



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

**Academic Senate Meeting (Amended) Minutes
September 30, 2020**

Voting Members Present: Allen, Brandt, Chaparro, Chhetri, Chiappe, Deng, Dixon, Eames, Fortner, Gasco, Glenn, Gray-Shellberg, Hernandez, Hill, Jarrett, A. Johnson, Kalayjian, Kitching, , Kuwabara, Laurent, Ledesma, Ma, Macias, Malladi, McGlynn, Morris, Naynaha-Gill, Nguyen, Nicol, Park, Pawar, Pederson, V. Price, Raianu, Roback, Salehin, Sanford, Skiffer, Spruill, Stang, Turner, Vieira

Voting Members Not Present: Kulikov

Voting Ex-Officio Members Present: Anderson, Anger, Ares, Norman, Ospina, Russo, Talamante, Weary

Voting Ex-Officio Members Not Present: Celly (Proxy), Heinze Balcazar, Parham Thomas

Standing Committee Chairs Present (Voting Ex-Officio): Boroon, Caffrey Gardner, Macias, Mancillas, Naynaha

Standing Committee Chairs Not Present (Voting Ex-Officio): Heinze Balcazar,

Non-Voting Ex-Officio Members Present: Barrett, Brasley, Caron, Costino, Franklin, Hutton, Koos, LaPolt, O'Donnell, Peyton, J. Price, Spagna, Wallace

Non-Voting Ex-Officio Members Not Present: Avila, Manriquez, McNutt, Poltorak, Roberson, Wen

Guests: M. Britto, M. Fraga, S. Gonsalves, M. Grandone, A. Haas, R. Heckenberg, H. Lee, H. Nguyen, C. Oh-Young, R. Rios, N. Rodriguez, R. Shakoor, S. Valdez, B. Verano, G. Vinovich

2020-2021 Academic Senate Executive Committee:

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

Recorded and Edited by SEW and the Executive Committee

Chair Talamante called the meeting to order. She began by reading the Land Acknowledgement Statement of the Tongva people. Talamante then asked for a motion to approve amended agenda which moved the *W resolution to the beginning of the agenda.

Amended Agenda was approved

Approval of September 16th minutes was deferred to the October 14th ASM.

Senate Chair Report:

Talamante reported that there is a request for Senate from the Alumni Association, and its Director - Alicia Mendez, to create a position on the Alumni Advisory Board Council for a faculty member. Please look for our Parliamentarian's call for service. Talamante stated that we're very happy they reached out to both Senate and ASI for representation from these two bodies on the Council. Talamante described that the right candidate

would be someone who is invested in alumni relations, and can help to bring forward the needs of the campus and ways that alumni can really target how they give back to the university for the best interests of our students and their success.

Talamante reported on an item that came up in her last meeting with President Parham. She explained that several years ago there was a resolution asking for changes to the UBC in terms of some clarity and processes, but also for the Senate Chair to become a formal member. That was passed under the last year of President Hagen's tenure here at the university. Talamante noted that both she and her predecessor Charles Thomas brought the item back to President Parham. Thus far the Senate hadn't had a response. Talamante said however, in her last meeting with President Parham, what he said to her was that with the budget crisis, he really has begun looking again at PM 14-04 and that is the memo that outlines how the UBC functions. Talamante described what Senate Exec had been asking over the summer was what would be the role of UBC in the decision-making around budget cuts? Talamante noted that PM 14-04 does not address that element of university budgeting so President Parham is looking to update the presidential memo and will be keeping us abreast of that. Talamante noted that the President has already spoken with the UBC Chair Dr. Kate Fawver who was glad to have him reach out in terms of how to move forward and change that aspect of the presidential memo for faculty involvement.

During Chair Talamante's first meeting with the Vice President of Advancement, Scott Barrett, is really interested in being connected to the colleges and to faculty and students, especially in terms of achievements. When Advancement is working with potential donors to the campus, the more VP Barrett knows, the better he can best make the case for why potential donors should be invested in the success of our university based on our the successes we already have. Talamante noted faculty should be looking for some communication from University Advancement to start helping BP Barrett make those connections.

Talamante noted there were a lot of attachments to today's meeting regarding implementation of AB1460 and tensions that have arisen in the process as it has been laid out so far. And the CSU Chancellor's Office and the CSU Council of Ethnic Studies had two of their communications. Talamante explained that as she understands it, the tensions are around what happened at the September plenary, and that perspectives have still not been reconciled in the sense that the members of the Council of Ethnic Studies who attended that meeting, referred to it as a "meet and greet" and that that was what was in all of the communications leading up to the meeting. They had not, in fact, agreed to anything beyond the meet and greet and restarting the conversation. So it was premature for the CSU Academic Senate to produce a resolution with five core competencies to guide implementation of the ethnic studies requirement on campuses in their resolution AS 34-38. The response by the Vice Chancellor Loren Blanchard and the communication, also from the Chair of the CSU Academic Senate Robert Keith Collins present a different perspective that they understood it to be a meeting to solidify the core competencies and that nothing is amiss. Talamante noted that we are somewhat caught in the middle of that. We have a member of the Council of Ethnic Studies Implementation Committee, which is the most important committee, and they had not met yet. These were discussions of core competencies that were developed in previous years, but were developed before the final decision about how ethnic studies would play out in the CSU system was arrived at. Would that be the vision that was put forward by the Chancellor's Office and the Board of Trustees or would that be the vision put forth by AB1460, which is now signed into law? That's the background for understanding the resolution we have on the floor today from EXEC.

Parliamentarian Report

The Senate Chair asked the Parliamentarian, Dr. Weary to bring the Senate up to date with the current Calls for Service. There was an attempt at a nomination/election, however, some of the information was inaccurate which

therefore makes the vote null and void. Senate Chair Talamante will provide clarification at the October 14th senate meeting.

Exec W* 20-15 Rejection of Title V Changes to Area D and Chancellors Ethnic Studies Requirement Implementation Plan

A motion was made to bring it forth as a W* resolution, which means the Second Reading is waived. Motion was made and accepted.

Chair Talamante explained that a lot of this has to do with shared governance and the ways that things developed when EO1100 and EO1110 happened. There was not enough time for consultation and the campus Senate's did not have time to move forward and get feedback from their campuses.

Chair Talamante turned over the gavel to the most senior member on Senate, Statewide Senator Thomas Norman.

A motion was then made and accepted to bring the *W Resolution to the floor.

