

M. Abed, C. Chatterjee, E. Drost, A. Khodayari, S. Kwoh, A. Laouyene, S. Meyer, A. Villa, R. Vogel

ABSENT

G. Fernando, J. Hatfield

EXCUSED ABSENCE

Chair Bettcher convened the (Zoom) meeting at 1:47 p.m.

Chair Bettcher began by welcoming Senators back to the spring semester, a Tongva land acknowledgement, asked for a moment of silence for lives lost due to COVID-19, and reviewed the protocols for participating in Senate meetings and iCloud clicker use.

1. 1.1 Dean Elliott-Brown announced: This spring, the Graduate Resource Center (GRC) is holding two information sessions for faculty on topics related to advising graduate students:

ANNOUNCEMENTS

Five Best Practices for Advising Graduate Students

In this session, the Coordinator of the Graduate Resource Center will cover the major advising milestones for graduate students and the campus resources available to support their academic and professional development. This is the same session that was offered in Fall 2020.

- Monday, February 15, 11:00 a.m. – 12:30 p.m.

Thesis Committee Member Information Session

In this session, the Coordinator of the Graduate Resource Center will cover the University's requirements for thesis/project/dissertation formatting and submission, including important information on processes, deadlines, and forms.

- Monday, February 22, 11:00 – 12:30 p.m.

Faculty and staff may RSVP to attend these webinars online [here](#). The GRC is also hosting several webinars this semester for graduate students, including culminating experience webinars, doctoral program application webinars, and writing development webinars. The semester schedule is attached for distribution.

The Spring 2021 GRC webinar schedule is as follows. For webinar description and to register, visit the GRC Webinars webpage. If you have any questions or require accommodations, email GRC@calstatela.edu.

Getting Started on the Thesis: Feb. 5, 10:00-11:30 a.m. and Feb. 17, 1:00-2:30 p.m.

Thesis Formatting and Submission: Feb. 11, 3:15-4:45 p.m.; March 5, 10:00-11:30 a.m. and April 6, 5:00-6:30 p.m.

Preparing for the Comprehensive Exam: Feb. 2, 1:00-2:00 p.m. and Feb. 26, 10:00-11:00 a.m.

Applying to Graduate and Doctoral Programs: March 12, 10:00-11:30 a.m.

Writing a Statement of Purpose: March 19, 10:00-11:30 a.m.

Preparing to Write a Research Paper: March 11, 3:15-4:15 p.m.

Writing an Efficient Resume: March 18, 3:15-4:15 p.m.

Getting to Know Your Writing Voice: March 25, 10:00-11:30 a.m.

- 1.2 Senator Talcott announced: Colleagues, please read and share the following article, written by our colleague, Senator Melina Abdullah, along with UC professors Angela Davis and Robin DG Kelley, titled, "California must lead the way in abolishing school and university campus police." In it, they make an important argument that all of us on senate should study, discuss with one another, and take seriously. The link is here: <https://www.sacbee.com/opinion/op-ed/article248636275.html>. Moreover, the work of abolition among both UC and CSU students, staff, and faculty is ongoing, and if you'd like to be involved in the coalition doing this work, I can point you in the right direction.

Secondly, I want to congratulate Senator Abdullah and the Pan-African Studies Department at Cal State LA. The Black Lives Matter movement has been nominated for a Nobel Peace Prize, and for those who do not know, more than half of the original and founding members of BLM Los Angeles came directly out of the Pan-African Studies Department at Cal State LA. I hope you all will join me in congratulating Senator Abdullah, the Pan-African Studies Department, and most importantly, joining them in the critical work of dismantling racism and white supremacy in our university structures and in our varied communities.

ANNOUNCEMENTS
(continued)

APPROVAL OF THE
MINUTES

APPROVAL OF THE
AGENDA

SENATE CHAIR'S REPORT

DISCUSSION TO SCHEDULE
ADDITIONAL SPRING
SENATE MEETING FOR THE
PURPOSE OF HOLDING
A QUASI-MEETING OF THE
WHOLE

PROPOSED POLICY DELE-
TION: ENTRY LEVEL
PROFIENCY IN MATH AND
ENGLISH POLICY,
FACULTY HANDBOOK,
CHAPTER VI (20-11)
First-Reading Item

