

**Senate Committee Meeting Minutes December 5, 2019**

- I. CALL TO ORDER at **9:35 AM**
- II. ROLL CALL:  
**Present:** Siddharth Valecha, Bronte Kuehnis, Patricia Regalado, Anjelica de Leon, Karen Parada, Zaira Perez, Dessiree Cuevas, Ashley Depappa  
  
**Late:** Brittney Golez, Justin Mercado, Freshta Sharifi, Petr Chudinov  
  
**Absent:** Daisy Padilla, Jocelyn Baldon
- III. ACTION ITEM - **Approval of the Agenda**  
**Motion** to approve the agenda by **A. Depappa**, second by **K. Parada**, motion **CARRIES**.  
**Motion** to amend the agenda by striking out UU 307ABC and replacing it with UU 314 by **D. Cuevas**, second by **K. Parada**, motion **CARRIES**.
- IV. ACTION ITEM - **Approval of the Minutes of November 14, 2019**  
**Motion** to approve the minutes of November 14, 2019 by **A. Depappa**, second by **D. Cuevas**, motion **CARRIES**.
- V. PUBLIC COMMENT – **Public Comment is intended as a time for any member of the public to address the committee on any issues affecting ASI and/or the California State University, East Bay.**  
No Public Comment.
- VI. UNFINISHED ITEMS:  
No Unfinished Items.
- VII. NEW BUSINESS ITEMS:
  - A. INFORMATION ITEM - **Census 2020**  
The Alameda County Complete Count Committee will give a presentation on the Census 2020.
  - B. Kuehnis** states that Daisy was unable to be here. I recommend that we postpone this information item until the next meeting.



**Motion** to postpone the Census 2020 until the next Senate meeting by **D.Cuevas**, second by **A. Depappa**, motion **CARRIES**.

3:25

**B. DISCUSSION ITEM - Census 2020 Campaign**

The ASI Senate will discuss the outreach efforts for their constituents for the upcoming Census 2020.

**A. Depappa** states that she has already met with My-Lan from housing and we went to the Census meeting. She will send out an email about all the information that she was able to gather. The information that she has got at this meeting was not the same as what she was told. She will share the information with the committee that way they will be aware.

4:32

**C. DISCUSSION ITEM - Student Success Feedback**

The Faculty and Staff Learning Community will discuss inquiring more information on the students' experience towards student success.

**Emily** works at the Center for Community Engagement Department and is in the Faculty and Staff Learning Community in which we discuss student success. They are currently working on a student survival guide for Freshmen and Transfer students. We want to create a two to three page packet that a student can grab when needed.

**Motion** to put Discussion Item – Student Success Feedback on the table by **D. Cuevas**, second by **K. Parada**, motion **CARRIES**.

6:30

**Maria Ortuoste** states she is a professor in the Political Science Department. There is a Faculty and Staff Learning Community that is made up of 20 people. The idea is to try to figure out how students can succeed. Our project is to map out the students road to success.

**Emily** states that there is a lot of data already showing that some students are not graduating in four years. We want to have some personal stories of students. We have had some listening sessions and a lot of the same themes have come up. Some of the most common themes we have hear have to do with AACE, the website, and Financial Aid. We had a diverse group and all this information is going to the Provost office. We will also use the information to create a survival guide for students. We are trying to knock down those barriers. The good news about AACE is that they will be restructuring. The purpose why we are here is to get your story. **Maria Ortuoste** asks what are some people or offices that need improvement but as well as what are the helpful departments you have come across. **P. Chudinov** states that the Institutue for STEM Education are doing an amazing job at supporting their students.