Senator Talamante explained what this resolution represents is a reaffirmation that faculty are the experts in designing and executing university curriculum. Therefore, in terms of the execution of ethnic studies curriculum, we need to have our CSU faculty experts being appropriately part of the design and implementation process. She stated that is also required in terms of the implementation planning from AB1460 in specific reference to the Council of Ethnic Studies. Talamante continued that the second Resolve is that we are urging the Statewide Senate and the Chancellor's Office to rescind their acceptance of the ethnic studies core competencies until the Council of Ethnic Studies has been engaged in meaningful collaboration beyond the September plenary Meet and Greet. The third Resolved is that we reject the Board of Trustees changes to Title V that reduce Area D to nine units and limit fulfillment of the ethnic studies requirement to lower division courses in a new area F of General Education. The next Resolved, we request that the statewide leadership and the Chancellor's Office rescind the current AB1460 implementation plan including related Title V change until the ASCSU and the Chancellor's Office have consulted with the individual CSU Senates and ethnic studies faculty to discuss that and ensure campus autonomy for implementation of AB1460. The next resolve we recognize that Ethnic Studies is an interdisciplinary field, and that the AB1460 ethnic studies requirement can be fulfilled within and outside general education, lower division courses. The next resolve is that we are committed to giving students the most flexibility in meeting ethnic studies requirement. And we support the CSUDH General Education Working Group's recommendation to make ethnic studies a university requirement that can be fulfilled with General Education as well as appropriate major and minor courses. And then we have the distribution list and the rationale.

Senator Norman led a discussion both in favor or opposed.

Senator Nicol said she would urge everyone to vote in favor of this resolution. She noted that she is a member of the Cal State Ethnic Studies Council. She said she is also a member of the implementation group and we are still actually working on vetting the core competencies that were written over three years ago. She noted that they're making changes and adding things like settler colonialism, and things that are specific to American Indian Studies. She said that the main argument that the Chancellor's Office had, and the Board of Trustees had against AB1460 was that faculty needed to have control over the curriculum. Nicol said that this action that have been taken by the chancellor's office in the Board of Trustees with regards to Title V, in particular, and changing everything to lower division, flies in the face of their main argument against AB1460. She said from

my perspective the optics seem very steeped in a very racist paternalism and that we're going to make the decisions on ethnic studies for people instead of the folks who are actually experts in ethnic studies. She said no matter what you feel about AB1460, the fact of the matter is there hasn't been adequate consultation with all of the entities that are stated in the law. Senator Malladi said he would like to have a primer on AB 1460 for faculty who are not totally familiar, especially as it has gone through so many iterations. He noted we had a CSU version of it and then there is an AB that got passed as a law, then we heard it's going to be a lower division versus upper division to be taught in community colleges. He noted that ethnic studies impacts different majors in different ways. For example, he's in finance and he can say that ethnicity plays a role in people's financial and investment conditions. He said they would rather teach ethnicity and impact of ethnicity and finance in upper-division courses than somebody who is teaching at a very general level. He said ideally, they would like the courses to be taught by the concerned department, than at a GE or lower level of community colleges.

Senator McGlynn said on behalf of the Department of Biology, that they respect the expertise of ethics studies faculty on campus. They think the recommendations makes sense, and they support the resolution.

Senator Skiffer said when we talk about issues of diversity, that's not what Ethnic Studies is actually doing. She noted that it would be beneficial for business students and other students to get the lens from the ethnic studies curriculum that has been around since the 1960s. She said one of the things we know, especially as a sociologist, is how many people struggle with understanding different racial groups and working collaboratively with them. Skiffer said that this bill she believes will do a lot considering what we're dealing with in our current context, where we're dealing with a lot of anti-Blackness as well as other Black and Brown communities. Skiffer urged all faculty to support the ethnic studies community and our scholars as the experts to lead this charge. Senator Brandt said she supported this resolution. She said she wished to echo what Dr. Skiffer just said that ethnic studies and the departments that are making up ethnic studies are unique fields with their own methodologies, theories and ways of approaching these issues. Brandt noted that it's important our students understand them from the context with which they were developed. Brandt added then it's upon us and individual departments to then apply these kinds of lenses based on race, ethnicity, gender, and other identity categories as they still apply to our fields. **Malladi** stated he believed that before there is a debate on the resolutions, there are still a lot of faculty who are not aware of AB1460 and the impact of it. He said he would like to raise more awareness and education for faculty because he did not think faculty are clear on how it impacts their departments. Malladi suggested a faculty session on AB1460 and to educate them with a general Q&A. Senator Naynaha spoke in favor of the resolution and echoed Senator Brandt's words and Senator Nicol's words as well. Naynaha said while there's certainly room for additional education for faculty across campus regarding this particular resolution and AB1460 as a whole, but we've also had lots of time for Senators to review these documents and talk about them and debate them within the Senate. She noted that it's been a while and the Senate has had lots of materials presented to it. She did not want that need for additional education to hold up the ability to move forward on this resolution today.

Senator McGlynn said he believed we've talked about AB1460 a lot in Senate. McGlynn offered to any senator after the vote wants to talk to learn more about this than he welcomes to sign up for office hours with him and have a private conversation. But he did not wish to occupy the whole senate time to reeducate Senate again.

Senator McGlynn called the question.

***W Resolution passes, 44 in favor, 0 against, and 2 abstentions.**

Chair Talamante addressed the earlier attempt to voting on the various candidates who put their names forth for the Calls for Service. Talamante noted that the Constitution has not yet been updated to allow for electronic

voting. However, as was done last year, with permission of the Senate, the Senate Parliamentarian will be arranging that before the next Senate meeting. Talamante asked for a sense of the Senate to continue for the rest of the semester, doing ballots electronically, and allowing senators to vote anonymously outside the meetings with announcing the results during the meetings. The Senate approved by majority.

First Reading

EPC 20-16 Revision of the Graduation Writing Assessment Requirement (GWAR) Educational Policy Committee Chair, Sam Russo, UWC Chair Siskanna Naynaha

Russo explained that the resolution is something where EPC has served a subordinate role. This is coming really from UWC, the folks who are in charge of writing and writing assessment requirement policy here on campus. Russo said this rescinds the old GWAR policy and GE policy. He explained that essentially with everything being moved online, we found ourselves in a position that was untenable in terms of offering GWE, with the idea that we're not allowed to offer online GWEs, the graduate exams. He said that coupling this with a pedagogical preference for having writing intensive courses being housed within disciplines, rather than a writing assessment examination, a big stakes exam, the push here is to start moving writing requirements to be housed within departments themselves and for there to be as a more vigorous oversight of what are dubbed writing intensive courses and those courses being ones that would satisfy writing requirements for graduation.

Russo then spoke to some of the specifics of the policies and what's being changed. We are required by the CSU to have some sort of writing requirement, but we are going to be moving University away from this big stakes testing, high stakes testing, which pedagogical practices recently and research has shown it's not the most effective way of measuring student writing or writing ability. And instead, we are looking to have students complete certifying courses, again, preferably housed within the departments themselves.

