

1 **District Academic Senate Executive Committee**
2 **Meeting**

3 **Friday, May 3, 2019**
4 **Educational Services Center**
5 **Board Hearing Room**
6 **MINUTES**

7
8
9 **Attendance**

	Present
Officers	Angela Echeverri (President), Naja El-Khoury (1 st VP), Elizabeth Atondo (2 nd VP), Lourdes Brent (Secretary), John Freitas (Parliamentarian)
City	
East	Jeff Hernandez
Harbor	
Mission	
Pierce	Anna Bruzzese
Southwest	Robert Stewart
Trade	Martin Diaz
Valley	Josh Miller
West	Holly Bailey-Hofmann
Guests	Brittany Grice (Office of Diversity, Equity, and Inclusion, LACCD), Daniel Keller (Curriculum Dean, LACCD), Sheri Lehavi (Pierce), Fernando Oleas (Pierce), Bradley Saenz (Pierce), Edouard Tchertchian (Pierce)

10
11 **Call to Order:**

12
13 President Angela Echeverri called the meeting to order at 9:39 a.m.
14 Noting that there were many guests at the meeting, Echeverri invited those present to
15 introduce themselves.

16
17 **Approval of the Agenda:**

18 The agenda was adopted as amended
19 (Stewart/Hernandez) **M/S/P**

20 **MOTION to amend** – Because she had to leave early, Brent requested reordering the
21 agenda to permit her reports. In addition, Paulsen requested that her motion to extend
22 the Program Mapper release time for one semester be pulled from the agenda.

23 (Brent/Bailey-Hofmann) **M/S/P**
24

25 **Approval of the Minutes:**

26 The minutes of the April 19, 2019 meeting were approved as written.

27 (Freitas/Miller) **M/S/P**

28

29 **Public Speakers:**

30

31 Echeverri described several recent meetings she had with LACCD Chancellor Francisco
32 Rodriguez regarding AB 705 implementation and his intent to cancel developmental
33 English and Math offerings in the 2019 Fall Semester schedule of classes. She reported
34 that Chancellor Rodriguez did not bring up the plan at the April 9 DAS Consultation
35 meeting. Instead, he requested a phone meeting with AFT President Joanne Waddell
36 and DAS President Angela Echeverri on Wednesday, April 17, during which he informed
37 them of his plan to eliminate all Fall 2019 math and English classes more than one level
38 below transfer. During the phone call, both Echeverri and Waddell strongly and
39 repeatedly expressed their opposition to such a plan. Echeverri put forth multiple
40 reasons for not completely eliminating those classes, including the need to serve all
41 students regardless of their level of academic preparation and the impact on multiple
42 educational programs.

43

44 Echeverri noted that AB 705 permits offering developmental math and English classes
45 and argued that cancelling those classes would deprive LACCD colleges of the
46 opportunity to serve all students and compile important data on course completion,
47 demand, success, and throughput. Echeverri followed up with three more meetings
48 with the Chancellor in which she provided further evidence of the need for these classes
49 and highlighted the significant reductions already in place for developmental math and
50 English classes. In spite of the clearly stated opposition and documented evidence, on
51 April 29, the first day of Fall 2019 priority registration, the Chancellor gave the directive
52 to the colleges to cancel all English and Math classes more than one level below
53 transfer– including over 50 math sections in total. Echeverri expressed her deep
54 concern about such an action, citing the Board’s Shared Governance agreement with
55 the District Academic Senate on academic and professional matters such as curriculum,
56 standards or policies regarding student preparation and success, educational program
57 development, program review, and processes for institutional planning. Echeverri also
58 noted that the Chancellor’s directive interfered with local college autonomy and the
59 ability to conduct institutional planning and enrollment management efforts.

60

61 Edouard Tchertchian, Pierce College math faculty member, described a culture of
62 support at Pierce for AB 705 as well as collaborative efforts related to implementation
63 of this statute. Such efforts included agreement on placement and assessment issues as
64 well as the creation of new courses. The Pierce faculty wanted to make sure that
65 students have the opportunity as well as the choice to take the courses which they need
66 to attain their academic goals, e.g., transfer or local degree, certificate, or just refresher
67 courses. He noted that AB 705 permits taking transfer-level as well as fundamentals
68 courses and, especially in this transition period, those courses should be offered. At
69 Pierce, 20% of students do not fall into the parameters of AB 705. Tchertchian went on
70 to state that the Math Department at Pierce reduced the number of sections of

71 developmental Math which it usually offers and that the Vice President of Academic
72 Affairs at that college approved them.

