

ACADEMIC SENATE  
MINUTES  
DECEMBER 12, 2024

ASD 24-138

Approved 2-6-25

11:30 AM - 12:50 PM

PLN-130

Present: Badal, Barber, Barros, Bonuso, Brown, Brusckke, Casem, Childers, Chik, Dabirian, Fontaine, J. Garcia, Ghosh, Gradilla, Graewingholt, Guo, Henning, Jarvis, Kakihara, Kanel, Kleinjans, Landeros, Larios, Luker, Mallicoat, Miller, Milligan, Morales, Nair, Ong, Plouffe, Robinson, Rochon, Sacco, Scher, Stanley, Swarat, Thomas, Valdez, Weismuller, Wilson, Wynants

Absent: Bauer, Blandon-Gitlin, Ebrahimi, LeeKeenan, Palencia Gutierrez, Salim, Valencia, Wood

## I. CALL TO ORDER

Chair Jarvis called the meeting to order at 11:30 am.

### In Memoriam

- Dr. Marvin J. Rosenberg, Professor Emeritus of Biological Science [died: November 2024, age: 93]

## II. URGENT BUSINESS

- M/S/P (Jarvis/Mallicoat) Motion to pass ASD 24-129 Resolution on CSU Board of Trustees Position. Motion passed.
- M/S/P (Dabirian/Landeros) Motion to pass ASD 24-130 Resolution on Withdrawals. Motion passed.

Q: (Henning) What would be the projected negative impacts on students, in terms of all things? Because, obviously students have used some of these reasons to withdraw from their courses, so I'm just wondering what we're projecting in terms of that.

A: (Deputy Provost Walker) The current language for a withdrawal starting in the third week is a serious and compelling reason beyond the students' control, that's the language in the Systemwide Executive Order for a catastrophic withdrawal, so you need to have an accident, a medical thing.

For a catastrophic withdrawal that we would not count towards a withdrawal because it's something completely out of the students' control. What we would suggest is changing the language to just serious and compelling, that's the language used by the Executive Order, for withdrawals from basically the 20% mark all the way to the 80% mark. So, it's probably not going to impact a ton of folks.

If we do this urgently, then we have time to communicate to people before the spring semester. Hopefully we can get into syllabi and things like that, so that that old language that sounds very frightening and very hard to meet to a student is not in those documents.

- (Provost) It would really help our students moving forward with the withdrawal. Right now, if anybody looks at the policy as is, it is impossible basically to withdraw right now. So, if there is a, there's a compelling reason for a student to withdraw they can't do it today. Unless you have in a car crash or something major happens to you, you don't get a W.

So, we want to make sure that we are in line with the Executive Order and make sure for a spring semester that we have the ability for a student to withdraw without being catastrophic. This is really going to help a lot of our students that are unable to do it.

I know faculty sometimes don't look at the policy and sign the W's and agree to it and move on, I agree that's happening already; they've been providing grace to our students. But if somebody looks at the policy and looks at it as it's written, it's impossible to drop after the third week, and that is not helping any of our students.

Q: (Kanel) You said, maybe accidentally, you said, and it won't count as a withdrawal. Was that accidental verbiage?

A: (Deputy Provost Walker) For catastrophic withdrawals, so for things that are in the final 20% of instruction, students can withdraw, but it's for catastrophic reasons.

So, they've been in a car accident, they have been hospitalized. That actually doesn't count against their 18-unit limit for withdrawals.

Q: (Kanel) Medical withdrawals count as withdrawals?

A: (Deputy Provost Walker) It depends on the circumstances, and that's a whole long thing that we could get into. In general, a medical withdrawal that that is along that line in the documentation is medical and substantiates the students' reason for withdrawal, I don't believe those count towards the W limit and they're evaluated by the Medical Review Team before that gets assigned.

Q: (Stanley) Does this change the process we're going to get in the AEM forms that come into our e-mail? Are we going to see a completely different format, or is it going to bypass faculty and go right to the chair?

