



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

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

Academic Senate Meeting Minutes

April 08, 2020/Via Zoom Meeting/2:30 – 5:00 PM

Voting Members Present: Allen, Andrade, Asatoorian, Benavides Lopez, Bono, Brandt, Chaparro, Deng, Dixon, Eames, Fortner, Furtado, Gasco, Goldman, Grey-Shellberg, Heinze-Balcazar, Gregor, Hill, Jarrett, Kalayjian, Kulikov, Kitching, Kuwabara, Ma, Malladi, McGlynn, Mendoza Diaz, Monty, Morris, Nguyen, Nicol, Oesterheld, Park, Pederson, Price, Raianu, Roback, Robles, Silvanto, Skiffer, Stang, Supernaw, Willis

Voting Members Not Present: Chhetri, Johnson, Macias, Tang

Voting Ex-Officio Members Present: Anderson, Boroon, Celly, Gardner, Norman, Ospina, Parham, Pinto, Russo, Sharma, Talamante, Tendaji, Thomas

Voting Ex-Officio Members Not Present:

Non-Voting Ex-Officio Members Present: Avila, Brasley, Caron, Costino, Davis, Figueroa, Franklin, Koos, LaPolt, Manriquez, O'Donnell, Peyton, Poltorak Price, Spagna, Wallace, Wen

Non-Voting Ex-Officio Members Not Present: McNutt

Guests: L. Abulaban, A. Bentley-Smith, D. Brandon, S. Einbinder, B. Fisher, M. Grandone, E. Hanna, K. Inamdar, C. Jackson, J. Katzenstein, A. Kawakami, N. Mack, R. Malamud, P. Moguel, R. Rios, N. Rodriguez, H. Salhi, E. Schrock, T. Shabbir, R. Shakoor, A. Valdez

2019-2020 Academic Senate Executive Committee:

Charles Thomas – Academic Senate Chair, Laura Talamante – Vice Chair, Dana Ospina – Secretary, Rita Anderson – NTT Representative, Archana Sharma – Parliamentarian, Salvatore Russo – EPC Chair, Katy Pinto – FPC Chair, Kirti Celly and Thomas Norman – Statewide Senators

Recorded and Edited by SEW and the Executive Committee

Meeting Called to Order: 2:30 PM

Chair Thomas began the meeting by affirming that the Senate meeting has achieved quorum with 38 Senators present. He then gave an overview of the virtual Zoom Senate meeting.

M/S/P Agenda

Senator McGlynn offered a minor correction of which he would email to the Senate Coordinator. Senator Ma asked for there to be the inclusion of her comments made at the end of the March 4th meeting on Text to Speech. She believes the timing is especially important now.

M/S/P Amended Minutes 3/4/2020

Chair Thomas Report

- Echo many of the comments that Provost Spagna provided during Open Forum today. Thank you to the Faculty Development Center (FDC) for their Blackboard organizations page filled with all kinds of resources for faculty.
- Thank Reza Boroon and the IT group for their assistance in terms of moving us forward.
- Thank the faculty for helping each other as we attempt to finish strong in moving forward for the remainder of the semester.

Parliamentarian Report, Archana Sharma

- Reminder that we are seeking nominations for faculty and staff to serve on next year's Academic Senate. We are accepting nominations for the next Academic Senate Chair, the Non-Tenure Track Faculty Representatives, two Staff Representatives, and one Faculty Representative to serve as a Statewide Senator. Please submit your email nominations to the Parliamentarian by Friday, April 10.
- Voting ballots were sent out for selecting representatives to serve on the Board Of Directors for the Foundation and Dr. Cornelia Brentano and Dr. Thomas Norman were both elected to serve. Thank you and congratulations to them.
- Voting ballots were also sent out to elect one faculty member to serve on the Senate election committee for our upcoming elections. And Professor AnnaLyn Valdez was elected to serve. Thank you to Professor Valdez.
- The call for faculty members to serve on the search committee for Vice President of University Advancement. Sharma said we are seeking to affirm Professors' Glenn Bach, and Khondaker Salehin. In lieu of the verbal affirmation, the Parliamentarian requested that voting senators use the Zoom yes or no options. Confirmed were Professors Bach and Salehin.

Chair Thomas encouraged everyone to run for the open positions that are out there. He noted that he would not running direct and senate chair for next year. He noted as a single father with a daughter who's entering high school and will be involved in competing in high school sports and orchestra he wants to make sure he's available to her.

Items to Table:

Chair Thomas explained that there were three resolutions that Senate Executive is asking the table.

- EPC 20-04 Graduation Writing Assessment Requirement Policy update. Thomas explained that the UWC is asking us to table this because of the changes to the GWE examination and some additional changes they're going to need to be made by virtue of those changes. (The Senate body used the Zoom Yes/No feature to determine if it was acceptable to the body to table the resolution. The majority was in favor.
- FPC 20-05 Sabbatical policy. This has been requested to be tabled by the Senate Executive Committee in large part because of prioritizing what is critical right now and how much we have on our agenda. He noted we're trying to streamline things and look to bring this back at a later date.
- Exec 20-02 was the original constitutional amendment this academic year that went out a month ago and the packet for March 4. We have now turned that into two separate First Reading items which you will see as 20-06 and 20-07 in our First Reading discussions later on today. Chair Thomas asked all those in favor of tabling or sunseting EXEC 20-02, please indicate by saying yes.

Sense of the Senate

EXEC 20-09 Support for Modifying Existing Grading Designations in Spring 2020 in Response to COVID-19 Disruptions: Credit/NC Option(s); Course Withdraw, Katy Pinto, FPC Chair

Chair Thomas invited FPC Chair Dr. Katy Pinto to present this to the virtual Senate floor. A copy of the Sense of the Senate was shared on the screen. **Pinto** asked for a motion to bring it to the floor for discussion. Which was made and seconded. Another motion was made to waive the Second Reading and present it as a W* resolution. Pinto explained a few weeks prior Senate Executive Committee had a dialog

with the Provost about discussions that were happening at the Chancellor's Office about the credit, no credit, grading options for students. And in that discussion, Senate Exec came up with a plan to reach out to faculty to see what their opinions were about this based on the information that was shared. A survey was created and shared with faculty. Pinto noted there was approximately a 55% response rate on that survey. From that they drafted up the Sense of the Senate being presented on the floor at this meeting. Pinto explained that they drafted up the options based on what faculty seem to express as their interest in pursuing this credit no credit option. She said they thought that in order to be able to participate in this discussion with Administration, they [Senate Executive Committee] would survey the faculty first and then bring it to the Academic Senate floor. Pinto asked if there are any comments on it.

Senator Monty said he is fully in support of it. And he appreciates that the deadline was extended to the recommended deadline extension of May 8 for both this and the opportunity for students to withdraw. But can we still designate a “C –“ grade as a not passing grade? He noted a few years ago there was controversy because some campuses do not use plus/minus grading. It was argued that students are up to minus grading. The argument was that students on campuses, whether it's plus/minus grading, if they earn a C - they would be treated unfairly because a 70, 71, 72 on a campus without plus/minus grading would be a passing grade. Whereas on our campus and others with plus/minus grading wouldn't. Monty said he thought at some point DH was going to be required to modify our grading system so that basically a C- would count. He asked if that had been verified? **Pinto** said her understanding is that our current policy, and that would require another shift to the current grading policies that we do have now, our current grading policies that we refer to in this document and that exist in the University Catalog note passing grades as A through C, C- and below are not passing, as no credit. **Provost Spagna** noted that he has also been looking at this and has been corresponding with Alison Wrynn, Interim Assistant Vice Chancellor, Academic Programs. Spagna said he was reading from an email he had just received after 2 p.m., which directly relates to the one Resolve we're talking about. He said, in reading directly from the email, “we consider a C- to be a grade that earns credit for undergraduate students. This was clarified in coded memo and in EO 1100 revised Article 2.2.2. The campus will need to accommodate the grade of C- in these situations at a minimum.” Spagna said that was the only thing that they found and we would want to count the C- as a credit as opposed to a not credit and to bring us into alignment. It's the only thing that we found in the resolutions that required some modification. Spagna said there were two other points for the benefit of the Senate in this conversation about credit no credit. He noted that Senator Pinto is correct, he brought this forward a couple weeks ago. The sense among other provosts in the System was a great concern that if we were going to do wholesale changes to this, it was going to be very complicated.

