



Academic Senate ○1000 E. Victoria ○ Carson, CA 90747 ○ WH-A420 ○ (310) 243-3312

## **Academic Senate Meeting Minutes**

**March 10, 2021**

**Voting Members Present:** Allen, Brandt, Buffaloe, Chaparro, Chiappe, Deng, Dixon, Eames, Fortner, Gasco, Hernandez, Heinze-Balcazar, Hill, Jarrett, Johnson, Jones, Kalayjian, Kitching, Kulikov, Kuwabara, Laurent, Ledesma, Ma, Macias, Malladi, Marositz, McGlynn, Naynaha-Gill, Nguyen, Nicol, Park, Pederson, Price, Raianu, Roback, Sanford, Gray-Shellberg, Skiffer, Spruill, Stang, Supernaw, Tang, Turner, Vieira

**Voting Members Not Present:** Morris, Park, Sexton, Vinovich

**Voting Ex-Officio Members Present:** Anderson, Mancio-Molina, +Ares, Celly, Heinze-Balcazar, Norman, Ospina, Parham, Russo, Talamante, Thomas, Weary

**Voting Ex-Officio Members Not Present:**

**Standing Committee Chair:** Boroon, Heinze-Balcazar, Macias, Mancilla, Naynaha, Caffrey-Gardner

**Standing Committee Chair Not Present:**

**Non-Voting Ex-Officio Members Present:** Barrett, Costino, Caron, Hutton, Koos, LaPolt, Manriquez, O'Donnell, Ortega, Olschwang, Peyton, Price, Roberson, Spagna, Wen

**Non-Voting Ex-Officio Members Not Present:** Afalqa, Brasley, Franklin, McNutt, Poltorak, Wallace

**Guests:** D. Bautista, T. Chin, S. Peinder, A. Reid, R. Weitzman, O. Navejas, D. Chonwerawong, D. Brandon, K. Rawls, R. Rios, S. Valdez, S. Gonsalves, M. Dunbar, H. Salhi, R. Shakoore.

### **2020-2021 Academic Senate Executive Committee:**

Academic Senate Chair, Laura Talamante; Vice Chair, Ivonne Heinze-Balcazar; Parliamentarian, Hal Weary; Secretary, Dana Ospina; EPC Chair, Salvatore (Sam) Russo; FPC Chair, Terri Ares; NTT Representative, Rita Anderson; Statewide Senators, Kirti Celly and Thomas Norman, Previous Senate Chair, Charles Thomas

Recorded and Edited by SEW and the Executive Committee

Chair Talamante called the meeting to order.

Land Acknowledgement Statement of the Tongva people was read by Chair Talamante

Chair Talamante noted a minor adjustment to the agenda.

Agenda approved.

Minutes from 2/24/2021 approved

## Chair's Report

Talamante thanked the Senate body noting there was an extremely robust attendance at the two CFA Interrupting Racism workshops. We are working with CFA for a certificate of completion of the workshop. She noted we had some really good feedback there. Talamante reported that a couple of issues were brought up in terms of thinking about the Senate space, and how we, in our formal process, are not always creating a space where people feel that they can, in fact, speak out on topics of importance. Talamante said that we definitely want to continue to think about and work on ways to improve. She noted that at the CFA workshop, there was an anti-racism statement that was shared which reads as follows:

### Anti-Racism Social Justice Transformation Statement

*As part of our continuing commitment to Racial Justice Work, when we experience examples of racial narratives, racism or whiteness in our meetings, or as we conduct our business, we will speak up. This means we can interrupt the meeting and draw the issue to one another's attention. We will do this kindly, with care and in good faith. This statement is a reminder that we commit to do this in the service of ending the system of racial oppression.*

CFA used this statement as part of the workshop and it is a commitment to making space during their workshops for having the ability to speak, that we can interrupt, in order to have difficult conversations when there are racial narratives or racism that we see happening in our own meetings. Talamante said she would extend this to thinking about the work that's been going on too with It Takes A Village series that Academic Senate has been collaborating on about microaggressions. Part of the tools we've been working on there is when you hear a microaggression happening, even if it's not directed towards you, you have the power to interrupt, to engage in a respectful dialogue, but to not let things just go by because they're uncomfortable. Also, that sometimes it seems awkward in certain environments to interrupt those moments and use them as ways to learn and grow as a community. In this case, as a Senate. A Senate that is declaring itself today as an anti-racist Senate. Talamante said we're going to look at it in Senate Exec and talk about how we would want to adapt it for our own purposes, and then bring it back to the Senate body as a resolution that we can vote on.

The visit with Chancellor Castro was substantive. He seemed very engaged as he opened the conversation by saying, this is your time. He asked that we help him get to know our campus. He asked too that folks share with him the things that we're proud of and the things that we have concerns about. Talamante expressed that it was a really fruitful conversation discussing the things that we're proud of and what things we continue to struggle with. We highlighted how our facilities; the resources on campus; having a much lower ratio of tenured and tenure-track faculty to non-tenure-track faculty; supporting our non-tenure-track faculty in more equitable ways, and supporting our students in more equitable ways. Explaining that we continue to be challenged by institutional and systemic racism that is part of the history of the origins of our campus, but also has impacted us over all of our time in the types of resources that come to our campus because many of our students are coming from under resourced areas and then they don't come

necessarily as traditional students. A lot of them don't come as 12 or 15 unit students, they may have less. We took some time to talk about it from different perspectives, both from the needs of different colleges, and the campus as a whole. His response was that he understands a lot of these issues as a first-generation college student himself, and as someone who has struggled with food insecurity.

Senate Exec was invited to participate in speaking with search firm, WittKeiffer, for the reopened Chief Diversity and Inclusion Officer search, and they were able to talk about the different work going on on campus, such as the Anti-Racism Task Force, the Gender Equity Task Force, and the kind of needs across programs and colleges on the campus. We were very grateful to have that time with them and have our voices brought forward. Talamante noted they are still taking feedback and if anyone would like Senate Exec to share feedback from the members of the body today, email her. Talamante said they talked a lot about needing someone who is innovative, who can both bring that innovation, but also create the institutional structures necessary since currently, we don't have that office, as it's going to be built from the ground up.