Russo explained the rest of the resolution stating that we are looking some of the justification for this decision. He noted that we're limiting the entire segment dealing with certification by examination, because we are phasing out the GWE. And again, the GWAR programs themselves, the writing requirements would be through courses rather than certificate satisfying them through the GWE or the single examination.

Russo then yielded the floor to UWC Chair Naynaha. **UWC Chair Naynaha** noted the UWC has been moving toward this course certifying model for GWAR at our campus for a couple of years. But the exigency was suddenly sped up last semester as a result of COVID-19 and the move to online learning modalities entirely. The CSU Chancellor's Office mandate that we no longer offer in person face-to-face testing and that the entire CSU move away from an examination certification model for GWAR. And they mandated this needed to be completed by the beginning of fall semester 2021. Naynaha said they already had to make some quick adjustments. We had the previous policy, which had already been out for a First Reading. We had to pull it back and then develop an emergency resolution to address the GWAR suspension by the Chancellor's Office. Naynaha noted this resolution is what we've come up with, in terms of how we're going to address the chancellor's office mandates as well as our own understanding of what's best in terms of pedagogy, and practice, and our disciplinary understanding of what really increases student's writing ability, skill and knowledge while they're in college. Ultimately, this mandate gave us the opportunity to kind of take those two policies, one of which was rendered obsolete by mandates from the Chancellor's Office, the other of which we were never able to implement institutionally, since its inception. Naynaha said, we brought the best of both of those worlds into something that we can implement on our campus in a way that's ethical and effective and meets our students' needs.

Q&A/Comments

ASI VP Senator Anger said she loved the new implementation for the students but had a question concerning transfer students. She noted sometimes they may have their English already finished. Is it going to be another English class that transfer students will have to take?

So transfer students even if they have finished their what you might call a preliminary English Composition requirements at the community college level, or at another institution, that does not mean they've met the GWAR, which is a requirement that's very specific to the CSU. And every single CSU implements that in a way that's very specific to their particular context to their student demographic, etc. So if a student transfers into to CSUDH and has not met that requirement within the CSU then they will have to meet it at CSUDH. This is a long, ongoing reality and traditionally, we have some very specific courses that have met that need for transfer students. But we have always been committed to ensuring that students are addressing that requirement once they enter into CSUDH and that we're meeting the demands and the standards that are set by the Chancellor's Office around these particular courses. What we're hoping with this policy and part of its major intent is part of the coursework that will be required for students to complete their degrees in there programs and majors, those courses will be designated as GWAR certifying they're not having to take extra courses.

Senator Andrea Johnson said, in general, she believes her department will be in support of offering it within the department major. In terms of the policy as it stands, the 72-unit hold that is mentioned there, has it been enforced in the past? If it does start being enforced, we have many transfer students that come in with 70 units, which means we would be putting a hold on them after their first semester here. Has anyone consulted with records, and do we know the impact of this on student registration?

Regarding the 90-unit requirement that students would have to enroll in a class if they hit 90 units and have not taken this. That would keep many departments from using their capstone classes as GWAR classes because that's meant to be taken when they get closer to their 120-unit range.

Catalog Issues – students by catalog rights have the right including up to this latest catalog to take an examination. It states in the catalog that the examination will be offered five times a year in five specific months. The only way to accommodate that would be to go back and accept writing intensive classes as the solution to this. The writing intensive classes essentially meet the same requirement and have already been approved by a campus curriculum process. Why can't we roll a lot of those over into meeting GWAR without trying to rush everything a curriculum process into one semester?

Naynaha responded, the 72-unit holds is what the policy states and this is what it has always stated. A student will go and receive advising in which they will make a plan in order to complete their GWAR certification in a timely fashion prior to graduation. So it's not a hold that means until you actually complete a course or do this or do that or you cannot move forward, you cannot continue taking classes. That's not what it is. It's about receiving advising, that's appropriate, that's going to help them know what they need to do to meet that certification requirement in a timely fashion so that they can graduate as planned.

Johnson noted you're going to put the hold to make them see an advisor or you're not going to put a hold, you're just going to go tell them to go see an advisor. **Naynaha** said that has always been the policy and the procedure. It's a hold for advising. And we did not change that in this policy revision.

Johnson asked is it going to be enforced? Because I can't find anyone who knows if this has ever been enforced as a hold. **Naynaha** responded said if we're going to make it policy, then I think that we need to figure out ways

to ensure that we're actually following the policy as an institution. Traditionally it has been followed in many departments and programs, where it has been more loosely approached.

Senator Andrea Stang - If the exam is eliminated in practice and from the catalog, the students who are in the middle of their degrees will not have the option to complete the requirement with the exam and that could include people who have left for a few semesters or years and come back. They could take classes such as English 350, but that adds time to their schedules and in their advisement they were under the impression they could take the exam to fulfill the requirement. Departments are being asked to develop or use existing classes to fulfill the writing requirement if students choose not to take the exam. If we could use existing writing intensive classes for these purposes such as ART331 and ART333 in her department that would be a big help.

Naynaha responded that in terms of students who have catalog rights to be able to take the GWE, we will still run GWE opportunities for them once we are allowed by the Chancellor's Office to go back to face-to-face instructing and examination. But it will ultimately be taken off of the table per the mandate by the Chancellor's Office. And so we have this in between kind of transitional period, where students have catalog rights. For right now, the GEAR is suspended. As long as we're in an online remote learning mode, the GEAR is suspended. This is really about students who are going to be graduating later. And it's important for advising, and we've been in close contact with the Advising Unit and folks across campus, about ensuring that if you have a student who's entering the university, and who is going to be graduating in a year or two, that they need to look at their options for satisfying GEAR.

Senator Pawar - what would happen if a student changes a major after they've taken the writing requirement in their first major, are they required to take it again in their second major? Or if they have transfers in and has taken the equivalent to the content of 300 at Long Beach but that is not a writing requirement there, are they required to repeat that course here? How will it affect people who are transferring in that have not met the degree, or changing majors who have met the degree?

Naynaha said at this point, there's nothing in the policy that would bar a student who's who has completed a GEAR certification in one area, who then changed majors or programs in another area from that still a GEAR certifying course. There's nothing in the policy that bars them out from GEAR certification. And the question about transfers? It depends on if they've met GEAR certification. If they've met GEAR certification at any CSU, then we are bound to accept that by mandate from the Chancellor's Office. **Pawar** asked but if they haven't? Let's say they've taken the course in Philosophy that is the Philosophy writing course. Do they need to take a writing course from another department? Can they opt for an exam? **Naynaha** said they can only opt for an exam while we're in the transitional period, because we are barred from continuing to offer certification by exam after a fall of 2021. We'll have a short period where folks who are grandfathered in by virtue of their catalogue rights, will offer opportunities for them. But in general, we're not going to be offering the massive GWE examination events that we've been doing historically.