Provost Spagna read to the Senate the main consideration they got from the Chancellor's Office when the Provosts were asked about this. He noted he was reading directly in that, “all options, meaning whatever we decide as a campus, will be predicated on assuring no impact to financial aid for all students, benefits for veteran students, eligibility for student athletes, satisfactory academic progress for students pursuing graduate school, and any other negative impact to distinct populations described above.” Spagna explained the reason why he reads this is and that he's very glad that we have ASI President Jackson with us today. He expressed that he was also glad to have ASI Exec VP Tendaji, Nanci Mack, the Interim Registrar, as well as Maruth Figueroa and Maria Grandone from Advising. Spagna said what he's asked of Alison Wrynn at the Chancellor's Office is that they have put forward an April 15 deadline to have campuses check in with them. He noted that he let them know that we have a resolution on our campus that we're entertaining. Spagna asked if we [ASCSUDH] want to have the System consider this? He explained his rationale for why he thinks the System should consider this flexibility. He said if every one of the 23 campuses is making their own decisions about what counts and what doesn't count and where we use it. He anticipates there going to be a lot of unintended consequences for students. He explained that on one hand, we may say to them, you can change your grade from a grade to a credit/no credit. But

what we're not going to be around for is then when they want to transfer to another institution or they want to go to law school, or they want to come into other programs, all of a sudden, the pass/no pass is going to be frowned upon. Spagna said he does not want to do any harm to students. Spagna noted a [PBS article](#) that he had passed on to Chair Thomas, where a lot of institutions, including Stanford and Columbia, were on the front of this in terms of changing everything to credit, no credit. They're now rethinking that because a lot of students are having concerns that is this going to bite them later on, in their trajectory to go forward. Spagna said he just doesn't want any unintended consequences. He added from his standpoint, if the Chancellor's Office was to say we want maximum flexibility, and students can change this option on their own volition even past the semester, he's good with it. But there's a lot of advising that needs to go with this and he just doesn't want to miss any students with a net to be able to say, you know what we told you it was okay because of COVID-19 and now I'm sorry, you can't go on to that next trajectory. Spagna concluded he feels it incumbent on him to share that with the academic senate as an academic leader. **Senator Skiffer** said that the concerns she had were dealt with, that a C- is a passing grade from her read of the catalog. And then that just making sure that students do make a decision that they can turn back on that decision if they find out that it's going to be so detrimental to them so that the policy has flexibility. **Senator Price** said her question is for graduate students. She said she sees that a B is the lowest passing grade. She said there are some graduate students may have a difficult time getting an A. She said she would like to open the discussion on whether graduate students should be held to a higher standard, not only more than undergrad but also during this time of transition when many instructors are just getting the hang of technology. **Pinto** said that was actually one of the number one concerns that people did express in that survey in the qualitative portion. That undergraduate students might need a certain GPA or certain letter grades, going into graduate programs. And then also some graduate students do need grades for their licenses, credentials, nurses, for example, need letter grades. This is a serious concern right now and she and Dean Price talked a little bit about what the credit/no credit was. Pinto noted they're having a discussion with the Graduate Deans with the Chancellor's Office. Pinto added right now, our catalog does say that A and B is passing and not a B- for graduate students. If the Administration wanted to make a policy to change that at this time. Pinto said she shared this also with our Graduate Council, the B-, per se did not come up as a concern for the graduate programs now because the Sense of the Senate here, leaves the grade A and B. And then the grades that are not passing are B-. Those students that maybe have the B minus they would get the no credit, and it would not hurt their GPA, which is something to consider, but that wasn't a concern that was raised by our Graduate Counsel who also saw this document. **Vice Chair Talamante** said she wished to speak in support of this. It was based on the best results of the survey, the faculty wide survey. She said in thinking about this resolution, she thinks the students that have the opportunity, they're going to grad school to get those grades. So if they go for credit/no credit, they will still get the grades that they need to be able to apply to programs. And if no circumstances create the conditions where they don't get credit, they are not penalized for it in terms of affecting their GPA. And so the only thing she noticed in looking at information received and was included with the survey that students do have to pass 65% of their classes in order to continue on with financial aid. There's one way where there could still be a problem for students, regardless of GPA if they have a semester where they don't pass the majority of their classes. **Pinto** said she would also add that it really speaks to the need for advising to help our students make some of these decisions because this is not, as the Provost mentioned before, as other campuses have just said, oh, we're all switching to credit no credit. We're offering students an opportunity to elect into this option or select this option and not change it for them. So I think with advising, they can sort of make some of these decisions. **Salvador Valdez**, from Academic Advising said one question was about the C- and courses that that use the minimum of C- as a passing for the basic skills of general education instead of C grades, how would that would be impacted with the with student choosing credit no credit. Also, the

other question that ties in with that would be what about possibly having another option of something that's commonly known as hybrid grading where instead of credit/no credit, it can be A, B, C/no credit or A, B, C-/no credit. How will major/minor graduate programs that they accept or will they accept a credit grade as meeting their program requirements, especially those that maybe have prerequisites where a C grade or higher is required or a major class or a C grade is the minimum requirements? How will they be accepting the credit or should more students need be showing proof in regards to what was the actual letter grade they earned in a credit class before obtaining the actual credit grade. And then lastly, in regards to the students having the option of selecting the credit/no credit, he said he's been looking into different schools and universities have kind of been doing up until this point, and some have had the option or the process of allowing students to do this once their grades are actually posted after the semester has ended. And here, it seems that the recommendation was by May 8 for them to do this, which is the last day of classes right before finals week. And so that very specific question there would be a lot of implications to look into. But maybe that ties into what about those students that maybe need an actual letter grade once they do graduate for specific programs for licensure, or maybe there can be the option or something to think about, of having just the students have the option to do the credit/no credit after the semester has ended and grades have already posted. **Pinto** said one of the things that she would like for us to also consider in looking through this is, there are definitely a lot of things that need to get worked out on a policy standpoint and a process and procedure standpoint from the registrar's office and advising. And so for the purposes of Academic Senate, she noted what we're trying to do is present a faculty voice or academic senate voice, in part, you know, we did survey the faculty and not all the staff or students and the survey in and of itself is not perfect. But we'd like to be able to get something to say, look, Administration, Academic Senate would support this. **Pinto** said it might be up to the Administration and the Registrar's office to work out some of those nitty gritty details. **Pinto** noted that she received a message on the Zoom call that Senator Price brought up, is she wanted to propose a change to line 22 to include a B-. **Pinto** asked if Senator Price would like to make an official motion. And then if there is a second to that, we can vote on it and then think about some of these issues. **Senator Price** stated she would like to change line 22 to show that the grades A, A-, B, B+, B, B- would be added. **Senator Kulikov** said she would like to second Dr. Price's motion but also to add C. She said she would include C grade also for the graduate students, as long as the total GPA is reached. Some classes might be more difficult for students than others, but it's unfair to employers not to know how well students did in certain disciplines. **Pinto** said maybe we have two things there. How about if we deal with the B minus first and then we can come back to the C? We have a second on the B minus. **Senator Price** said she would accept Senator Kulikov's suggestion and go with that. **Pinto** said then we're voting on B- and C to be added to line 22. Does anybody else want to speak to that? Can we call to question and vote on this? **Chair Thomas** said that before we do that, he wanted to make sure that we make sure that the other speakers have been addressed. And he thinks it also needs to be clear that we live in a plus/minus system. And so if the true amendment suggestion for line 22 is to include B-, C+, and C, as passing grades for graduate students under this credit, A through C/no credit system. That would be what we are looking at, if the question is called we would need to actually have a full vote and we need to have at least 50% of Senators adopt such a change. The previous change that we talked about, which is the C- on line 17, was adopted because it was necessary to place us into compliance. **Thomas** said he thinks that's where we are and asked the Parliamentarian if she could clarify if I'm wrong. **Sharma** said, "No, I believe you're right." **Thomas** said at this point, we should see if anyone wants to speak pro or con on this issue, and then we will call the question as relates to the limited issue of adding B-, C+ and C to the graduate options on line 22. Senator McGlynn said the way their graduate program is structured, B or higher is what we consider a passing grade in their program. He said he thinks they could slide for a B-, but would to vote "no" on the C. He said if it passes he's okay with that because it's more important that this passes, he's just explaining