A: (Deputy Provost Walker) No, it is not because the Executive Order calls for the instructor and or department chair to assign.

- (Provost) The process is the same, the language will change.

- (Kanel) I wanted to make the Provost and President aware that the February 14<sup>th</sup> celebration or recognition of Presidents Day that we're doing on our campus means we come on the 17<sup>th</sup>, correct? I'm hoping that we make that very clear because most people are used to having that day off. I think that's going to cause some possibly some confusions and challenges for some faculty who are used to having that day off, especially because their kids have that day off.

But the other thing I wanted to mention, the Statewide Senate, they recognize the 17<sup>th</sup>, they don't recognize the 14<sup>th</sup> as a day off. So, Statewide Senators, we do have to go to our interim meetings on the day that supposed to be a closed campus for us, so it can cause a little issue if it's not done across all of the campuses. I want to make sure I have your blessing to attend the Statewide meeting even though it's a day off here.

### III. ANNOUNCEMENTS

- (Mallicoat) Tomorrow in this room, from 9:00 am to 10:30 am, we will have the Senior Honors Conference for our fall students. We have eight amazing students that are going to be presenting their projects. Please come by and support our students.
- (Gradilla) I just wanted to point everyone's attention to the front facing murals of HSS. It's been a long journey; it started in 2020. The murals show the power of faculty leadership and teamwork. As you look at the murals, talk to the students, I've never seen students so emotionally moved by art.

And I want to thank the HSS Deans, Sheryl Fontaine, who is now a senator here, Jessica Stern, Provost Dabirian, Alyssa Adamson and so many people. We're hoping to bring the artist to a January meeting so you can congratulate the artist doing this, beautifying our campus.

### IV. APPROVAL OF MINUTES

- M/S/P (Brown/Weismuller) Motion to approve the October 24<sup>th</sup> Minutes. Motion passed unanimously.
  - 4.1 ASD 24-112 Academic Senate Minutes 10-24-24 (Draft)
- M/S/P (Miller/Kanel) Motion to approve the November 7<sup>th</sup> Minutes. Motion passed.
  - 4.2 ASD 24-118 Academic Senate Minutes 11-7-24 (Draft)

## V. TIME APPROXIMATE

**12:00 PM - 12:20 PM**

**Topic: DOJ Ruling on Accessibility of Canvas Documents Presentation**

**Presenter: Erica Bowers**

Erica Bowers presented slides covering the following areas:

- Department of Justice Title II ADA Ruling and Campus Responsibilities
- DOJ Ruling: Americans with Disabilities Act (ADA) Title II Compliance
- Title II ADA Ruling
- Chancellor's Office Response to the Rule
- Compliance Timeline
- Current State of CSUF ATI Web (October 9th, 2024)
- Reasons for Failing Websites
- Accessibility of Instructional Materials in Canvas  
95% selected as standard (should be 100%)
- Common Issues with Accessibility in Canvas
- Issues Impeding Compliance
- Recommendations

### Q & A:

Q: (Stanley) The courseware and third-party websites: I'm wondering if the Chancellor's office is going to be thinking of Cengage, McGraw-Hill, Pearson? Quite a few Canvas websites have integration with course's separate web pages and homework on third-party site and third-party content. I don't know if since there are different companies that doesn't matter, or if there should not be that integration going forward. I hope the Chancellor's office can make a decision on that.

A: (Willie Peng) All the software that we're purchasing, it has to go through accessibility check and then they do have to supply the VPAT. So, for example, the Cengage in Pearson, those course materials, if we are sending them over to those vendors, they have to go through the check.

- (Dabirian) The Chancellor's office will be looking at those, because those software, if you chose them by faculty, doesn't go through the right purchasing process. The Chancellor's office is looking at the courseware that you're looking at and actively working with them to make sure they're all accessible.