73
74 Sheri Lehavi, another member of the Pierce Math Department, offered two major
75 points. 1) There are unintended consequences when there is a lack of collaboration and
76 respect for colleagues and timelines; adjunct faculty are losing their assignments; the
77 colleges and the district are losing trust among faculty and students. 2) There are
78 students who need these developmental classes to build their confidence and their
79 skills. Non-credit is not a good alternative because faculty are not within the
80 corresponding credit department, there are different minimum qualifications, a
81 different load factor, different rates of compensation, and the courses themselves are
82 not comparable.

83
84 Echeverri added that non-credit classes are not eligible for financial aid. Colleges in
85 surrounding districts, such as Santa Monica, Moorpark, and Glendale, are offering
86 developmental classes in English and Mathematics. The College of the Canyons has
87 eliminated its developmental English and Math classes, but that decision came from the
88 faculty. In addition, that college has taken one-and-one-half years to phase out those
89 classes, thus, preparing the students for the change in Math and English class offerings.
90 Such is not the case in the LACCD. The consensus was that the Chancellor's unilateral
91 cancellation of developmental English and Math classes for the 2019 Fall Semester is a
92 violation of the LACCD/District Academic Senate (DAS) shared governance agreement
93 and students are being hurt unnecessarily.

94
95 Oleas cautioned about an exodus of students from the LACCD. He also noted that, at
96 the meeting of the Committee of the Whole, the Board of Trustees did not give the
97 Chancellor the directive to cancel the classes. Instead, they suggested a phase-out. The
98 decision to cut the classes was the Chancellor's, which Oleas considered an egregious
99 violation of AB 1725 and the 10 + 1. Further, enrollment management should remain at
100 the local level.

101
102 Senators were also cautioned about the "survivorship bias" in the analysis of throughput
103 data – in all the advocacy about AB 705, there has been no discussion regarding the
104 students who are not completing these transfer-level classes and thus are being left
105 behind. The law does not state that courses may not be offered, and safety nets for our
106 students must not be removed.

107
108 **Action Items**

109
110 **Resolution in Support of Discipline Faculty Participation in Revision of Minimum**
111 **Qualifications – EOPS Counseling (Brent)**
112 (Brent/Miller) M/S/P
113

114 Minor changes were made to the motion which was previously passed by the District
115 Academic Senate Executive Committee (DAS Exec) at its April 19, 2019 meeting. The
116 approved resolution will be sent to the full DAS at its May 9, 2019 meeting.

117

118 **Resolution on AB 705 Implementation and the Cancellation of Developmental Math**
119 **and English Classes in the Fall 2019 Schedule**

120 (Echeverri/Freitas) **M/S/P – approved unanimously as amended**

121 **MOTIONS to amend:** (omissions in strikeout and additions in underline)

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

123 **MOTION to consider all amendments to the original motion together:**

124 (Bruzzese/Miller) **M/S/P**

125 **MOTION to consider perfected motion:**

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

127

128 “Whereas, the ~~recent decision~~ Chancellor’s recent directive to cancel all English and
129 math classes...”

130 “Whereas in the Fall 2019 semester several neighboring community college districts,
131 including Santa Monica...El Camino...”

132 Reorder Resolves numbers 6 and 7 (7 becomes 6 and vice versa)

133 “Resolved that the District Academic Senate ~~express to the Board of Trustees its strong~~
134 ~~opposition to the Chancellor’s directive to cancel all English and math classes more than~~
135 ~~one level below transfer and grave concern about the lack of mutual agreement and~~
136 ~~proper consultation in the implementation of said directive~~ recommend that the Board
137 of Trustees direct the Chancellor to rescind his directive to cancel all English and math
138 classes more than one level below transfer in light of the lack of mutual agreement and
139 proper consultation in the implementation of said directive”

140

141 Echeverri introduced this resolution, which included some amendments. She reported
142 that the Chancellor had initially agreed to offer a modest number of developmental
143 Math and English classes for Fall 2019. She and others were therefore surprised to see
144 an email, sent to the LACCD faculty by Interim Deputy Chancellor Melinda Nish on
145 Monday, April 29, 2019 (the first day of Tier 1 priority registration for Fall 2019)
146 announcing that all English and Math courses more than one level below transfer had
147 been cut. Both this decision and the subsequent directive to the colleges to cut courses
148 were taken by Chancellor Rodriguez.

149

150 Much impassioned discussion on this resolution ensued. Both Senators and guests
151 spoke of the concern for our students, college curriculum and affected prerequisites
152 (e.g., Math 115 for Chemistry 51), violations of AB 1725 and Title 5, violations of the
153 shared governance agreement between the LACCD Board of Trustees and the DAS (page
154 20 of the packet), as well as possible implications related to the collective bargaining
155 agreement between the Faculty Guild and the Board.