that this is a problem for his program that we'll deal with under these circumstances. **Guest Malamud** so it seems to him, if you do that and allow Cs, then a student who opts for pass/fail, will get credit for the course, but a student who opts for a grade is going to get a fail with a C. And that doesn't seem right. **Thomas** responded he didn't know if that's true as he understood it, even with the new option, you would receive the actual grade of "A" all the way through "C", and the consequences that come there from in grade points even if you were to elect to this new credit/no credit grading option for graduate students under line 22. **Malamud** said but as the prior person just said, without pass/fail with a "C", you don't get credit. And you're now turning that into a credit but only if you elect pass/fail. So you treat the students differently. **Thomas** said he believes the misnomer here is that it has been referred to as credit/no credit. That's not what we're proposing. What we are proposing are the letter grades of A through C, and then no credit. So even if you are electing for that "credit/no credit", all of the grades A through C will be recorded as A through C, regardless. **Senator Goldman** asked if a department can make their own policy regarding this because this is an issue with their graduate program where students need to maintain a B. **Pinto** responded, to echo then what the Senate Chair was saying, if a student in a graduate program got a C, they would get a C. And the graduate program, most graduate programs, students have to have a 3.0 or higher. This is really that it's defining who falls into the "no credit". We understand that graduate students need the GPA. What's different with undergraduates is that with undergraduates, they're getting courses counted or units counted. What this is doing is it's defining that "no credit option", it's basically limiting that no credit. So now the folks who would get no credit would be the C-, D+, D folks Your students would still get an A through C grades. And then your students would still be disqualified or put on administrative academic probation if they got that grade. **Goldman** noted that it seems that bringing it down to a C would actually hurt them more, because they're going to give them a C instead of a no credit, which wouldn't go into their GPA. **Pinto** responded, "Yes" to which the response was, "So, we're trying to help them but I'm not sure if that's helpful, it seems more harmful." **Senator Willis** said from MFT program, and another graduate program. She said this, again would be problematic in that for one. We've designed our program and improving our program in a way towards accreditation and moving towards competency basis. And so going to, or allowing a C grade to count as passing would be problematic. And so again, as I think many other senators from graduate programs and mentioned, having graduate programs be able to make decisions about what passes because essentially a student would have to take a class again, if they didn't pass the course in our program. **Chair Thomas** addressed to Senator Willis as he understands it, we're not saying that a grade of C would count for your program. If they earned a "C" the consequences that come with a C would still be there. And the same is true for any of the letter grades that they are receiving. The issue is only as to a no credit. And a no credit would clearly be below the grades if you were already concerned about. **Willis** said then that would go to Senator Goldman's point, the idea that then we'd be hurting students who got the C because that C would then impact their GPA. So we're trying to help them it really wouldn't help them. So would it be better to go back to the B as our marker, because if they get below that, then that C's going to so show and C is going to still impact their GPA? **Thomas** responded, "again, I think we've been focused on student choice in terms of whether or not they make that election or not, I am not going to weigh in one way or the other as to whether we should include B-, C+ and C, which is the proposal on the table. I think you've seen the consequences one way or the other. **Senator Grey Shellberg** said from a measurement point of view, if you are an undergraduate and your teachers graded you there could be hardly any difference between a B and a B-. There's always people on the cusp and so forth. But getting a C in graduate school means that you're not showing up and you're not paying attention or your writings really bad. I don't. There's a just noticeable difference between a B and a C in graduate school and I don't know why we're entertaining, changing anything for the graduate students from what is in the original resolution. **Senator Andrade** said she agrees with some of the concerns about the grad students, but also as the RN to BSN coordinator with the

undergraduate students, we currently do not consider a C- as passing a course. So it would be very strange to have a letter grade of a C-. For all intents and purposes, it looks like a pep student would have to repeat a class phase that grade, they wouldn't get the benefit of the no credit. Another issue is that our students when we admit they have to have a C or better for any other transferred in courses, so it just doesn't make sense for our program. So I was also wondering if this could be something that were as particular program that opt out of. **Pinto** said one issue was about the undergraduate students with which the Provost shared about the logic that C- as passing; and then the other issue is this for graduate students. **Andrade** said the issue is we have to meet certain guidelines not only for accreditation, but also our students they're life lifelong learners, so most of our bachelor students are going to go on to a master's program, if they have a C- on their transcript, that is not going to fare well for them. And they need to have a 3.0 GPA just to even be entertained going on to higher education. Andrade said she did not think this is a good fit for our program. A comment was made by one of the guests that the relationship between the instructor and the student. He said he suspects that if you change this, that the relationship will change somewhat. He noted his students are struggling to pass a class because partly they know they have to satisfy his requirements or that. If a student has the capability of after the fact saying, I don't really want to do it this way, and change the grade after the fact even to a no credit, he worries it will impact the relationship between the students and the instructor. **Dean Price** said the only thing that he wished to add here is that the difference of what we're looking at is getting a C is not necessarily the same as needing to retake a class which a no credit would be. Now needing to retake a class if get a C, that can be a departmental decision. Because if the department says you have to have a grade of B or better for all the classes and you're looking at and then they can enforce that on their own, and that's just fine. If we're starting out by saying that anything below a B doesn't count against you at all, we're basically mathematically forcing all of the students that have a 3.0 GPA ever better at the graduate level. **Chair Thomas** then gave instructions for Senators to vote electronically on the motion that was on the floor. He reiterated what was being voted on, we are voting on line 22 of the Sense of the Senate Resolution, it is dealing with the appropriate grades to give out for graduate students. And the addition would be to include the grades of B-, C+ and C to those lists. If you vote yes, you are interested in including, if you vote no, you're interested in not including, and then abstentions.

Senate voted 19 in favor of the motion, 15 not in favor and 5 abstentions.

There was a break in the presentation of the Sense of the Senate to honor the time certain for President Parham.

President Parham's Report

- President Parham said he hoped that everyone was doing well, first of all in taking care of themselves and their families adhering to all the public health advisories to stay in place and minimize exposure and maximize physical distance while maintaining some level of social connectedness to the people in their life.
- Parham thanked the campus for the way in which everyone had responded to the current crisis. He gave a special mention to his Cabinet who have been spectacular at all hours of the day and night. He complimented the Deans and Department Chairs and Faculty who have done tremendous work in trying to these kind of adjustments in very difficult circumstances. He congratulated students who have really adapted to this face and it really has been a toll on them as well. He thanked the Communications team who have worked with the President and his Cabinet to be able to make sure they keep the campus as informed as possible in terms of the transparency that he had promised to provide when he assumed this position.