Re. Fall 2021 planning – A survey went out across the colleges, asking every department and program to list each of its courses that they plan to offer for the fall. Identify which would they want to be face-to-face as an absolute need, all the way to that was P1, and then sort of varying levels of need for it to be face-to-face, all the way to this is a last priority to bring back to campus and P4 being that. Regarding P4, 70% of the colleges indicated that they would prefer the latest return to campus, when we know that the conditions are completely ready for that, we will return. Talamante said these have brought up a lot of questions that she promised to bring forward and these questions have been forming since the beginning of February. Questions such as: how do we know what's possible in terms of what can happen in scheduling rooms? And what are the class sizes in light of COVID conditions and safety, the cleaning that has to happen to rooms after each class that meets in them? And there have been requests to push back the registration date from April to May to help us be able to know how we are going to offer our courses and have students have the most information about what they're signing up for in the fall. There has been a request for clearer coding so that students understand whether they're signing up for a face to face, a hybrid or an online synchronous, an online asynchronous, or an online hybrid course. There's still been a lot of confusion for students when they are choosing classes. What provisions is the university taking to ensure the student population will have access to vaccinations. We know we have currently about 17,700 students. How will we know that that population has been able to receive vaccinations and return safely? Will students be required to show proof of those vaccinations? We know that when it comes to faculty and staff that these are union issues, and the questions are going to be answered through those levels of bargaining. And then in the absence of WSCUC approval to continue to offer courses in a predominantly online format, is there a way we can do a mass pilot form for all classes that need to be piloted? Once WSCUC doesn't give approval to continue to offer the majority of our courses online, then there is a pilot process, and you have two semesters of piloting the course as an online or a hybrid than it needs to go through the curriculum process? Can there be some kind of form, and maybe even at the department level for these requests if we need to pilot courses that we want to keep online in the fall. There are also requests for extensions of courses already piloted? For faculty who

have fear about their own health and safety or family members who have compromised health conditions that make them susceptible to the virus who may not have been vaccinated yet, and including children who cannot be vaccinated yet. Will they be allowed to continue to teach online, even if their courses in their department come back to the campus? The Arts and Humanities College Council voted unanimously in its meeting today to request an extension on our campus of alternative instruction. They'll follow this request with a formal letter. Related to all of that, Senate Exec has put in requests to the Provost and the Vice Provost, that faculty be included in Fall 2021 planning.

Talamante asked VP Information Technology, Chris Manriquez to address the Senate for a moment regarding important information about upgraded laptop availability.

**Manriquez** said we want to try and provide some level baseline from the technology perspective. He referenced an email message that was sent out on behalf of Wayne Nishioka, the Associate Vice President for Business & Finance, concerning a series of laptops that are available. Manriquez said we do have a number of laptops available for checkout for students however, he did want to make everyone aware of the requirements for those given laptops. Manriquez explained that at this point the university is making good use of the CARES Funds that are available for them, making devices available for students as well as faculty to provide instructional support. He noted they've expanded the rollout program that is currently in place. If there are students or others that require a laptop, the requirements for getting those deployed in the ask has a second component to it that he said he believes is important to understand. In order to have that qualify and both be covered through CARES' funding, as well as to deploy the device, we have to have the individual sign for and indicate that they have received that asset. That's an important distinction to make. Manriquez said he's still asking faculty to go ahead and communicate with students. We've sent out many communications to students, and even targeted messages to students with certain group affiliations, as well as certain affiliations on the campus, trying to pull out a whole series of the requirements they may have for those laptops. And the requests and numbers for anticipated demand hasn't quite matched that anticipated demand and we're trying to address this middle gap. He said they're happy to hear from any of the students. If there are faculty that are in need of workstations, we are beginning the rollout program. You'll be seeing messaging coming out about that, so that you can go to the same site and sign up to begin receiving refreshed laptops, monitors, as well as stepped up computers. He said he has received inquiries from faculty on "do I qualify or do I not?" If any faculty member is teaching a course during this term, you are qualified for a workstation, a laptop to check out and so those are being made available to you as well.

### **Parliamentarian Report, Parliamentarian Hal Weary**

Academic Senate confirmations:

Online Hybrid and Learning Committee (OHLIC)

Co-Chair - Dr. Salvatore J. Russo

Co-Chair - IT Mr. Reza Boroon

FDC/FLC – Dr. Marisela Chavez Chair or Designee

Library Ms. Wei Ma  
ASI President Rihab Shuaib  
CHHSN Dr. Elwin Tilson  
CAH Dr. Ana de la Serna  
CNBS Dr. Sohaila Shakib  
COE Dr. Kitty Fortner

CBAPP Professor Arek Arakelian needed to be confirmed at Senate. The Senate Chair recommended voting by acclamation. All were in favor, none opposed.

The Parliamentarian also discussed the proposed timeline for the senate chair and statewide election.

Proposed Timeline for Senate Chair/Statewide Election:

3/10: Senate meeting announcement is made seeking candidates for these positions. This announcement includes procedures for signatures needed and submitted by 3/26.

3/11: calls of service go out for both positions

3/24: at Senate meeting reminder of upcoming 3/26 deadline for submitting signatures for these positions

Week of 4/5: Parliamentarian works with Election Committee at confirming candidates, process, and timeline.

4/16: Ballot goes out for Senate Chair and Statewide Senator

4/23: Election concludes, results tabulated and confirmed by the Election Committee

4/28: Results announced at Senate meeting

5/12: Gavel passed

5/13 & 5/14: New Statewide Senator is expected to attend the Statewide Plenary as per their guidelines.

Weary explained that the representative to the CSU statewide senate upon election will begin their three-year term 2021 to 2024 at the last meeting of the ASCSU. Eligible candidates for this office need to be a member of the general faculty and must collect the names and signatures of at least 5% of general faculty. Weary noted he will be sending an email with the signature forms and explanation of process. He noted that as per the by-laws, the election committee may make other nominations at its own discretion, and shall endeavor to ensure that at least two nominations are made for each position to be filled.

Regarding a call for service to the Alumni Council. The Alumni Council requested that the person serving be a member of the Academic Senate Executive Committee. It was discussed at the Senate Exec meeting and the academic senate chair, in this case Chair Talamante or designee will serve as the main contact or representative from Senate Exec for Alumni Council.

Weary then reported the results of electronic elections that had been run.

Faculty Policy Committee: Jessica Federman, CBAPP

WSCUC Committee: Samira Moughrabi, CHHSN

University Curriculum Committee: Maria Avila, CHHSN received the most votes with 28 votes.  
And there

Accounting Services Controller Search Committee: Hal Weary, CAH and Steven Schuelka,  
CEIE

University Scholarship Committee: Archana Sharma, CHHSN and Margarita Villagrana,  
CHHSN

### **President's Report, President Thomas A. Parham**

Regarding COVID-19 vaccinations: President Parham encouraged everyone to get one.