The Chancellor's office academic technology, Leslie Kennedy's office, is looking at all those courses, Cengage, McGraw-Hill, there's about seven or eight platforms that are used across the board. So, the answer is yes, and we are working with a Chancellor's office on this.

I want to put one more thing out there. Accessibility is something that's really important for all of our students and it's very critical, so we are going to do everything we can to try to make sure all of our websites are accessible for students. And again, ATC will have support for all of you to make sure you're accessible.

We are looking at some of the AI stuff. For example, images that needs tagging, that can be done by AI and actually can create the tags automatically. So, what can we do with tools that makes it easier for faculty to make it accessible?

Q: (Casem) You mentioned catalog. Acalog I think is the software, modern campus does a lot of things that you achieve. These are vendors that are clearly connected through the Chancellor's office. So, the assumption is that that's going to be ok, because if we're doing something changing the catalog, we need to know that now.

A: (Willie Peng) From the application level, all the applications of the software that the campus is purchasing it going through accessibility review. Same thing with the software, the applications that the Chancellor's office is purchasing.

- (Casem) If there is something that is going to change about the catalog for 2025/26, software wise, my office needs to know that right away, because that work is being done right now. Our approval cycle, which is a Chancellor's office mandated approval cycle for the catalog requires that we have everything up and ready to go in March, with a go live date in April. So, there is a lot of work that needs to happen right now.

Q: (Casem) Related to archiving, if I have an old course that I did in Canvas, can that be archived or do I just make it go away? Do we archive our older courses?

A: (Willie Peng) I believe that they can be archived. We can certainly talk about some of those strategies and how we can archive those courses, so they are not being part of the accessibility check.

- (Erica Bowers) Another thing that they are stressing with this ruling is showing progress towards getting to 100% so the older courses won't be as much a focus as the current and future courses, so working towards progress.

Q: (Valdez) I heard that there are people available to help. My concern is I think that's helpful for people who have some foundational technology skills and they there are some where I think we need people to literally go into people's courses and do it for them. In my program, I oversee clinical coaches that are retired classroom teachers who struggle with basic technology, so I had to literally go into their Canvas page and do several things, because meeting on Zoom was not helping.

A: (Erica Bowers) Titan Accessible would be similar to what I was showing Chico is doing. They are offering to go into your course and make your course accessible. So, they can do that, and they would make all your stuff accessible.

- (Provost) But they need your permission.
- (Erica Bowers) They would be in as a designer, which does not give them access to grades and things like that, so they don't see any of that stuff.

Q: (Graewingholt) Is there an AI solution for interlibrary loans which relies heavily on pdfs? We send a lot of those out really quickly and a lot of our students and faculty rely on them. So, if those are going to need to be accessible, we really need some help on that front.

The databases of which we subscribe to, some of which are through the Chancellor's office, some are through our campus, not all of them are accessible in that way either. EBSCO has just gone through a huge migration, which we have resisted actively until next summer because it does not work with screen readers or a lot of other things. Is that on the Chancellor's office radar? Are we going to get protection from those things not being compliant?

A: (Erica Bowers) I serve on the Chancellors office systemwide, and we have been raising that flag for you and recommending that they get some Librarians on the committee as well.

Q: (Ong) For the new compliance, does that encompass and cover videos and close captioning that was recently brought up? Because sometimes the video caption is just automated generated.

A: (Erica Bowers) Videos do need to be captioned. If a student has been identified, there's one level that a video captioning needs to meet, if student hasn't been there's another level. Canvas Studio is pretty good, it's the tool that we do have. Canvas Studio has been pretty good at captioning better than YouTube and a few others. But we do have tools to make it close to 100% if need be.

Q: (Plouffe) When we look at accessibility for our Canvas courses, is it just our side, the instructor's side for what the students sees? Or what happens when a student uploads work? For instance, I teach in the Arts, I have over 3,000 artworks being uploaded over a semester. Do those need to be captioned or are those part of the 263,000 images that are on my Canvas that are being tagged as not having alt text?