- He noted that in terms of our ritual, they have sometimes gone from probably 7:30 in the morning up through about 8:00 or 9:00 pm, non-stop with sometimes things changing by the moment. It's really been a way to traverse this landscape that is uncharted territory that none of us have been in. He noted he's managed crisis for a living all of his life and he's never been to anything like this. Parham said he's grateful to have all of you with me to share this journey, but also to apply whatever information you can to help us make the adjustments we need to make.
- I want to make sure that in helping folks understand that we are doing our best to sustain University operations. Parham said as we think about things from selected searches, like strategic planning committees, our 60th anniversary committee, like planning for the fall semester, etc, all that is moving forward, as well as are some of the construction projects that are necessary for us to move into the space. I want us poised and ready to be able to hit the floor running once we get the all clear that we can go back to whatever our new normal is going to be.
- While crisis breeds character, crisis also exposes weakness. It has been a good learning lesson for our entire academic community, and what it is that we have and don't have and how we need to shore up particular ways. It's been a good teaching moment for us. But it also means that it provides us with opportunity. And so there are opportunities to continue to work on things that I think are important. Parham noted a productive meeting he had a while back with a Chair Park from Asian American Studies and what we're getting ready to roll out there, he expects that planning to go forward, either when we think about what's going on with some of our other initiatives, this body has talked about the resolution 1460 with the whole notion of ethnic studies. He expects those conversations to go on and he expects us as a campus to continue considering how do we as a local entity, translate that into a greater degree of cultural competence and not simply whether we want to embrace one from either class or not. Those are things that we continue to do that work on our virtual realities.
- One of the things that has probably the greatest source of ambiguity right now is the budget. The conversation we've had with the Governor's office, simply said, whatever they provided in January is now off the table, as everything is up in the air. That's the only thing we know other than things are going to change. We don't know specifically what that means, but I promise to keep you informed as we are informed about where that goes. But you will see efforts if you haven't already, that out of an abundance of caution and prudent planning, we have to begin to plan for the what if scenarios if in fact the budget goes farther south than we would like it to go. Parham advised if you start to see that, know that this is our exercise in prudence, as opposed to having any specific information that has detailed what we ought to be doing, relative to that.
- Last thing the President said he wished to share, something he's quoted before and a piece of wisdom he's stylized in his scholarship and writing over time that says that "the life at its best is a creative synthesis of opposites and fruitful harmony. Sometime your greatest strength is your greatest weakness, your greatest weakness, your greatest strength." Parham said that certainly has been borne out today. And in this crisis, for sure. And while he's grateful for a lot of the notes that he has received, and the Administration and others have received from students, on lookers, external partners, faculty, staff and others that thank us for the work we do, we appreciate that. He noted we've also received some critical notes about the timing that it takes to be able to get stuff done. Parham said he simply wants to say that one of the things that he is a big advocate of beyond academic freedom is the cherished piece of shared governance. And what we can't do is argue for shared governance on the one side, that demands, that you have broad consultation with a whole range of entities around things like grading policy that we're talking about now. And not expect that's going to somehow take a little bit longer than it takes some other people to be able to get it done. He said what he does is try to manage policy that is in the best interest of our campus,

not necessarily adhere to democratic sanity about what someone else did, and whether or not we need to live up to that standard. We will continue to make decisions that are in the best interest of the CSUDH Toro Community. He said that is what the Provost and he has committed to.

- Parham additionally thanked and acknowledged the Deans and Department Chairs, he wanted to thank the “Ken O’Donnell’s of the world, the Cheryl Koos’ of the world, the William Franklin’s of the world, the Deborah Wallace’s of the world, their team, m that Chris made weakest and technologies on the world, the Chris Manriquez’ and Technology of the world, the Amy Bentley Smith in leading Communication, Michael Losquandro and Advancement, everyone has just been stellar, but in particular he would like to thank the Provost who has been particularly stellar. The President asked for a round of applause for everyone and said he’s glad they’re in the foxhole with them doing the work.

Q&A/Comments

Senator Grey Shellberg said the leadership on this campus has been wonderful. It could have been so hard to do all of this, but, she said she thought we could not ask for better leaders. Thank you so much.

President Parham said “Mr. Chair, that concludes my report. I thank you all. I simply leave you with knowing that this is the essence of what servant leadership looks like, as I've come to serve, know that you are applauding for yourselves, because all of you have helped to make the adjustments that we have directed that you make. And I'm just grateful to have all of you on the team. So thank you very much, and I bid you farewell.”

Return to the Sense of the Senate

Sense of the Senate (continued) - EXEC 20-09 Support for Modifying Existing Grading Designations in Spring 2020 in Response to COVID-19 Disruptions: Credit/NC Option(s); Course Withdraw

Provost Spagna said he wanted to share a few observations. One is that Senate Exec asked us to run a review of what percentage of our courses are credit/no credit and which are not. The Provost said he has information that was shared with Chair Thomas and Senate Exec. Currently, we had a total of 4% of all of our sections that were listed as credit/no credit, 96% of our coursework in our sections were considered graded. The Provost said the reason why he thinks that's an important observation is, as we heard in the previous conversation, just before the President's remarks, and you've heard it a lot from the graduate program coordinators, as he’s mentioned earlier, his real worry with all of this is that, there are great, noble intentions. It's really to applaud the Senate for taking this on. I think it's with the noble intentions of supporting our students. The Provost said his second observation is, if you read through the grading policies carefully, there's another option. And he said he’s not dissuading from putting forward this Sense of the Senate. But we do have another option. And I will continue to pursue this with the Senate resolution or not, which is that the Chancellor's Office has an opportunity without having to change Title V, without having to do anything with Executive Orders that would require trustees and a whole bunch of other people. They have the opportunity to extend the right for deadline for students to make the choice throughout the end of the semester, so that you would have if the Chancellor's Office so decided it could give an option to our students to wait until after the grades were posted. And then to decide whether or not they want to exercise an option of credit/no credit. The Provost noted that the University of Oregon has done this and many other institutions have done it. It would be something he would advocate for if really our intentions are to support our students. We want to be careful again that in our attempts to try and support students, we end up doing something that we were not careful about and all of a sudden it has negative implications. He noted he said this at the outset and he just wants to state it again, for you to

consider and think through again, because this has to involve consultation with student leadership. It has to have consultation with the people that will implement this as well. And it gives us more time to ramp up to have that option toward the end of the semester, even in terms of changing it to May 8. He said he's really concerned that the level of work even if we were to try and do the best we could to support the Registrar and our Advisors. He said he's concerned about this in terms of being able to give students the information they need to make an informed decision. **FPC Chair Pinto** asked that date that you're talking about farther than May 8 then? The **Provost** responded yes, through the end of the term, and it's until the grades are posted and then an opportunity for students then to opt once they see their grades, do they want to make a change then. And it gives us an opportunity to work with the students to make sure they're fully informed. And there's so many flavors of this, that again, you have student athletes, you have veterans, you have people on financial aid. And, even the conversations we had about graduate schools, these are very complicated. The Provost added the other thing is there's a reason why 96% of our courses are graded, because programs have as the DNA has evolved over 20 years, they've made decisions about this to be able to protect students as they go on their pathways. **Pinto** said as a group, Senate Exec met with the chair of the UCC committee, and also asked Graduate Council to look at this and we have some items from our survey, where faculty want to take some action on this. We offered a conservative May 8, which was from a discussion that we had in Exec just on Monday. **Senator McGlynn** said the Biology Department enthusiastically supports the Provost notion of empowering students to make these decisions after the grades happen, in part because otherwise the students won't even know if they're making decisions that will be to their benefit. If the point of this is to support the students so that this circumstance doesn't hurt them, then instead of playing games with their record we can actually give them what they need. McGlynn continued that currently the way for the undergraduate courses, having C-listed as a credit and no credit for lower actually does not fit our program where a C or higher is needed to get credit in courses for our major. But that said, we'll live with that even though it doesn't support our students as much as we like, because we just don't want to gum up the works. Lastly, McGlynn said that the priority in his department more than anything else is to make sure that we don't muddle through on this and that we make a decision today to move forward. **Senator Monty** said he takes the Provost's comments to heart and would not object at all to moving the deadline to after the grades post. The intent of the resolution is to help students avoid harm and to give them options and this would be consistent with giving them options. But, Monty continued, I would recommend that whatever we do we do something today because the longer we take to make up our minds, the less time we're going to have to actually advise about what student's options are before the end of the semester. There really is the desire for the decision to be made and would support passing this resolution today. **Professor Malamud** said he believes that SC has offered a pass not pass. And we seem to be offering a grade or no credit and SC gives it to them after so they can do it after the grades have been turned in. Malamud pointed out that on line 97, where we have there is a date of May 8, he's not sure what option we think we're giving to the students because that option is to withdraw from the class and he's not sure that's any different than a no credit. Maybe we're allowing students with a C to withdraw so they don't have to do a repeat and cancel if they want to improve the grade or something. I'm just not sure what that option is. Malamud said one last point was that he doesn't see what happens to a "WU" under this. He continued that for the student has detached themselves from the university because of the virus, who's going to get a WU from him, he's not sure what happens under this system? I assume that becomes a no credit but it's not clear to me. **ASI President Jackson** said he wanted to kind of point out an alternative. There's another college that revised their grading scale. Currently we have an A is from 100 to 95 and then there are certain grading increments that make up an "A" or "A-". Is there any intention to widen the numbers of which we associate with grades or is that not an idea that is being advocated from? The revision could be widening an A from 100 to 85 a B would be 84 to 70, so on and so forth. But they revised the numbers associated