PROPOSED POLICY MODI-
FICATION: CURRICULAR
POLICIES, FACULTY
HANDBOOK, CHAPTER IV
(20-13)
First-Reading Item

1.3 Senator Pitt announced: I would like to announce an event co-sponsored by the Department of Philosophy and the Center for the Study of Genders and Sexualities. The Ann Garry and Sharon L. Bishop Feminist Philosophy Endowed Lecture series is going to have a panel discussion on "The Philosophy of Maria Lugones". She was scheduled to give the Garry/Bishop talk last year, which unfortunately had to be canceled due to Covid, and even more unfortunately, has since passed away. In part to honor her and her work, this transgender studies talk will focus on her and her work. The discussion will be on Friday, February 12, 3:00-5:00 p.m.
Zoom: <https://calstatela.zoom.us/j/83016887361>

1.4 Senator Hanan announced: As you know we passed a Senate resolution opposing Executive Order 13950 that the Trump administration had signed. For those of you that have not been following this issue, seven days ago the Biden administration has revoked it and instead, they've signed a new executive order which is meant to advance racial equity and address underserved communities through the federal government. The only issue is how the agencies will respond in between time because there is a 200 day assessment of what 13950 did in terms of funding for any federal grant recipients.

2. It was m/s/p (Porter) to approve the minutes of the meeting of December 8, 2020 (ASM 20-12).

3. It was m/s/p (Heubach) to approve the agenda.

4. 4.1 Chair Bettcher ceded to President Covino. President Covino presented campus updates. A question and answer period followed.

4.2 Chair Bettcher presented her report.

5. A discussion was held and there were no objections to holding a quasi-meeting of the whole on an off Senate meeting week.

6. It was m/s/ (Heubach) to approve the recommendation.

7. It was m/s/ (Pitt) to approve the recommendation.

8. 8.1 It was m/s/ (Pitt) to approve the recommendation.
- 8.2 A five minute question and discussion period took place.
- 8.3 It was m/s/ (Esparza) to table the policy.
- 8.4 Debate ensued.
- 8.5 The debate ended due to a time certain.
9. The body did not discuss due to time certain.
10. 10.1 Senator Talcott yielded to Prof. Robertson to question if the body was going to discuss item 9. Chair Bettcher responded from the floor.
- 10.2 Senator Talcott raised the following concern: I was wondering if the Executive Committee has had any further conversations about moving to include lecturers on the standing committees of the Senate knowing that, of course, that is beyond the job requirements of a lecturer. There is interest among the lecturers and I thought the preceding discussion is an illustration of the need for that.
Chair Bettcher responded from the floor.
- 10.3 Senator Cristian Flores raised the following concern: In discussion amongst the other student Senators, there is concern about the lack of opportunity for us to speak out during the time when policies are presented that concern students. We're here not just for the good of students, but also for faculty. My concern comes from making sure that everyone's voices are heard. Student Senators are feeling like we are not often heard enough and some feel like they cannot speak out.
Chair Bettcher responded from the floor.
- 10.4 Visitor K. Robertson raised the following concern: I have a concern about the anonymous voting process that is used. It's a concern for me that I am allowed to vote for the Senators in my college but I'm unable to follow through and see how they're representing me; and to me, that seems problematic. I have no idea how they're voting on the issues that I care about and this is not how representation works.
There was no response from the floor.
- 10.5 Senator Hanan raised the following concern: I was hoping that there could be some sort of time constraint for the general assembly for "Concerns from the Floor" allowing us to focus on the actual concern.
There was no response from the floor.
11. 11.1 Chair Bettcher provided the following response from AVP McQueen to Senator Riggio's intent to raise question from the meeting of December 1, 2020 (ASM 20-11):
This is similar to a question asked on September 1:
Currently, some faculty do not have access to student records (e.g., unofficial transcripts). During the summer GET profiles were changed. Faculty are involved in advisement. Why was access changed without notification?
And this was the response on September 8:
All department chairs received communication about the updated GET security model. Associate Deans for each of the colleges reviewed all the roles and provided recommendations. GET users in the College of Arts and Letters piloted the new templates in March 2020, using them through the summer/fall registration and advising period, and end of term grading. The security templates were applied to user profiles after incorporating feedback received from our pilot college. The immediate goal of this security reimplementaion was to standardize access, providing consistency, and matching user needs. Long term, we aim to deliver expedited provisioning of

PROPOSED NEW POLICY:
GRADING AND STUDENT
FEEDBACK, FACULTY
HANDBOOK, CHAPTER V
(20-14)
First-Reading Item

CAL STATE LA LAND
ACKNOWLEDGEMENT
RESOLUTION (20-16)

CONCERNS FROM THE
FLOOR
Time Certain: 3:25 p.m.

