



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Academic Senate • 1000 E. Victoria • Carson, CA 90747 • WH-A420 • (310) 243-3312

Revised

Academic Senate Meeting Minutes

November 6, 2019/Extended Education, Room 1213/2:30 – 5:00 PM

Voting Members Present: Allen, Andrade, Benavides Lopez, Brandt, Bono, Chaparro, Dixon, Eames, Fortner, Gardner, Gasco, Henriquez (proxy for Asatoorian), Hill, Johnson, Kalayjian, Kitching, Kuwabara, Malladi, McGlynn, Mendoza Diaz, Monty, Nguyen, Nicol, Park, Pawar, Pederson, Price, Silvanto, Raianu, Roback, Skiffer, Stang, Supernaw, Tang, Willis

Voting Members Not Present: Chhetri, Deng, Furtado, Gray-Shellberg, Griffey, Heinze-Balcazar, Jarrett, Kulikov, Macias, Morris, Naynaha

Voting Ex-Officio Members Present: Anderson, Giron, Norman, Ortega, Ospina, Parham Pinto, Russo, Talamante, Thomas

Voting Ex-Officio Members Not Present: Celly

Non-Voting Ex-Officio Members Present: Brasley, Davis, Figueroa, Franklin, Koos, LaPolt, McNutt, O'Donnell, Manriquez, J. Price, Roberson, Spagna

Non-Voting Ex-Officio Members Not Present: Avila, Costino, Caron, Peyton, Poltorak, Stewart, Wen

Guests: R. Boroon, A. Kawakami, N. Rodriguez

2019-2020 Academic Senate Executive Committee:

Charles Thomas – Academic Senate Chair, Laura Talamante – Vice Chair, Enrique Ortega – Parliamentarian, Dana Ospina – Secretary, Salvatore Russo – EPC Chair, Katy Pinto – FPC Chair, Rita Anderson – NTT Representative, Kirti Celly and Thomas Norman – Statewide Senators

Recorded and Edited by SEW and the Executive Committee

Meeting Called to Order: 2:30 PM

Approval of Revised Agenda M/S/P 11/06/19 [Academic Senate Chair requested that the words “capital campaign” be stricken from the Basic Needs line of the Chair Report in the agenda.]

Approval of Minutes 10/23/19: M/S/P

Academic Senate Chair Report:

- Calendar Updates – New Faculty Reception 11/13, Budget Town Hall November 19th; Student Success Analytics program starting on 11/21 with nominations on 11/8; GE Assessment Workgroup on 12/11; Incubator event on 11/15.
- Basic Needs Survey - we're getting good response rates as it relates to that. Thomas said he sent an email encouraging faculty encouraging to allow time for our students to take it. , you know, 15 minutes to complete the basic needs survey. It's important for us to get this this baseline information so we can figure out what the gap of basic needs is on campus.
- Student Success Analytics Program - nominations are due two days from now and the program starts on the 21st. Thomas said he would be giving a presentation dealing with the dashboards later on in the meeting and he wished to make a distinction between the dashboards. He noted that what we're doing in student success analytics. The dashboard presentation that he'll be giving is something that everyone can do right now based on what you know as a faculty member. Student Success Analytics deals with problems of the campus based nature. There is a brochure as it relates to the Student Success analytics piece available on the sign-in table.
- Exec 19-14, the resolution on the joint statement of shared governance is not on the agenda today and is set for November 20th in large part because we wanted to allow for ASI to go through their process of discussions. Thomas noted that we met with ASI on November 1 and we'll be incorporating their comments.

Parliamentarian Update – Parliamentarian Ortega had ballots passed around for the Parking Advising Committee. He noted we have three candidates running, Sheryl Ryan from Occupational Therapy, Nathan Edwards from Student Health

and Psychological Services and Danielle Heitmuller from Art. Ortega noted that we had previously indicated that we're moving towards conducting voting by either electronic means or in clickers, however we're still not in a position to move forward with that.

Chair Thomas added to the extent that we have folks that are going to be stepping away from their role as Senator for the spring, please let the Parliamentarian know so that we can start engaging in departmental elections for replacements. Vice Chair Talamante noted that one of the positions that's going to be filled and is being filled by proxy right now as our Emeritus position held by **Dr. Lisa Gray Shelberg**. She is on a leave of absence this semester due to her husband's health complications and is staying home to help him with his recovery. She asked that we convey that that her service here has meant a great deal to her. She appreciates all of the strong voices around the table and she misses senate very much. Talamante requested that if anyone has a moment, to send her a note as she would appreciate it at this time.

First Reading Items

EPC 19-15 Distance & Hybrid Policies Implementation Team, EPC Chair Salvatore Russo

Russo noted that this is following on the recommendations of the Distance Hybrid Policy Task Force. He noted what we're looking to do is similar to assemble a Working Group to be able to discuss the intricacies and the unique challenges that come from offering hybrid and online courses. Russo asked for a motion to bring it to the floor which was seconded.