Dean Costino said they always have the right to challenge a course by exam and as department chair in consultation with UWC could always do a course substitution for it. Implementation and procedure, not policy. As department chair you could do a substitution.

Talamante - but they would still have to complete the GEAR requirement in some course. They would have to complete a course or do a course substitution.

Naynaha - could the program or department determine equivalency. If they determine that X course at Long Beach is equivalent at X course at CSUDH which is GEAR certifying...

Pawar said if it is the same content but the course was not GWAR certified at Long Beach, the student has had the content, it was ancient philosophy, so they know Aristotle or Plato, but it doesn't mean that they can necessarily write at the level that we want them to. It doesn't make sense for them to have to show competency that they can write in another department. What would they be challenging, the content or the writing? And it would be difficult to articulate courses to have not just the content but the writing requirement.

Talamante said we don't have enough time to continue the discussion, she suggested that maybe the UWC wants to have a meeting where they can answer questions about GWAR that are less about policy but more about exceptional cases and how those would be handled.

First Reading

FPC 20-14 Evaluating Faculty Performance Disrupted by the COVID-19 Pandemic, FPC Chair Terri Ares asked for a motion to bring FPC 20-14 to the floor. The motion was made and seconded. Ares explained that the resolution deals with evaluating faculty performance, disrupted by the COVID pandemic. She noted that in the body of the resolution here, the approach is for there to be a holistic approach from the reviewers as they consider faculty performance given the pandemic situation. She noted also in the resolution is a call for departments to be urged to develop addenda to their current RTP standards as well as lecturer standards to address local level modifications for exigent circumstances, which actually would cover future disasters and so on. And then, the resolution calls for the adoption of an attached policy, which reflects revisions from the draft policy that was shared at the Academic Senate retreat based on input and other stakeholders' input.

Ares then reviewed the policy section. She noted that number one and number two sets the stage in terms of the background, documenting the current situation. Number three is the policy section.

3.1 addresses that the impact of faculty productivity shall be considered in the performance evaluations and decisions for reappointment, tenure and promotion of all faculty.

3.4: Reviewers still take into consideration that the transition to alternative modes may negatively impact students' evaluations. And so that should be considered when reviewing the student feedback.

3.5: a language change to specifically clarify that these potential alternative ways or additional ways of expressing teaching effectiveness over and above student evaluations are not mandatory prescriptions, they're just ideas that can be explored.

3.6: that faculty would be encouraged to note the effect of the pandemic on their teaching scholarship, creative activity and so on in their review materials. Those are the major differences from the Senate Retreat.

Q&A/Comments:

Senator Johnson said the question coming from her department was what's going on with new probationary faculty? The probationary faculty who are already employed last year will they be given any chance to extend their tenure clock? She said they'd like to know that's going to be done for the whole crew that we brought on this year. We're interested in that happening. We'd like an update on where that is. And we'd like to encourage this Senate to press Administration that this privilege be extended to those folks as well, particularly as they are hitting this in their first year.

Senator Nicol said her question has to do with section three of the policy. She noted one of the concerns that her department has is how do faculty members, particularly, faculty members, who are women, and women of color, make sure to express how much childcare and things of that nature will impact tenure decisions in a pandemic. She said she knows we're talking about going back to the departments and doing an addendum, but

Nicol said she's a little concerned about people who are going through the review cycle right now; and how these decisions shall be considered in the performance evaluation and decisions. Nicol asked, "What type of documents will be necessary for people to take seriously when someone says I have childcare issues that have impacted my productivity?"

Chair Talamante said she wasn't sure what the resolution can do to address that. Nicol suggested is it possible for the resolution to provide some kind of suggestions on how you document, I have been home with my kids for, five or six months and it is impacted my ability to finish an article or whatever. Nicol said she's worried how, if you have a group of people who don't have children, or don't have childcare issues, when it comes to reviewing files, how do you convey how serious of an impact this might have on your ability to finish your work?

Talamante suggested to FPC Chair we think about adding something near about rebuttals so that if faculty find themselves in a position where they think they need to rebuttals, perhaps this is a place where they can add that because this resolution just won't help them in time. The files have already been turned in this week, a policy can't possibly be done in a second reading and approval by the Provost.

Senator Pederson asked to clarify the language at the end of Section 2.6. She noted it says that this policy is intended to be in effect for 2020 2021 review cycle and will continue in the future until the effects have been resolved. Faculty working through the pandemic have cleared their next temporary appointment tenure or promotion milestone. Pederson said she was thinking of was particularly for people who are tenure track, if their next thing is just a reappointment, is that the end of when the accommodations would end or would it go until they have actually gone up for tenure? She added that the impacts are going to happen until we actually get tenure or go past that. The next reappointment will also be impacted, but it's going to last beyond that as well.

Senator McGlynn said in the policy section 2.3 it doesn't mention the notion that when work is interrupted that you can't necessarily start it back up from scratch. The idea is if you close your laboratory, you can't work during that time. But if a lot of research projects that were stopped, can't be ramped up again. And so the loss to research productivity extends beyond the time of the pandemic. He said the way he reads it, it sounds as if, if there's a bar for scholarship that that bar essentially would need to be met, if you have extra time, but you still have to meet, make the same bar. But if a person loses one or two years of research to the pandemic, and they have one or two years added to their clock, they can't necessarily make that up if they had an ongoing experiment that then stopped. I think it would be far more humane to simply move the bar. McGlynn said it's reasonable to say that the bar is lower right now. Departments should be able to encourage to or be required to adapt what their standards are for the given time.

Provost's Report

Provost Spagna suggested given time constraints that he would first offer time to Dean Brasley first so that she can provide an update folks on where they're at with the Library and then provide his comments later in the meeting.

Dean Brasley noted they have a very robust virtual service operation with reference and instruction and all kinds of research help available now. She explained what they have been trying to do for fall 2020 is to also offer in some limited way, access to some of the physical materials in the building. And in order to do that Brasley said they had to go through a campus procedure to request for some select staff to be able to return to that building.

Brasley said they went through a rigorous process to ensure cleaning and safety and to address any health concerns and then approval was given last week. She said that moving forward, they would like to be able to provide access to physical books from the stacks and they would also like to be able to resume the CSU Plus and Interlibrary Loan borrowing services for the campus. Brasley noted that in order to do that, with first providing access to physical books from the stacks, the Library has ordered a contactless locker to enable provision of that. However, because the lockers have not yet arrived or been installed, they are proposing an interim solution and the User Services Group is planning a curbside operation to enable the campus community to request through our One Search operation and to pick up materials that are in the stacks. And then they plan to have both the curbside pickup interim solution, the CSU Plus and the Interlibrary Loans borrowing services available the week of October 19. Brasley said they will have the User Services Team working to put together the back end and the technological infrastructure and the logistical processes so that they can provide this in a limited way, because the first priority is the health and safety of our staff. She noted that they do want to a couple of days a week enable students or faculty to come to the Library and pick up any materials that they have requested, either that are in the stacks, or via Interlibrary.