with the letter grades and is that an idea that we want to look in to. **Pinto** responded that it is actually not something that we have proposed in this Sense of the Senate, we've gone sort of to the larger macro scale once grades are entered. She said she would imagine that the faculty have across the curriculum, different actual grading percentages. So it's maybe 100 to 95, or 100 to 94 is an A. And so it could vary just in one percentage point, depending on each class, in any syllabi. Pinto said it was her understanding of how that percentage range is actually defined but the grades and the grade point averages is part of our university policy. **Educational Policy Committee Chair Russo** added that's also his understanding and as far as he knows, either departmental or professor-wise where they determined what numerical amount assigned to each letter grade. University policy might go with a 3.0 a B or 4.0 an A, but in terms of each individual class, is a 91 an A or an A minus. And as such, the Senate would not be coming up with a blank policy. **Chair Thomas** said to address Professor Malamud's question as it related to the course withdrawal. The course withdrawal policy is on line 53. Basically layout that there is a course drop with record of enrollment deadline that's currently on our academic calendar. That deadline was February 14. If we extend that deadline to May 8, then students would have the ability to not receive a WU, but instead would be able to petition to ask for a W for that course without any record of enrollment. The open question for us at this point was extending this beyond May 8 to June 8 was the other day that was floated in our previous discussion, and Thomas said he would certainly consider that as a friendly amendment that could be voted on in terms of moving us forward. **Senator Nicol** said she supports the Sense of the Senate but would like to know if there are any fees attached with students having to file a credit/no credit form, and if that's the case, can we waive them for this semester. **Pinto** responded that she does not know that an application process has been set up. She does think it's in the preliminary stages as we try to figure out what that would look like. **Senator Nicol** said it's on line 31 but it does not look like it's resolved. **Senator Skiffer** said that is the question we have for the Administration right now and it hasn't been answered yet. **Pinto** said that part of what we can do as the Senate is recommend that fees are not required. But after this leaves our Academic Senate it would be up to our policy makers and this Administration to provide a better answer for that and the willingness to do so. **Chair Thomas** said there are two possible floating amendments to this and before we call the question, the first would be to extend the dates on line 31 and 55. From May 8 to June 8. The intention would be to provide students the opportunity to look at their grades before making an election to credit/no credit under these policies. The second potential change would be adding a comment on line 31 as it relates to whether or not we recommend that a fee not be charged for students that make these decisions. **Senate Secretary Ospina** asked for clarification regarding whether or not the language about fees is distinct from the language that already exists on line 33, where we recommend a simple process where evidence and fees are not required. The **Senate Chair** thanked Secretary Ospina and said he believed that addressed Senator Nicols point. He reiterated that the only item that is potentially on the table is that we are open for a friendly amendment to change the date from May to June 8 on lines 31 and 55. A motion was made and seconded from the Senate body which was then voted on. 40 were in favor, 0 were against, 0 abstentions. The question was then called to vote on the amended Sense of the Senate. There was a motion made and seconded. The body voted.

Sense of Senate passes, 38 in favor, zero against and 2 abstentions.

First Reading Items:

EXEC 20-06 Resolution to Amend the Constitution, Vice Chair Talamante

The suggestion from the reading of Exec 20-02, changes to the constitution and bylaws, we took the advice of Senator Monty and we have broken these out into two separate resolutions. Additionally, since that, because of the nature of COVID-19 precautions, we had to look to the Constitution and Bylaws about what it says for holding meetings and alternatives.

Recommendations from EXEC for changing the Constitution, the first Resolve looks at the Section I. V.a. we are looking to change the language from the current. And you'll see that we have language bolded. ex officio members of the Academic Senate shall be the president of the university or his or her designee. And then we also have bolded one representative coaching faculty. Talamante said the next change was taking out the binary language of his and her designee and placing it to as "their" designee. Next taking out as ex officio members the coaches, not that they don't have a place in Senate but they are included in general faculty. And we don't list out other parts of the general faculties such as librarians or counselors. It was just updated to reflect their inclusion in the general faculty and they represent their units in the larger Senate. On line 28, this is to update our constitution from non-binary language replacing any place in the constitution where we have his or her to "their". Talamante asked that a motion be made to bring this to the floor. A motion was made along with a second. Talamante invited any comments or suggestions.

Chair Thomas said as it relates to the Constitutional amendment, we will be passing in as a First and Second reading, after which it will then be made available to the General Faculty for a vote pursuant to our Constitution. Then that puts it on the ballot for the General Faculty and the General Faculty will then vote up or down on it on a General Faculty meeting on May 6th.

There were no comments from the floor.

Exec 20-07 Resolution to Amend the By-Laws of ASCSUDH, Vice Chair Talamante

A motion was made to introduce the resolution to the floor and was seconded. Talamante explained that this resolution has some language that we've added to be able to deal with issues when we cannot meet face-to-face as well as some other points from the last meeting when it was part of EXEC 20-02.

- The first Resolve is a recommended change to section one of the bylaws to add an Article E under exceptional circumstances as determined by the Senate Chair and Senate Executive Committee, scheduled General Faculty Meetings may be canceled, rescheduled or postponed and this is in response to our present circumstances, working from our home environments and we can't always meet face-to-face so this this would help us to codify that in our Bylaws. Line 5
- in the second Resolved, is a recommended change in the Bylaws to Section III, Organization of the Academic Senate, Article C, and you'll see how it currently reads with the areas we want to change bolded. And that General Faculty may attend these meetings as an observer, the Presiding Officer of the Academic Senate at his or her own discretion may or may not grant an observer the privilege of participating in discussion. And we recommend the change based on our current practice of many years now is that our meetings are open, not just to General Faculty, but to all members of the DH community students and staff as well as Administrators and Faculty. And so we would be amending that Article, to note that "as well as staff, students and administrators, and that following Robert's Rules of orders that those who are actual Senators have the right to speak first, and then the Chair can call on those on the speaker's list as always, as time allows.
- In addition to that, would be the points I, and II. These do not exist in the current Bylaws, and so that the Senate Chair in consultation and approval by the Senate Executive Committee can cancel, reschedule or postpone Senate meetings. Talamante said we would like to again codify this for future Senate leaders so that they know they have the support of the Senate, under exceptional circumstances as determined by the Senate Chair of the Senate Executive Committee, regular special meetings may be conducted in an alternate format such as we are today.