156

157 Echeverri observed a downward trend in Fall 2019 enrollment, noting that Fall (which
158 lacked English and Math courses more than one level below transfer) was down, but
159 Summer 2019 enrollment figures (which did have those courses in the schedule) was
160 higher than last year. Hernandez recommended that the focus of the resolution on the
161 floor be on a directive from the Board of Trustees to the Chancellor to reinstate the
162 classes which he cancelled.

163

164 Echeverri will take the perfected resolution to the full District Academic Senate meeting
165 on May 9, 2019, and once approved to Chancellor Rodriguez and the Board of Trustees.

166

167 **Guided Self Placement Guidelines**

168 **MOTION: To recommend the framework of Guided Self-Placement**

169 (Freitas/Hernandez) **M/S/P**

170

171 Referring to page 12 of the packet as well as handouts provided, Curriculum Dean Dan
172 Keller described the difference between self-placement and guided self-placement for
173 students' placement in the appropriate levels of English and Math. Input from the ESL
174 (English as a Second Language) District Discipline Committee is still needed. Guided self-
175 placement provides information which students can use to make an informed choice
176 based on both their ability and confidence levels. Keller observed that the California
177 Community College Chancellor's Office (CCCCO) has stated that colleges can use sample
178 questions, but those colleges must then collect data. Possible consideration for college
179 data collection could include: Did throughput increase? Was there disproportionate
180 impact? Keller suggested that colleges could develop their own sample questions, but
181 use the same three-tiered rubric: Can you solve this? (No problem) Would you need
182 help? (A little help) Are you not able to solve? (Might struggle)

183

184 There was much discussion concerning the population of students which would use the
185 guided self-placement, an understanding of when a rubric would be used, the
186 availability of the rubric in an electronic format through a student portal in the student
187 information system (SIS), possible availability through CCC MyPath, implications
188 regarding challenge processes, the possibility of re-taking the guided self-placement,
189 and work flow issues. Keller requested feedback on how to improve the forms. He
190 noted that a challenge process is open to all students, but guided self-placement would
191 likely be used by older and returning students as well as students who had not
192 completed high school.

193

194 Echeverri will take the matter to DAS and will follow up on its implementation issues.

195

196 **Resolution to Support Safe Zone Training for Faculty (Hernandez)**

197 (Hernandez/Miller) **M/S/P – as amended**

198 **MOTION to amend:** (omissions in ~~strikeout~~ and additions in underline)

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

200

201 First Resolve: “Resolved, That the LACCD District Academic Senate strongly support Safe
202 Zone Ally training for all current ~~or~~ and newly-hired faculty; and
203 Second Resolve: “Resolved, That the LACCD District Academic Senate ~~recommend~~
204 should explore recommending...”
205

206 Referring to page 16 of the packet, Hernandez argued in favor of the resolution which
207 recommended that the Board of Trustees adopt Safe Zone training as a district policy.
208 Brent reported that the DAS Professional Development College (PDC) Steering
209 Committee had reviewed the possibility of offering such training under its aegis. The
210 quote the PDC received was \$8,645 for two full days of training, with a cap of 35
211 participants. The PDC’s budget would not permit such a one-time expenditure. She
212 spoke to Katreli Walker, EAP Coordinator, regarding Walker receiving training at the
213 expense of the district’s Human Resources Division. She would then be able to offer
214 training to all district employees – a “train the trainer” approach. Hernandez agreed
215 that collaboration was necessary and that resources needed to be directed to that
216 effect. Freitas recommended consultation with the faculty union and other employee
217 groups as well as drafting a new Board Rule. Hernandez concurred.
218

219 **Motion to allow local colleges to request 90-day extension for Student Equity Plan and**
220 **to support local Academic Senate Presidents who refuse to sign the Student Equity**
221 **Plan unless there’s sufficient college input and a vote by their Senate**
222 (Hernandez/Miller) **M/S/P**
223

224 Hernandez noted that Equity Plans have a June 30, 2019 submission deadline, but can
225 be amended up to September 30, 2019. The concern is that the approval of those plans
226 by the LACCD Board of Trustees would be scheduled during the summer, leaving
227 insufficient time to obtain more comprehensive data, especially for disproportionately
228 impacted groups. There must be agreement on a timeline moving forward. Miller
229 observed that the senate president’s signature on the plan is critical: if the senate
230 president does not sign, the plan is not accepted by the State Chancellor’s Office, and
231 that Office does not disburse the relevant funding.
232

233 Discussion Items

234
235 Because Brent had to leave the meeting, and the previous motion to re-order the
236 agenda had passed, she gave brief reports at this time.
237

238 * **Professional Development College**

239 There will be a seminar on Teaching and Learning in the Age of AB 705 on June 21, 2019
240 from 9 a.m. to 5 p.m., at the LACCD Van de Kamp Innovation Center. The facilitator for
241 this seminar will be Dr. Marini Smith, a faculty member in Education and Child
242 Development at West. The morning session will involve all participants. The afternoon
243 will have breakout sessions according to disciplines as well as a short workshop on

244 gaining support, and setting timelines for plan execution. She also distributed copies of
245 the outline for the PDC Leadership Institute and asked for volunteer presenters.