CARES Act Part 2 Deployment of Funds, Models for Costs & Actual Costs, Vice President, Deb Wallace

VP Wallace provided some detail around the funding that we have drawn down from the Cares Act. She noted, there were two parts to CSUDH's Cares Act funding. In the beginning, we had a total allocation of about \$18.4 million. The guidance around Cares Act was such that half of those dollars was required to be used towards giving emergency financial grants to our students. And that was about \$9.2 million. We have basically allocated close to between 95% to 98% of those dollars and we're going to finalize that soon. She noted for the most part, those dollars have already been dispersed to students relatively quickly. Wallace thanked partners in Student Affairs, our Financial Aid Team, Dolores Lee and Dr. Deborah Brandon, for working with her team Student Financial Services to make sure those got into the hands of students relatively quickly. Wallace said the additional 50%, which is what some are calling the Cares Act II portion or the Institutional portion, again, half of that the \$9.2 million. Wallace said that because Dominguez Hills is a Hispanic serving institution or an MSI (Minority Serving Institution, we received an additional \$1.3 million of funding. A total of that Cares Act II came to about \$10.5 million.

Wallace explained that early on, when we first heard about the Cares Act grants in early March and before we even put in our application, one of the things we started doing was planning even though we didn't have a real good idea of how much we were getting in the very beginning. She explained that they got estimates from the Chancellor's Office based on some of the formulas that they knew about. The methodology around that was that each Division pulled together some ideas about how they wanted to use these dollars based on the fact that the dollars should be spent on moving towards a virtual environment. We had received very strict guidelines around that. We weren't sure how much was going to be needed to be spent. There was a lot of trend analysis, and we talked about going with a hybrid approach. There were questions such as if we have some students on campus, what is that going to mean? Are we going to have to retrofit a lot of chairs, were we going to have to put up plexiglass, and things like that, in order to ensure that there's physical distancing? We just weren't sure when we when we put together this first contingent of numbers. Wallace said that the bottom line is we recognize that we had a whole lot more need, than we had dollars. She noted that the need was probably closer to \$15 million by the time we looked at some of the information technology needs of the campus, having such a digital divide with our students and with some of our faculty and staff. These, this was just our best guess at the time.

She noted as they developed budgets around these numbers, they began to refine a lot of these budgets. And they also began to ask the campus to code items that they were spending particularly on transforming into this virtual environment, to code those specific expenditures within our Cares Act project. She noted she's glad we had the foresight to do that. These dollars are going to be audited likely by the Feds and probably by the state as well. She said we already know that there are five campuses that are going to get an audit on this. She noted that we have done some really good work in terms of getting ahead of some of that and making sure that we can detail out every single penny that is spent of this \$10.5 million.

CARES Act- Institutional Portion		
CARES ACT / MSI ALLOCATION	\$ 10,542,440	
COVID-19 TASK	CARES ACT	FEMA
COVID-Related Purchasing Expenses (actuals incurred)		
Academic Affairs	117,232	
Administration & Finance	21,776	
Centrally Monitored	3,662	
Information Technology	86,678	
IRA	1,901	
Lottery	34,241	
Office of the President	7,742	
Spring Housing Refunds thru 6/30/2020	793,931	
Housing COVID expenses	24,570	
Spring Parking Refunds thru 6/30/2020	674,091	
Student Affairs	42,884	
University Advancement	1,492	
Academic Affairs		
Academic Affairs Conversion to Online Instruction-Spring 2020 to CM	1,667,513	
Summer Session Reimbursement to CEIE	642,419	
Faculty Development & Training	413,704	
Need-based student grants	150,000	
Rapid Inter-Library Loan and outdoor contactless lockers for Library	36,475	
Administration & Finance		
PPE	55,000	495,000
Supplies & Equipment		50,000
Information Technology		
IT personnel costs - campus support for online instruction/remote work	90,000	
Call Student Support	500,000	
Software/Hardware Needs	2,815,000	
Student Mobile Device Checkout (Reduced)	1,907,129	
TOTAL BUDGET	\$ 10,087,440	\$ 545,000
Unallocated remaining balance - may be used to off-set IT transformation initiatives	\$ 455,000	
Reimbursements to be held Centrally to cover campus shortfall	\$ 2,452,683	

Expenses/Amounts drawn down to date for CARES II - \$3,135,535:

- \$1,667,513 – AA – held centrally
- \$674,091 – Parking Refunds
- \$793,931 – Housing Refunds

VP Wallace described the slide above. She noted that the section of the slide that shows through University Advancement were dollars that were already categorized and spent within that as we ramped up into that virtual environment. The next portion where you get down to Academic Affairs, and Administration & Finance separated out, those are the budgeted expenses that we had, looking at some potential expenditures out of each one of those Divisions. Information Technology they some reductions there, to give them some software and hardware needs that they're going to need to transform into a virtual space, in order to balance to our \$10.5 million. Each one of the Divisions had to go back and fine tune these numbers. Then around the end of March-beginning of April, we began to have discussion around some of the FEMA dollars that might be available. We carved out dollars from PPE and started moving some of those potential budget lines into the FEMA line thinking we could probably get some reimbursement for some supplies through FEMA.

Wallace then spoke to Actuals. She noted that in PPE for an example, some of the expenditures that they didn't realize they might have were where some students had clinical agreements out at various entities around the city. We did not know that we would have to provide some PPE equipment to them. That's an example of one of the items we did not budget for.

Wallace continued that one of the things they have done on this campus is that we have remediated a lot of that, due to the fact that our purchasing team has been working closely with the Chancellor's Office and Cal OES to get some of that equipment for free. Because Cal OES received Cares Act funding as well, so they have been ordering supplies. And we've been calling the Chancellor's Office and asked to get some of those supplies. She said she does not anticipate that we're even going to have to do a reimbursement to FEMA.

Wallace said what we have drawn down to date is about \$3.1 million of that \$10.5 million. That is for the \$1.67 million that we held centrally. She said these numbers that are highlighted in green we plan to reimburse these centrally monitored funds, so we can begin to offset some of the deficit that we're going to have this year and in base that looks to be about \$8.5 million dollars. We've also drawn down parking refunds at \$674,091, where we have given those amounts back to parking. And we also drew down \$793,931 for housing refunds.