- The next Resolved is for changing Bylaws section by committees of the general faculty in the Academic Senate article D. And currently, the last committee that we added was the Academic Technology committee, but we also have the Graduate Council.
- There are also two changes in terms of correcting spelling and capitalization.
- Last Resolved before the distribution list is overlaps with the recommendations and the recommendations in the Constitutional change that his and her be changed to their throughout the Bylaws.

There were no comments from the floor.

Exec 20-08 Resolution for the Establishment of Gender Equity Principles, Vice Chair Talamante

Talamante provided the Senate with some background on the Gender Equity Principles which were initially brought forth to the Gender Equity Task Force by our faculty member from CFA, Dr. Ivonne Heinze Balcazar. She brought it to the Task Force as part of the work that we were doing to suggest that even while we are working on data collection and analysis, and we can bring forward principles that can start to shape our intentions now. A draft of this First Reading was then brought to our Senate Retreat in January which helped us begin to make some solid revisions. But the Task Force made the decision that we wanted this to be available for the larger campus to have input on and try to incorporate as many voices and to make it as meaningful as possible to every member of our campus. And so there was a Forum at the Women's Leadership Workshops in late February on the 27th. And then there were three Forums where people joined us in Zoom meetings on the 16th, the 17th and the 19th of March. Each session made it a stronger document and from there it went to the Senate Executive Committee on the 25th. And went out to the campus for this meeting, but it also went to the Provost, Provost and the President. Talamante noted that we have had feedback from the President's office that helped make it stronger as well. A motion was made and seconded to bring the resolution to the floor. Talamante then went on to provide an overview of the Resolution. She explained that resolved clauses and the attached gender equity principles could be used as a way to guide all members of the campus. As part of the resolution she noted it was suggested it be part of the Employee Handbook, however we received a note from the President's office that there is not an Employee Handbook that there are new employee orientations and that it could be included with that part of the training. And that we would share this with all candidates for administrator, staff and faculty positions as well as potential student leaders. And it would be something that we would check back in on annually and make part of the culture of our campus, that we support gender equity, and we have these principles to help guide us in our everyday interactions. And so we're asking that if this is accepted and passed by the Senate body that it be institutionalized as a Presidential Memorandum. Talamante asked if anyone had any comments, questions or suggestions. Statewide Senator Celly stated that Vice Chair Talamante went through a pretty impressive process for consultation and listening in writing and listening to folks over many months. And similarly, for the resolution, the first resolution we presented today, there's so much diligent work that's gone through that's been done that I am really privileged to be working with this team of people, it's much appreciated. Talamante said she's been quite thankful at all of the staff voices, the faculty voices, administrator voices and we have asked for the ASI Board of Directors and if we can be on their agenda for a meeting this month so that they have a chance to look at the Gender Equity Principles as representatives of students to see if there's any places that they would like to add their voice in. **Senator Nicol** said her question is concerning the actual principles themselves. Nicol noted that the second principle mentions equity, ensuring pay equity, transparency and pay and promotion, equitable workloads and equal opportunity. How does that become tangible? How is that transparency going to be shown in data? When and how will the data about this be distributed? **Talamante** responded that feedback from the Senate Retreat was very good in the sense of that we should separate principles from policy, because there were many

recommendations within the framework of policy. But we're at a point where we have a request for proposals ready to go out to bring in a gender equity consulting firm because of the amount of data we need to collect from across the campus and to make sure that we have a secure methodology for how we're analyzing it. Talamante said she and the co-chairs of the GETF (Elizabeth Shrock, the Director of Title IX Office and the Dean of Undergraduate Studies, Kim Costino) met with President last week. Talamante noted that they were asked not to put the call out at this particular time because of the conditions of COVID-19 and weren't sure in terms of timing that we would be able to get a good response. We know, so many companies and individuals are scrambling like we are right to just do what's in front of them in the moment, but also that since we are working off campus, the ability to get the data and has been suspended. She said the President has assured us of his commitment to supporting that work and the funds that have been promised for it and will still be there. He has guaranteed us when we are able to move forward on that. And so, there will be a final Gender Equity Task Force report and recommendations and we'll have to, as we move forward, figure out how the data informs our recommendations. Originally, Talamante explained, we tried to get that information last summer and Administration made recommendations of going with a consulting firm. Talamante added and then it was the process of figuring out what exactly did we want them to collect, and that RFP, I believe we can share as a task force as a kind of summary report of our work this year.

Provost's Report, Michael J. Spagna

Spagna began with noting that there has been a lot of activity around trying to support our Non-Tenure Track colleagues. The Non Tenure Track Task Force with Senator Celly and Vice Provost O'Donnell were very active in co-chairing that. The Provost asked Vice Provost Ken O'Donnell to share a little bit about what we're going to do going forward to value and support our Non-Tenure Track colleagues on committee work, not just with the Senate, but across the campus.

Vice Provost O'Donnell - many people on this meeting know that it was a team effort. We had negotiated carefully trying to balance the needs of the university to recognize our Non-Tenure Track Faculty who perform service and who contribute to helping us make institution level decisions about where we want to go, that's what all this committee service is for. And on the other hand, we wanted to create a policy that was sustainable, both because it wasn't too lavish, but also because it was funded in ways that the money would be protected. O'Donnell said it's on that last point that we really got a lot of help from the Non-Tenure Track Faculty themselves, who could talk about the risks of funding allocations when they're subject to being swept, when they're subject to contributing to mitigating the deficit that we have in our state support dollars. It was really their insistence not just for their own sake, but for the sake of other Non-Tenure Track Faculty out there who also are going to rely on this policy. We were able to really put together a document that we think is going to work all around and serve as well for many years. The upshot is for faculty who serve on the Senate Executive Committee, there is compensation equivalent to weighted teaching units, but not really in that form. It's a stipend set by that amount. There's also weighted teaching units for faculty who serve in other positions on the senate. And for all other Non-Tenure Track Faculty who serve on committees off the Senate, the compensation is in the form of \$1,000 a year in professional development credit that can be used for conference attendance, research, updating their scholarship, generally making sure that the teaching that reaches the majority of our students is as current and up to date and state of the art as we can make it. Incidentally, that also prepares many of these faculty for the eventual application to tenure/tenure track positions, even though we understand that that's of interest to all the faculty in these positions.

The Provost explained that this is what we had put in place and one concern was that if these are State side monies what happens to them in an economic downturn. And so we came up with a creative solution,

we've identified an endowment. And this endowment is going to be something that will fund this, we have funds that are available to throw off, it won't be swept, it won't be touched, it carries forward. And actually what we will do with all Non Tenure Track Faculty that perform service, we will make sure that we give them the honor of being able to put on their CV not only that they got the professional development support, but that we will give them the honor of being associated with this endowment, and the name of it as a special thing. So I think it satisfies our goals of trying to value our colleagues, making sure we're giving them a pathway forward for those who desire it to maybe apply for tenure track positions, whether it's internal to Dominguez Hills, or external, which I've heard for several years now. And it also gives us something that's fairly protected and future proof in terms of supporting our colleagues that doesn't have to be renegotiated in terms of monies that are available. Thank you again Senator Celly for putting this together and the Senate Executive Committee for a lot of work, thank you Senate Chair Thomas for going back and forth on this. Spagna said he believes it's something that's really positive and we are unique in the system right now for putting together something like this. And so I think that's where we want to be and we want to stay in that place. **Vice Chair Talamante** to not forget our Executive member, Senator Rita Anderson, for her work on this as well. **The Provost** enthusiastically added a thank you to Rita Anderson and for all the steadfast efforts that she does for us.

