CALIFORNIA STATE UNIVERSITY, LOS ANGELES
ACADEMIC SENATE MINUTES
September 26, 2017

ASM 17-4
APPROVED OCTOBER 10, 2017

W. Hess, S. Heubach, R. Maysami, A. Sharif — ABSENT

D. Finocchiaro, G. Fried Amilivia, M. Germano, T. Rodriguez, P. Scott-Johnson, AD Williams, H. Yu — EXCUSED ABSENCE

Chair Prabhu convened the meeting at 1:49 p.m.

1. 1.1 Chair's Announcements: — ANNOUNCEMENTS

1.1.1 The Office of the Vice Provost for Diversity and Engaged Learning and Chief Diversity Officer for Academic and Student Life will be hosting a discussion with Jody D. Armour, Professor of Law at USC, entitled "Words that Wound: Reconciling Free Speech with Inclusion, Diversity, and Equity" on Thursday, September 28, 12:00 – 1:15 p.m. in the USU Theatre.

1.1.2 The following is a *tentative* timeline for the Senate Representation Proposal:

- Academic Senate: First reading item (October 10)
- Two town hall meetings for seeking faculty input (Tuesday, Oct. 17 & Wednesday Oct. 18 from 3-4:30 pm)
- Academic Senate: Second reading item (November 7)

1.2 CFA Observer M. Talcott announced: CFA and CSU management have reached a tentative agreement on a two-year extension of the current contract. Upon the unanimous recommendation of CFA's Bargaining Team, the California Faculty Association's Board of Directors has voted unanimously to send the tentative agreement to a vote of the membership.

The tentative agreement includes a total of 6% in salary increases over the course of the two-year extension:

- A 3.5% General Salary Increase effective November 1, 2018 for all faculty on active pay status or on leave.
- A 2.5% General Salary Increase effective July 1, 2019 for all faculty on active pay status or on leave.

Additional provisions of the tentative agreement include:

- Our benefits will be maintained with current contract language. This includes healthcare, pension, retiree healthcare, and even parking. They stay in place as they are, and our employee contributions will not increase.
- The current contract will be extended to June 30, 2020.
- The Reduction in Instructional Assignments for New Probationary Faculty, secured in 2014 and scheduled to expire on June 30, 2018, will be extended to June 30, 2020.
- The Assigned Time for Exceptional Levels of Service to Students, secured in 2014 and scheduled to expire on June 30, 2018, will be extended to June 30, 2020.

This tentative agreement extending the contract is the result of the fierce and smart activism on the part of the faculty during the Fight for Five in 2016. These continued gains show the long-term effects of the work faculty have done to advocate for quality education for our students and decent salaries and benefits for ourselves and our families. This contract extension provides all CSU faculty with a salary increase that keeps up with inflation, protects our benefits with no takeaways, preserves recent gains on work-load as well as other provisions in our current contract, such as sabbatical leave and FERP.

Only CFA members, will vote on ratification of this tentative agreement. If you or a faculty colleague you know is not a CFA member, we urge you to join CFA so that you can participate in this vote.

We thank every one of you who has worked so hard to secure this excellent contract.

CONCERNS FROM THE FLOOR

2. 2.1 Senator Aniol raised the following concerns: The preferred name policy approved by the Senate changes the relationship between the faculty and the students.

The issue of faculty rights was not addressed in the Senate's debate.

1) In principle, does a faculty member have the right to know the names of the students enrolled in his/her class?

In the Handbook there is a description of the relationship between the faculty and the students.

2) What are the possible consequences on faculty-student relations of an institutional barrier being placed between faculty and the students?

2.2 Senator Bettcher raised the following concerns:
Question 1: When was the transfer/UD GE problem discovered? Who knew about it? If it was known earlier on, why was it not addressed sooner? If it was not known earlier, WHY wasn't it known? Shouldn't somebody have been on top of this?

Question 2: What were the data and the argument that convinced Exec to waive the UD GE breadth requirement for transfers? Was the case presented different from the one that was present to GES and EPC? If so, what was it? If not, why did Exec find it so compelling (particularly as an argument for waiving the breadth rather than waiving cl)?

Question 3: What is Exec prepared to do, if anything, to repair relations w/EPC in light of Execs decision to disregard the consensus of both GES and EPC?

Question 4: Do we know how many courses with overlays we need to solve the transfer problem? If not, how did we know there was a problem to begin with?

2.3 Chair Prabhu acknowledged visitor Corissa Sullivan who raised the following concern: Hi my name is Corissa Sullivan, I am a junior and a sociology major. Today I want to talk about forced group projects in the college classroom. Group projects have been a requirement in about 95% (give or take) of my classes. I've seen looks of despair, anxiety, dread and annoyance in my peers, class after class. And I've felt it myself, when forced into groups. Many students suffer in silence. This semester, I reached an emotional threshold of this dynamic and had to drop 2 classes, which was very disappointing to say the least. And on top of it I had to remove myself from a group in another class, due to lack of communication. This is college, this is the time where we figure out who we are as individuals, what we need from life, what direction we want our careers to go (etc.). Not to be constantly group thinking and feeling like we're in elementary, middle or high school. Groups can contain, mean girls, mean guys, poor communicators, slackers, uneven dividing of work, dysfunctional personalities, aggressive types and more. Cal State La has a 38.3 % graduation rate. First time freshman have an 8.5% graduation rate in 4 years and 24.1% in 5 years. USC has a 90.7% graduation rate and they pay 10 times as much per semester. Why? Not because of money or a better looking campus but because there's a level of respect amongst the student body and faculty. Students are challenged in the classroom and have more options and space to learn. And in my opinion that is priceless. We don't need millions of dollars to focus on student needs. How does group projects enhance a student's learning experience? College confidential has several threads about group projects in college, here are some examples:

- Are group projects fair?
- Afraid of group projects in college
- Who else hates group projects?
- Group projects are the worst
- Tips to survive group projects

North Iowa Community College states "College should not have group projects". The reality is we've been put into groups since kindergarten, we got the message

CONCERNS FROM THE FLOOR (continued)

loud and clear. At this point, group projects have become oppressive, unnecessary and apart of factory type lecturing and learning. In the real world we work in departments, not teams, and each member is responsible for their own task as an individual. Each individual has to account for their actions and position. Whether it's working at the mall, corporate offices, in education or other fields. There are several studies that show that group work does not prepare students for their career. Classrooms are groups, let's open up the classroom and stop dividing students into sections. Let's have an open dialogue. Is it really necessary to divide chapters of a book into sections for group presentations? Can we not read and have open discussions? I propose we take a survey of the student body and ask them if they would prefer to eliminate group projects and/or have an option of independent study within their classes. So if they feel comfortable working in a group they can and if not they don't, and implement this by next semester. Also state whether group work is required in each class on GET, so when students register they can have a heads up on what to expect. I was told it would be a "massive change" for professors to make independent study an option. And like I mentioned to Renee, it's no different than people getting together to stop campus smoking. Students and faculty came together and made a massive change and we can do it again. Smoking or Vaping in designated areas doesn't bother me, but it may bother you. Just the same as group projects may not bother some, but it is an emotional strain for thousands of students. It causes anxiety, stress, frustration, uncomfortable situations, anger, depression and dropping out of classes to say the least. And for some students their phone number is being used inappropriately, by people they're not interested in, or they have families, work, or other responsibilities that create scheduling restraints. If any professor has strong feelings against having an option of independent study then the question is: Are you here for your students, to provide a quality education or are you here for yourself to implement control over others and have ego needs met? We've all seen or heard that we all learn differently, yet we're still in a factory learning environment. Why? Let's raise the bar for CSULA, we may be a poor college, but we don't have to be poor in spirit. Thank You.

2.4 Senator Romero raised the following concern: ASI is concerned about EO 1100 and wants to know our campus' stance on it. How are we addressing this?

2.5 Senator Harris raised the following concern: The Writing Across the Curriculum (WAC) program is requesting the Academic Senate's help in advertising and promoting WAC workshops and writing intensive course development workshops.

3. Senator Flint announced her (and Senator Acevedo's) intent to raise the following questions: There have been several instances this semester that we are aware of, and probably many more that we are not aware of, where a class has had to be cancelled or let out early because of technical difficulties. In the cases that we are aware of attempts were made to get help from ITS, but were unsuccessful. In two instances the instructor was told that ITS has a policy that they cannot interrupt a class to investigate a problem. Given our reliance on technology in the classroom, it is critical that there is a mechanism to get immediate assistance when problems arise. We have several related questions:

1. Who created the policy that ITS could not "interrupt" a class to fix a problem, and why?
2. Are there different ITS groups/technicians assigned for specific buildings on campus?
3. Who is responsible for ensuring that technology is functional in classrooms on campus, and what is the best way to reach them when there is a need for immediate help?
4. If there are technicians able to help with these types of problems, are they available during evening classes as well?

Thank you for your consideration.

4. It was m/s/p (Porter) to approve the minutes of the meeting of September 12, 2017 (ASM 17-3). APPROVAL OF THE MINUTES

APPROVAL OF THE AGENDA

5. It was m/s/p (Warter-Perez) to approve the agenda.

SENATE CHAIR'S REPORT

6. None.

BUDGET AND FACILITIES PLANNING PRESENTATION
Presented by Provost Mahoney and VP/CFO Chavez

7. Lynn Mahoney, Provost and VPAA and Lisa Chavez, VPAF and CFO presented an update on the budget and facilities planning. A question and answer period followed.

PROPOSED NEW POLICY: MISSED CLASS TIME AND MAKEUP POLICY, FACULTY HANDBOOK, CHAPTER V (17-3)
First-Reading Item

8. 8.1 It was m/s/ (Baaske) to approve the recommendation.

8.2 A five minute question and discussion period followed.

ADJOURNMENT

9. It was m/s/p (Porter) to adjourn at 3:15 p.m.