes.com/california/story/2019-10-09/california-school-test-scores-2019>)
198 reported that in 2019, only 51% of California students met English grade
199 standards and 40% met Math grade standards. The highest achievement gaps were
200 observed for African American students. These findings call into question the District's
201 one-size fits all approach to its AB 705 implementation strategy and the lack of remedial
202 options for underprepared students. NetTutor (an online 24/7 tutoring service)

203 utilization data was available on pages 21 and 22 of the packet. Associate Vice
204 Chancellor Maury Pearl will continue to produce reports and Echeverri will forward.
205 Overall enrollment is down 3% over last year. This is a significant drop since it reflects a
206 steady decline over the past four years. It is a pivotal moment for the District since the
207 period of being “held harmless” in the rollout of the Student Centered Funding Formula
208 (SCFF) is scheduled to end by 2021. Page 52 of the packet contains new metrics related
209 to the SCFF based on Enrollment (FTES), Equity (financial aid), and Completion
210 (certificates, degrees, and transfer). Echeverri observed that the enrollment decline is
211 significant and that after the hold harmless period, the District could face significant
212 financial losses and re-basing.

213 The Chancellor has already stated that the LACCD will not be hiring many faculty next
214 year due to these enrollment declines. The District is reported to be 52 over its FON
215 (faculty obligation number).

216
217 Prieur suggested that current drop data do not accurately reflect students’ comfort or
218 competence in English and Math classes. Rather, students are not dropping those
219 classes because they would lose financial aid due to the unit requirements. Echeverri
220 stated that it is critical to have options for our students, and that she hopes that college
221 presidents will ignore the Chancellor’s directive and offer the classes that will best serve
222 the needs of students. She also hopes that senates will stand up to outside pressure
223 and that the faculty – senate and union – unite with our students to ensure colleges
224 offer courses and curriculum which our students need and deserve.

225
226 Discussion continued on the possibility of students withdrawing from a course and
227 taking the same course later in the semester, e.g., as a late start class. Hunter offered
228 that those students would remain financial aid eligible. Anderson suggested a DAS
229 resolution to the college presidents; Echeverri encouraged her to write such a resolution
230 and bring it to DAS. Hernandez suggested packaging a cohort model to take to the
231 Chancellor. There was general disappointment at the Chancellor’s response to students
232 who want to self-place at lower level Math classes.

233
234 Continuing her report, Echeverri spoke of work that is ongoing regarding an
235 administrator retreat policy (see page 46 of the packet for a summary and background
236 of such policies and procedures at other districts). The DAS has already endorsed the
237 ASCCC policy but procedures need to be in place. A DAS task force is working with Vice
238 Chancellor of HR Albert Roman. One meeting has taken place; another will be in
239 November. Echeverri also pointed out the updated DAS calendar for 2019/2020.

240
241 *** 1st Vice President – Equivalency; TPPC**
242 El-Khoury announced that the Equivalency Committee meets every second Monday of
243 the month; senate presidents have been added to the email distribution list. He will
244 discuss the flow chart, developed and approved by the Equivalency Committee, later in
245 the agenda. Discipline Day is October 18, 2019, at L.A. Valley College. There will be a

246 general session with a keynote speaker as well as breakout sessions. Thus far, 180
247 faculty members have registered.

248

249 *** 2nd Vice President – District Curriculum Committee (DCC); eLumen; repetition of NDA**
250 **English, Math, and ESL courses**

251 Atondo announced that DCC will meet tomorrow (October 11, 2019), and will look at a
252 number of issues, including those relevant to international baccalaureate degrees. Also
253 on the agenda will be the curriculum migration from ECD to eLumen. Previously
254 recommended was a change to Board Rule 6700 to permit greater freedom regarding
255 the academic renewal of substandard grades in remedial English and Math classes.
256 Upon further reflection, it was not considered to be an issue except in rare instances,
257 and only if a student were applying for a local degree. Brent articulated a
258 recommendation from the Counseling Department Chairs regarding a change in the
259 academic renewal business practice, not contained in Board Rules or administrative
260 regulations. The new business practice would permit students to submit a petition for
261 an academic renewal at their home college (or any college in the district); they would
262 not have to travel to the college in which the substandard grade was received in order
263 to submit a petition there. Atondo will discuss with Keller and Vice Chancellor Corner.