[Faculty Recruitments](#) [linked presentation]

Provost Spagna explained that as part of AA 17-03, he is required, and rightfully so, to report each year before the end of spring semester, to Academic Senate, a rationale for the allocation of new or replacement tenure track lines for the upcoming year. He noted that three years ago, before he joined in 2016 going into 2017, there was a hiring freeze. He said it was decided during the year 2016 not to make any hires and we are still recovering from it. He said if you remember from about seven months ago when he presented to the Senate, we cannot afford for the campus to be in that space again. In 2018, with our recruitments, we started the process late and as a result only had a 66% success rate. Last year, we decided to go earlier which benefited us and we had an 85% success rate, which is the high water mark for this campus.

Proposed Searches in 2020-21 For Tenured and Tenure-track Appointments in Fall 2021	
Arts & Humanities	8
Business Administration & Public Policy	3
Education	2
Health, Human Services, & Nursing	7
Library	3
Natural & Behavioral Sciences	8
Total Recruitments	31

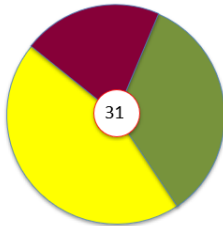
Spagna continued, in the process that the departments have been engaged in we authorized, pre COVID-19, 31 total recruitments were approved to go forward. Spagna said that 20 of those are keeping with a commitment from UBC and the President for new hires. Eleven of those were carry overs or retirements or separations. Of those, we've made an allocation, this was all in the plans in terms of the proposed searches going forward and with your respective colleges. We wanted to make sure that we make these hiring decisions and start going forward. Spagna commented, "If we don't do this now, we might as well just call it off." He said as he checks with other provost, they're not in in the space of thinking about recruitments. Spagna said we cannot afford to wait on this front. Of the 31 recruitments, you'll notice there that we have this this this design that we had set up. And going forward, you'll notice that he's giving a May 1 deadline for the Deans to consult back with their individual areas, chairs, departments,

and so forth with getting to him what their recommendations are out of the 31 recruitment lines. But the idea is we're going forward. The main challenge is we don't know what will happen during the next 18 months, but we want to be prepared to be able to go forward. He said in this 18-month period we want to do three things.

Tenure-Track Faculty Hiring Planning Timeline

Our main challenge: we don't know what will happen during the 18-month period we need for our next round of faculty recruitments.

Response: Prepare for a range of possibilities.



principles

1. honor transparency and faculty work
2. acknowledge economic realities
3. protect commitment to hire and recruit

Tier 1: Recruit no matter what. Programs would fail without a new hire.

Tier 2: Will probably recruit. Proceed until directed otherwise.

Tier 3: Recruitments will probably not happen this year.

1. Honoring the transparency and faculty work that's gone into this.
2. Acknowledge economic realities
3. Protect our commitment at all costs to hire and recruit.

The Provost said he's applying three tiers to think about as folks have these conversations internal to their respective colleges.

- Tier One: a way of framing this, recruit no matter what, programs that would fail without a hire. He explained, in this green tier, whether it's a smaller or bigger slice of the pie, these are kind of critical hires. The example he noted would give is HSSN, they have a school of nursing where if they don't have a director hire in the next year, some parts of the program might be gravely impacted. That would be a green area.
- Tier Two: keep recruiting and put the committees together. Whether we're proceeding until directing otherwise, we're going to have some adjustments based on what we see with the economy. But we don't know yet.
- Tier Three: There was a big debate that Spagna said he's been having internally, as to how big of a slice do we make in this pie chart? Do we make it small? Do we make it big? The bottom line is although put a place holder for "recruitments will probably not happen this year", he is authorizing for the committees to convene, and go forward. He said he wants to preserve hope.

Spagna said he does believe we have to go through the exercise of the 31 recruitments as they are within the colleges. Where are the areas that under no cost can we do anything else? Where are areas in yellow where we really need these? And then tier three? Are there any things that you have within the proposals you made that could wait a year? He said he's asking everyone to go through the exercise, but he wants to be very clear with this and it's very important, all these recruitments he's asking for all the committees to convene, meaning to produce the materials get things together and then we're going to we're going to see as we go forward in terms of adjustments. Spagna noted a year ago, our high watermark was an 85% hit rate. If we approach that again, this year, you still talking about five positions on these recruitments that might not be hired by fall 2021, but I don't want to pull the plug on the planning that goes into this. We have to be ready at a moment's notice to go forward. Spagna said they have been getting questions about whether or not if there was a replacement hire or something that didn't go this year with our round of recruitments, can they assume that's going forward? Spagna said yes, it is our intention to have those go

forward as well. He said they're keeping track of that and making sure we're paying attention that if you have within a certain area, a search that was either failed or put off for a semester, we want to honor that. Additionally, on the final slide, is some of the strategic thinking that goes on and you already have been involved with within your departments, which is, where are we looking for faculty lines that are allocated?

**ALLOCATION TO COLLEGES AND DEPARTMENTS
EXAMPLES**

FTES Growth	Attrition	Tenure Density	Major-to-Faculty Ratio	Student Success	Strategic	Faculty Line Allocated ?
✓	✓	✓		✓		✓ 😊
✓		✓	✓	✓		✓ 😊
	✓					✗ 😞
		✓		✓	✓	✓ 😊

The only area you'll see there with a frowning face is if all we had was attrition, looking at our program, but there was nothing else that was going forward that would be harder for us to say was a recruitment going forward. But again, Spagna said he is not going to take any of the prescription to colleges. He said the colleges have their own process of going through this and working with the Dean and working with Department Chairs. He said he would want you to honor this and go forward. The good news here is that in working with the Cabinet and working with the President, we've been asking not to take away our degrees of freedom in terms of recruitments. Let's wait on the adjustments as we see what turns out with the May revise with the June budget, with anything on the other side of COVID. But at least for now, the message to take forward is to work internal within the colleges, work along those lines of the 31 recruitments, start convening the committees because the committees need to happen now before we go into the summer. And then as we see the budget picture, clarify a little bit, then we'll get to you and your committees in terms of are we ready for posting and all the rest. If you follow that framing of the Tier One, Tier Two, Tier Three, I think this is part of the planning that we'll go forward with.

Chair Thomas asked as it relates to coming up with the 31 recruitments and putting it into one of these three tiers, will there be a report out afterwards? In terms of what that result was? And how those 31 were placed into those three tiers? **Spagna** responded, absolutely. He said, I think that's going to actually be part of a memo that gets generated out of this. And again, Spagna said he's not being prescriptive. It could have been a smaller slice of red, a bigger slice of green, a bigger slice of yellow. He explained he did not have any preconceived notions of where things will fall on this. Yes, part of the transparency, referring back to Principle #1, Honor transparency and faculty work. We know that in looking at the colleges and the departments, that there are some areas that have been extremely hard to recruit. And so that will play a factor in terms of thinking through, is this something that we think we're ramped up to do right now. But again, Spagna said he's not putting down any gate at this point in terms of convening committees or within the individual colleges as to how to start navigating this. **Thomas** said he fully appreciates that the percentages or the size of these pools are set to be determined at a later date. Thomas added he believes that at the end, however it does finally shake out that we should at least have that shakeout. The **Provost** said absolutely. It is part of Academic Affairs reporting that they've done consistently since he's been here. The Provost concluded with we're all in this together. He noted he just wants everyone to know he's trying to preserve our degrees of freedom as long as we can, and he's been in the System long enough where we've made a big mistake historically, which is we go into hiring freezes or we make some

draconian decisions about hiring. And it takes us five years to recover. He said he is not in that mind space right now.