Fall 2021 opening: the President reported that there are people in Academic Affairs, Student Affairs and Administration and Finance and other places working on plans to be able to move forward. Parham said we are still in our best aspirational selves, hoping that we can have a more fully engaged fall semester. This is contingent upon us having continued trending down in the incidence and prevalence rates for COVID infections, hospital rates going down, mortality rates going down. And the availability of vaccines that are not just set up for distribution, but in fact, are available to be able to distribute and put in the arms of both on campus as well as community. Assuming those things converge, and all come together, and the trend continues to run like it is now, we expect the color rates for our county to move from purple to red, red to orange, and orange ultimately to yellow. How soon it'll make that transition, we just don't know. Everything we will do is still in conjunction with our public health officials, and consultation with state public health as well as CDC, on what we're bringing forward. As faculty are being asked to plan for a fall semester and students have been allowed to sign up and getting ready to do that, we're all in the midst of having to navigate that space, and hoping for as fully engaged, face-to-face as we can be. But ultimately, the determinants of that will be those criteria that I've just said, coupled with our capacity to be able to deliver on whatever the public health instructions are for the capacity they'll allow us to support. The best guess Parham said he can provide at this point is, if everything goes right, and we can get some of our students back, we have our faculty and staff back in classes, that we should be somewhere south of about 50%. He said he would want to be careful about how we ramp up for that and he's cognizant of the fact that we have a very vulnerable population, with a high Latinx and high African American population, 1% Native American and Asian American brothers and sisters as well as poor White students. All those things make for people that are very vulnerable and we want to be careful about how we navigate that space.

Budget: Parham said he wanted to clear up some misnomers. The governor has "signaled" (Parham said he put signal in quotes intentionally here) that they are prepared to restore the reductions that they took last year at \$299 million. He said that's great news for a couple of reasons. 1. We had planned when we got the reductions last year for that to be one of a three year reduction scenario. So only having to do one year reductions in that way is good, assuming that we haven't employed a strategy to manage the cuts we took last year across multiple years, irrespective of what the state gave us. We're navigating that space. And I think we've done a pretty good job, and we're going to be okay. 2. The proposal coming in for the \$299 restoration

of reduction that they took from the state, what that will likely result in is restoring back to each of the campuses, the money that they cut. The President said what he is arguing for something quite different. His advocacy and that of our Cabinet members and Senate Exec is to say that we are not interested in recovering back to where we were but rather transforming the institution and really redoing the whole budget formula that allows us to secure a larger share of those dollars that will certainly help our campus. There is new budget on the horizon that looks at not only the restoration of the \$299, the proposal to add another \$144 in recurring dollars, and then there's a pot of money sitting out there that we are trying to go after as a system that looks at one time dollars, and those one-time dollars will be used for capital projects, as well as a significant deferred maintenance that exists across the system. Parham said he wishes to remind folks that those are proposals at this point. While we are in Governor's proposal round and we are in that season where we're going back and forth with legislators behind the scenes, and in meetings with the Governor's office, finance and others, when May revise comes, one will have a clearer picture about what that looks like in the second or third week of May. We won't actually know for sure what we get until we see the budget signed off by the time June comes. And how that will impact our ability to do a lot of what we do will depend on how much of that restoration we actually do get back. And how many one-time dollars that we're able to receive that allow us to do some of the deferred maintenance and contribute to some of the capital projects we have.

Parham said he received a report on 3/9 from the system line that looked at our COVID numbers. Our COVID numbers are at zero for these last couple of weeks. And our overall incidence numbers have not moved a lot. Some of those numbers that are a little higher than he would like them to be because of all of the contractors that have been working, particularly on the Innovation & Instruction building. Anybody who has come down as part of that contractor team, even though they're not allowed to come on campus if they've been positive, counts on our statistical data. As a space, we're looking pretty good and everybody's really managing their affairs properly. We will continue with the process of having everybody who wants to be on campus, tested and vaccinated and will continue to do the self monitoring and vigilance we need to do to make sure that we keep everybody safe. Health and safety will still be our Northstar. Parham said as we move forward, he wants us to be able to finish the semester strong. He invites the faculty to continue doing what you're doing and continue to raise the stakes and the game so that our students are experiencing as much success as they can in the midst of this COVID reality. And what we'll be looking to do and prepare are a whole range of interventions and bridge programs that are designed to try to help both our students who will be returning in the fall as well as new students who will be arriving from freshmen and transfer cohorts that we hope that we're successfully yielding.

### **Questions/Comments:**

**Statewide Senator Celly** emphasized continued advocacy for CSUDH to receive the funding it needs to run a successful operation even though we're used to managing with little. It's time we are honored with funding that supports unusual student population in terms of being tilted to one extreme of the part-timers, older student population. **Parham** responded you're right on target with where we have been going. Having a great visit with Chancellor Castro is likely to yield

some dividends. We're hoping to both get some short-term dollars that will help us fix a couple of things that are very acute, but also some long-term interest. Parham continued that we are arguing in fact, of our advocacy to try to get a change in the funding formula that moves from a straight incremental funding into something that takes into account all the variables that we have to manage on a campus like ours. We're starting to see different elements of success with that, as we have seen even in the budget reduction we took. Parham said we're basically 4.0+ percent of the system wide budget. If you think about the \$300 million we got cut, multiply that by 4% or 5%, you'll know what the cuts should have been. And what we took is substantially less than that by several million dollars. It's because through that advocacy, they use the 50% incremental funding formula. And on the other 50%, they took into account all the variables that we've been arguing for. What we're now hoping as we shift and pivot from the budget reduction strategies into the allocation strategies and how we move that, that we are getting a different share of the resources based upon the new funding formulas that we're advocating for. But, he said he is also advocating for another piece, which is contrary to some of my presidential colleagues. Now's the time for us to be able to retool the budget formula. And since everybody is now working that kind of baseline budgets with all the cuts that we've taken, take that money that was taken and think about redistributing that as a base, in addition to whatever new money is coming in. Parham said how successful lobbying that he'll be, he does not know. But it is on the radar screen. And we are working as hard as we can, as is the Provost, our Vice Presidents and our budget folks, including VP Wallace and Budget Director Robinson. We're doing the best we can. Parham added he wants to engage in a more self determined future. The advocacy we're doing is only kind of one quarter of the pie. We're doing a much better job at managing and stewarding our resources internally. Parham noted that we've got a good handle on the budget and Vice President Wallace and her team along with Katie Robinson and Wayne Nishioka have done a magnificent job.

Parham continued that we're also trying to crank up our philanthropic efforts and Vice President Barrett and his team are really killing the game with respect to that and so we're upping our game. We are lightyears ahead of where we were at this time last year. Also we're going to be more in alternate consultation mode working with our students who have to have a say in what it is we're doing to be able to invest in their own futures as we're trying to uplift and help them to be successful. Everybody has a part to play in this pie chart. Parham said he is looking forward to a bright future at the Dominguez Hills campus.

**Statewide Senator Thomas Norman** said he wished to acknowledge the conversation about going back to campus and involving faculty and continuing to do that. He said he's received 14 complaints as chair of Statewide Faculty Affairs from different campuses who are not satisfied with their administration and faculty have a right of opinion in what should be done. Norman said we all appreciate presidents who are involving their senators and faculty in those deliberations. Norman encouraged President Parham to keep up that momentum. **Parham** responded he appreciates that. He noted that the best thing he's ever done in what little success he's enjoyed in his career, is surround myself with good people, open up the lines of communication, let them do the work and advise him so that he can make the most informed decision based on consultation with a whole bunch of people. He noted that's what he's



committed to, along with the Provost and all of the Vice Presidents. We rise, we fall together. Parham continued that we try to make sure we have student voices in there as well as external stakeholders. And whether it's moving forward on budget negotiations, on reopening plans, or whether it's moving forward on strategic planning. Parham acknowledged the Strategic Planning Committee led by Dean Costino and AVP Smith who are navigating that space. Parham highlighted that it must have 30 plus people on it intentionally, because we want to make sure that we have broad stakeholders who are listening to what it is we do so that there's nothing we will try to do on campus that doesn't have broad appeal. Faculty certainly are part of that as are staff, as are students. We want everyone to have a stake in what we want to do in helping Dominguez rise.