They are able to find job placements for some students. **A. de Leon** states that another success program is the Peer Academic coach and they get to work with freshmen. We have talked about how some faculty don't know how to work with first years. They are trying to push training for professors who work with first years. **P. Chudinov** states that the professors we have had different experience than we do and some don't understand that as students we might have to work multiple jobs to pay off school and for basic necessities. **Maria Ortuoste** asks if it is a reasonable explanation to tell students that they can graduate in four years. **P. Chudinov** states no, it is not. **D. Cuevas** states as we all grew up we were always told that we would graduate in four years. But once you get here there might be a point in where you realize that it won't happen. It is not because they aren't dedicated but because the amount of work that their major takes and because they might decide to take a minor. Most of students who are here for more than five years can be because they need that extra push or because they are doing more for their education. **M. Barron** states that beside the job there are some people that get too comfortable in the college environment. **B. Kuehnis** states she is one of the few students who will be graduating under four years. The two offices that really helped her out were the GE office and her major department advisor. **J. Mercado** states that he has been helping with orientation for the past two years. He has worked with Linda and he has seen that she has a lot on her plate. She seems overwhelmed with all the freshmen's concerns and it is difficult for her to get back to all of them. A suggestion can be getting her an assistant freshman coordinator. It is difficult for freshmen to get basic questions answered. **E. Sanchez-Martinez** states that the Student Equity and Success have been doing a great job. They tailor it to the students' issues and problems. They have advisors and so far I have gotten really close to my advisor and I can say I feel the safest there. You can tell that they are there because they genuinely care about us. As well as Belen and the G.A.N.A.S program have been helping our DREAMer students. A lot of DREAMer students tend to go to the G.A.N.A.S office even if the program is mainly tailored for transfer students. **D. Cuevas** states that the Housing department has been a hit or miss. I have been part of housing for the past three years. Every time I call the office they are already in an irritated mood. There have been other students that have had the same experience and they don't receive the support that they need. **S. Valecha** states that he learned everything on his own. The Business department really didn't help me either. I am an international student as well and my point of contact is Sam Tran but even then they weren't able to help me. The one who was able to help was my boss from the Welcome Center and Nancy Martinsen. I had to learn everything on my own with no department helping me. It really has been a learning experience. **B. Golez** states that CBE will be starting a new strategic plan to help student advancement. When we discussed what the issue is we realized that when students



come into the College they don't know what they want to do with the rest of their lives. CBE has the office and career development and it seems that it helps a lot. **A. de Leon** states messaging can be improved. As students we get bombarded with emails. Some of them can contain useful information but because there is so many I don't even want to look through it. **K. Parada** states that the overall issue is communication from the administration. The communication from the administration end is low and there is high expectations for students. I realized that the year where FAFSA started implementing the prior prior year tax information there were some students that got their financial aid taken way or owed the school money. There is a student that I know that ended up dropping out because they couldn't afford it. There are simple solutions but it takes a lot for them to come up with the solution. **A. Depappa** states that she is an RA. Her parent contribution went up because she doesn't have to pay for housing. She also lost her grants because of housing and they didn't tell her that before hand. Now, they are trying to inform the students that want to work in housing. Another thing is to make sure that there are enough sections for specific classes. There have been a couple of people that had to hold their graduation because they couldn't get into a class they needed. As well, as maybe looking into having some courses be in person rather than online. Not all students are able to successfully complete an online course. **M. Barron** states that the RA stipens were taken away. It plays a huge part in RA's not being financially stable. **A. Depappa** states that they didn't have the budget. Due to all the changes and all the other places they put money into they took away from the budget from the RA. They changed the role and made it less about programming yet they still expect us to host programs. We are still doing the same amount of engagement but without the pay. **P. Chudinov** states that with the minimum wage slowly crawling up the housing charges are extreme compared to living off campus. Another thing about working for housing is that they sometimes work at night and they don't get compensated they just get paid their minimum wage. For example, the FDA's work until 3AM on the weekends. **J. Mercado** states that he is part of the Affordable Learning Solution subcommittee. We are currently working on trying to inform students about courses that are zero cost materials. Meaning that the textbook for the course is free. A big problem we are running into is that when students go to the university catalog and search for the zero cost materials there are no course popping up. **A. Depappa** states that she went to her department to request permission to take more units but she was denied. They told her that because she is not a graduating senior she is not able to take more than 18 units. I am trying to graduate in four years with my major and with my minor and in order to do that I have to go over my units. **Maria Ortuoste** states if you come up with anything else or want to follow up feel free to email me.

55:40



#### D. DISCUSSION ITEM - **Finals Week Policy**

The Senate will discuss progress made to the Finals Policy by the CIC committee and how ASI can inform students of their rights.