A: (Mark Montaser) We can work with the Canvas team to see if we can exclude those, if it's like tagged or student work.

- (Plouffe) The problem is I'm having both assignments coming in, but I'm also particularly interested in discussion boards because they are sharing perhaps a photographer, they think is impactful or that shares the same culture as them. When they upload that image, is that going to have to be alt text, or am I going to get dinged on that because I'm not fulfilling the accessibility requirements?
- (Mark Montaser) As the current state, yes, the automatic scanning tool will pick it up and probably ding. But we can work with Ally, which is the accessibility checker within Canvas and ask them if we can make exclusions. So far, the Chancellor's office has been working with them very strongly. I'll put this out, because this is a new issue and I'm glad you are bringing this up. I have to now include in my instructions that this is part of the requirements, that they have to make sure that this is accessible.

Q: (Larios) So going back to student assignments, we're being more innovative in the development of the types of activities and projects moving away from multiple choice assessments. When they upload to Canvas, they also upload it to a gallery and then they do peer reviews for one another. So, what does that do to the Zen that they created, to the website they created, to the infographic video? Is that another layer that's put on the student as far as their responsibilities when they're developing their projects? Do they need an additional class just to be able to complete the project?

A: (Provost) This is an incremental process; I don't think we're going to get overnight. We need to look at what is the most impact and try to update those as much as we can. There's a tons of AI tools coming out within next six months to a year that is really going to assist all of us with an accessibility in ways that we couldn't do before. Today you can go and ChatGPT and you can upload a picture and give you an exact description of it and you can even tag it in there, or you can do auto tagging of those kinds of things.

So, I think we should look at the incremental perspectives and do the things that are highly used first. If you have an assignment, even if your PowerPoint might be the one that all your students use, focus on those. Then as we go along, we make sure that the incrementally increase the access and use the tool possible.

We will start things incrementally and we will provide a lot of tools and support for all of you moving forward. You don't have to jump in tomorrow, we just want to say we are going to need to need your help to get there. We need to be there in a year or two, but we are not going to be 100% compliant by April 2026. You are never going to be 100% compliance at any time with accessibility, we want to strive to be better every year.

- (Larios) In terms of AI, that's going to be available to faculty, will that also be available to students? Will there be like training opportunities for students that they could just have access to?
- (Provost) The answer to both is vote yes and yes, and it's coming in spring.

Q: (Fontaine) I wonder if ASI has been included in these conversations?

A: (Erica Bowers) We are doing a road show.

## 12:20 PM - 12:30 PM

### Topic: ASD 24-128 Constitution Committee Ruling

Deputy Provost Sean Walker presented the ruling from the Constitution Committee.

The short version is in our Bylaws and Constitution for terms for folks who serve on the Executive Committee, we use years. That's important because that means when people are appointed halfway through a term that suddenly they're eligible to serve for that term, then a whole term, and then half of another one. We were we were asked about this because our current chair, is in that particular situation.

The Constitution Committee has a recommendation in which it's easy to fix in terms of just get rid of years and change that to terms, but that is up to this body to figure out what it is. I believe our Senate Chair has a resolution to have an ad hoc committee that will work on this.

- M/S/P (Kanel/Dabirian) I move to accept this report from the Constitution Committee. Report received.
- M/S/P (Dabirian/Weismuller) Motion to send the report to the Executive Committee with instructions to look at the report from the Constitution Committee and look at what the next steps are going to be. Motion passed.
- Senate returned to the President's report.

## VI. CONSENT CALENDAR

- M/S/P (Casem/Kanel) Motion to approve the Consent Calendar. Motion passed unanimously.
  - 6.1 ASD 24-119 Department of Women and Gender Studies Name Change
  - 6.2 ASD 24-120 New Course Proposals - Fall 2024
  - 6.3 ASD 24-121 Rescission of UPS 450.000 - Goals, Scope, and Policy Regulation for Extended Education
  - 6.4 ASD 24-122 Rescission of UPS 450.200 - Policy on Special Sessions
  - 6.5 ASD 24-123 Rescission of UPS 100.002 - Title and Form of Address
  - 6.6 ASD 24-125 Program Discontinuance Fall 2024
  - 6.7 ASD 24-126 New Degree Proposal

## 6.8 NOMINEES TO COMMITTEES

### **NOMINEES TO STANDING COMMITTEES**

#### **CURRICULUM COMMITTEE (10 faculty)**

**Nominees:** Div Bhagia (CBE)

**Confirmed 11/7/24:** Phoolendra Mishra (ECS); Jessica Jaynes (NSM); Zia Salim (SOC SCI); Mallika Scott (EDUC); Gloria Monti (CCOM); Fred Kinney (ARTS); Christa Greenfader (HHD); Jon Cornforth (L/A/C); Craig McConnell (HUM)

### **NOMINEES TO MISCELLANEOUS COMMITTEES**

#### **OUTSTANDING PROFESSOR COMMITTEE**

**Nominees:** Kim Norman (EDUC); Paul Stapp (NSM); **Pending** (ARTS)

**Confirmed 8/29/24:** Ahmed Afzal (H&SS); Mahdi Ebrahimi (CBE); Elaine Rutkowski (HHD); HyeKyeung Seung (CCOM); Shawn Wang (ECS)

## VII. REPORTS

1. [Chair's Report](#)
2. President Report

It is truly a pleasure to see you all. We just had this amazing gathering with staff and faculty from across campus, some great chatter and great food. It's absolutely amazing to be with you all and to watch everybody enjoy themselves. I wanted to brief you on a couple of things.

Like many of you on campus, after the results of the most recent national election, I began to ponder immediately about what it meant, what it means moving forward for our students and our community at large. I will tell you that I almost made a mistake, I considered a mistake. I told my team that I wanted to actually have all of the undocumented students come and meet with me immediately so that can hear from them directly on what they need from us. I felt this is a very genuine and very sincere request, but I really believe that it could be a mistake for me to have folks come together as an identified group and all of a sudden, we're no longer undocumented, but they are identified. So, I have pumped my brakes on that.

There has been some chatter across campus asking when is the president going to write a response or say something publicly within a narrative? I need this campus to understand that like you, I'm a citizen with a voice, but I'm also the President of the university and I'm trying to govern and lead with you this entire institution. The one thing that I don't want to do is poke the bear, and I mean that very sincerely. That is not my interest, nor my methodology. I'm trying to find ways in which my voice does not bring attention to people who will be placed at risk because of my voice. And I'm being very, very intentional with that approach. I come from a place that is much more conservative than Orange County. I was able to navigate those waters strategically with respect, with compliance, but also with integrity and we're going to work to do that now as a campus community as well.

I had a meeting on Monday with campus leaders, I brought the entire Cabinet together and I brought the extended cabinet as well. In fact, Dr. Person, she was able to attend to represent the department chairs. We had many voices from across campus in attendance discussing what risk we may be facing and how we work to support the student body in particular, but also faculty and staff. One of the things that we began to identify, that we need immediately, is to work on having point people on campus so that if authorities come to campus arbitrarily without notifying us, we will understand how we are to respond as an institution to provide direction, clarity and also protection of our community members. I want you to know that we are working on developing a process and a protocol.

I was in Long Beach yesterday and the day before meeting with the Chancellor and all the other CSU presidents and we spent a great deal of time talking about what our needs are and how they will vary from campus to campus, community to community. And I say this respectfully, I do not assume that everyone is in agreement with what I'm saying right now either with regard to the need for protection, support, and discussion for the community. I don't assume that, in fact, I know that it's not the case, and those individuals who are also citizens on this campus within this community deserve the right to have their position as well. Our campus is going to work in a collective way because we have established values and a mission. Long before I became a member of this community, you established those as nonnegotiable for

this community. This is why I came here, because of what you've established as your values, now my values as well. I'm excited about who we are and how we work together.

I want you to understand that this Cabinet and this team around the entire university is working together. One example is your most recent resolution you just approved. How can we support students who are in crisis? How can we support students who have decided they do not feel safe to come into class or leaving their homes? How do we support a student who left the house today, who is a parent, and who can't come home to be with their child. How do we support people? How do we reconcile the reality that we cannot predict what is next? I'm asking everyone to please exercise discernment and calm as we understand and learn what policies will be initiated and executed.

Right now, there's a lot of discussion and a lot of rhetoric, and some of it has amazing weight. But I'm asking everyone to please, let's wrap our brains around what it is that we know to be fact and true, and work toward executing best practices for this community.

I'm going to yield the mic to the Chief of Police, because there's a couple things that I've asked him to speak to you about as well. And then I'm going to ask Phenicia McCullough to speak very quickly about point people on our campus. Then I will conclude with a couple other remarks.

- (Chief Frisbee) As the President shared on this theme of calming, truth, and facts, one thing I wanted to share with you is currently today and moving into the future into 2025, your University Police Department, your university police officers are not currently or in the future enforcing immigration laws. We will do our part to also share this more widely.

We are very fortunate one, it's written in our policy already and will remain in policy. It's written in California State law as well. It's also written in the facts sheets that the Chancellor's office has put out both in 2016, and also just recently in 2024.

I wanted to reassure people that our values and our mission in your University Police Department isn't changing, it's lined directly with our university. We're here to support a safe, inclusive and welcoming university for Titans to thrive. Enforcing immigration laws is opposite of that. To be proactive, while we don't expect that we'll have federal agents coming to our university, it could happen, it happened at other universities back in 2016 to 2020. If it does, again, more information will be coming out more widely. But please, for yourselves, your staff, and your peers, share with them if an agent had come into your office and asked for information or wanted to see a person all you have to do is politely say let me get the right person to help you with that. That way it protects you because it is illegal to postpone, delay, a federal agent or law enforcement agent in their investigation, or to hide information. We don't want to put you in that position. By being able to say, let me get the right person for you protects you and also gets the right people involved so we can see what information we legally need to comply with and not accidentally provide more information that we don't have to legally comply with.

While you're going to have a point person within the administration, please know my officers are already briefed and ready. If you have an agent that comes in that is intimidating, trying to use their authority in an intimidating manner, please call us. We will come in and be that buffer and liaison with that agent. At the end of the day, if we have a bad agent that's here and wants to do that intimidation tactics, they can sit there with the officer and they can intimidate each other. I want you to know that we are here in that regards.

And then finally from a personal note, what the President shared today, these are conversations that our students and some of our staff and faculty are having, particularly undocumented, but those that also have family members that are undocumented. I have undocumented family members that have reached out to Cecilia, my wife and I, and we're trying also lay their fears and that continue with your lives. But they're putting in safety plans right now in their community. They want to know that their tia and tio will accept their children who are citizens if they get picked up and deported. It's really happening.

So, when you hear that, I would just simply ask regardless of where people fall on this issue, is just to approach it as the President said, with our values, compassion, and empathy, because this is additional stress that is on our many in our community right now.

- (Phenicia McCullough) To piggyback on what Chief Frisbee has shared this morning, we want to make sure we're supporting the campus community. That's staff, faculty, students and the Titan community.

With that being said, we also want to make sure you know who is the primary point of contact. Should someone approach you, contact you in your office, your colleges, your departments, you should reach out to the human resources division. Direct them to College Park, Suite 700. Our records point of contact is Anne Grogan and John Beisner, and that's for the community, students, faculty and staff. We want to make sure we're supporting the community.

Also, when we return back from the break, we are providing through EAP, support services. It also impacts our faculty members. It could be you or others that you work with, and you engage with. We want to make sure we're providing all of the resources for the entire community.

Again, it's just one point of contact for subpoenas, court records, etc., would be Anne Grogan or John Beisner in Risk Management.

- (President) I know this is a lot and I know this is heavy for the majority of us, if not all of us in the room, but I want to ask that you please remain as in touch with factual information as possible, and that we exercise the best practices for this university as well.

We have \$119 million that impact 21,000 students at this university, called federal funding. That's real lives, that impact our students to matriculate successfully. When I say that, I'm not poking the bear, this is what I'm talking about. This is not a threat about federal funding or jobs being lost, I had one of my dearest friends who was a mentor to my son and daughter in Indiana, left Indiana to go become a vice president in Florida, because of the title of her job she was fired. She lost her job, unemployed immediately. When I tell you I've seen some things occur, what I want to do is make sure that we are entering a space with knowledge and with understanding on how we support this community.

I want to thank you all in advance for this. I also want to thank in advance the faculty. I have asked everyone to please maintain some grace for our students. We always know that there's a small percentage of students that are going to game you without question, but the majority do not game you. When a student comes to you with a crisis, it is overwhelmingly because they are going through something, and they need support. So how do we provide that support? I'm asking you to look at assessment, look at offerings, look at ways in which we augment pedagogical deliveries.

How do we support? How do we how do we engage them and provide them with support so they can still matriculate successfully and have just a little bit of stress off their shoulders? We have to be intentional if we're going to do this and do it effectively. So, please talk to your colleagues, your department chairs, your Deans, talk to each other. This is nothing new for us as a community, we will weather the storm together. I want to thank you all for providing that grace to our community.

Q: (Stanley) I just wanted to get back to clarification on the point of contact regarding student documentation and crisis. Basically, I'm seeing this as something similar to COVID where major student crisis possibly took place in their house on the campus and there was a reporting system that gave faculty a way to discreetly understand what was going on with students. I don't know if there will be something similar through the Dean of Students, so that faculty can discreetly figure out if a student disappears in the middle of the semester how to consider a WU or not? I don't know if there's going to be more role for the Dean of Students in balancing student crisis issues, as point of contact.

A: (President Rochon) We had the Dean of Students at the meeting on Monday, taking in all our conversation and working on a protocol that we can do that's going to be effective and also to keep discretion at the highest level of priority.

Once we have that clearly understood, we're going to work through the Provost office, through the Deans, through the chairs, to inform the faculty.

Q: (Robinson) So I share your uncertainty, Mr. President, with what's about to happen. We don't know what the Trump administration is going to do. I will say that next time we meet, they will be in office. The next time we start classes, they will be in office. So, I would like from the administration is an agreement that when we start the semester, faculty, staff, whoever will get some degree of communication. We need to know regarding contacts, regarding the responsibilities of state employees, the rights of state employees on the 10<sup>th</sup> amendment. We don't know what's going to happen, but I feel like there's going to be a lot of uncertainty and chaos, and so it's important to me that that is addressed before the Trump administration starts doing things, if possible.

A: (President Rochon) We are working on that right now. Yesterday, I was in Long Beach and asking for the same thing. Just some clarity about what it is from the system, then also what we should be doing as a campus.

- (Dabirian) Motion to extend President's report by 10 minutes. Motion passed.

3. [Provost Report](#)
4. [Statewide Academic Senate Report](#)
5. ASI Report - **no report submitted.**
6. [CFA Report](#)

## VIII. NEW BUSINESS

- 8.1 ASD 24-107 Revisions to UPS 270.103 - Staffing of Graduate Courses
- 8.2 ASD 24-124 Revisions to UPS 300.030 - Academic Appeals
- 8.3 ASD 24-127 Revisions to UPS 260.100 - Assigned Time for Exceptional Levels of Service to Students

## IX. ADJOURNMENT

- M/S/P (Brown/Graewingholt) Meeting adjourned at 1:00 pm.