Q&A/Comments

Senator Pederson requested a copy of the presentation. **Talamante** said she noticed that it was about was about \$2 million or \$2.5 million that of those reimbursements that are being set aside for helping with the campus budget reductions. **Wallace** said we are we were trying do as much as we can leverage the dollars within the Cares Act funding and we're trying to leverage as many dollars as we can with some of the one-time funding that we have. This will be a one-time to help us with some of the one-time deficit that we have so we move those expenses that we had into that centrally monitored pot that we have so we can kind of offset some of our one-time deficit for this year. We won't have that moving forward. But again, we're trying to do everything we can to leverage the dollars that we receive. **Talamante** said she also noticed that there's a Student Call Center, about half a million being put into that. **Wallace** responded yes that is correct. The impetus behind that was that we could hire some students to handle some of the some of the helpdesk in order to provide support from the technology side of the house for students, or faculty and staff that may have some questions along that line. Wallace added she did not believe we have officially ramped up with that. But I do know that as part of the transformation that we're having.

Senator Salehin asked is the budget curve going to affect the startup funds he received such as if he wanted to hire somebody, or buy equipment or go to a conference, are there any restrictions? Provost Spagna said those funds will remain in place.

President Parham's Report

President Parham greeted everyone and said knowing how much COVID has impacted families and extended family and friends, he wished everyone wellness and health and encouraged folks to take care of themselves. He exclaimed that this disease is no joke and it continues to wreak havoc on people's lives every day. He thanked folks for taking care of themselves stating "We need you."

Parham spoke about the newly appointed Chancellor, Dr. Joseph Castro. He said that he and Castro and go back a number of years to their days at the University of California while Parham was Vice Chancellor at the University of California, Irvine and Castro was Vice Chancellor at the University of California, San Francisco, before being named president at Fresno State University. Parham said that he and Castro sat next to each other during Trustee meetings. He said he is looking forward to working with the Chancellor and the Trustees as we continue to advance the mission of CSUDH and the broader CSU system. Parham stated his appointment he believes is interesting and good news for us. Interesting because if you think about what type of leader is needed at exactly a particular point in time, he is an administrator who is very accomplished, and he is an individual who understands the CSU. He is a person who has a mindset for understanding what it is like to be a first-generation student, a student of color, and someone who comes from that particular background. Parham said he expects that making the case as he has been trying to make on all of our behalf, about the Dominguez Hills story will not be an uphill climb at all having somebody like that in the seat. Secondly, Parham said Castro has been a president and has been in the trenches with all of us, managing our way through this Covid-19 crisis and through the social unrest of the financial challenges. He is well briefed and prepared to be able to move forward and taking over the mantle from Tim White and moving us forward. And so there should be almost zero on the job training with this candidate as he is poised and prepared to move forward. Parham said as we congratulate

the new Chancellor-elect, please resist any notes that would otherwise try to make a plea for our doing some things differently. Parham noted that the direction and the skew that the Chancellor's office is taking toward this campus of Dominguez Hills has already started to turn and Parham expects that that will continue on to that under Castro's leadership. Parham said he does not wish to antagonize any of my other 22 peers, who are now starting to look at Dominguez Hills and may be asking what is going on over there. Parham said we wish to continue the momentum.

Parham said he will miss Tim White and his leadership which has been very good. Parham added that in addition to this campus, White was one of the people who recruited him to come into the system. Parham said we will wish him luck as he moves into retirement.

Parham offered his congratulations to a couple members of our faculty. We got some great news yesterday about Kamal Hamden and a huge grant of about \$4.5 million over the next few years. That is huge, not simply for the dollars that it represents but for the consequential impact that that work will have on training not only new generations of STEM oriented teachers, but the impact they will have on impacting students that they each teach. The fact that Dominguez Hills is starting and continuing to garner that kind of research support, he said speaks volumes about both the talent that he represents, as well as all of you in terms of the work that we do.

Parham said he's excited to celebrate Hispanic Heritage Month. He highlighted two programs that are continuing our quest to be a more inclusive and diverse campus and not simply settle on our demographics. That is celebrating what we're doing in Women's Studies, as well as Asian Pacific Islander studies that are both new programs that we launched this fall. Parham said anytime we can seek to redefine and frame the discourse on a whole range of issues that are impacting students, and try to help them interrogate some of the biases and assumptions they bring with them into this academic space, and change some of that and just educate people in a way that we can disrupt some of the profound ignorance that is so pervasive in the world is a good thing.

Parham thanked both Dr. Costino and Dr. Matt Smith for their work on the Strategic Planning Committee. Parham said he appreciates them and the work they're doing both with a slew of internal and external stakeholders, who will help guide those discussions and solicit feedback and input going into the future.

Parham noted that building projects continue to progress. He thanked Vice President Wallace for her oversight. The completed the Residence Hall is spectacular. The Science and Innovation building is spectacular as well. Parham said if you look at how the new Innovation and Instruction building has come along, it is delightful. Parham spoke about the new grounds of the north lawn that are going to frame some of the cultural artifacts we're going to put there also highlight an exciting road ahead at Dominguez Hills. He believes it will be the building that the College of Business Administration Public Policy deserves, as well as some of the other academic units that we hope to be able to renovate some spaces in the months and years ahead.

Parham noted that we are continuing an almost daily quest to navigate the budget circumstance. Regarding the notion of layoffs and what are we doing, Parham said he is trying his best along with his team to minimize as much as possible any layoffs we have to do. He said we've got one more arrow in the quiver to be able to shoot, having done all we can to be able to manage reserves, Cares Funding, cut expenses, and done a stoplight chart to eliminate any unfilled positions. He said once we deploy the Early Exit Program, which is now finishing up the meet and confer and then we roll it out, we'll have a chance to see how many are taking advantage of it. Once we have a chance to see that and what difference it makes in terms of the budget savings, it'll give us the delta, we still have to confront as we mitigate the difference between what we're able to provide as a campus and the budget target that we've been given that we have to sustain those cuts. From there, we'll have to then go through and determine unfortunately, any layoffs. We'll try to do everything we can to try to minimize those as much as possible.

Chair Talamante thanked the President for his update on the budget and thinking about how we're going to move forward with having as few layoffs as possible. She asked if there was a sense of a timeline on that for when those kinds of notifications will go out? **Parham** responded in some cases the timelines are influenced by HR protocols and what we have to do because it depends on whether or not the layoff is due to a lack of work or if it's due to a lack of money. Each of those have different deadlines and protocols that we have to be able to follow per the contract. There are other CSU campuses who have already begun to lay folks off months ago and Parham said he's been trying to just hold and save that to pull every nook and cranny worth a penny that we can to try to avoid that. So we'll do it as soon as we can. Parham said the real issue right now is what does the early exit program yield us? And based on that, what is the delta we still have left to be able to mitigate in terms of the budget cut? Parham said his guess is we'll have something probably by mid-October, but doesn't believe it will go much longer than that, because we're going to need all the months of the rest of October, November and December, to be able to notice people if layoffs are going to be effective starting probably January. The President thanked the Provost, the Vice President for Administration and Finance, the Vice President for Student Affairs and the Vice President for University Advancement who has just joined us and just hit the floor running as well as the Chief of Staff, the budget team and Vice President for Information Technology. He noted that all of them along with other folks have been doing lots of work behind the scenes day and night trying to make sure we can get this right and do it in a way that is difficult for resource-constrained institutions. He noted that DH isn't blessed with the kind of resources that other institutions have in terms of reserves or philanthropic depth or anything else and so we are doing the best we can but he didn't want their work to go unnoticed.