## **Resolutions**

[\\*W EPC 21-08 Resolution to Extend Deadline for Students to Drop Courses in Spring Semester](#)  
EPC Chair, Salvatore Russo

Motion was made to bring the resolution to the floor and then seconded.

Motion was made to waive the 2<sup>nd</sup> Reading and present the resolution as a \*W. Motion was approved by acclamation with no abstentions.

Russo walked Senate through the resolution. He noted that they are looking to again give students an extension as to when they can drop a course without penalty. They're looking to extend that date to June 1. He noted that the reason for June 1 is that May 31<sup>st</sup> is a holiday. He explained that EPC figured having a drop deadline land on a holiday itself could cause issues in terms of getting paperwork filed and requests granted. He noted that this resolution pretty much mirrors [EPC 20-17/AA 2020-09](#) in terms of what it looks like and what was agreed to last semester. He reminded folks that last semester they hashed out exactly when and where the drop can be made, whether it can be retroactively applied, whether or not a "W" will count towards the 18 unit withdrawal limit, how appeals should be open for a student to get to "WU" if they were to request a "W". They determined to essentially keep those policies and procedures in place because it was not that long ago, we kind of we debated and discussed the most equitable way to approach this issue. The reason for star W designation for this resolution and bringing it to the floor of the Senate so quickly was they want this information available to our students now. The quicker we can have this cemented and brought forward to our students, the more effective it can be in terms of actually helping our student body. Talamante asked AVP Deborah Brandon to provide some details on how this played out in the fall of 2020. **Brandon** said students requested a COVID-19 withdrawal for 2360 courses. It represents 1278 students. Students could have withdrawn for more than one course, which is why we have the higher number of courses that we do for students. She said she'll do an additional analysis to provide the average number of courses and the same kind of distribution she did earlier for the Academic Senate, by college, by gender for the fall term at a later date. Talamante asked if we know what percentage of the population does that represent of our enrolled students? And were those all ones that were taking advantage of the late drop? **Brandon** said she would have to do an additional analysis to find to answer your second question. The numbers are less than 1% of our

student population. It's a very small number of students. She said she believes getting this resolution out earlier may help the students who are thinking about it, um, as the spring term comes to a close or before spring break, but she can do a further analysis and get you that information. **Talamante** thanked Brandon for her support.

### **Questions/Comments**

**Senator Price** said she had a student who had a death in the family due to COVID. But when he tried to drop his classes, he just said he had a death in the family. And now he's been denied financial aid. And it's been kind of a difficult situation. Is there anything that we can do?

**Brandon** responded if she could give her the name and she'll go back and relook at that particular situation. **Senator Kulikov** asked if all students who withdraw have been denied financial aid. **Brandon** said that is not correct. **Kulikov** said she has a couple of students that are having the same issue with the financial aid. **Brandon** said if you send her the names of those students, she can get the specific information. It could be the student did not make satisfactory academic progress and this was pre-COVID and they'd been on a plan and they haven't met the conditions of that. It could be a number of things. Brandon asked if they would send her those students names directly she will check it out and get back to them.

**Senator Nicol** called the question which was seconded by **Senator Thomas**.

**Resolution passes unanimously 55 in favor/0 against/0 abstentions.**

### **FPC 21-06 Review Committee for Research, Scholarship, and Creative Activities Awards FPC Chair, Terri Ares**

A motion was made to bring FPC 21-06 to the floor. Which was made and seconded. Ares explained that this particular resolution for the review committee for the Research, Scholarship, and Creative Activities Awards, calls for the replacement of a PM that's quite old, the PM 90-09 with the attached policy that specifies the charge of the committee, the functions and the membership. The membership has been changed a bit to expand the committee in terms of numbers of faculty participating due to the increase in the number of proposals that have been received. And the membership has also been adjusted to eliminate previous roles that weren't even participating in the committee anyhow. The primary activity of the committee is to review the proposals that come in for the intramural grants, and to rank them and make recommendations. Included in this resolution is a brief orientation that the Dean of Graduate Studies and Research will conduct with the committee to explain the guidelines and the criteria for review, and also to have a discussion about equitable assessment of proposals, given the variety of research methods, scholarship and creative activities that those proposals represent. Ares highlighted section 3.3, where it speaks about the committee members who will independently review and evaluate the proposals and then the committee comes together as a group to really discuss those applications and then to put them in an order of priority for funding considerations. And then the committee chair will also prepare a report to the dean and comments from each review will be provided to faculty that are not granted an award. Ares spoke to a few little additional qualifiers in the Membership section citing that no more than one

member of the committee should be from any one department. Each college will be electing two faculty members. But within the college, they should be from different departments. And in section 4.3, one member who would be elected from each college needs to be tenured and in section 4.4, at least one member of the committee shall be non-tenure-track faculty.

### **Questions/Comments:**

**UCC Chair Carolyn Caffrey Gardner** suggested that for the membership for the library, they're significantly smaller as a college in terms of the number of faculty. There's only about 10 to 12 faculty at any given time. To have two people on the committee might be a lot as well as they only have one department.

**Senator Andrea Johnson** brought forth a few recommendations from her department.

- 3.2, guidelines criteria for review, those should be made public to the campus, not just something the committee has.
- 4.1. it notes that two faculty members of any rank should be elected in the various colleges. But if you look on 4.3, it mentions that one should be tenured and 4.4 says that one should be a non-tenure-track faculty. Johnson suggested that we should specify 4.3 and just move it to 4.1
- But 4.4 she's not sure how this would be enforceable if we don't list that as a requirement back in 4.1. What are we going to do, tell one college no sorry, you have to have the non-tenure-track faculty. And there is not a clear way defined to put that non tenure track faculty in there. Perhaps it makes sense that it should be a separate seat in 4.1.
- Johnson said we would also like to have the results of each year's research and creative activities work reported to the Senate and an archive of the reports of the committee put on a committee web page.
  - o Information they would like
    - the number of applicants
    - a breakdown by college
    - Numbers supported and not supported
    - Faculty demographics
      - in particular, they're concerned with rank, are we giving non tenure track, associate, assistant, full professors - how's that falling in? And they think this would help us to work to pressure the administration to increase the baseline for this, if they know what it is. We'd like to see the breakdown of requirements.