264

265 *** Treasurer – no report**

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267 *** Professional Development College**

268 Brent reported on two successful seminars in September – one on AB 705 (facilitated by
269 Dan Keller) and the other on The Brown Act and Parliamentary Procedure (facilitated by
270 Professor Camille Goulet). A November 15, 2019 seminar will focus on diversity in
271 faculty hiring; seating capacity is limited to 30 participants. This seminar will last for
272 four hours, and participants will receive certification that they meet the Title 5
273 requirements to sit on faculty hiring committees. Should they complete another 1-hour
274 training, they be certified as an EEO representative on a hiring committee. The March
275 2020 seminars will tackle multiple aspects of faculty leadership. FLEX credit is available.

276

277 *** District Budget Committee (DBC-ECDBC)**

278 Hernandez announced that the October meeting of the DBC was cancelled.

279

280 *** Guided Pathways**

281 Miller referred the senators to page 29A of the packet, which contains the draft charter
282 of the Guided Pathways (GP) Committee, and asked the senators to review and provide
283 input. At present, four GP summits are planned: the October 25, 2019 event (at Valley)
284 will focus on onboarding; November 15, 2019 (Valley) – professional development and
285 the Vision Resource Center; February 21, 2020 (Valley) – counseling; March 28, 2020
286 (East) – building capacity. At present, the committee is discussing membership as well
287 as the timing of the meetings.

288

289 *** Task Force on E-100 (Criteria for Serving Students with Disabilities) and Board Rules**
290 **Alignment Project**

291 Freitas reported that the E-100 task force has met twice, and will meet with the DSPS
292 coordinators at their meeting on October 11, 2019. Members of the task force will
293 focus on program mapping of E-100 and Title 5, then compare the two. Echeverri and
294 Freitas completed the mapping of E-100. There is agreement that accommodations
295 cannot make fundamental alterations to curriculum contained in the course outline of
296 record (COR), but that accommodations should likely be considered when the COR is
297 being written. However, processes need to be streamlined, and we must make sure
298 that they work for students. We must focus on academic and professional matters and
299 also ensure that future revisions to E-100 go through DAS. The purpose of Board Rule
300 review is to make sure that they align with the Community College League of California
301 (CCLC) template. This template ensures that operational details remain in the
302 administrative regulations and not in board rules.

303

304 **Discussion Items**

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306 **Update on AB 705 Implementation** – previously discussed

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- 308 • **Support for English, ESL, and Math**
- 309 • **Fall 2019 Drop Data for English and Math Courses**
- 310 • **AB 705 Guidance Memo for ESL and Fall 2020 Implementation** – Ginni May
311 from the ASCCC will discuss at Discipline Day

312

313 **Update on Guided Pathways Charter and Membership** – previously reported

314

315 **E-88 (Deans' and President's Honor List) and College Graduation Honors**

316 Echeverri noted that the colleges' systems of Latin honors at graduation and deans' lists
317 are inconsistent. Since the student information system now produces district-wide
318 transcripts, it is important that the DAS make recommendations on this topic. She
319 welcomed suggestions for revisions and/or volunteers for a task force which would be
320 willing to tackle the project.