INTENT TO RAISE
QUESTIONS
(continued)

appropriate access when faculty and staff are hired or change positions. With a standard palette of user templates and optional add-ons, requesting an access change is simplified. Faculty are not automatically assigned to advisor roles. If they had not been indicated as Faculty Advisors, faculty were assigned the Faculty template.

If an individual faculty member would like to gain access to the Faculty Advisor role, they can request from the Registrar the Faculty/Advisor role with the approval of their department chair.

I think this answers the question, especially the highlighted section.

- 11.2 Chair Bettcher provided the following response from VP Wada-McKee to Senator Hunt's intent to raise question from the meeting of December 8, 2020 (ASM 20-12): Thank you for the words of appreciation for our hard-working CAPS counselors and staff at the Student Health Center. Cal State LA has made steady progress in recent years in expanding the number of counselors who serve our students. Nine years ago, we had 2.5 full-time counselors and our student-to-counselor ratio was 1 to 8,702. Today we have 10 full-time equivalent counselors and our student-to-counselor ratio is 1:2395. We are recruiting an additional counselor and expect that position to be filled in the next several months. That will improve our student-to-counselor ratio to 1:2026. We plan on continuing our efforts to hire more counselors.
- While we continue to address the counselor-to-student ratio over time, we also will continue to add resources and distinctive features to the CAPS program that improve its quality and effectiveness. Our support for students has been strengthened by the hiring of a full-time psychiatrist, one of just several in the CSU system, a dedicated CAPS Registered Nurse, and a case manager/referral specialist. Our psychiatrist is highly experienced, and their services have been critical to the retention and success of Cal State LA students with the greatest mental health needs. Our Registered Nurse specializes in mental health. And our referral specialist previously worked for the Los Angeles County Department of Mental Health. She has used her knowledge of the sprawling county support system to help our students access needed assistance in a more efficient and personalized manner. Students experiencing a crisis are seen by a counselor the same day. All other students who request an appointment with a counselor are able to meet with one within a few days for a brief assessment, workshop, follow-up, or Let's Talk session. Teletherapy has been extremely successful during the pandemic. Access has been significantly improved because more students are able to attend their appointments. To build on this improved access, we are initiating efforts to create a clinical internship program with the Rongxiang Xu College of Health and Human Services that would utilize teletherapy to reach even more students. CAPS continues to increase access and lower barriers to meeting with a counselor. In our Let's Talk sessions, students can meet anonymously in an informal setting with a counselor to discuss issues such as personal relationships, anxiety and loneliness. Counselors listen and provide support and perspective, as well as suggestions for resources that can assist the students. To provide additional access for students, we unveiled an After-Hours Crisis Hotline in Fall 2018. This service allows students to be connected to licensed counselors or receive referrals during the evenings, weekends, and holidays.
- CAPS receives ongoing input from students. In addition to regular client evaluations, we have a longstanding student advisory board, the Student Health Advisory Committee (SHAC), which has a mental health subcommittee. SHAC students advocate for policies that contribute to student health at Cal State LA and are nationally certified peer mentors who help educate students about health and wellness.
- We welcome and appreciate the interest of emeriti faculty and lecturers in the well-being of our students. I invite those who are licensed counselors to contact Dr. Jonna Fries at the Student Health Center.

- 11.3 Senator Riggio announced her intent to raise the following questions of the college deans:
- 1) Are faculty in your College compensated for supervision of student research, scholarly, and creative activities according to the EP&R 76-36 document enshrined in the Contract (Appendix H, page 215)?
 - 2) Is so-called “pooling” of s-factor units occurring in any Departments in your College (pooling involves all students enrolled in s-factor courses being listed on the Department Chair’s or some other person’s academic schedule, with someone then deciding how s-factor units are distributed to faculty)? Pooling involves using money earned by one person to compensate another person, which constitutes wage theft.
 - 3) Are faculty being encouraged, pressured, or required to voluntarily teach students enrolled in s-factor courses (e.g., 4990, 5970, 5990)? Faculty cannot volunteer for their own work as per the Fair Labor Standards Act; faculty must be compensated for teaching or supervising any student enrolled in a CSU course where that faculty person is the instructor of record.
 - 4) If pooling or voluntary supervision is occurring in your College, how will you address these exploitative practices and how will you ensure that faculty are not exploited and that the Contract is followed?

INTENT TO RAISE
QUESTIONS
(continued)

12. It was m/s/p (Riggio) to adjourn at 3:45 p.m.

ADJOURNMENT