

C. Orosco, A. Badr, C. Wang, D. Green, H. Awad, H. Hajaiej, K. Yang, P. Hyunh, S. Li

ABSENT

K. Perry, T. Meyerott

EXCUSED ABSENCE

Chair DeShazo convened the meeting at 1:48 p.m.

Senator Ramos read the Tongva land acknowledgement.

1. 1.1 Senator Porter announced: ORSCA internal awards.

ANNOUNCEMENTS

Mini Grants:

- Up to \$5,000
- To test promising ideas
- May be used for undergraduate and/or graduate assistants, clerical assistance, supplies and faculty travel necessary for the activity (not for conference)
- May **not** be used for faculty release time
- Must be expended by the end of the 2026-27 fiscal year
- Summary report upon completion

RSCA Assigned Time Awards

- One course release (three units)
- To develop or complete research, scholarship, or creative activities
- Must be taken during the fall 2026 or spring 2027 term and with approval of your department chair
- Summary report upon completion

Online submission via Info Ready

- <https://calstatela.infoready4.com/>
- Download
 - Templates under the program
- Upload
 - Approval Page (Chair's and Deans signature)
 - Narrative
 - Curriculum Vitae (CV)
 - Budget Page (if applying for a Mini grant)
- Deadline
 - **December 30, 2025, 11:59 p.m.**

1.2 Chair DeShazo announced: "Ask Me Anything" with Provost Lattimer will be held November 19, 11am-12pm, Salazar Hall, room 184. "Transforming Together: Community Conversations with President Eanes" will be held on December 3, 3:30-4:30pm in Rosser Hall.

Tomorrow, we have strategic plan engagement sessions and there are three of them.

The first one is at 9am in the Ge Ballroom, the second one is at 1pm in GE Ballroom and the third one is at 2:30pm via Zoom.

1.3 Ariana Varela, guest, announced: The library is participating in an Ithica S&R AI Literacy project that's a nationwide survey on AI literacy. We just received our IRB approval and we're looking for faculty and student participants that are interested in doing an 1.5 hour interview on thoughts about AI use and literacy. You can email me if you're interested and please share with your students.

The library is restarting the Information Literacy and Special Collections Research Award for academic excellence for students. Please promote this with your students.

1.4 AVP Heise announced: We are happy to announce that students will receive an email this afternoon or tomorrow about the new student course evaluation tool. Evaluations will open November 23 and close on December 7. Students will access it through Canvas.

2. The following questions/concerns around these topics were raised from the floor:

- Will the questions in the new course evaluation tool be the same questions from the previous platform?

QUESTIONS FROM THE
FLOOR

QUESTIONS FROM THE
FLOOR (continued)

INTENT TO RAISE
QUESTIONS

A response was provided from AVP Heise.

3. 3.1 Senator Porter announced her intent to raise the following question:
IRQ Integrity of Student Assessment in Larger Lecture Courses
The University is expanding its large lecture course offerings at a time when students increasingly access AI and student communications platforms during exams. There is a grave concern that test taking becomes meaningless without safeguards that prevent accessing outside resources while taking exams. For in person larger lecture courses, possible solutions to this challenge include additional exam proctors assigned to large lecture courses during final exams, setting up devices in large lecture classrooms that can block wireless signals preventing students' access to outside resources¹, and purchasing phone lockers for large lecture rooms² into which students are required to place their phone during the exam. How is the University supporting instructors to ensure test taking integrity while increasing the number of large lecture courses with in-person meeting pattern and in-person final exams?
- 3.2 Lettycia Terrones, chair of FPC, announced her intent to raise the following questions on behalf of FPC: Re: Excessive Workload issues resulting from Large Lectures (LLs) and Rising Course Caps

Departments and Colleges are facing an increase in workload due to the new guidelines for large lectures (LL) and rising course caps provided by Academic Affairs. Faculty across disciplinary areas and colleges have brought questions and concerns to FPC on this issue.
This IRQ intends to raise faculty questions about the resulting excessive workload due to the increased number of hours spent on grading, office hours, responding to student emails, developing new instructional approaches to respond to the increased number of students. Faculty have also noted how these increases to class size negatively impact student learning and retention, inter-departmental parity and equity, faculty retention and sustainability, and the negative effect on RSCA activities with less WTUs for the same work, all resulting from rising course caps to LLs and other courses.
For example, previously, for a 3-unit lecture course and a class of 80 students, faculty received 5-units WTU. Now this has been reduced to 4.5 WTU units, which is not sufficiently offset by receiving 5 hours of GA time as the GA must be supervised and are restricted to assisting in grading. Furthermore, GAs count time spent in lecture as part of their workload. Thus, 5 hours of GA time equates to 2 hours of actual grading assistance per week. This is an obvious workload increase. Furthermore, previously, faculty teaching a class with 55 enrollment received 5 hours of GA support. Now, under the new schedule, only 4 hours of GA time is allocated. Similarly, faculty are asked to increase enrollment from 40 to 53 students while only receiving 3 hours of GA time, which includes the time GAs are attending class (to be sufficiently knowledgeable in course content to effectively grade students), which accounts for 2.5 hours a week. To add another aspect that is not taken into consideration is that GAs must do the readings for class, which easily eliminates that remaining 30 minutes. Considering that the faculty and GA must coordinate and the GA must receive instructions from the faculty, very little time, if any at all, is actually used for assisting faculty in their increased workload at this level of class size.