321

322 **Proposed Changes in Equivalency Approval Process**

323 El-Khoury referenced the flow chart contained in pages 30-32 of the packet which had
324 been approved by the Equivalency Committee. He also cited an ASCCC equivalency
325 paper adopted in April of 2016, which stated that the Equivalency Committee is final
326 arbiter. There is no appeal. Hernandez stated that the DAS Exec had discussed this
327 topic at its October 4, 2019 meeting, and that El-Khoury had forwarded a link to this
328 document after the end of the meeting so that the members of DAS Exec could read and
329 review the document. The monograph in question is one of a number of papers which
330 the ASCCC has done on equivalency. The sample cited by the Equivalency Committee
331 was contained in the appendix of the paper, and was not recommended as a best
332 practice by the ASCCC. The Equivalency Committee has been doing excellent work, and

333 is to be thanked for being proactive. Local senates need to assure that there is
334 consistency, and should have the opportunity to discuss keeping or removing the
335 possibility of an appeal. Appeals have been rare, but it is good to have checks and
336 balances. We want to be sure that senates are fulling the recommendation from the
337 ASCCC that we are being consistent.

338

339 **Motion to extend the meeting for 10 minutes**

340 (Hernandez/Gaines) **M/S/P; Abstention:** Kalustian

341

342 **Motion to refer the updating of the faculty equivalency process to the Equivalency**
343 **Committee**

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

345

346 Referring to page 33 of the packet, Echeverri observed that HR Guide R-101 on
347 Equivalency is outdated. For example, it refers to provisional equivalency, which no
348 longer exists. She requested that El-Khoury and the Equivalency Committee take the
349 lead on updating the DAS equivalency policy. Freitas cautioned against the HR Council
350 reviewing this document, as it is the purview of the Academic Senate as contained in the
351 California Education Code. He applauded the Equivalency Committee's proactive stance
352 on reviewing equivalency requests before a job offer is made.

353

354 On the subject of the flow chart, there was agreement that it be placed on the agenda
355 as an action item since the Equivalency Committee has vetted it. And it is appropriate
356 that the Equivalency Committee be the body which reviews and makes
357 recommendations to replace HR R-101. The flow chart could well be a great ancillary
358 tool of the written policy. This would also permit time for DAS initiatives to be taken to
359 the local senates for review.

360

361 It was not possible to discuss the following items due to lack of time:

362

363 **HR Guide P-130: Additional Assignment; Faculty Representation on HR Council**

364

365 **Budget, New Funding Model (SCFF), LACCD Allocation Model, College Debt**
366 **Repayment, Accountability Measures**

367

368 **Committee and Task Force Assignments: Technology Planning and Policy Committee**
369 **(TPPC)** – Echeverri announced that a new faculty co-chair is needed for this committee.
370 Since a new chief information officer for the district has been hired, this is an
371 opportunity for TPPC to be a very active committee. Concerns remain about Cranium
372 Café and its adoption.

373

374 **Periodic Curriculum Review by Chancellor's Office (Memo AA 29-33)** – Echeverri sent
375 this out electronically to the members of the DAS.

376

377 **Upcoming Events: District Discipline Day, Guided Pathways Summits, PDC, ASCCC**
378 **Events** – Echeverri referred to the list at the bottom of the agenda.
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380 **Other items**
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382 **Upcoming Meetings**
383 **District Curriculum Committee:** Friday, October 11, 2019, 11 a.m. – 1:00 p.m., at ESC
384 **ASCCC Area C Meeting:** Saturday, October 12, 2019, at Rio Hondo College
385 **Fall 2019 District Discipline Day:** Friday, October 18, 2019, at Valley
386 **Guided Pathways Summit 1:** Friday, October 25, 2019, at Valley
387 **DAS Executive Committee:** Friday, November 1, 2019, 9:30 a.m.-12:00 p.m., at ESC
388 **ASCCC Regional Curriculum Institute:** Saturday, November 2, 2019, at Pierce Great Hall
389 **Consultation Meeting:** Tuesday, November 5, 2019, at ESC
390 **ASCCC Fall Plenary Session:** November 7-9, 2019, in Newport Beach
391
392 **Adjournment**
393 (Hernandez/Gaines) **M/S/P**
394 The meeting was adjourned at 3:45 p.m.
395
396 Respectfully submitted by Lourdes M. Brent, DAS Secretary