**K. Parada** has been working with the Curriculum Instruction Committee. She is working with them to get a policy made for students that may be affected by three or more finals in one day. According to the data she received there are about 1,559 students who potentially would have three exams in one day. There are 135 students who potentially would have four exams in the same day. There are six students who will potentially would have five exams in the same day. She says potentially because some of these classes might not have the traditional sit down exam. Also got the statistics of how many faculty and lecturers would also have to administer multiple exams in one day. There are 196 regular faculty and lecturers who at least have one section with one or more students who potentially have four to five exams on the same day. There are 465 regular faculty and instructors who have one or more classes with potentially three exams in one day. There is 843 class sections with one or more students with potentially three or more exams in one day. The earliest that this would be implemented would be Fall 2020. I made it a point to the committee that when we finally draft the policy, we have to include the language of “Needs to take effect Fall 2020”. Right now we are doing our research, reading other schools policy, taking bits and pieces and putting together in a way that would work for us. It will then have to through the Faculty Affairs committee, then back up to the Academic Senate and be voted in favor of. As long as that works, it will be sent to the Office of the President where it will be signed. As of now, I am the only student sitting on this committee but we would like for other students to be in the committee. I will send out the information of when the committee meets. They meet once every two weeks, Monday from 2PM to 4PM. Overall, everyone is on the same page but there a couple of Faculty members that seem a little annoying of all the extra work. We are trying to figure out how we will accommodate for so many students. Right now, its finding a place where we can house these students to take these exams, what would it look like in campus, how much it will cost, and other logistics that needs to be figured out. What we can do to inform students is putting it on social media. The semester is coming to an end and there is not much that we can do but for next semester we will push for this. I sent a mass email to all Faculty and Instructors about what we are working on and about how students are being affected. A lot of them have responded and have been positive; where as, others have been really negative. The more students go up to their professors the more they will realize that this is an issue.

12:42



E. DISCUSSION ITEM - **Forever Pioneer Club/Committee**

The Senate will discuss the production of a Forever Pioneer Club to strengthen the alumni community.

**K. Parada** is part of the Alumni Association Board. They really want me to form a Forever Pioneer Club or Committee. It would consist of current students to strengthen the whole concept of being a Forever Pioneer before leaving. Currently, there really is no connection with our alumni. We want to strengthen the relationship with our students before they leave. The club will put on activities that will engage current students and reaching out to alumni. Starting a club and committee is difficult and I don't want to do it on my own. If anyone would like to help me it will be great. **B. Golez** states that Omer is currently part of a committee in which they work on Forever Pioneer. Maybe you can reach out to him because he is intrested in that. **K. Parada** states that if we do a committee we have to create it within ASI do it can be a regular standing thing. Where as a club, would consist putting all the load on students who may or may not keep the club running from year to year. I am personally more in favor of a committee. **K. Disharoon** states that most Universities have a student organization and it is run through the Alumni office. The students employed through the Alumni office are the ones who run it. They handle the student based connective events with the current polpulation.

16:03

VIII. SPECIAL REPORTS:

No Special Reports.

16:12

IX. ROUND TABLE REMARKS

**D. Cuevas** states we did a really good job at the beginning of the semester. We had some resolutions made as a group. We will come back strong after the winter break and good luck on your finals.

**J. Mercado** states that he met with Parking and Transportstion. The initail statement as to why they renewed the shuttle contract is because the Vice President found that the shuttleis cheaper. Looking at the University finances it was best for them to go with the shuttle. For next semester, I will be working on promoting our current alternative transportation.

**K. Disharoon** states that if you want your events next semester to put it on the event calander and Baysync. When you submit your events also submit a Communications request which is also on



Baysync. That way we can sort out the projects and each graphic designer will know what they will be working on. If you submit it late then it might not be a priority so please put it on time.

**A. Depappa** states if there are any events in which they want to collaborate with RHA to let her know when they come back from break.

**E. Sanchez-Martinez** states that we really want to push for the DREAM Coordinator. Our idea is to utilize our Senators to reach out to the faculty and staff from their colleges. We have created a letter that has all of our demands and in the back someone will be able to include their own personal story. This will be for next semester and please get familiar with faculty and staff from your colleges. We want to build that relationship with them so they hopefully want to attend the UndocuAlly training.

**B. Kuehnis** states that the purpose of this is to strengthen ASI position. Even if you only speak to one professor it would help with the letter.

**K. Parada** states that it would help her if they send out an email with points that they can discuss. That way we are asking the right questions.

**E. Sanchez-Martinez** states that there will be an UndocuAlly training in March where we will go over on how to speak to your professor, faculty or staff.

**D. Cuevas** states that for future events to please use doodle. It helps with keeping everyone accountable.

**E. Sanchez-Martinez** states that today at 11AM the last Sweets and Studies will be happening. Come show your faces because students need to know who is representing them.

**Motion** to take off Discussion Item - Student Success Feedback off the table by **K. Parada**, second by **D. Cuevas**, motion **CARRIES**.

**22:23**

X. ADJOURNMENT at **10:30AM**

Minutes Reviewed By:

**VP University Affairs & Chair**

Name: Siddharth Valecha

Approved On:

**1-23-2020**

Date:

