



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

### **Academic Senate Meeting Minutes**

**April 22, 2020/Zoom Meeting/2:30 – 5:00 PM**

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

Voting Members Not Present: Asatoorian, Benavides Lopez, Furtado, Johnson, Macias, Morris, Price, Robles, Supernaw

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

Standing Committee Chairs Present (Voting Ex-Officio): Boroan, Heinze Balcazar, Kalayjian, Naynaha, Gardner

Voting Ex-Officio Members Not Present: Parham

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

Non-Voting Ex-Officio Members Not Present: McNutt, Poltorak

Guests: L. Arthur, A. Bentley-Smith, K. Dellacioppa, A. Kawakami, R. Malamud, H. McFadzen, E. Ortega, S. Otsuji, Z. Ritter, R. Rios, N. Rodriguez, H. Salhi, A. Sanford, M. Teran Lopez, A. Valdez Dadia, W. Vermeer

2019-2020 Academic Senate Executive Committee:

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

### **Recorded and Edited by SEW and the Executive Committee**

Chair Thomas provided an overview of Zoom meeting protocol. He expressed his appreciation for all that was happening behind the scenes to ensure the meeting would run smoothly. He reviewed the roles each Senate Executive Committee member had in running the Zoom meeting. He explained the need to identify the parties for the minutes and in response to Senator Dixon's question from the prior Senate meeting about roll call. He noted we don't have a separate roll called document that folks would need to sign it says going through this list.

Meeting Called to Order: 2:35 PM

Approval of Agenda: M/S/P

Approval of 04/08/20 Minutes: M/S/P

## Academic Senate Chair's Report, Charles Thomas

- Thomas reminded everyone that May 6 is the last Academic Senate Meeting for the academic year. He noted there are actually two meetings built into May 6. The first is our General Faculty Meeting, which will run from 2:30 to approximately 2:50 pm where we will consider EXEC 20-06, the constitutional amendment, assuming it passes in the Second Reading. Then there will be the Academic Senate Meeting from 3 – 5 pm. He said he anticipates those will be two different zooms because the General Faculty Meeting has a much larger audience, which is all of our faculty.
- Chair Thomas acknowledged Earth Day and the wonderful work that the Labor and Social Justice folks have done in terms of putting together speaking from the trenches, labor and community action in the time of COVID-19, which ran today from 11am to 2:30. He noted that was all programming via zoom.
- Chair Thomas acknowledged Administrative Professionals Day, April 22 and said he wished to acknowledge publicly the contributions of administrative professionals on all levels of our university. He expressed appreciation for the Senate Coordinator Susanne Walker and the Senate Student Assistant Yvonne Del Real. Thomas said he wished to express a tremendous amount of gratitude as it relates to getting senate moving forward, especially in as we have dealt with this pandemic, from the basics of zoom calls, notifications and tools from knowledge of what reports need to go out in action items from reminders just keeping us on track. He said “In this way, and countless others, we want to honor them for the fantastic contributions that they make as administrative and I want to emphasize the word professionals. And I want to extend these sentiments to all the administrative professionals across all the colleges, departments and divisions throughout the campus.”
- Sustainability Faculty Survey – you should have received on April 10. Academic Affairs sent out a request from the Office of Sustainability seeking completion of a quick survey to help identify efforts of our faculty. He said they are seeking completion of a quick survey to help identify the efforts of faculty to incorporate sustainability principles in the classroom and or faculty student research on sustainability topics. Please note that the Provost is offered to write a letter that will be viewed favorably in RTP for faculty members integrating sustainability into their curriculum and their research activities. And we have been asked to encourage all faculty to share their sustainability efforts in this survey, and assist our campus in rating with the Association for Advancement of Sustainability and Higher Education, otherwise known as AASHE. If you have any questions about this survey request or whether your activities actually qualify, please reach out to sustainability@CSUDH.edu.
- Thomas said today was supposed to be the day in which we were supposed to honor our faculty awardees for our faculty awards. And so again, while we're not going to be able to do that, I wanted to make sure that we made a point to honor them here at Senate. And so I just want to name them and their particular awards and then we can do some digital clapping.
  - o Presidential Outstanding Professor Award - Dr. Deborah Best in English
  - o Excellence in Service Award - Dr. Jenny M. Hall in Interdisciplinary Studies
  - o Excellence in Research, Scholarship and Creative Activity Award - Dr. Vivian Price in Interdisciplinary Studies. Thomas noted she is a Senator.
  - o Lyle Gibson Distinguished Teacher Award - Dr. Ryan Bowles Eagle in Communications
  - o Catherine H. Jacobs Outstanding Faculty Lecturer Award - Dr. And Garrett in Interdisciplinary studies.

Thomas said as had been previously pointed out, there was a clean sweep from the College of Arts and Humanities for the faculty awards this year, tremendous job to them.

### **Parliamentarian Report, Dr. Archana More Sharma**

- Reminder that the annual election for academic senate will be happening soon. This morning, a list of candidates and BIOS were emailed to faculty and staff. Voting opens April 24 and will last one week through May 1. Please be sure to look for the email from the election committee with voting instructions and a link to your electronic voting ballot.
- Please note several calls for service were circulated for faculty representatives to serve on next year's Academic Affairs Facilities and Space Committee, University Student Learning Outcomes and Assessment Committee and the Grade Appeals Committee.

### **Sense of the Senate:**

#### **\*W EXEC 20-10 Temporary Suspension of Graduation Writing Assessment Requirement (GWAR) in response to COVID-19, UWC Co-Chair/Senator Helen Oesterheld**

Oesterheld asked for a motion to bring resolution EXEC 20-10 to the floor for discussion which was made and seconded. Another motion was made to waive the 2<sup>nd</sup> Reading of EXEC 20-10 which was seconded.

Oesterheld provided a rationale behind EXEC 20-10 and the temporary suspension of GWAR. She explained that CSUDH allows undergraduate students to satisfy the System wide graduation writing assessment requirement, also referred to as GWAR in two ways: (1) students can take a GWAR certifying course, such as English 350, or Interdisciplinary Studies 397 and 398; and (2) students can write a one-hour timed essay called the graduation writing examination, or the GWE. For clarity, the System wide requirement is called the GWAR and then the exam that we offer here on campus as one method to meet that requirement, that's called the graduation writing exam or GWE. March 12<sup>th</sup>, the Chancellor's Office issued a memorandum and it suspended the System wide requirement, that is to say it suspended the GWAR on campuses that offer an in person test. As a result, here at Dominguez Hills are unable to offer the GWE this term or in summer 2020. In our follow up inquiries with the Chancellor's Office, we were also advised by them not to plan to offer the GWE in Fall 2020 either because of all the uncertainties that the whole System is facing around face to face instruction and limits on assembly. Oesterheld noted that the University Writing Committee members have deliberated, often in depth, at length and consulted widely over the last month to try to create an interim policy that would allow those students who are supposed to graduate in spring 2020, summer 2020 and possibly even fall 2020 to still graduate as planned, even if they have not yet met the GWAR. These are graduating students who are entitled by catalog to choose either a test or a course. And it's likely that many of these students had planned to sit the GWE exam in either April or July 2020. The Resolution on the floor of the Senate intends to lay out a limited and hopefully equitable response to the prohibition of in person testing that has been caused by the COVID-19 crisis.

Oesterheld said that before they open the resolution to discussion, she and her Co-Chair to the UWC, Siskanna Naynaha were hoping to offer some language change to the Second Resolve clause. Oesterheld read the suggested change. She said she was not formally asking to change the wording but wanted it to be read aloud. The suggested language read as follows: "Resolved that students who have catalog rights through 2021 and are expected to graduate in any term, where the GWE is suspended or prohibited due to COVID-19, be exempted from satisfying the GWAR and shall graduate as planned, provided all other university and department or program requirements are met."

**Senator McGlynn** said he wanted to thank the committee's careful work on this and he supports it as it's written. **Senator Pederson** said she was confused because when she heard it read out loud, she heard it said 2021. But the comments, [noted in margin by Secretary Ospina] says fall of 2021. Pederson asked for clarification on which one of those it was as they are two very different things. **Chair Thomas** said he heard spring of 2021. **Pederson** said she only heard the 2021 and didn't hear any semester at all. **Oesterheld** responded the language that she suggested was through 2021. She explained it really is referring to students who would be covered by that catalog year. **Dean Avila** thanked the Committee for their work on this. He said he does have some concerns about the particular language that's being used here. He said that unfortunately, the memo from the Chancellor's Office was not as precise as it could have been. And he does not see in the memo from the Chancellor's Office, a reason to suspend through summer 2021. He noted there may have been conversations with folks at the at the Chancellor's Office regarding this, but the memo itself does not require that. He pointed out what the memo requires is that the campus adopt a course based solution or move to adopt a course based solution by fall 2021 which he would fully support. Avila said we want to support writing across the curriculum and we want to support writing in the discipline, particularly in upper division levels by major. He said he believed that the First Resolve overstates the period of time in which we would suspend the GEAR. He said he fully understands that we want to reinstate in 2021 with the goal of having a course based solution throughout the campus, but that's not a reason why in Fall 2020 and Spring 2021 and Summer 2021, that we would not have a GEAR. **Chair Thomas** responded that lines 29 to 38 layout is at least the rationale behind why the time period stated was one that was taken. **Senator Oesterheld** explained as of now, we have a prohibition on in person testing. And we will have to accommodate students for as long as the prohibition on the testing is in place. But if at some point and we expect that this might happen, once the Chancellor's Office is done with the immediate response to the crisis, we think that they may issue a blanket prohibition on time writing exams at some point to satisfy the GEAR, and that would be beyond the current crisis. She said they have not said that yet, but if they did, then that would actually change our process moving forward because if it's abolished in person testing at the System level, we would then have to shift and have all students satisfy GEAR by taking a course. She added we're headed there anyway and we will get there by fall 2021. But that's why we've approached things as we have at this point. **Avila** responded again he supports the move away from the GWE as a method of meeting the GEAR and he fully endorses a course based solution. "However", Avila said, "what we'll be faced with is a period of time from essentially this semester, which is lost, but summer through all the next academic year and the following summer, where no students would be required to meet the GEAR." He said he believes that he understands why it's being suspended the face to face teaching, but we do have a course option. He added that he fully understands that most students or a majority of students did not intend to take that course option. But this will have significant impact on faculty employment in the English department. He said he would just want to caution us to moving quickly to the course based solution. This language is recommending that the GEAR be suspended today, through the rest of the through summer 2021. He reiterated that he doesn't believe that's what is required by the Chancellor's Office memo. If there is a possibility of having the GWE reinstated, that makes it possible for us to also offer our English 350 as an option. He said he does think that students should have some kind of upper division culminating writing experience. He said he is fully in favor of moving towards a course based solution and fully in favor of eventually phasing out the GWE. He said he just doesn't see that in the Chancellor's Office memo that there's a requirement that we have to today decide that in fall or spring or next summer that we won't have the GEAR on this campus. **Oesterheld** said noted that in the Second Resolve clause, we've tried to limit those students who would be exempt. So only those students who are expected to graduate in a term when the GWE is suspended or prohibited, will be exempt from GEAR which means that students who are not going to be graduating during this time of prohibition should be encouraged to fulfill this requirement in anticipation of a time when we have a course only option. She said that

also the language of this resolution, we took pains to try to make it very narrow and specific so that it's only for such time that the GWE is suspended or prohibited that students are exempt at all and also it's only those students who are going to be graduating in the in those terms. We are hopeful that it will not be such a large number of students, but Oesterheld said she concedes that we don't know exactly how many students we're talking about and we don't know exactly how many sections we're talking about. **UWC Co-Chair Naynaha** said that the reference in the First Resolved to the catalog, was really intended to give us time to remove the GWE from the catalog so that we don't have this conflict with students working from a catalog that states that they have two options to satisfy GWAR when in fact, they do not. The First Resolve is intended to address that conflict that will rise until we are able to update the catalog and the Second Resolve is intended to address the timeline and specifies that we're talking about only students who are graduating during this short crisis period. The question was called. Votes were submitted by and then counted by Educational Policy Committee Chair Russo who reported:

**Sense of Senate Passes 37 in favor, 2 against and 2 abstentions.**

### **Second Reading**

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

A motion was made to bring EXEC 20-06 to the floor and seconded. Talamante said nothing changed from the First Reading and Senate Executive Committee has not received any additional comments. She said the changes to the Constitution are in terms of Section IV A of the Constitution, changing his and her to their. And then you see the highlight of one representative of coaching faculty as set apart from other representatives of counseling, and also from the library, all our members, coaching faculty, librarians, and counseling faculty are all members of the General Faculty they do not need to be set out apart from the other faculty, General faculty and representatives of divisions or programs. In the line 16 through 27 - we have those two changes.

The next Resolved is to make those changes from binary pronouns his and hers to the non-binary pronoun of their throughout the Constitution.

There were no comments. A motion was made to call the question. Educational Policy Committee Chair Russo took a count of in favor, against and abstaining.

**EXEC 20-06 Resolution passed by a vote of 43 in favor, 0 against and 0 abstentions.**

#### **EXEC 20-07 Resolution to Amend the By-Laws of ASCSUDH, Vice Chair Talamante**

Talamante provided an overview of the resolution, describing the changes to the Bylaws to include updating meetings, participation, standing committees of the Senate, and binary pronouns. Talamante noted that one of the things that Senate Executive Committee noticed in the Constitution and the Bylaws was a lack of clarity about meetings in terms of needing to cancel or reschedule or postpone. As a result of the changes with COVID-19 and needing to postpone or actually cancel one of the meetings this semester, Senate Executive Committee wanted to update the Bylaws to help with any kind of future questions there. Added to Article II, under exceptional circumstances determined by the Senate chair and Executive Committee, at General Faculty meetings may be canceled rescheduled or postponed. The Second Resolved, item VI, a similar change adding to the Bylaws, Section III, "Organization of the Academic Senate", Article C., the language now talks about the General Faculty being able to attend meetings as an observer. However, our meetings are open to all members of the campus, not just the General Faculty, and so, lines 12 through 16 highlight those changes that any member of the General Faculty as well as staff, students and administrators, can attend these meetings as an observer. And then the presiding officer of the Academic Senate can allow them to participate in discussion, but after the Senators on the

speaker's list have spoken and as time allows, which has been our current practice. We wanted to clarify that in the Bylaws. Two additional points that do not currently exist in the Bylaws, and that is related to being able to cancel, schedule or postpone senate meetings, Senate chair consulting with the senate Executive Committee.

Vice Chair Talamante asked for a motion to the bring this resolution to the floor. The motion was made and seconded.

Talamante continued that under Article C, the second rendition that doesn't exist now would be under exceptional circumstances, determined by Senate Chair Executive Committee, that regular special meetings may be conducted in alternative formats such as we are doing today which would bring the Bylaws up to date with the kinds of exceptional situations that might happen in lines 24 through 26, we are updating the committees of the General Faculty and of the Academic Senate in Article D, and we have done added not only the Academic Technology committee in last few years, but then during this year, the Graduate Council. Lines 35 through 42 represent that update. Parallel to the constitutional changes for binary pronouns to non-binary pronouns, you'll see that in the Resolved on lines 43 and 44. The rationale just brings us up to date with the situation we've been in with COVID 19 precautions and other ways that we want to make sure that inclusivity is captured in the Bylaws.

Seeing no comments, the question was called and seconded.

**Resolution EXEC 20-07 passed by a vote of 43 in favor, 0 against and 1 abstention.**

**Chair Thomas** explained that as it relates to the passage of EXEC 20-06, that now triggers our General Faculty Meeting for May 6. It will go before the General Faculty for adoption to the Constitution, which will be a 50% vote.

#### **EXEC 20-08 Gender Equity Principles Resolution, Vice Chair Talamante**

Talamante explained that as was mentioned in the last Academic Senate meeting, this is a result of collaboration on the Gender Equity Task Force. She noted that the concept and original draft of Gender Equity Principles were brought to the floor by Dr. Ivonne Heinze Balcazar who is on the Task Force. A motion was made to bring it to the floor and seconded. Talamante continued. After Dr. Heinze Balcazar brought it to the Task Force she headed a subcommittee to create a draft that went to the Senate retreat in January. Talamante noted they received extensive feedback at the retreat. She said next she and Dr. Heinze Balcazar worked together to update it, talking to Karama Blackhorn, the Coordinator of the Queer Culture & Resource Center. And then it was brought to several meetings open to the campus. At the end of February, there were Women's Leadership Workshops where about 30 or so people who participated helped with comments. Talamante noted they then updated the Principles and the Rationale. And then there were three meetings in the middle of March, the 16th, the 17th, and the 19th, that were open to campus members held through Zoom and received some final feedback there. Talamante noted that after taking it to Senate Executive Committee, they had the First Reading at Senate then it was presented at the Associated Students Incorporated Board of Directors meeting. She noted that they received some feedback from the ASI which was a footnote at the bottom of the first page. The footnote is that ASI already updated their Constitution, and other documentation to allow to all-inclusive gender language. And the ASI Board of Directors training includes a section on gender equity, and their questions were in the nature of moving forward, what would this require. Talamante commented that this is not a policy recommendation, they are Gender Equity Principles that should help guide us in updating or making new policy. And also our cultural practices on campus and the way that we stand behind one another for gender equity. Talamante pointed out that the only other change

is in the result at the bottom of page one starting on line 24, ending on line 27, the ads and the distribution list, not only the Academic Senate of the CSU, but also the CSU Chancellor.

### **Q&A/Comments:**

**Senator Goldman** said that on line 9, there is not a lecturer handbook and she would like to add the lecturer handbook. **Talamante** said that she sees that as a friendly amendment. Talamante suggested that the language read, “in the faculty and lecturer handbooks”. **Goldman** said yes. **The Senate unanimously voted in favor of including the aforementioned friendly amendment.**

There were no further comments and a motion was made and seconded to call the question and vote on the amended resolution.

**Resolution passes unanimously, 45 in favor, 0 against and 0 abstentions.**

### **Provost Spagna’s Report**

- Spagna expressed appreciation for the recognition of the Faculty Awards. He noted that we had sent out a notice earlier about postponement of this. He said he is very committed recognizing all the faculty, including those who are celebrating between five and 40 years of service. He said we will make sure we come together in a separate event whether it is late fall, early spring or whenever we will have a separate event to make sure that we celebrate our colleagues, there is no substitute for doing that in person.
- Spagna noted that while over the next few weeks and months there will be many folks we will want to recognize, he wanted to express appreciation and thanks to his colleague and Vice President for Information Technology Chris Manriquez. Spagna said VP Manriquez has been doing such amazing both behind and in front of the scenes work. He said we wouldn’t be doing one 100th of what we do without his never-ending efforts.
- Cares Act - The Cares Act is something that we have been waiting for as a campus. Spagna said it is his understanding that the funds have now been released to the individual CSUs and we will be in the process of dispersing. Spagna said as a reminder to everybody, the Cares Act comes out of the US Department of Education. CARES is the Coronavirus Aid Relief and Economic Security Act which allocated nationwide \$6 billion immediately to colleges and universities to give direct financial support and aid grants to college students whose lives and educational pathways have been disrupted by the Corona virus outbreak. The CSU total to distribute is \$262.5 million. Of that, if you've been keeping score of what our individual amount is on campus, our actual figure is \$18,481,000 we've been given as a campus. Of that, it was designated that roughly half of it exactly \$9,240,000 go directly to students. The Chancellor's Office did give guidance on this. The President and our EEOC Policy Group have been working this through. The other tip of the hat he said he would like to give is to Vice President William Franklin. He and his team have done an amazing job of working this forward and trying to think about models of how to do this. There were three operational principles that were set out by the CSU for us to employ at each of our individual campuses. The first and foremost was to make sure that this got to work with student’s success, the purpose of the emergency funding was to help alleviate financial distress to all of our CSU students. The second was a principle of equity, and making sure that as we all know, our students experienced different levels of impact with the COVID-19 pandemic. And these impacts have been disparate. Finally, the importance of the third principle, timeliness and administrative simplicity. Getting this into people's hands as soon as possible and making it as simple as possible. There was a three pronged approach that the presidents were guided on, we've implemented that here. The three primary categories of students were the following: 1. Students with the lowest income status who receive maximum state and or federal

aid. 2. Students with some financial need prior to the COVID-19 pandemic, and 3. All other students. We have been working forward with that model. Spagna asked if Vice President Franklin if he has anything else he would like to share for the good of the order in terms of our progress on this. Spagna said he knows it's right around the corner of trying to get this into student hands. Spagna said he also wanted mention that as part of this, they're all a little crestfallen and heartbroken that this money could not be extended to DACA students and they're actively exploring how they can try and identify and allocate funds to our undocumented students as well.

**VP Franklin** said one of the pieces that Provost Spagna covered really well, is that the Federal Government wanted to ensure, like they did with the stimulus checks, that most of the funding would go to most of our students in need. Franklin said he's come before Senate several times over the last two to three years to share about our students who are Pell eligible, and how high their expected family contributions are. Franklin said when the President really reviews the final numbers, you will see that our students who are Pell eligible, will get the majority of that funding. And those are students who have a zero EFC, meaning their families aren't expected to do anything, or give anything all the way up to \$5,776 of Pell eligibility. Then we look at those students who are non-Pell eligible. And then we but we looked also at their income and gave based on their income levels, all the way from \$5,776 that they're expected to get close to 100% that families are expected to give, given their income. Franklin said we do have some wealthier students here, not a whole lot and the numbers are sort of parsed based on those expected family contributions. And you have some students who did not file, the legislation also said that both part time and full time students and students who did not file should also be considered. We are looking at what we can do for our undocumented students, our students who are international and so the president and EOC with broad consultation, will make some decisions on how to get funding into the hands of those students. For spring 2019, there are 15,200 students who are currently registered at census, that this funding will be going too swiftly and with a great deal of knowledge that the pain is deep and this will only scratch the surface.

**Spagna continued his report:**

- Since the last Academic Senate meeting, some work that's been championed on the Sense of the Senate that was passed at the last meeting and is going forward. Spagna thanked the Dean of Undergraduate Studies, Kim Costino. He stated she's done incredible work as the Project Lead for our grading policy. He said the good news we have everything in order. An announcement will be going out this evening [4/22]. Spagna noted it has connected documents to it and we will get this out there to support our students. He said there are some elements of this that he will have Dean Costino speak to. He's happy to report that there is an Academic Affairs Policy he just signed that will be effective this evening. And it gets into the issues and guidance for how to support students as they go through this grading period and then to make decisions after the grades are submitted about whether or not they want to exercise options, particularly for no credit. The other part of this is that we have put together a larger guiding document for faculty to go through in terms of having an understanding of this. He said there is a landing page that, thanks to Donna Cruz for putting it together on the website. He also wanted to particularly single out Maruth Figueroa for having volunteered the University Advising Center to have this as one of their examples of having a warm line. This way any students seeing who have questions, Maruth and her team are going to make sure that they get the help that they need.

**Dean Costino** thanked the Senate Executive Committee and ASI for getting back to her so quickly on lots and lots of consultation and negotiation and clarifications and all that this was not easy to unpack and unravel. She



said the first thing that is important to know is we renamed the policy the No Credit Option to clarify that no students will be getting a CR on their transcript as a result of this policy. It's a no credit option. Undergraduate students can opt for the no credit to replace a D + or below. Graduate and Post Baccalaureate students can opt for a no credit to replace a C - or below. She said they noted in the policy that students in accredited programs or credentialing programs should consult with their departments before they exercise this option. There are concerns around nursing in particular, but some of the other programs in Health Sciences with accreditation and also with the CTC and credentials, it's important that students work with their departments before they take this option. They have the right but they need to consult first. So there's a list on the same webpage in UAC. There's a list of those programs that also says but if you but if you're not one of these programs and you want advising or have questions here FAQs, UAC is available to help you. The other change from the Sense of the Senate is the deadline was shifted from June 8 to June 1. It's still after grades are posted, faculty will still assign a regular grade. And then the registrar, if a student petitions, they will process the petition, and then convert the grade to a no credit or W if they offer that. Costino explained the reason they pushed back the date a week is because of Financial Aid and processing finances for students. She said they didn't want to disadvantage them in that regard. Costino said in addition, the policy also suspends the use of IC, which faculty don't assign, it's just when students don't complete their incompletes they tend to get an IC and that hurts their GPAs. She said they suspended that in spring and also suspended the use of the WU so students will get a W if they opt for that. And finally, there's a moratorium on changing academic standing for all students unless a student improves their GPA in order to get off academic probation or all of that.

**Spagna continued his report:**

- What are we doing in fall 2020? Where are we and do we have a decision? Where's the decision? What's happening? Spagna said he believes that all of our sentiments collectively is better to know sooner than later. He said if we can plan we can move ahead. He noted that in conversations, even as recent as last evening, the presidents and the Chancellor are actively going through this, and there's consideration of different options. These options range from anywhere from can we do a limited reopening in the fall? Do we stay with alternative instruction throughout the fall? Do we do some sort of hybrid in between? Spagna said this is an active conversation right now and he wanted to give Senate a couple of things to think about as we go through this process. The first is there are some time frames that have now been put out nationally about what we can expect. There are a couple milestones for us to think about. 1. It's been published now, in several research reports that we think that that the first time that people are going to be able to return to work in a way after wave one is going to be early June. There's going to be a wave II in mid-summer when people are returning to work in limited fashions. There also is a potential vaccine that has been projected to be available probably around late September, early October. For now, this vaccine would first go to healthcare workers. And then after healthcare workers, it would go into larger distribution. Spagna said everything they see right now, we're looking at March 2021, or just before when we have widespread access to a vaccine. This is important because if you think about the phases of how we would reopen with the COVID virus, it's not until you have immunology, or you have this vaccine in a place where we really can do away with some of the restrictions. Anything short of that will be some removal partially of restrictions, but not fully. Spagna said he's been circulating a document from the American Enterprise Institute, which is a roadmap to reopening related to the National Coronavirus response. He said it provides some framing, milestones and metrics. Right now, where it stands, is that the Chancellor and the presidents are in discussions. They are really committed to having this decision sooner as opposed to later, They're trying to get something out there for us to work from. Spagna

expressed that once we have this decision, it's fair to say that this decision will be System wide. Spagna referenced a CSU campus that the other day was in the news that had been touted as already having made that decision. Spagna said it was not completely true. He noted they had had a conversation about a phased in approach, but that's not how it was picked up by NPR. When the decision for the CSUs has been reached, it'll have a couple implications. The first implication is as soon as we make a decision about fall 2020, there's no way around it, it will have an enrollment impact. Spagna said there are students right now that are thinking about what to do? Do I return in the fall? What's the next step here? Spagna said kudos to Vice President Franklin and he and his team along with enrollment management are doing everything possible to be aggressive, to have people that are students that are committing to Dominguez Hills to kind of come into the fold, and how can we support them. Even if we have to stay in alternative instruction going into the fall semester at some level. The second thing is once we make a decision, these decisions are consequential. If the CSU were to make a decision about what we're going to do in the fall, because we have the large largest public institution of higher education in the United States, so as we go, the rest of the United States in Higher Ed environments, public, private, parochial, they're all going to have their hand forced in a ripple effect for what they do. Spagna said the best he can say at this point, is in his group in Academic Affairs, they've been having conversations about how to do this. He said he knows that the deans are respectively gearing up with chairs and faculty to think about it. There's one significant difference with this decision, if we were to make this sooner as opposed to later, as opposed to what we had to experience in the spring, it gives us an opportunity to plan with intentionality. It allows us instead of being disrupted halfway through a semester to think through what we can do to be successful, Spagna said one of the things we will need to do on the campus is determine what kind of professional development support is needed for all faculty in the areas from synchronous to asynchronous, to online learning to virtual supports, we will need to be in that space and will need support to be able to do this. The last thing Spagna said he wished to point out is that the most important thing is, if you're reading the news about Los Angeles, is our entire population is more impacted than the rest of the country. It is very difficult to get jobs in Los Angeles. The key variable that keeps people not being durable to be employed is having a college degree. Spagna asked how do we get our students in a place where we get them finished, we get them supported, how do we get them back into the workforce. Spagna noted the other element of this is we want to shorten our path to recovery. He said he's been coming into campus every day of the week looking outside at the instruction building and it's still going up. We want to shorten our road to recovery on the other side of COVID-19 so we can get back into the growth mode we were in to try and support our students and our faculty growth and our support of our staff and our community.

- The good news is we still are having a lot of investment in our campus and in our institution, we received a fairly large gift from John Tracy, one of our alums. He said he is not at liberty to reveal a gift he just saw about 10 minutes ago via email, but we're going to have another announcement coming up here of another gift that's coming forward. People are investing in our institution and it's something that I think will help us on the other side of this for recovery.

### **Q&A/Comments**

**Senator Monty** asked for more information about the funds that have been released to Dominguez Hills from the CARES Act? Monty asked with regard to the remark that approximately half of the money was going to go directly to students, have any decisions been made about how the rest will be spent? Also, how do students go about applying for this kind of aid? Or, is there a time limit here? Must it be distributed by the end of the spring semester, or is this just a funding that's available to us as long as we need it? **Spagna** responded he would ask his

colleague Vice President Franklin to give some updates about that in terms of some of the specifics. **Franklin** said regarding the other \$9.2 million, that's institutional support. He stated that no decisions have been made about that and that money will not come until we are good stewards, the federal government says with the \$9.2 million, that's to go directly into students' pockets. He said we're taking the approach that everyone has some difficulty during this time. So we're trying to limit the number of students who can apply and just give this money out directly to all 15,200. Again, scaling it to our neediest Pell eligible student and to those who were non Pell but still have needs, and those who did not file. He said, we're trying to do a blanket here is the grant, it's not going to go into the student's account, because students may have library fines they may owe from some other things. And, Franklin noted, we don't want to by federal law, have that student use the funding or the institution that use that funding to pay for any outstanding bills. Franklin said we're trying to get it to all 15,000 students which is not an easy task, but it's one that we're going to work with Student Financial Services or financial aid administrators. He added that they're going to do a whole lot of social media, a whole lot of email and a whole lot of contacts in terms of trying to get this into the hands of the students as quickly as possible. Franklin explained that some campuses are doing an application process where a student requests an amount. Franklin said we want to forego all of that and try to get this money into the hands of the students immediately and use every dime of it, in this first wave. He said there are some campuses who are even going to be holding some of the funds until fall. He noted that at DH, we believe that the needs are great now, and let's try to be good stewards of the entire \$9.2 million and get it to off 15,200 as quickly as we possibly can. **Spagna** added he thought Senator Monty had asked as to whether or not we have a specific form already developed and whether or not we had a timeline with which students had to apply. Spagna said he thought it would be important to get this in the hands of our faculty so that they can also assist students who have these questions that they want to make sure I think that the spirit of the question is making sure we don't miss an opportunity to support students that absolutely need the support. **Franklin** added we're trying to do that too. He continued, that is why we're trying to create a blanket form which is really easy to access as evidence that the money went directly to the students. And the Feds have given us a lot of latitude in terms of doing that. I think the CO is trying to set up a way that the forms to look consistent across all 23 campuses. We're trying to do this pretty quickly, because we can grapple over forms for quite some time and the needs continue to grow for students. We want to be stewards of it and we also want to document that the money got into the hands of those students. We're hoping that the System wide form will cover everyone and will be easy and pretty clear. Franklin said for those students who may not have access to apply, we just want to put it in their hands as quickly as possible as well. There are those students who have direct deposit and other who do not, these are some of the other things that we're going to try to do, but we're trying to just get it to them quickly, but also be efficient, and then also have some real assessment in terms of making sure that it got to the hands of our students. **Monty** asked if it were possible to hold some of this fund in reserve, possibly to support students who themselves suffer from COVID-19. He spoke about students who have tested positive, and noted that they are not going to be able to work nor complete their schoolwork. We don't know how long they may be unemployed. And even if they're not necessarily among the high Pell eligibility cohort, and even though they have access to support from the state and the federal government, it would be nice if there were a mechanism for students, most directly affected by the pandemic to apply for some additional financial assistance. **Franklin** said we will have that. There is nothing that is stopping the other \$9.2 million because a campus got \$18.4, \$9.2 went directly into the pockets of students immediately. There's nothing that say that we can't direct a portion of that other \$9.2 to do exactly what Senator Monty has suggested. **Franklin** said he concurs big time with that and any residual funding from the first \$9.2 could also go toward that effort. He said if there's any residual, it will be in the hundreds of thousands, but not a whole lot, but it could still go toward those students with the neediest, and especially those who have been affected by this dreaded virus. **Spagna** said he thinks it's fair to say that there's a

higher degree of freedom with the second half of this financial support. **Vice Chair Talamante** thanked the Provost for helping to clear up the school that will not be named with a statement that sounded like decisions had already been made. Talamante said to build on Senator Monty's question and that's thinking about the second half of the funds. Also, we haven't heard what's happening with our student workers, and how many of them have not been able to do their jobs on campus and whether they're being paid in the absence of being able to do that work, and if not, can these funds go towards that. And also thinking about this as an opportunity to get more laptops into the hands of our students. It does look like we might be doing this for a little while longer and even if we aren't doing distance learning, we know that our students are having troubles with computers, with wireless, hotspots – wondering if we're considering those other kinds of student needs as well. **Spagna** responded he appreciated those suggestions and made notes of both of those. He said he believed that what's going to happen with the second half of the money is there's going to be an inclusive, collaborative process that the President will initiate to have ideas like this brought forward and again, we have degrees of freedom to be able to do that. However, there was a time pressure to try getting into their hands now, because we know students are suffering. **Statewide Senator Celly** said she is going to try and to get a copy of the American Enterprise Institute roadmap, because there has been a fair amount of casual conversation about why aren't we hearing anymore about an extended timeline, what are we hearing about the timeline for reopening? Celly said she spoke with past Dominguez Hills faculty member Emily Magruder, now Director, Institute for Teaching and Learning at the Chancellor's Office, who said we don't know a whole lot about the second half. It seems like it might be tied to all sorts of educational continuity, in alternative mode reality. How do we learn, given various scenarios, what our faculty needs are? We've put together responses during the emergency situation, those will probably carry through to the summer. And only a couple of the universities so far have done a faculty needs assessment and it's come out of faculty development centers, it's come out of institutional effectiveness. It's popping up as the need emerges. She said we have an extraordinary opportunity to be strategic and collaborative in the use of funds. Strategic in that we move forward sooner rather than later so that we get our ducks in a row for what faculty need to support the students that need support. And it might be a good idea rather than just paying attention to DH email and the wonderful organizations of Blackboard space that Academic Technologies and the FDC have created to actually poll the faculty. And we might even try and lead that effort if it turns out timing wise that we are there to find out what exactly are these needs. They could be related to some basic needs, but they could be related to basic needs for education for training. The second point Celly said, is she sees an incredible opportunity to continue to build on what we've all been seeing as very, very good shared governance at DH, by extending that to try and think about how we might collude actively in Higher Ed in California, particularly in the community colleges, and us, the CSU, use training dollars, if it turns out we need them well. Celly asked, "what do I mean by that? If we had a sense of which of our faculty worked both in the CSU and in the community colleges. What sorts of training our community colleges well poised to do having been in that space? She said she believes we might be able to use collectively across the segment's dollars wisely, so we're sharing what we're doing rather than replicating efforts. Celly's last point was as she looked quickly at the CARE section on Higher Ed, she understood that employment continuity is one of the areas that is actually a condition for the funds. They're requiring that organizations such as ours to the maximum extent possible, make sure that we have employment continuity. So if we could pay some attention to that it might assuage a lot of uncertainty that is being experienced, particularly by the most contingent of faculty and staff. **Spagna** responded he appreciates those comments and again, he's taking notes. He added he thinks the idea, we just saw an example with the grading policy, where the Sense of the Senate with that polling and that survey really worked well. He said he believes we want to do a similar kind of thing, both in terms of the second half of the CARE's funding, as well as once we get a decision of what's going to happen in the fall, he agrees that now that we've been in this kind of disrupted spring we've had to navigate it. What can we do with

intentionality and what the faculty need to go forward and he said he doesn't think we have to wait right away for a decision, we can start collaborating on a survey to get that kind of information to do some planning, where we have a little more of our horizon to kind of set up and support on this. **Celly** added she wished to thank Reza Boroon and his group for the work that they're doing. **Spagna** wholeheartedly agreed. **Senator Skiffer** said to Senator Celly's point, the CFA is going to be releasing a survey and she's on board with the campus also doing their own survey. She said it sounds like a great idea because there's a lot of issues facing faculty at this time. Skiffer said she also wanted to ask about the reopening which concerns her and all of our CFA members greatly, particularly in light of the fact that this nation is struggling to have the basics of cleaning supplies. Skiffer stated that's going to be an absolute necessity with sanitizer everywhere, wipes to clean off surfaces, the cleaning of our facilities on a regular basis, multiple times a day. Skiffer continued social distancing for the classrooms so that the class sizes would have to be much lower and really following the lead of the most conscious experts in the nation, because there are certain individuals we started out believing that, 60 and over was the most vulnerable population. We now know that people of color, particularly black people and Latino people are very vulnerable to this virus. Is there also going to be consideration for when this does happen, if certain individuals because they fall into those vulnerable categories, choose to remain online distance learning in the process, and are we going to be able to do that, if that is something that happens sooner rather than later. **Spagna** responded he appreciates all the concerns Dr. Skiffer has shared and are exactly the ones he shares, as well as everybody in this video conference. He again referenced the [American Enterprise Institute roadmap article](#) which gives a little bit of an overview of these. He said he appreciated the way it was framed, which were four phases. The first phase was kind of containing the virus and how we navigate it. The second phase is where we seem to be approaching right now, which is a gradual state by state opening. Phase Three is where we get to a place where we can actually remove restrictions and again, that's not happening until we have the herd immunology, until we have the larger kind of notion of a vaccine. And then the fourth phase is what happens in preparation for the next pandemic. We were caught off guard with all of this and we can all kind of think about why it happened, but we have to be prepared for that. Spagna said everything Dr. Skiffer shared about concerns, are concerns we all have. We want to err on the side of health and safety. We don't want to be in a place where we are contributing where we have to go back. And we have to revisit, again shelter in place because we move too fast on this front. Spagna added he would also welcome for us to crowdsource other reports and things that you're seeing because he thinks the more we can set horizons of what happens over the next two years that will help us in terms of making decisions going forward. **Skiffer** said she would add masks to her list of necessities for returning to campus. She said she would likely never be seen without a mask again for the rest of her career. **Chair Thomas** said that as it relates to the [report from the American Enterprise Institute](#), I have forwarded that to Ms. Walker and he also forwarded it to Senator Celly during this conversation, Chair Thomas asked Ms. Walker to post it on our Senate website. It's not a CSU document. It is from the American Enterprise Institute, which is a separate Think Tank as it relates to this stuff. **Senator Allen** said her question is if the all CSU campuses go online for the fall, what are the chances that students will then have the option to go to any campus they want to. Would that be something we would have to worry about or consider? For example, a freshman. If they know that all the classes are going to be online, they decide, I live down the street from CSUDH, but maybe I'll go to San Francisco because I don't actually have to move anywhere. Is that an option that is open to other students? Will other students choose other campuses? **Spagna** responded that's a great question and he does not have an answer for you. He said he believes that would be something that we'd have to wrestle with as a System. What kind of options do we make available for students in that space? He said he also wants to be careful. He noted that he was part of a conversation earlier today with our leadership team and Academic Affairs where they're actually working on a graphic to give us the nomenclature of what we're talking about. He said he finds himself guilty of this where he synonymously uses

online with virtual with alternative instruction. And then every so often, he dips into other discussions of remote learning and he thinks it will help us because when we're talking about fall, if you really take that that language of online learning, there's a whole pedagogy and there's a whole technology behind that. And if we were to do that, the expectation is are we all in a space to truly do online teaching and online learning? Spagna said, "No, I don't think we can get there." He continued that it is an important question and one that he noted. He said he thinks that, certainly we will be sending this to the EPC policy group. He said he will certainly surface it to the President as he meets with other presidents about what does this mean in terms of options and variability? **Senator Norman** said he would like to have his colleagues really think about options as we may be asked to make a decision. He noted that at 11 am on 4/22, he was part of a CSU meeting with Vice Chancellor Blanchard. Blanchard's commitment to faculty was that it will be at campus decision and that there's not going to be a CSU mandate. There's so much regional diversity that campuses will have a lot of say. Norman said that Blanchard went through the options but in terms of nomenclature of words, the new word for today was flex. Norman said this comes out of Trustees going to some training meetings on options about how they're looking at this nationally. Norman said he wanted us to think about if there are decisions being made in the summer, be very cognizant of who was on Senate Executive Committee, who's representing the faculty during the summer, that was one of our concerns. It is trying to maximize faculty input but realizing some decisions might need to be made at a time when most faculty are not generally available or not on contract. So please, you know, keep that in mind and what flex means is a new designation that when you come to campus might differ, we currently schedule with certain classroom dates that are assigned, flex would mean there's a range where may be assigned. So if the class used to be divided into quarters, you might see one quarter on Monday, one the first Monday or on an even week Monday, and then one on Wednesday and then the other four for space reasons, or just for necessity, that might be a really good fix, giving nursing is an important part of our campus community. He said certain programs really need some hands on and it would be a shame to have some of our students not served if there was the actual ability to provide the course that they need come fall semester. Norman said that's what he wanted to share with the group to think about and for us to deliberate. Later in May, statewide has another meeting and if we haven't made any final decisions by our next meeting, at least make sure those of you have thoughts on this, you're communicating to those will represent you during the summer. **Spagna** responded he appreciated the insight. He believes it is probably news to our President that EVC Blanchard has made that decision, Spagna said he's not heard it and he's not going to discredit that. But, a lesson he learned a long time ago is we have to conserve energy of speculating about is it this or that. Spagna said to be patient for the next several days to see what we get as an announcement. Spagna offered that he and our Cabinet and EOC policy group are putting a lot of pressure on the idea that we need to know now. The sands of the hourglass are passing; we don't want faculty to leave campus or virtual campus to go into summer without an idea here because we need to plan on the front end. So the sooner we can get that the better. Spagna urged that we're careful that we don't use a lot of energy right now on speculation until we have the decision. Once we have it, we can move forward and we'll try and get it as soon as possible. He said that's a really important element in terms of flex and what that means in terms of the pedagogy of what we do as a campus. **Senator Nguyen** said a number of students from our departments have asked us about fees, for example, parking permits that they've paid for, or graduation ceremonies that they've paid to attend. They were just wondering how they can be get those fees back and who do they contact? **Spagna** said that there's been a lot of work by Deb Wallace, our new VP of Admin and Finance to look into the funds that are going to be refunded to students and parking is one of those categories related to specifics about you know, how they can recoup it and all the rest. We work on a daily basis to do that. He said he's noted it. There is an appetite at the University to try and support students in fees that they paid that now are going where they're not going to services. That is something that is there. Stay tuned, he expects that we're going to have information to students about parking fees and other

fees. Spagna noted that this is also an economic hit for us. As you can all expect, depending on what we decide for the fall, we have major monies that wind up going to services. And if students aren't on campus, they're not receiving those services. That would be something that would be a challenge for us. **Professor Sanford** said that he hopes everyone is keeping safe and well. He has at least one student who has a family member who is not only in the hospital, but in very critical condition. If we know of or become aware of students who are unable to get online right now, because they have lack of technology, maybe their computers are too old to do it, or they don't have a computer, or they don't have stable internet access, is there a place on campus that we can refer them to, to receive some of the CARES Act funds to address that specific issue? Sanford offered the example of having sent out a survey to his students in the last couple of days to inquire if his online office hours are working for them. And granted, while many of his students haven't yet responded, so far, he's had three students say, I don't have the tech that I need in order to get online to students say I don't have the internet access, I need to get online. Sanford said he would like to be able to direct them somewhere to get help with that. Sanford also asked in looking toward the fall, do we have any plans for some of that CARES Act money to make sure that our incoming students have adequate tech and adequate internet access when the fall semester starts if we are still virtual at that point? **Spagna** said the issue about the CARES Act, like we talked about before, this will be an inclusive, collaborative process for that second half of the money. And we're going to encourage all kinds of ideas and support. Spagna said he noted Sanford's comments as an idea for us to explore. He then passed the mic to VP **Manriquez**. **Manriquez** said IT has and have been checking out devices, WIFI devices, laptops and other things, headsets for students, faculty and staff. That has been ongoing since literally the second week of the COVID outbreak. If you go to the IT site, there is a checkout. It's either off the COVID site or the IT site where you can go to check out devices that is running. We have approximately 430 or so requests that have already either gone out or in process of going out. Manriquez said please do not ask the students to come to campus to get the equipment. What we do is we stage them, we give them a lot of time, and they come to campus in their vehicles. They drive up to campus in a very sealed sort of way roll down the window. We hand them devices in protected packaging. They sign for the devices as they leave and we move on. The process is very structured. Manriquez said there are going to be a lot of requests for CARE funds because CSUDH makes available to all our incoming freshmen, devices, if they need them. That will continue to occur for this term. Manriquez said to the best of his knowledge, we're setting that up to make that available, we may have to supplement those devices and that's where CARE certainly might kick in. He noted that Cabinet is regularly talking about this because obviously, the requirements for the CARE money or the request for CARE money can go many different directions as the needs are many across our campus. **Spagna** said that he received a message from **Vice President Wallace** via the online chat for the benefit of everybody that student parking, they received refunds on April 8, so that was part of the refund of those monies back directly to students. **Vice President Franklin** added that if the decision is made not to be fully here in the fall, it will impact the number of mandatory fees. Students pay a mandatory Loker Student Union fee, if not being used it'd be difficult for that fee to be assessed. ASI fee, if they're not being able to take advantage of on campus services that ASI provides, so we've got a lot of conversations that need to happen as soon as the System wide or a Campus wide decision is made regarding the fall. Franklin said in response to a question that someone asked regarding a Freshmen who if we're virtual or using alternative instruction in the fall, can they decide to take classes at Fullerton. Franklin said no. Once you do an intent to enroll on a campus and you pay that campus' tuition, then you're subject to what the faculty on that campus decides as the General Education curriculum and as the Upper Division curriculum. Maybe later down the line, the CSU might think of doing something a little bit more semi permeable, but right now, once you're accepted at CSU Dominguez Hills or you are a matriculating student at CSU Dominguez Hills, then you're subject to what the faculty decide as being your General Ed track, as well as your Upper Division track. And a student cannot just say, "Well, I'm going to log into the Fullerton Zoom

because I really liked their statistics class.” Franklin said, it's not possible and it certainly won't be possible by the fall. Each campus will expend quite a bit of energy simply trying to work with their new freshmen and transfers and their current currently matriculating students. Franklin said we may think about going there in the future, as well as looking at something that can be somewhat a joint between our community college partners and the CSU and in that alternative instruction space.

### **ASI Report, VP Executive Affairs Makonnen Tendaji**

- ASI is doing another one of our conversation corners tomorrow at three o'clock. This is the digital space for students to be able to tap in and be able to have conversations with ASI Executives. Tendaji said if you do have you do know of any students who would just like to converse with other students and student leaders please let them know. The Zoom information on our website at ASI@CSUDH.com.
- ASI is keeping up to date with its own COVID-19 student needs survey. They're getting substantial feedback and results on that. They're definitely tuning their programming and their response to this pandemic based on the survey.

**Chair Thomas** asked what was the topic for your conversation corner this time, because the last one on no credit withdrawal? Thomas noted that he and a number of Senate EXEC members were part of that. **Tendaji** said last week, they had Dr. Herbert from Student Psychological Services come and talk with us on some strategies and tips for maintaining mental wellness during this time. And that was very beneficial. This week we have a special guest, Zack Ritter, the Associate Dean of Students signing on and chatting with us. This is also just another exchange and share the needs of our students and things like that. That's what we have going on for this week's Conversation Corner.

### **CFA Report, Dr. La Tanya Skiffer**

- CFA is very excited to hear that the university is now talking about the CARES Act Fund. She said it was great to see that students have half of these funds to help them recover from COVID-19. And CFA strongly encourages the university to look at the other half as how they could fill some of the gaps with the faculty ranks as well.
- As far as students go, we are still hearing about hardware and software challenges. The laptop seems to be rolling out for the most part, but Skiffer said, she had a student report that they are not scheduled to get their hotspot until August. Skiffer said that would that faculty will have to be very mindful as to the expectations that they have for students in their participation if they don't have the ability to access the internet. Some at some ideas that faculty have thrown around have been the idea of correspondence courses. It is possible for us to send work to students that they can then send back to us if it requires, if they aren't able to get access to the internet. It really is something that we want to consider because I know we talk a lot about enrollment concerns. We have to build goodwill with our students and anything that we can do to help them be resilient so that they can return is in their best interest.
- Regarding the checks for students, CFA is happy to hear that they are not going to go into their student accounts. Skiffer said hopefully the University will find the safest mechanism because often our population is disadvantaged, and so they may have such debts, bank account issues, all of these things, so we have to be very creative as to how we make sure that they get that money in their hands and it can't be used against them. Particularly even if it's checks what bank is drawn off of, can they actually cash it in person? Chase Bank has a problem with non-customers doing that.