246

247 *** Secretary**

248 Brent distributed the latest list of local senate presidents and DAS representatives as
249 well as the reported reassigned time for local senates for the 2018-2019 academic year.
250 Clarification was requested on what to report, as some senate presidents reported only
251 the reassigned time for the local senate officers and others included such senate-related
252 positions as faculty accreditation co-chair.

253

254 **Agenda for DAS meeting and 2019-21 Elections on May 9, 2019 at City**

255

256 Echeverri expressed concern that the proposed language in BR 6201.13 on “rely
257 primarily” in the amendment that was adopted should be “mutual agreement.”
258 Hernandez pointed out that this addresses a degree requirement, which requires the
259 Board of Trustees to rely primarily on the DAS.

260

261 Echeverri asked about the availability of ballots at the May 9, 2019 meeting. Hernandez
262 said that ballots would be made available before the election at 2:00 p.m. Hernandez
263 also added that there will be a forum for the contested position of 1st Vice President. It
264 was decided that the forum will last ten minutes and be scheduled at 1:50 p.m.

265 Alternatives for assuring that individuals who have to leave before 2:00 can cast ballots,
266 and assuring that all candidates for 1st VP can participate in the forum will be discussed
267 by the Nominations and Elections Committee.

268

269 **AB 705 Implementation**

270

271 *** Support recommendations for English, ESL, and Math**

272 Echeverri stated that additional fiscal support for the English, Math, and ESL faculty,
273 including tutoring, will be needed for AB 705. The DAS needs to develop a
274 recommendation for resources for AB 705 implementation. Hernandez suggested
275 creating a questionnaire/template for identifying resource needs and
276 appropriate/equitable support funding for each college. Echeverri expressed the
277 importance of making sure it is equitably distributed.

278

279 **Student Equity Budgets**

280

281 **Planning for Spring 2019 and beyond**

282

283 *** DAS Spring, 2019 Newsletter** – Echeverri asked for contributions, with a submission
284 deadline of Friday, May 10, 2019. She will write a cover article on AB 705.

285 *** DAS Access and Training for Board Docs** – Echeverri stated that DAS is transitioning to
286 Board Docs, and it is hoped the local senates will do the same.

287 * **Cornerstone Professional Development Platform; Professional Development Events:**
 288 **LACCD DAS Plenary Session in Fall, 2019(?)**
 289 Miller stated the importance of coordinating professional development activities
 290 districtwide, with the DAS taking ownership of all districtwide faculty professional
 291 development.
 292 * **2019-2020 schedule** – Echeverri will develop a draft calendar and request input
 293
 294 Owing to the lack of time, the subsequent agenda items will be postponed to a later
 295 date.
 296
 297 **E-Regulation on Students with Disabilities (E-100)**
 298
 299 **Budget Update**
 300 • **Allocation Model**
 301 • **College debt**
 302 • **Other**
 303
 304 **Guided Pathways – Next Steps (Miller)**
 305 • **Upcoming Events**
 306 • **Online Teaching and Pathways (NEW)**
 307
 308 **Future Projects**
 309 • **Administrator Retreat Policy**
 310
 311 **Update on Personnel Commission: CDC Faculty, Student Workers, and Counselors**
 312
 313 **College Reports and Issues**
 314 • **Administrative Vacancies and President Searches**
 315
 316 **Other Items**
 317
 318 **Reports**
 319
 320 • **Officer Reports**
 321 ○ **President**
 322 ○ **1st Vice President**
 323 ○ **2nd Vice President**
 324 ○ **Treasurer**
 325 ○ **Secretary** – previously reported
 326
 327 • **ASCCC Spring 2019 Plenary**
 328 • **Professional Development College** – previously reported
 329 • **Guided Pathways** – Miller

- 330 • **DBC-ECDBC – Hernandez**
- 331 • **Other College, Committees, and Task Forces**

332

333 **Upcoming Meetings**

334 Consultation: Tuesday, May 7, 2019 at ESC

335 Board meeting: Wednesday, May 8, 2019 at Harbor

336 DAS Meeting: Thursday, May 9, 2019 at City

337 Board Standing Committees: Wednesday, May 19 at ESC

338 District Budget Committee (DBC): Wednesday, May 15, 2019 at ESC

339

340 **Adjournment**

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

342 The meeting was adjourned at 12:01 p.m.

343

344 Respectfully submitted by Lourdes M. Brent, DAS Secretary and John Freitas, DAS

345 Parliamentarian