Provost's Report

Provost Spagna said he wished to make a statement related to the resolution EXEC *W 20-16. He said he appreciates what Chair Talamante said, which is this is shades of our experience back in 2017, with EO1110 and 1100. As your Chief Academic Officer, the academic mission of this campus has to follow the notion that all of our work in priority order is student-centered, faculty-driven, administrator-supported, and it's policy-enabled, and ultimately, we want to make sure that there is a community relevance to the work we do. But it's in that order. Spagna continued that the way we implemented 1110 and 1100 was guided and driven by faculty. We have to trust in faculty expertise. And if we trust in that good things happen in terms of student outcomes. So you have my commitment as the chief academic officer on that front as we navigate this, and we'll do it well.

The Provost reminded folks that registration for classes takes place October 19, make sure they get their book adoptions into the university bookstore by October 15.

Team Toro Lunch was very productive. It included ASI leadership and with Academic Senate leadership. for making sure that students have some feedback and some support in terms of how to navigate the course schedule. Vice Provost O'Donnell has already arranged to meet with the ASI Exec team and to do a larger webinar to help students navigate, what does it mean to have a class and is it synchronous or asynchronous? How do I match up my schedule? Spagna said he would like us to do this several times as long as we're in this pandemic, to make sure that there's not confusion on that front.

Spagna spoke about VP Wallace's effort along with Nora Garcia from the Emergency Operation Center and to streamline and make a more efficient process for approving return to work requests. So stay tuned for that we're trying to streamline that make it much easier, but safe to make sure that if you're coming back to campus that we do that in a way that you can follow it, and it's efficient and effective.

The Provost concluded by sharing some praise for the kind of culture that's being cultivated here at Dominguez Hills. He read aloud an email of appreciation for a high level of responsiveness by staff in addressing a technical issue a faculty member was having during a class on a Sunday. "I want to pass on to my appreciation

of the hard work but more important over time Sunday work by Reza Boroon. I'm in the middle of an online test, which ends tonight. Thus, when my student had a problem today, I would have no way to solve it if I had to wait until Monday for technical support. Thanks to Reza's work on Sunday morning. I now know my options. It is not as if he hasn't done this many times before answering questions early mornings, so I can teach my morning classes. I'd just like you to know how hard he works and how knowledgeable he is, as there is no way he would toot his own horn. In addition, he is one of the few people who answer calls to their office phone. He's amazing. I am able to succeed because of him and all those who work under him. They've also been incredibly knowledgeable and helpful. Just wanted to let you know." Provost Spagna said this was not solicited and so he takes his hat off personally to raise and that's the culture we're all aspiring to.

ASI Report, ASI VP Blake Anger

Anger shared some concerns that were expressed to her from a group of students that approached her from the Clinical Science Department about enrollment for Bio 425/435, which is medical bacterial bacteriology, and Bio 458/459. She read the following:

"Bio 425 and 435, and Bio 458 and 459 are highly impacted courses with waitlists that require one year or more wait. Given that they are now in a virtual environment, many of those students hope that the Biology department would be able to open more seats for spring 2021. However, there was an announcement that went out that there were only be 24 seats for both of those classes. Given that most students are hoping to take both of those courses together, this means that only 24 students will be able to enroll in the courses and graduate spring 2021 despite nearly only 50 students waiting to enroll." Anger said she wasn't sure if folks were aware of this, but she would like a response so she can reach back out to the students.

The **Provost** responded he will get the information to the respective Dean Phillip LaPolt to be able to get feedback on this. The Provost said they can communicate with VP Anger offline, to share what we're doing. He noted that they're trying to make sure we build a class schedule where people are not on weightless and they're not being held up in terms of time of progress to get their degrees. The Provost said he appreciates her bringing that forward. **Talamante** suggested that Senator McGlynn would communicate directly with VP Anger and the Provost said that it would be much appreciated.

CFA Report, Dr. La Tanya Skiffer

Skiffer noted that there are Course Caps grievance out there. So if you have received an email from Jackie Teepan, she should have sent it to all faculty, and you've been impacted by students being enrolled in your courses without your permission or felt coerced into enrolling students, please feel free to join that grievance. It does hurt our students because in this environment, they are needing us more than ever before. We do not want to set precedents where we agree to course higher Course Caps and then are unable to use our leverage with grievances because it then becomes a past precedent. If you have any questions reach out to Jackie Teepan and there's going to be an information session Thursday, October 8 at 8am to discuss the Course Cap grievance.

Professor Claudio Mendoza Diaz is going to be hosting to Lecturer Nuts and Bolts Workshops, October 8, 4 pm-6pm and Tuesday, October 13th 11am-1pm. And those Lecture Nuts and Bolts Workshops are essential to understanding rights as a lecturer, particularly in light of the announcement that the President made so that you're aware of your entitlement rights, as well as different opportunities that you might be able to use address issues. You can RSVP by email at jteepen@calfac.org. And we will be sending out a link with that RSVP.

Given it is political action season and there is a very important election coming up, Jackie Teepan has sent emails to join our phone bank team, where we're reaching out to our members. We do have a member of our

faculty, Professor Charles Thomas that is running for City Council in Carson, which is great for him and us in our local community. That time does count towards the work that we're expected to do as a union to support a community effort in our political arena. It's also important that we encourage each other our friends, our families, and our students to make sure that they are eligible to vote and that they register and that they get their ballots in as early as possible because we know we have a serious issue with our mail at times.

The Early Exit program (EEP) has been announced, we've made our statement clear about it, we are not happy with the amount of severance. But there are some groups, like our full-time lecturers who might have been hired through a national search that might find this EEP program beneficial, so we wanted to ensure that faculty had an opportunity to make a choice for themselves. Please feel free to reach out to CFA or HR to understand your rights and the opportunity, as well as checking with CalPERS. Please get all of your questions answered so that you can make an informed decision regarding that.

Skiffer noted it's RTP season and mentioned the workshop held the prior week. She said they might send out one more piece of information regarding last minute checks, but something that is on our radar, please make sure that you check your files and that they are opening and that they have the information that you expect them to have. There's going to be challenges if that goes through and you have to make corrections. It's just more problems than necessary. If you have any last-minute questions and we'll do our best to ensure that you receive the answers necessary for that. Good luck on your RTP we look forward to those of you who will be getting tenure or promoted or simply reappointed, those are great things for our campus overall.