¹ <https://www.thejammerblocker.com/12-antenna-5g-phone-and-wifi-signal-jammer-p-us-12-1/>;
https://www.jammermfg.com/exam-rooms.html?srltid=AfmBOop_PwUP2UZAKAgIRPGyRhxdxFH6w3XQhVa26UrSERmKvQluaEwY;
<https://www.jammer-store.com/high-power-blockers-jammers/>

² <https://www.lockers.com/cell-phone-lockers/>

INTENT TO RAISE
QUESTIONS (concerned)

Other increased size large lectures offer similarly paltry hours with a GA, also less than what was previously offered to faculty teaching large lectures in previous academic years. The reduction in GA hours for large lectures of various sizes further creates an obvious workload increase for faculty.

Further, the new large lecture guidelines increasingly require faculty to teach additional students for zero units; in other words, we are receiving the same teaching units (WTUs) for more work. Relatedly, some departments have a higher teaching load per semester than others, such as Sociology which generally has a 4-4 load but receives only 1 unit of service.

Faculty have also raised concerns about how the increase in class sizes negatively impact writing and reading intensive course, particularly noting the sharp increase of AI-generated student work, which further increases faculty workload in assessing students' original writing and plagiarism.

Faculty have a right to shared governance regarding workload and faculty rights.

Faculty also have the right to contest continued workload increases through the filing of grievances as this is the contractual procedure.

Faculty have, moreover, shared that they have been told by their Dean's office that faculty preferences regarding class sizes are no longer going to be considered in assigning course schedules.

Ultimately, the faculty concerns brought to FPC point to the way higher workload means less time to teach and supervise. Higher course caps limit the faculty's ability to spend individual time with students. This results in a lack of equity, especially for students with disabilities and/or students who need additional scaffolding of course materials. Increased course caps require a redesign of course lessons and pedagogical approaches adapted to meet Increased course caps sets into motion a snowball effect of negative impacts on student learning, ultimately undermining the Cal State LA University's teaching mission.

To this, FPC poses the following questions:

Is the raising of lecture and seminar size occurring across other CSUs?

Is the raising of lecture and seminar size CSU system-wide directive or is it local to Cal State LA?

What mechanisms did the Administration take to include faculty in the shared governance process involved in making the decisions to increase class sizes?

How does the Administration reconcile the changes to curricular protocols and agreements made

How will the Administration ensure that faculty have the resources to support the Cal State LA Mission to "cultivate and amplify our students' unique talents, diverse life experiences, and intellect through engaged teaching, learning, scholarship, research" given the increase to class sizes?

Does Academic Affairs have a transparency website to document the governance of the decisions being made around raising class sizes?

4. It was m/s/p (Cwir) to approve the minutes of the meeting of November 4, 2025 (ASM 25-7).
5. It was m/s/p (Porter) to approve the agenda.
6. Chair DeShazo presented her report.
7. Chair DeShazo and Senators Oropeza Fujimoto and Cwir presented updates on the University Strategic Plan, the Strategic Enrollment Management Plan and the Facilities Master Plan. A question-and-answer period followed.

APPROVAL OF MINUTES

APPROVAL OF AGENDA

SENATE CHAIR'S REPORT

UPDATES ON
UNIVERSITY STRATEGIC
PLAN, STRATEGIC
ENROLLMENT MANAGE-
MENT PLAN AND
FACILITIES MASTER
PLAN
PRESENTED BY:
J. DESHAZO, M. OROPEZA
FUJIMOTO, AND W. CWIR

QUASI MEETING OF THE
WHOLE: QUESTIONS AND
CONCERNS ABOUT THE
UNIVERSITY BUDGET

PROPOSED POLICY DELE-
TION: GRDUATE WRITING
REQUIREMENT, FACULTY
HANDBOOK, CHAPTER IV
(24-18)

First-Reading Item

PROPOSED NEW POLICY:
RESEARCH, SCHOLARSHIP,
AND CREATIVE
ACTIVITIES POLICY,
FACULTY HANDBOOK,
CHAPTER II (25-2)

First-Reading Item

ADJOURNMENT

8.
 - 8.1 Chair DeShazo opened the floor to discuss the rules of the meeting.
 - 8.2 It was m/s/ (Abed) to hold the meeting for 30 minutes plus an extension if needed. No objections were raised.
 - 8.3 It was m/s/ (Phun) to allow visitors to participate without the need to have a Senator cede their time. No objections were raised.
 - 8.4 It was m/s/ (Porter) to report out the questions and concerns expressed in the meeting which will be included in a memo to VP/CFO Lindow. No objections were raised.
9. It was m/s/ (Avramchuk) to approve the recommendation.
10.
 - 10.1 It was m/s/ (Cwir) to approve the recommendation.
 - 10.2 A five minute question and discussion period took place.
11. It was m/s/p (Phun) to adjourn at 3:29 p.m.