- CFA is going to roll out a survey, all of the chapters are doing it. We are getting ours together and adding some questions that are specific to our faculty. One of the challenges our faculty are facing, just like our students is food insecurity. We are one of the lowest paying campuses for our lecturer faculty, and that is not a good place to be. Some faculty are facing job loss within their family. If they now are the sole breadwinner, but yet they are part time, that is creating a big obstacle. We are looking to roll out a mutual aid program for ourselves as faculty, and to be able to try to share some of the resources that many of us do have and starting a GoFundMe campaign. Skiffer said, it's gotten so serious that she's getting calls from faculty about just making their ends meet at a basic level, and that they can't do their job well for our students without support there from us.
- We heard some information about Career Services Counselors being hired. And we're very concerned if we have to get them to the employment market, Career Services is vital to doing that. We know how important it is to have that support when you're on the job market. And we also are receiving requests from students to have some information about unemployment insurance and how they're applying for it. We are going to put something together. It's not our general role, but when asked to help out, we put on the hat and do the best we can. Skiffer said it would be nice if the university can provide them some guidance with regard to unemployment for faculty and their families,
- The workload issue for faculty has increased exponentially. Skiffer said she heard Senator Norman talk about the recommendation that we stagger work, but that would mean an increase in faculty labor to have to deliver courses multiple times or a lecture multiple times just to get all of your students and we have a lot of students to consider. It is an opportunity for the university because if we do have to reduce class sizes, it could result in a job better saved for our faculty. Some of these things that are potentially negative can actually be spinned and turned into a positive so that we can work on maintaining as many jobs as possible.
- Claudia Mendoza Diaz, our lecture rep is having concerns. The service stipends for lecture faculty is very welcome. There's questions about how pay will be distributed because it's been a lag in the past. She would like to have some more certainty around when and how those service volunteers that are lecturer faculty will be compensated.
- We do have students saying as student workers that they are not being paid. Is there any way that we might be able to assist as a university with the cares funds to bring those students back to the pay schedule? I have a lot of students that are now having to take additional work because family members have lost their jobs. And they're working in the most vulnerable sectors, supermarkets, warehouses, etc. It would be nice if they could receive some support in that respect.
- Faculty complaint about parking deductions that are still automatically coming out. And do we have any sense of when that will be stopped? And how far will the reimbursements go back for faculty, hopefully, the time in which we were not allowed to be on campus, and then also the fee refunds that some individual spoke about for the students which is welcome to our ears. We hope to see students giving even more of their refunds back.
- We are concerned about the landscape for the future. CFA will be sending out a notice to faculty about ensuring that the contract is enforced regarding entitlement and eligibility and ensuring that faculty are familiar with the collective bargaining agreement that supports that so that we can maintain as much job security as possible despite these terrible circumstances.
- CFA sent out a notice from LA County fed about volunteers. If any of our faculty are interested in helping with a food drive, they would welcome the help and the assistance and the link is available for you to sign

up of course, only those that are able to that are healthy, etc. and you will be provided with protective equipment for that time that you spend there.

- The SQE student survey is complete and they will be providing it to the Chancellor's Office, it will be made public to faculty and the campus as far as how students rated their experience during our COVID-19 response as a university. CFA thanks the SQL students for doing that hard and heavy lifting and getting that information.
- CFA is here for faculty if you have questions or concerns, and we will definitely continue to support and advocate for faculty at all levels.

## **Presentation**

### **Academic Affairs, Cost Projection Group Presentation, Vice Provost Ken O'Donnell**

O'Donnell said that the Division of Academic Affairs went into this period, with a couple of disadvantages with the way we're funded. We admit more students than the state pays us to educate. And we are in a funding cycle and academic budgeting cycle that prevents us from thinking ahead. That keeps us from actually planning and managing our budgets the way we would like. And as a result of those two phenomena, the division of Academic Affairs has been running serious deficits, for the last several years, seven figure deficits that we need to resolve. A large group of folks, including several members of Senate Exec, have been working over the last semester to figure out a better budgeting process that would help us get ahead of these numbers. O'Donnell emphasized that this report to the Academic Senate is purely informational and it is still a work in progress.

There are support documents attached to this report to you that you can look at in more detail if you'd like including the committee charge the committee roster, a 15-year-old policy that we're seeking now to supersede, that policy has not been getting followed. O'Donnell described it as, "all just practice and folklore." He said we think we can do better than we've been doing.

O'Donnell then shared his presentation.

He noted that the group that's been working on this is called the Academic Affairs Cost Projection Working Group. O'Donnell pointed to the last slide of the presentation has a list of reference documents

He first went through the academic budget cycle and the calendar that we're against. He said first he wished to remind everyone of the three-point charge that we have from the Vice Presidents of Administration & Finance as well as Academic Affairs.

1. Revise our budget calendar
2. Switch to enrollment based funding
3. Build toward getting us out of these recurring deficits

O'Donnell provided an overview of the budget cycle and a few realities that Dominguez Hills can do nothing about. The academic fiscal year begins July 1 of every year. We don't know on July 1, what our budget is going to be for that year because the Chancellor's Office doesn't tell us yet. They're waiting for word from the state and the whole public sector budgeting process to let us know this. He explained that typically, in late summer, we learn what our appropriation is from the Chancellor's Office. At that point, in the fall, the University Budget Committee begins to deliberate about what to do with that budget. A couple of months after that, typically after the holiday break, the President issues an approved budget, and we find out what you can spend during that fiscal year. However, if you think about spending in the Division of Academic Affairs, their big semester is the fall, and the spring class schedule has already been created. And in fact, students have enrolled in all those classes before we know the final budget for that fiscal year. In other words, almost all of our spending is already done. And that's

contributed to the phenomenon of these recurring deficits. It's been very hard for us to get ahead of that because of realities in the calendar that we can't do anything about.

O'Donnell explained what this Working Group is moving toward is a different kind of budgeting and annual budget cycle where we would begin by setting enrollment targets and preliminary budgets before the spending starts for that year. And then on July 1, the beginning of our formal fiscal year, we would have a preliminary budget that the colleges would be held to, the departments, the Provost office, all of us would agree together to live by those preliminary numbers, even though the state budget isn't final yet. Then when the final budget is released, and the President approves the budget for that fiscal year, we would make any adjustments we need to but we wouldn't be starting from scratch. We'd be thinking at that time about the year coming up, because we know the next fiscal year is about to start. And then we might also be in deliberations of our own that are longer term at the same time that UBC does theirs. But we would be talking about the following year, not the current year.

That's a big part of what this committee has been working on, but it's not the only part. O'Donnell explained that The Working Group's final recommendations are essentially going to be in four sections. The one that he's been speaking about in the most detail is the cycle because it's key to the others. The Working Group also recommends issuing budgets for the colleges that are based on their known fixed expenses, like faculty payroll, staff payroll and infrastructure. Then set aside a third section that will discuss how to swing those budgets as we learn more about how many students are enrolling. So that we're building into this the unpredictability that's been hurting us in the past. And then finally, we're going to carry forward one part of that 15-year-old policy that we're superseding, which is called the Faculty Recaptured Salary Pool. And this has to do with what happens when faculty separate from the university, either by retirement, starting a FERP or leaving because they got another job. In the past, practice on this campus has been that when one faculty member leaves, you take that gap as fixed, and you replace that faculty member in the exact same discipline, department, or college. That has constrained us by keeping all of the growth essentially out of step with changes in student enrollment. What this Faculty Recaptured Salary Pool will do is take that gap as essentially a wildcard that the whole university can then participate in deciding what should we do with that faculty line. This way those resources are allocated in a way that's optimal for the university and for our students.

O'Donnell then invited some of the co-authors of the four sections to expand on anything what the Vice Provost had shared. **Wendy Vermeer** said that what she's learned through this process is that approaching this as a faculty member has helped her to understand just the enormity of the issues that we're faces that campus not only because of COVID, but figuring out how we will enable our institution to grow and thrive truly. Vermeer said she's been approaching this process from an appreciative inquiry base. She said she is enormously grateful to the team members on the Cost Projection Working Group. She said she truly hopes that we are able to figure out how to move the goalposts in a way that will allow us to be proactive planners for the future rather than reactive to forces beyond our control.

O'Donnell then asked Dr. Mark Carrier to share. He said Dr. Carrier deserves particular credit because he's been working on this effort even before we had this Cost Projection Working Group. O'Donnell noted that Carrier worked with him in the summer of 2019, along with former AVP Steven Mastro.

**Carrier** said as was mentioned, he's one of the faculty representatives and had been working on this project since summer of 2019 with Steven Mastro. Carrier noted that he and Mastro had been putting together a pretty complicated excel spreadsheet, on an Excel spreadsheet, one that could be used to estimate the direct cost of instruction in the colleges and in academic affairs as a whole. This was intended to try and get a handle on how much it costs basically to run all the classes, but also to provide a mechanism for estimating cost of adding students, especially unexpectedly life has been done recently. He noted that as a faculty member on the group, it's an opportunity for him to learn a lot about the budgeting and in Academic Affairs. He said it's been a good opportunity for faculty to express opinions. He said he noticed that at the Working Group meetings, even though it's a large group, faculty members do a really good job participating, asking questions and providing some important commentary. He said he also wanted to mention that we did divide up into these four groups and in his group they have been looking at the past four years of data with regards to additional funds that come into Academic Affairs. They've been trying to analyze the requests made for those funds to UBC by the Provost, and then perhaps trying to provide some guidance so that those requests are consistent with the rest of the policy that we're trying to put together here.