**Senator Sanford** asked Senator Johnson when you say in section 4.4, that this should be a separate seat, are you saying one non-tenure-track person on the whole committee or a separate seat per department? **Johnson** responded; she wasn't as concerned with how many non-tenure-track people are on the committee. What she is concerned with is that there is a line in the resolution that says at least one member of the committee shall be a non-tenure-track faculty, and that they'll receive professional development. But where we've defined the committee, the committee membership shall include..., we've not made any way to define where that non-tenure-

track faculty member comes from. Do they come from the colleges? Are they a special seat of and by themselves? That's not clear. And if they are a special seat of and by themselves. Who elects them? Are they a senate elected person? Are they a non-tenure-track committee elected person?

**Senator Deng** asked what will happen if a member of the committee also applies for the award? In that case, how will the review of that member's application be reviewed to avoid a conflict of interest?

**Talamante** explained that given it was a First Reading, they would not be answering the questions, just taking it as feedback to inform the Second Reading revise.

**Dean Price** said he can answer some of these questions or he can wait until the Second Reading.

**Chair Talamante** responded that mostly what would be the input that would help us in any particular revision or not. The Senate welcomes feedback from Deans on First Readings. **Dean Price** said that the guidelines are posted, they always have been posted. They're available to anyone. When you apply for the award, and you don't have to actually apply to the award, you can just log into the site. They've always been there. And they can certainly make them available elsewhere. He wanted it clear that it's not that we have been hiding them from anyone ever.

**Senator Johnson** said she would be perfectly happy to talk offline about this. **Price** continued that as for the non-tenure-track faculty, they have gone back and forth a couple of times about this. There are ways to do this that we have looked at that kind of sort of makes sense.

**Talamante** said they would invite him to the Senate Exec discussion as they work on the Second Reading of this resolution. **Price** noted that he would be attending the Faculty Policy Committee as well.

**Senator McGlynn** said on behalf of the Biology Department, they noticed as we're revising the charge for this committee. And the rationale involves the composition of the membership. But also, this is an opportunity for us to consider the functions and responsibilities of this committee. And so one thing that has been a perennial concern for us is that the prior performance of awards doesn't seem to be incorporated into the review process. In other words, you just need to submit a report on the work that you did. But whether or not you followed through on what you had done on a prior award doesn't seem to impact whether or not their probability of future award that can happen. So essentially, people that may not follow through on the awards might continue to get funded. We think that's something that should be part of the review process. And so perhaps that could be considered in the functions and responsibilities. He said he's not suggesting particular language, but he's hoping that content might be worked in before the next reading.

#### **FPC 21-07 Forming a Task Force for Assessing Teaching Effectiveness, FPC Chair Ares**

A motion was made to bring the resolution to the floor and seconded. Ares explained that this resolution was in response to concerns that we've had for some time, about how teaching effectiveness is evaluated at CSUDH, and particularly the over reliance of the student PTE reports. This resolution calls for the creation of a task force to provide guidance for best practices, policy recommendations and utility of teaching effectiveness assessments.

- In the second resolve, there is reference to important documents and perspectives for the taskforce to consider in their work.
- On line 10, there is mention about consulting the literature and the science of teaching effectiveness assessment, and looking at best practices that are occurring across the CSU and the California Community Colleges.
- On line 14, the scope of work is described here.
- On line 23, that a written report would be an outcome to propose policies and requirements for teaching effective assessment, along with plans to implement the proposed policies.
- Under membership, one representative from each of these areas would be the membership for that task force.

**Senator Nicol** said she's had severe problems with PTE's. But she also wanted to ask in putting together this resolution, has there been consideration of how departmental RTP standards weight PTE's? Nicol said she thinks there needs to be a broad look at different RTP standards to see how much PTE is weighted in an evaluation of a faculty member's teaching. If it's low, and there's a kind of full consideration of syllabus construction or other factors, then maybe we need to do this on a case-by-case basis, as opposed to having a broad policy. **Ares** responded that at this point, this is the taskforce that would be charged with doing that type of work. They would look at what we know in this space, figuring out what's going on on our campus and making the recommendation. Ares asked that the body keep everyone focused on the piece in front of us, which is essentially, do we want a task force or do we not want a task force? **Nicol** said it's fair enough. **Talamante** said it is a topic that came up in one of our retreats. She noted there was a lot of feedback on the need for considering one, the current instrument that we use, and to what are the multiple ways that faculty should be evaluated on their teaching effectiveness. And so it this is also informed by feedback from senators in previous years. **Senator Gray Shellberg** asked if within the purview of this task force, if there is consideration, is there any part of this that has consideration of replacing the PTE's with an actually reliable and valid instrument? **Talamante** said that Chair Ares addressed that, in that this is a task force similar to our online and hybrid learning task force. We want to go in and see what is happening on our campus, look at best practices, and make recommendations. Ares said in letter E. of the resolution, it does specify that assessment questions are part of the scope of the work. **Senator Hill** said that following up on Senator Nicol's comment, maybe it should be explicit within this that part of the work and then the report includes a summary look at the current practices on campus. Additionally, it would be nice if there were a timeline for the report within this. **Senator Sanford** said he would like to make sure that it specifies who will be on this task force, as we have seen in other resolutions. He said he would like to ensure that people who are historically discriminated against in PTEs are at least majority represented on this committee to sort of counteract that problem such as women, persons of color, other groups that are also somewhat discriminated against in PTEs, for example, disabled professors. He thought it important for us to have representatives of those communities on this committee. And in whatever way we can make sure that happens so that those voices are not only heard, but front and center on this committee. **Gray Shellberg** said she seconded Sanford's comment. **Senator Malladi** said he would like to add that we need technology in the decision making here for example, ranking the faculty's

effectiveness etc. And he would like to take input from the office of University Effectiveness, Planning & Analytics as they have a lot of expertise.

### **Second Reading:**

#### **EPC 21-04 GE Learning Outcomes Committee Resolution, EPC Chair Salvatore Russo**

A motion was made and seconded to bring the Second Reading to the floor. Russo explained that there was not much in the way of changes since it was discussed previously on the senate floor. Some of the “woulds” were changed to “will” We wanted to highlight was that we wanted to recognize that there is an ethnic studies committee on campus which is engaging and reviewing the learning outcomes designated as ethnic studies courses. We wanted to make sure that it's clear within the resolution that the GE Learning Outcomes Committee would not have sole plenary power over evaluating the new Area F courses that there is an Ethnic Studies Committee, which would also be evaluating whether ethnic studies designated courses will be meeting the benchmarks required for those courses.

There were no questions or comments speaking for or against the resolution. The question was called and seconded.

**Resolution passes, 50 in favor, 0 against and 3 abstentions.**

**Talamante** mentioned that last spring there was a recommendation for a new vendor for our PTE assessments. She asked ATC Chair Reza Boroon to speak to it. **Boroon** said we did review and evaluate four vendors and the committee picked Scantron and then the pandemic happened. And he thought that AVP Cheryl Koos was supposed to work on the policies and procedures for PTEs before we move forward. **Talamante** said yes, she imagines the pandemic put a hold on that. But as an update that we will follow up on that. She said it sounds like something else that will come back to our Faculty Policy Committee. **Boroon** said there was a pilot done for two summer sessions.

### **Provost Report,**

#### **Provost Michael J. Spagna, Provost and VP, Academic Affairs**

Provost Spagna highlighted his Zoom background and that each Cabinet member used the same photo depicting their commitment to anti-racism. He noted they took the challenge from Senate seriously. He credited VP Manriquez and his team on the artwork. He said they did pay it forward with the Deans in the Academic Affairs Council meeting.

In addition, the Provost said he'll be addressing Fall 2021 planning. He's asked Vice Provost O'Donnell to share a little bit of the process they've been taking as they've been gathering information. And he'll also be talking about an equity progress report that they received from the Chancellor's office.

The Provost said he wished to acknowledge Senator Laurent for his focus on being humanistic in our thinking when it comes to navigating the complexities associated with repopulating the campus. Spagna said in thinking about what we've navigated so far, with a pandemic, we are

now entering the most complex phase, which is phase three. The first phase was kind of disruption. Phase one, the disruption of what are we going to do next, and everyone was heroic in terms of pivoting for that. Phase two was where we've been for the last many months, which was offering limited face-to-face classes and being conscious of having our two North Stars. The first one, first and foremost is the health and safety of our community of our students, our staff, our faculty and the second North Star is progress to degree. What are we doing to make sure that students aren't stopped out so that they're deferring dreams, they're not getting their degrees. Those are the guiding principles for us. The Provost said that phase three is the most complicated from his standpoint, and requires all of us working together. It's going to require a level of emotional intelligence, and humanism. This, Spagna said, is where Senator Laurent comes in. The notion that one size isn't going to fit all for all of us. There's some faculty and staff and students that can't wait to get back. There are others that are quite rightfully worried about this and don't feel secure and don't feel like they can be safe in this environment. Spagna said there are also equity issues. How we're addressing it is a big issue as well. There are four factors that we think about and that we're using to guide us. First and foremost, what do our local health agencies say? A second important factor is what is our capacity on campus? There are questions around opening such as can we sanitize rooms; can we ensure safe distancing; what do we need to do about masks? These will guide us too because we were never built for having smaller sections. Third is the X Factor, which the Provost says he calls the human factor. And the final factor is the larger, the workload for faculty. He said as Provost, he wants to be clear that we're not going to ask faculty to teach seven flavors of the same class or where we've got a pivot to decide, what do we want to offer and how are we going to offer it? The other thing that he's very sensitive to is what is the faculty lifestyle and feedback on this, because everybody has a different perspective. Same thing with students. Spagna said AVP Matt Smith came in and spoke with all of the Deans and Associate Dean about how this is a complex matter highlighting that if a student has seen that a class is online, or virtual, and all of a sudden we pivot and say it's face to face. Are they expected to move down here? Does that affect their financial aid? The Provost said we have got to be driven by the student and faculty experience on this. We do not want to go into a semester where we're going to pivot. Spagna said that would be a disaster, you can't start something and say, you know we're a week in and by the way, we're going to pivot out of this. Spagna noted that the President is in for the long game and so is he. He explained that the long game means that we're still staying in the context of safety, How do we ensure safety? How do we do this in a way that we come back? What we've done so far in gathering information from faculty about course selection, is the bigger issue. We are all going to face a lot of political pressure as things start reopening. We've got to be pretty consistent with staying the course. If we engage in disruptive behaviors, where we're pivoting and doing stuff last minute, it's going to hurt our students, it's going to hurt our faculty, and then we are going to then betray our North Stars, especially progress to degree.

The Provost then turned it over to Vice Provost O'Donnell to describe where we are in process and gathering what we're putting together for the course schedule, as of the 10th of March.

**Vice Provost O'Donnell** said we're starting with asking the faculty about teaching. How urgent is it for the classes that they'll be teaching to have them held face to face. The communication

was sent out about three weeks ago, and they've asked that people get back to him via their college schedulers by categorizing their classes P1 means I'm proposing this for face to face and it's already been approved that way for the last two semesters, so it's probably going to go through. O'Donnell said it's things like dance classes, ceramics, a couple of science labs, a lot of off campus experiences with teaching and clinics. He said from there, it goes to the next one in line, believing it to also be urgent. He explained it could be because the classes have low pass rates, and faculty feel like it is suffering without that face to face instruction. This continues to the least urgent, where it can come back when everything else comes back. And it really doesn't have to come back. O'Donnell noted that at a meeting two weeks prior, many faculty attended and they talked through that memo and data request and faculty offered a lot of really good suggestions about how this might be carried out. And much of our reluctance now to go into a pivot as the Provost just spoke to arose out of that meeting was the points that faculty were saying, "I can't really start a semester wondering if the lab is going to be face to face halfway through. I just need to know at the outset." O'Donnell said we're going to stick to that we're going to make a call and stand by it. He noted the data that they collected from faculty as of a week ago, categorizing their classes, is now recorded in PeopleSoft by your schedulers. He said he is going to be sharing that list with Senate Exec later in the day and also with the leadership of the colleges so that you can see line by line, all the data that we have all the responses from the faculty and incidentally be able to check the accuracy of your own records while you're at it. O'Donnell said what that list will not do is tell us what fall looks like because really it's only one side of the story, the urgency of the face to face instruction. We are constrained by public health policy and by guidelines that we get from various agencies. And we'll be correlating that guidance from them with what we heard from faculty about which classes are the most urgent, that tells us about how repopulated we can expect to be. the last thing that I'll point out, and then I'd be happy to field questions about this. O'Donnell reiterated the Provost's remark that this next phase is going to be the hardest phase. He noted this idea of how we bring everything back in a way that's synchronized, and fair and equitable is challenging and going to take an awful lot of coordination. He said we've heard a couple of different calls for making sure faculty are included in all of it, that will be the case and we plan to continue having faculty in leadership roles as we figure out what we can do between now and the start of the fall semester. **Spagna** said the data shows right now, if you accumulate it as to what would be face to face, including clinical programs, which are off site, we're around 18.7%. We're talking about under 20% of our offerings, including clinical sites that would have any face-to-face component. It's more conservative and justifiable because remember where we were, we were 4% face to face than 8% face to face. This is somewhat of an incremental increase, but not huge in terms of what we're doing next. The other is that there is an interface with WSCUC. Spagna said the good thing is that Vice Provost O'Donnell is also our accreditation liaison officer. And he informed all of us today that in April, WSCUC is meeting and on their agenda is are they going to forward us the same flexibility that we had going through the pandemic. If they do, then we don't have to bundle all of our courses for a department and say all of these are bundled to be online, and we need that pilots. We can just carry forward with the flexibility that WSCUC has given us. We will know whether WSCUC is going to support this kind of effort. This way we won't have to take option B, which is converting a lot of things into pilots so we can say that they're online to stay with



accreditation. Spagna said if indeed that doesn't happen, though, we do have a plan, meaning that if they won't give us that flexibility, we will be in the space to try to bundle and try and convert stuff to pilots so that we can do it. Because again, we've got to support those efforts going forward.

Spagna said shared a PowerPoint and other related document regarding an [equity progress report](#) received from the Chancellor's office and their associated documents. He noted it has been shared with the Senate office and they'll make those documents available. He suggested that faculty read through the documents thoroughly. The Provost said on the front end, all of this report for him just gives us an avenue for a continued conversation. He noted that this report is not extremely helpful in terms of giving us action items for what we need to do on the campus. But he sees it as a platform for us to have a series of conversations, whether it's in Senate or broader about all the things we're doing to address equity and to think about equity for our students. In sharing the presentation, the Provost reminded everyone of the dashboard that faculty have access to which is the Student Success dashboard. He described it as something you'll want to spend time with because it challenges you to kind of go in depth. He commented that equity is not a larger kind of monolithic thing. You've got to drill down into what we know about equity. He said the dashboard will guide you quite a bit in terms of asking things that are programmatic level; course level related; major related; looking at four year and six year graduation rates; what's the difference between first year students freshmen versus transfer students. He suggested that faculty use it as a resource and keep using it as a resource.

The Provost said contained within the report it just shows what we already know, which is the overlap and the intersectionality of the students we teach. 70% overlap of underrepresented minority and Pell eligible students, that doesn't tell us anything, that just tells us in a more monolithic area that we have students that come from backgrounds where we have to be sensitive to it. Part of what comes out of the report from the Chancellor's office, which is good news that using your URM gap forecast, if you were to do nothing, you're going to be fine, you should be able to reach your goal in 2025. The Provost said are we going to settle for that? Are we going to settle for saying, if we did nothing, it's going to be fine? No. He explained with Pell eligible students, if you could just improve the graduation rates for 145 of our Pell eligible students, you make up the 8% difference we saw on this latest cohort.

The Provost referenced the title page of the overall report. He said it is a little too reductionistic for him, to simply say this exists and therefore, if you just focus on getting 145 more students over the threshold, you're going to be okay. He said we're not going to accept that. That's not aspirational, we got to do so much more than that.

Spagna pointed out the thing that's new to this report that he would like folks to pay attention to. The first thing is increasing persistence. At prior Senate meetings the Provost has said we have a wonderful, talented team that's working on four pillars to increase persistence. First and foremost, it's looking at progress reports for students, how are they doing in the first couple of weeks, four weeks out? A second element is how are we doing in DFW courses? What are we seeing, that students are struggling most with? A third critical part is what is the first year experience? What are we doing to help, especially during COVID? And then the fourth one, that

we've been spending a lot of time working on, are administrative barriers, which are all over the place at Dominguez Hills. How do we reduce these administrative barriers to get students across the finish line. On average, from a persistence standpoint, we are still losing about 20 to 25% of our entering class, which is not acceptable. We set a goal of 90% persistence and retention, we're working hard to reach that. But even if it's 1%, what are we doing to get students back who've left the university? So that's a new part of what we're going to try and focus on. In order to do, if someone has stopped out of our university, we are not getting them to come back to us unless we are providing incredible support for those students in areas such as getting questions answered, and providing almost a concierge service. He noted it's going to be hard to get students back in and you only get one more chance so that's another area we're focused on.

In the section called action items it is a an invitation for a continued conversation where we're going to be bringing people in to look at this. First and foremost in the action items is, leverage disaggregated data. He noted it doesn't tell us anything by saying just Pell students, he said he needs to know what is it and what's the breakdown? What's the intersectionality of what is it about certain ethnic categories of students? And then how does that interface with Pell eligibility? How does it affect with majors? Spagna said to give some teasers on this front transfer students that are URM outperform non URM students in terms of two year and four year graduation, which is kind of an interesting element. And we also have some other interesting tidbits but that doesn't him anything, he's got to drill down into what why is that happening?

Next action item is to redouble our efforts for continuous enrollment and reducing time to degree. And the next action item is to collect qualitative data. Have focus groups with students to find out what is their experience? Why are they leaving? How can we get them back? What was that that prevented them from staying? He noted there was the bigger element in all this, which is the pandemic.

This report sets the stage for us to have a series of conversations to start interrogating this at deeper levels as to what can we do from an action standpoint, to not only close gaps but to elevate all of our students to be successful.

### **ASI VP Jonathan Molina Mancio**

Mancio reported that ASI has their elections going on in from March 15th through the 18th. Students can vote through Toromail and ASI is strongly encouraging all professors, faculty and staff to please encourage your students to vote through Toromail. They're trying to get students involved and make them aware that ASI is here for them and advocating for them.

Regarding the Child Development Center reopening plan. ASI funds, the Children's Development Center and they are currently in the process of planning the reopening of that center hopefully in fall 2021. He noted they're working with university officials and the President in order to continue that reopening plan.

**CFA Report, Iyad Afalqa** was not present, he was in attendance at the CFA Equity Conference. Senator Price and Senator Celly encouraged folks to check it out. Great speakers and great presentations.

## Q & A/Comments

**Senator Buffaloe** said in regards to the return to campus plan, how does it pertain to Student Health And Student Psychological Services given their unique circumstances and confidentiality? **Vice Provost O'Donnell** said Student Health and Psychological services like advising, the library and a host of other on campus offices, are all going to be taking their lead from faculty to anticipate how many students we expect to have back on campus. O'Donnell said he also knows that there's offices, including Student Health and Psychological Services who have been doing telehealth and tele consulting and tele advising. We know it's going to continue in one form or another. How much of that is in person will depend a lot on the guidance that we get from the from the public health officials, how many are we allowed to bring back? How many do we want to bring back? He said you're definitely in the picture along with all of the other ways we support students when they come to our campus. If there's a more specific concern Senator Buffaloe has, such as confidentiality, if there's a wrinkle in there that she would like to make the Vice Provost aware of, please let him know either now or more with an email after the meeting.

**Senator Pederson** said when they were discussing which way they were going to classify courses in her department, they had a little bit of trouble trying to decide what would they think is a P3. That was a category that they had trouble with. And part of the problem was because when they were looking at the guidelines, and it said, "relaxed social distancing", does that mean that it's gone? Or does that mean that is it now three feet instead of six feet? 'Their main concern was, they couldn't figure out what was feasible and it weighed into their decisions. Pederson said she wished to reemphasize the fact that for planning labs, they really need to know by the middle of the summer at the latest if they're going to be in person, because we have to order the stuff. Pederson asked that they please try to keep that in mind. **Spagna** responded, the Dean and Associate Dean remind him all of the time. He said they really are aware of what's necessary. Again, that's what I was kind of alluding to with the pivot. Spagna said we know that we can't do this late and even pushing it to midsummer is late in terms of ordering stuff. **O'Donnell** said the quick answer to your question is no, we don't yet know what it means by "relaxed social distancing", whether that means it down to three feet, or zero feet, is it status quo ante. The distinction between P3 and P2, is P2 assumes everything is still as bad at the end of August, as it is today. But what are the handful of other courses that haven't been meeting face to face, where we can't keep doing this, we can't go into a third semester putting this off, they've got to be in person. An example of that might be an ensemble singing course where they've been coping with the Zoom delay for two semesters, but we can't keep doing it. P3 assume that we can start to bring people back, but it's not as bad as it is today. But how much that is a wide open question. And then P4 is the other extreme where everything's fine. We know there's going to be something in between, but we don't know where in between that's going to land.

**Chair Talamante** raised a question that had been shared with her earlier in meeting. She asked the question as it was shared with her. How will testing be implemented and what would be the frequency of COVID testing? She said she knows we currently do that for anyone who's coming to campus. She asked if they could expand on what we're currently doing and how that would

work in the fall. **Spagna** said that Dean Brasley brought this up directly with the EOC, which is from the standpoint of once you get vaccinated, are you still going to be tested? And is there still a requirement? Spagna explained let's say, after 14 days after your second vaccination do you need this and so it's active on Nora Garcia's list as our EOC person. He said we don't have an answer now and we've got to get some direction on this. But his hope is that we're going to get guidance in terms of how often do we need to get tested. The Provost said he thought that what is going to guide this is that we're not going to have uniformity, we're still going to have people that are vulnerable on campus. Spagna shared that he wasn't sure if medical science have yet addressed if it can be spread to someone else. We have to wait for local health agency guidelines for that. Provost Spagna said he believed it would be good for us to start putting these as frequently asked questions on our website. He said he's got to meet with Cabinet, then we need to start ticking these off and answering them so that people can get answers 24/7. Especially as they change and we're giving an update as to what's different. He noted that as recent as our last senate meeting, there was confusion about whether testing is mandatory? Isn't it mandatory? We've got to be clear about that. And it's got to be something that people can look at and get definitive answers as they become more definitive.

**Senator Nicol** shared appreciation for mentioning that there will be a process in the event that WSCUC comes back and says that they do not grant us this extension. She asked when can we expect word on the WSCUC decision? And given the fact that classes become visible to students for registration on March 29, what date? will you have an alternative process prepared and ready to roll out? **Vice Provost O'Donnell** said re. WSCUC, the Commission is meeting in April. He said he does not have an exact date. But certainly by the end of the month. **Spagna** said at the end of March, students are going to start seeing the schedule. The registration starts on April 19 and he said he thinks it's a very good question of, students are going to start seeing this, they're going to start making decisions. And then, what do we do beyond that, because we don't want to confuse them. We don't want them to pivot beyond that. He said he is going to be bringing this forward to Cabinet which goes back to the notion that goes back to Senator Pederson's comment, you have to have this kind of deadline so that we're not being disruptive, you know, whether it's with labs or with students and all the rest. We've got to be very conscious of that, because we don't want to inadvertently confuse them so that they're not sure of what they're taking and where they're taking it. **O'Donnell** said one of the challenge that we're facing is the limitations on what you can display on a PeopleSoft screen, about where and when a class meets. O'Donnell said many of you have run into that when you're talking to students and they look up from the screen and say what do you mean alternative instruction? What do you mean, TBD? Am I supposed to keep checking back for what this location is? O'Donnell said a couple of us are working now with folks in IT to amend those displays. At this point he thinks it would be almost better to put a number there that refers to a footnote where you can say more than a phrase that's misleading, which is the situation now. On the point about possibly delaying the publication of the class schedule, or the time that students begin registering, O'Donnell said he does not see much upside to that. He said any delay to be useful would have to be limited to just a few weeks because people need to plan. And we're not likely to know much more about August in the beginning of May than we are in the middle of April. The bigger thing he said is that we have to have some assurance that if faculty say no we want to retreat, if the world heads south, if things don't look

safe publicly for the health situation that we were anticipating, then we have to be prepared to tell students and faculty that things in the fall are going to be different than we first thought. But that's different than saying we'll pivot mid semester. Whatever we do, we have to commit to it well in advance. But the schedule that we publish on April 17 may not be identical to the one that we offer in August. It never is. Classes are added and rescheduled and moved all the time. And we can expect to see some of that too. Nicol said there are a number of us who have classes that because of the pandemic are taught online. But those courses have not been approved for online teaching. And we have the pilot form program that we have right now but that would be hundreds, if not 1000s of individual courses. Is there a way that Cabinet or Academic Affairs Council can create a blanket pilot form so that each department can list all the courses that are not approved for online instruction and just get it done in one shot? The Provost said yes, we've been discussing that and we will come up with a solution. We want to make it efficient, effective. He said from his standpoint, we want to ask forgiveness versus permission with WSCUC. And so we are actively thinking about how can we make this streamlined so you're not having to do something that's a huge heavy lift to do exactly what Senator Nicol is talking about. **Chair Talamante** said just a quick add on that though, even the few weeks could be helpful, because right now schedulers have been told, and thus are telling chairs and program coordinators, you can only list your courses as if we're doing a full return to campus. And students need to know that, if they sign up for a class and then it's online and they didn't want to be in a synchronous class, they preferred an asynchronous or vice versa. That's it's really disruptive. And it can make a huge difference. **O'Donnell** thanked Chair Talamante for pointing that out. He said he will make sure that that changes. **Provost Spagna** said yes, we're going to change that and working with the course schedulers and so forth because we do not intend to make that confusing for people. The Provost shared that he's heard from several other campuses that delayed their registration and they're not going to be any better off. They're going to they're going to delay it several weeks that will be disruptive. The Provost said he would rather get these solutions in place by the April 19 registration timeline, so that we can get it to address the questions you're bringing up with a course schedulers and with students that they know what they can sign up for.

**Senator Pinto** [via the chat] offered that one of their students said that they can't get a vaccine and don't want to go to class until they can get a vaccine and they added that, since we can't force students to wear masks, they were not comfortable coming back. **Provost Spagna** responded, "So noted." He said that is what he was mentioning earlier that AVP Matt Smith has been guiding them on is the student experience. Spagna continued, "remember what I said before emotional intelligence, a level of humanism, it's going to affect people in different ways in terms of how do you support that student that saying, I'm not inoculated, I'm not safe. What do I do on this front? And we've got to have the flexibility to support that student."

**Senator Stang** [via the chat] asked about the status of co-curricular programs that bring the public to the campus. **Provost Spagna** responded that's part of the larger planning outside of the Academic Affairs realm, but that is active in terms of talking about what can we do in terms of people coming back on the campus. He said particularly for Senator Stang, this is very critical because of some of the work she does in doing art and art galleries. So that that is a critical part of it. And it is being actively considered what do we do on that front as well?

**Meeting adjourned.**