If you are not a member, we encourage you to go to CFA CalFac.org. And under the what is the link here, I apologize join. If you're not a member, join under the CFA link. And this is the perfect time for us to be in solidarity with one another so that we can ensure a moving forward, whatever decisions are made, they definitely will be voted on by faculty. And we will make the best decision that supports all of us. We're all in this together.

Chair Talamante announced that Dr. Shirley Weber has a Town Hall and AB1460 will be one of the things discussed there as well as items on the ballot in November. Talamante noted that here's an excellent opportunity to hear from someone who actually knows more than all of us about AB1460.

Statewide Senate Report, Statewide Senator Thomas Norman

Statewide Senator Norman highlighted a W star resolution coming out of his committee, as the current chair of Faculty Affairs, was calling on groups like faculty, as well as administrators, to suspend mandatory peer observations of instruction and student evaluations. He noted that we've already had a conversation about what we're trying to do as a campus to be aware of the difficulties that people going up for tenure or seeking reappointment are facing. He noted he has since have had several folks wanting to expand this to research and to other areas of service.

For AB1460 or the way that's being interpreted, which is not the way he reads AB1460 and not the way members of his committee who met with Dr. Weber, the Monday after our Vice Chancellor met with Dr. Weber, definitely there's a big disagreement on what the intentions are. And even if the intentions matter, or though the law really matters with respect to this Title V forcing it to be a lower division GE requirement. CSUDH's other Statewide Senator, Dr. Kirti Celly, is in the Academic Affairs Committee, and that is the primary committee that has been meeting with representatives from the Ethnic Studies Council, and it's Norman's understanding that we are getting closer to being on track and really having a conversation and true consultation. We need to keep pressing to make sure that the faculty voice is loud and clear and that faculty are coming up with the best solution to implement the legislation and that the legislators have done their work. We

can interpret that and hopefully work in a collegial manner with the Chancellor's Office to do what's best for our students and that campuses will have some ability to customize that. There has been progress made in the last few days. One of the last correspondence from Vice Chancellor Blanchard and followed up by Leo Van Cleve is the creation of a website to begin a conversation and consultation. But the key thing Norman said is for the CSU Council of Ethnic Studies Steering Committee to get involved. Norman said he's committed to seeing that happen and he's recommended that we proceed at the right pace for our campus in making any changes to our GE program and the changes needed to incorporate the law passed.

Norman let folks know that Statewide is meeting again in three weeks on a Friday, so he will have the opportunity to represent faculty's ideas on this as well as the myriad of other issues. He noted we do have some resolutions dealing with health and safety and Covid-19 related things. He suggested that perhaps some will have ideas that should be recommended for implementation at a system level versus the campus level.

OPEN MIC

Guest Salvatore Valdez - Valdez said that Dominguez Hills did place holds for students that didn't satisfy the GWAR starting at a certain amount of units. The policy states at 72 units moving forward. He said he does not recall if that was when the hold was placed or if it was at 80 or 90 units. Such a hold was placed in the past and that practice stopped in 2009. But every semester that the student did not satisfy GWAR, the student would get that hold placed moving forward for each semester and then they would have to do the steps that were required to get the hold off in order for them to register. Such a hold was a practice that was used about 11 years ago.

Chair Talamante suggested that the University Writing Committee get in touch with Advising to get some feedback on what's in the current policy and what would be best in the policy moving forward based on the questions today and Valdez' background.

Senator Sanford regarding Cares Act Funding - As the non-tenure track Senator, we're all using, for the most part, our own technology at home. And he said he can't be the only one in this situation where his current computer has decided it has a microphone when it wants to and it's out of warranty and now he has to purchase a new computer. He said he knows that there are other non-tenure track faculty in a similar situation, but he does not have information to give them on if there might be some small funding for technology. Sanford asked if there anyway that they could get that sent to the NTT Advisory Board so that if they have people that come to them and say, my computer died, I can't get online for my classes from home, what do I do? **Talamante** responded that she believes that's an IT issue. Talamante suggested there is a site, if you go to <https://techloaner.csudh.edu> and you go to the faculty portion, you should see the way to get in contact with IT for loaner computers, mics and headphones. Chair Talamante said thank you Senator Sanford, it's really important that people have the equipment that they need. She said she was glad he brought it up.

Senator Nicol asked for the courses that would be approved to fulfill the GWAR requirement, is there a requirement that they have to be upper division courses and could that alleviate the problem of the transfer student issue. If you make it an Upper Division course, at least the junior level or higher, a student could take an lower division composition course as they normally would, but then they would have to take a writing course in their major at the 300 level. Maybe that could alleviate that problem.

Nicol continued, regarding AB1460, she said she thinks the best place for senators to get information is to first start with reading the law itself and then going back through the correspondence that has been presented by the Academic Senate for the last couple of months. Nicol said at the at the last meeting, anyone who was interested in the Information Session with the Ethnic Studies Council and everyone who sent her a request, she sent them the information about participating in that Information Forum. She said she is a little concerned that at this hour,

we are asking to have a primer on AB1460. There's plenty of places to get information and you can send her an email if push comes to shove.

Lastly Nicol discussed Proposition 16. She requested that people pay attention to the November Ballot Proposition 16 that has to do with a ban on affirmative action. She said she wanted to put in real numbers for people, and that African Americans in the city of Los Angeles represented 15% of all government contracts prior to proposition 209, which banned affirmative action. After Prop 209 was passed, African Americans represent 0.23% of all government contracts in the city of Los Angeles. There have been real material consequences of having this ban on affirmative action. Nicol said she encouraged people to look at the law and look at the history of the law, when making the making a decision about it.

Senator Park asked about one of the topics Senator Norman discussed having to do with suspension of mandatory peer observation of instruction as student evaluations for the academic year 2020 and 2021. She asked does that mean that we are not going to conduct the PTE evaluations as well as the class observation. **Norman** said that it has been approved by the Academic Senate of the CSU. We do not have a response from the Chancellor's Office. There's no Executive Order or action. And in the distribution list "Campus Senates" are asked to be made aware of it. In our individual deliberations for those of us serving in those committees, we at least see the intent. It passed with a pretty large majority of your elected representatives on the matter. It's not binding policy and it doesn't have any binding policy effect at this point.

Chair Talamante asked if Provost Spagna would have a message sent out from Academic Affairs as a reminder that if any of the faculty are having any trouble with equipment at home where they can go. **Provost Spagna** said yes, we want to make sure that we're directing people 24/7 to that website. He said he would put out a reminder, and work to get that message out there regularly. Spagna said he gets concerned to hear that faculty are struggling and Senator Sanford shouldn't be struggling to try and figure this out. Spagna said it doesn't help him, it doesn't help the students.

Meeting adjourned.