### Q&A/Comments

**Senator Ivonne Heinze Balcazar** asked what is the role of UBC with this committee? In terms of the Faculty Capture Pool, she said she did not think it has been systematic across the campus. And through the years, for example, the Modern Language Department has had more than four retirements and these positions have not been filled. **O'Donnell** said that is in the spirit of this Faculty Recaptured Salary Pool, that as long as we refill faculty vacated positions in the same department automatically, we keep ourselves from responding to changes in student enrollment. In other words, we can't make strategic decisions about where those faculty lines ought to go. Deans have been asking the departments for their input on what are the strategic faculty hires coming up. This is where department members should be getting opportunities to pitch to fill those vacancies. But you should also know they won't automatically be going into the same department where they appeared, they will often because often the need is still there, but it's not a guarantee. **O'Donnell** said with regard to the second question about the role of UBC, that role doesn't change. UBC is still rolling up Divisions from the Vice Presidents, all of those different proposals and assembling them to make recommendations to the President. What this Group is proposing we change is how much the Provost goes into those meetings armed with. We would like to get a head start on those UBC meetings so that more of the colleges and the departments can express their strategic priorities to the Provost and have the Provost confident going into those meetings that he speaks on behalf of the whole division. **Heinze Balcazar** asked how long has the faculty captured salary pool been implemented? **O'Donnell** said it has been policy since 2003. It has been practiced, as far as he can tell, only sporadically anywhere on campus. **Heinze Balcazar** commented that's why she sees the lack of systematicity across campus. **O'Donnell** said, that's exactly right. And that inconsistency is what happens when policies just drift out of use. It's one of the main reasons we wanted to address this. We actually also have a policy that says we have enrollment based funding, but we haven't been using it in the time that he's been here. **Senator Nicol** said her question is are you doing this data analysis in conjunction with the upward growth model that we tend to push in terms of increasing student enrollment, instead of maybe we could just flatten our enrollment for period of time so we could catch up with the economic side of the house. She said she came from a campus that few to 40,000 very rapidly and the legislature never increased their per student funding, and it would have made more sense to her if we slowed down enrollment until we got it a handle on how much money we're spending before we could say yes, we'll add another thousand students every semester. **O'Donnell** responded, yes that that is getting taken into account. He noted that one of the oversimplifications that he made in his effort to be concise with the presentation was about the second group

where he spoke about fixed expenses, the built in already known infrastructure, faculty salaries, etc. He noted that Senator Norman is on that group as is Dean Avila. One of the things that they were realizing was exactly what Senator Nicol is saying. That section needs to be recast so that it takes into account what is the fully funded level of full time equivalent students that the university is getting that we should be building our budgets around. He noted that Dean LaPolt is also on that group and both of those Deans came to the Working Group with spreadsheets that show different ways you can examine exactly the question Senator Nicol raised, what should full funding look like. O'Donnell said one of the things that is likely to happen if we see the dip in enrollment that we're anticipating is that a greater share of Dominguez Hills students will have behind them not just the funding from their own tuition fees and financial aid, but also the funding of the state. Right now, a lot of our students don't have that state funding put in because we're so far over our target. This upcoming dip in enrollment may bring us closer to those targets the way you're describing.

### **OPEN MIC**

**Senator Andrade** said she wished to bring something up in the nursing program, our RN to BSN program is transfer students that are coming from community colleges. She said we're starting to see an issue with some of the students not graduating on time because of the problem with them finding clinical sites to finish their senior semesters. We have had some students ask if they're not able to enroll in the fall, and they've been admitted for fall, if we would be able to roll their admission into the spring. Is there any consideration into waiving fees or application fees for the students that have issues such as that? Or would this be a case where maybe we could look at the CARE money to maybe help supplement the admission fees for the students that are not able to start on time at no fault of their own. **Spagna** said a quick response he would have to those, and he thanked Senator Andrade for bringing it to our attention. We are really concerned about supporting nursing students. He noted they really have been impacted by this in ways that he believes the larger student population has in terms of finishing degrees, meeting licensure requirements, and not being able to do clinical hours. Spagna said he's written down Senator Andrade's ideas and it's certainly something we're going to pursue. He said he likes the idea of what do we do to support people in this trajectory, to get that degree and be employed. Spagna commented at a time like this, we critically need people with that background to be out in the community. He referenced back to something Vice President Franklin said, some of the institutional barriers we have in terms of admission and fees and all of the rest. We're looking at all of that wholesale. They came to us to be a Toro and we want them to be proud to be a Toro as opposed to going somewhere else.

**Celly** said you mentioned the types of students and the numbers of students we had met for the dollars we get or the funding model. She said she would like to remind us it's not just the numbers, not just the full time equivalent. It's also the type of students in our pool as reflected by serious socio economic deprivation, if you will, from first generation students, highly aspirational, highly motivated, but without sort of all of the background skills that they might need for college. It's not just the numbers, it's also the students and the opportunity and they present. Celly said thank you for that broad brush stroke upon the very structured approach you've taken to budgeting and being more proactive. She asked if we might be able to be in the next month moving forward, somewhat more finer grained about this. Such as looking at models that will help us use and manage money more effectively, while also dealing with alternate modality, whatever, whatever's coming down the pipeline. For example, how we might use to assistance, how we might keep graduate students employed. For the creative use of a student/faculty combination, whether it's through supplementary instruction, whether it's through a mega lecture or a large class small section. She said she doesn't know exactly but a part of the creativity of how instructional design and format might help us use our money more effectively stretch our dollars. Celly said additionally, how might we

think about the allocation of classes beyond load to folks that are contingent. Rather than thinking about furloughs and pay cuts, we might think about how we spread the costs over various types of faculty and limit what we in a sense assigned to ourselves. **Spagna** responded with an example of faculty member Kamal Hamdan had several hundred students that were undergraduates that were employed by local school districts to provide tutoring services. One school district had given the university a \$3 million grant to support these students. When the schools closed down with COVID, all of those students were unemployed. Spagna said it was a heartbreaker for Dr. Hamden to have to lay these students off. He said he has since reemployed many of them in building these face shields using the 3d printers. He also has been working with state legislators and local representatives to get some of the healthcare agencies to pay some nominal fee to be able to purchase these face shields. So that's the kind of ingenuity we're going to need to be able to first and foremost keep our students employed. Secondly, not just kind of figure it's going to come out of our own coffers, how can we build a partnership where others can invest in us. Spagna said that notion of interdependence is going to be critical for us, particularly in the LA region, how we can get industry to come and work with us to support students. It's in their best interest to build economies on the other side of this virus, to have people that are working in the workforce and that they are educated by Dominguez Hills. Spagna asked if the Vice Provost had anything to add. **O'Donnell** said that finer grain work has actually begun. One of the things that makes him particularly excited is that if we have clear rules of the game about how we budget, then as the Provost has pointed out in other settings, we can liberate a lot of that kind of creativity that Senator Celly was just describing because departments and disciplines will then understand here are the consequences of different decisions and different things we might do in the way we organize our teaching and the way we interact with our lecturers. He said he believes there's a lot of upside potential here if we get it right.

**FPC Chair Pinto** asked if perhaps there might be a report that shared about the survey that is listed on the CSUDH COVID alert web page. She said she's heard a lot of faculty say that they are surveying their students. We want to survey faculty. And there is a survey that is up, but she thinks that perhaps this might be a good point to see if we can get any data shared from that survey. Pinto said it's a request to the Provost and it is a request to the IT office. **Spagna** responded that it's Alana Olswang who has been running the survey and he has made a note of that in terms of getting the feedback. He agreed it does make sense.

**Dean Price** said they've come to the final decisions for the RSCA Awards this year. He said you may have heard there were 106 separate applications and they were able to make 55 awards, of which 26 included the \$1,500 student supplements. He noted we are in the process right now of notifying the awardees of the result and the non-awardees as well. He said within a couple of weeks they hope to have the review comments available for everybody who applied. And at a future senate meeting, he will be able to make a more detailed report on the process and the results.

**Meeting adjourned.**