ASI VP Exec Makonnen Tendaji – ASI is proactively doing their best to still serve the student body. He noted they are circulating a student survey, which students can access on their website <http://asicsudh.com/>. He explained this is for them to get a good measure of the needs of our students financially, technologically, and whether their basic needs are being met or not. He said they have that going along with virtual programming, different fun social media campaigns and different virtual activities. And then we also have this thing called convo corner with ASI Executives. This is a weekly program where students can hop on a Zoom call and have a conversation with an ASI executive about any questions or comments or if they just want to talk to a fellow student. The next one will be tomorrow April 9th in the afternoon. The information to log on can also be found on our [website](#), along with social media. Tendaji said he may actually be the person hosting that one. For those who are interested in what ASI is doing during these times, the best place to look would be our [website](#) or social media.

CFA Report, Dr. Skiffer

- Faculty searches: we just want to encourage those conversions that we've always talked about of non-tenure track faculty, which is a great idea in this context of COVID19. Some of our sister campuses like East Bay, they're trying to argue that pretty much all of their hires are essential. We did want to address faculty questions about executive searches. At some point, we'd like to see some information about those searches and how many of them are going forward as well.
- Questions about the fall course schedule? She said they've been getting emails from faculty and students, and we're happy to see that there's a schedule out but we would like to see a message to students that to let them not to make any moves to come back to Carson until we have real definitive information because we believe that students could kind of jump the gun, if they're thinking, things are going to be back to normal in August and maybe I'll go out a little bit early and hang out. We should make sure that they understand that they will be notified when they should really make decisions and clients to return physically to campus, even though the schedule is out there for them to register.
- Some student concerns that we've heard about some that you guys are addressing, and we talked about the credit, no credit course withdrawals, drops, etc. But the cost associated with that, we'd like to see them waived in this context. Especially looking at some of the data for the communities that are hardest hit by COVID-19, they are essentially our demographics, and so it would be really pain on top of pain - to be paying money out of pocket during this context of this virus.
- We want to encourage more access to hardware and software, particularly hotspots for students. There are still some students that are struggling to access their online courses, and really encourage us as faculty to be flexible with our students. Some students are finding that the technology that they had is doesn't work as well and they've also had to go back home and so that's been a challenge for them.
- There is a concern about student workers because many staff more so, are doing administrative leave if they can't work from home like we do. But we have heard that student workers are no longer being paid on a similar administrative leave policy? We'd like to know what are the circumstances around that, and, get some information in that respect.
- Our Non Tenure Track Faculty also need support with hardware and software. Hopefully moving forward as an institution, we will prioritize fairness for all faculty when it comes to providing

hardware access, because at this juncture, it's no longer tenable to require them to use their own computers for the magnitude of work that they engage in with our students.

- The issue of TA's that Senator Grey Shellberg brought up was very interesting commented Skiffer. She said as we move forward as a union, we might want to start thinking about how we can think differently about how we work, especially in the online environment, that we may be able to do some work share that will offset some of the budget issues that we'll be facing in the future. And it's a great opportunity for mentorship. So we will be providing suggestions about how that might move forward in our new context here.
- We would like administration to follow up about sabbaticals for the fall. Are we still on? Will there be any changes? It doesn't appear that that is the case, but just bringing questions that faculty have had because they are making plans for sabbatical in the fall.
- The online courses policy that we've been talking about needs to be addressed, especially in the context of everything being online. One concern we have is that evaluations are now being conducted in on line live classes. That appears to be a problem because most of these professors weren't scheduled to teach online and now they're being put in a very difficult position of having to demonstrate their abilities in this new environment. It could be a little bit one sided, if we don't have a policy there to address it. As far as the CBA says, it says that campuses that have a policy on it shouldn't do that. But if you don't, then you should not.
- RTP extension - the lecture evaluation policy. Those have been good things in the works and we're happy to be able to work collaboratively with administration and all of the other groups that have contributed such as the Academic Senate. We are continuing work with faculty around grievances and concerns. So we want to make the pitch that our biggest challenge as faculty coming forward is enforcement of the contract. And we cannot do that if you don't let us know when violations occur. We have 42 days only. And so as it comes to course assignments for the fall, for instance, for our lecture of faculty, you must be vigilant, contact your administrative assistant and ensure that there are no new hires; that you are getting the entitlement that you have priority to receive; and ensuring that all of that stays with within the collective bargaining agreement.
- We are still advocating for AB1460. There is a little bit of a stale somewhat and we'll keep you posted on how the discussion continues, but the virus has derailed a lot of things.
- We have the Students for Quality Education that went out yesterday. They are looking to get a sense of the experiences that students are having now that everything is online. We will be also circulating a CFA survey that we've developed with several partners on our 23 campuses.

Q&A/Comments

FPC Chair Pinto, said one item that we might want to have someone look into is updating our COVID-19 website on campus and maybe pointing students to free internet resources that have popped up. Pinto said she's knows that Spectrum is offering free internet for students, as well as some other companies. And maybe VP Manriquez and his team can vet the ones that are legitimate and post them up for students. Pinto mentioned she knows of one campus, a community college, that has tried to do a drive in hotspots for their students. But, there are some resources that exist that are IT knows to be legitimate and maybe could help. **Skiffer** responded that yes, they have sent out that information to students. She said she believes several Administrators have too. The problem is, is that our students are dispersed all over the state. And there are certain areas where the companies aren't providing that service for them aren't able to. So LAUSD has been very aggressive and proactive because they realized as they moved online that the digital divide is real in that sense, too. We want to encourage our system here to really invest in that if we will find ourselves doing this for the long haul for our students.

- Another student complaint: Skiffer said they would like more updates from Administration. They want to hear from you Administration, even if it's just to say, "hey, how are you doing?" They feel that they don't receive enough contact in the world in the way that they would expect. And it's probably just the newness of this new environment that you don't get to see people a lot. Skiffer said she's not sure if there's a system or protocol in place where sending weekly emails to them, but even if it's just to reiterate something that you've already posted on the COVID-19 site, it's nice to hear from Administration.

Senator Celly thanked the last three folks for their reports, including Senator Skiffer. She said she's just had a couple of students who've been limping along with the only computer they own, late with assignments and then this week she's heard their computer has completely given up on me. Does the University have any resources technology to lend us and what's the update on that? She said of course she is being flexible with the students, but that's one area that would help to know, there are still computers available to invite students to come by and pick up machines that are, of course, not just computers, but fully functioning and able to work for them fully loaded for them to work.

OPEN MIC

Dr. Figueroa said she wanted to go back to something that was said by Dr. Pinto earlier today and just provide an update that from the advising area, we are working actively on frequently asked questions with regards to this no credit/credit. We're looking at how do we distribute this information to students, advisors, faculty and staff on our campus. We are working on it currently. And so this conversation has certainly helped us we kind of move along and processing and creating a process for our students and creating this list of frequently asked questions.

Senator Deng said she wanted to add on what Dr. Skiffer and Dr. Celly said. She said she did a student survey among her college students at the end of the first week after moving to the alternative instruction. The two key questions asking them is, what kinds of barriers to their learning experience during the first week, and what kind of additional needs or support would they like to have from our university, and a slow internet is one of the major barriers, and an unstable internet connection. Another one is the lack of study space in their homes, with so many people staying in the same one and/or two bedroom apartments or trailers, failing internets or having only one computer. And in terms of what faculty can do to help, of course the grading accommodations, that's one thing they were asking. Also, being flexible about assignment due dates, given that the classes moved online, given also things going on at the house including loss of jobs, they were confused sometimes about deadlines and due dates. And they ask that faculty email more frequently and sending them reminders about dealing with it more often than normal. And then also try to consider a more reasonable working mode with regard to project design, because group projects usually are much easier to be done in person on campus, in a face-to-face environment, but with everything moving online now, the original design of the project may not be so feasible for them.

Senator Ma expressed that with regard to international students, she's been in contact with an international student who still lives on the campus dorm. Ma said this student said that they were treated very well with food and necessary supplies. She was very happy. Ma commented, very good job.

Meeting adjourned.