Q&A/Comments:

Senator Kalayjian pointed out that it says there are 13 members on the committee, but then you go on to say that people serving on the committee can serve multiple roles. You might want to consider how you change that to perhaps a maximum of 13. **Senator Monty** asked if this is going to be a temporary ad hoc committee that exists for two years to formulate recommendations for implementing the recommendations of the task force report or is this going to be a permanent committee and if so, is it going to be a Standing Committee of the Senate or is it going to be some sort of free standing committee? **Russo** responded that the initial March 20 report recommended creating this team to create a committee. EPC thought that seemed like redundancy to assemble a working group to then go on to create a prime working group. Russo said they thought it better to skip the middle step. **Monty** said then he would recommend then it be made as a Standing Committee of the Senate. **Senator Hill** said he echoes Senator Monty's recommendation. **Senator Price** said she wondered about the certification for Quality Matters. She noted she's taken one quality matters training, and then I started doing the second one, but it was during RTP file time and wasn't able to do the second training. She said although Quality Matters is not a bad training. She said she didn't think it was a really good training. She wonder about that as a stipulation. **Chair Thomas** said the word in the language of the First Reading is "should". He said he did not believe it's a disqualifier as it currently stands. And so, he thinks Price's point as it relates to Quality Matters as the end all be all is valid. **Senator Hill** offered language along the lines of an appropriate designated training program. **Thomas** said so that we don't give any credence to one over any other. **Hill** said especially when we put it into the founding document for this committee. We give the committee the chance to revise that from time to time. **Senator Pawar** asked about the membership. She said where it says one faculty representative elected from the University Curriculum Committee, her concern is that sometimes we have a hard time getting enough numbers on the UCC to begin with. Now, we're asking for someone to do something additional. Pawar said it is her experience, especially since the resolution says people can serve in dual roles, that often falls on the Chair, which is already a bit of a burden. Pawar asked why there needs to be somebody from UCC to begin with. **Russo** said the logic is that as UCC oversees the modality of courses, proven courses that are going to have a hybrid and other various types of hybrid courses as well including synchronous, asynchronous, distance, etc. We've thought about it too much. Well, that's on the on the committee itself, that they're going to be dealing with matters relating to hybrid and distance courses. **Pawar** commented that it looks like they're going to be doing a lot more than that as well. She noted for example, in the second Resolve "the workflow, collective bargaining agreements, work environments, redundancies, etc." She said if it's just a matter of looking at course modality, it could be a subcommittee of UCC. But if there's looking at many more things, it seems like a member from UCC only needs to be there for a portion of it. **Senator Tang** said he would like to echo what some of his colleagues have said. He said to him the theme of this team seems very broad and vague. He said he doesn't know what it is all about. He said he would like to see it very sharp and focused and with targeted goals. **Thomas** reminded Tang that this resolution was not a Task Force, that the Task Force already had been formed and completed. Thomas continued that it's his understanding that Task Force provided a report last year asking for the creation of this group to implement many of the things that were outlined in the Task Force. **Tang** said his issue is that the purpose of this team and what they're trying to

achieve is unclear. **Senator Nicol** said she agrees with Senator Tang in that the resolution is incredibly vague. She said she doesn't even see distance and hybrid policies embedded into the resolves. Yes, she would like to talk about faculty workload, but she said, thinks that we need to talk a lot about implementation of the modality itself. How do you connect faculty training on distance and hybrid teaching to faculty workload or to collective bargaining? Nicol continued that she did not see the FDC doing enough online and hybrid training, or offering enough sessions for us to be able to have a robust conversation about distance and hybrid learning. Nicol believed that in order for us to get to a place where we're talking about policy implementation, people need to understand how to do online hybrid courses. How to transfer the brick and mortar training to distance and hybrid teaching. Nicol said there needs to be some policy such as how many times do you check into a course if it's online. Nicol said that the resolution needs to be strengthened. **Thomas** responded he believed that is what we're ultimately trying to do is build upon a culture that doesn't exactly exist at this current stage and the implementation team is for us to get to that point. **Senator Hill** said it seems like initially it was mentioned that there was a possibility for this to come to the floor as two different resolutions at different times. Hill continued that what it sounds like in this discussion is that there is a committee that will be a Standing Committee of Senate which is huge and needs a Charge. A Charge traditionally of a new Standing Committee would be its own resolution. This is not at the level of what a charge would be. Maybe the previous idea of using this as the basis of a first resolution, and then following up with an actual resolution, that a charge might be appropriate.

FPC 19-16 Graduate Council Charge Update, FPC Chair Katy Pinto

Pinto asked for a motion to bring the resolution to the floor with was affirmed and seconded. Pinto explained that the resolution is calling for the Graduate Council to become a Standing Committee of the Academic Senate. Pinto reviewed what was newly added. The resolution she said the resolution is quite simple which is to improve communication between graduate programs and campus community; that AA Policy 2006-21 for Graduate Council be rescinded, and be it further resolved that the attached policy and procedures be adopted. To improve supports student success for graduate and undergraduate students and shared governance and open communication at all levels of the institution. On page 23, where you see the Graduate Council charge, the functions, the membership, and the elections and meetings are outlined in three sections. Under functions, what has been updated is language around whom the Graduate Council actually reports to i.e. as a Standing Committee of the Academic Senate and in an advisory capacity to the Dean of Graduate Studies and Research. She noted that in the past, there was maybe one line directing Graduate Council to the Dean but not really communication with Academic Senate. When we're talking about the functions and responsibilities, one thing that was added and through WSCUC accreditation, came to light, were graduate student learning outcomes, so we've added a bullet point for that which was not in the 2006 charge. Additionally, in section two of functions or responsibilities, FPC added "to formulate, review and recommend policies and criteria regarding graduate courses." She noted the new bullet points reflect some of the work that the Graduate Council is doing right now, but hasn't been put into place in our current policy. Some of this includes "provide an impact statement for new program proposals, program modification, including discontinuance, and describe the impact if any on graduate programs." In the past, Pinto said, at what point is Graduate Council consulted. Pinto commented that some of that has been because Graduate Council has been operating on its own in a bit of a silo. She said that it is their hope that with bringing this Graduate Council charge will make it clear to everyone the purpose and the role is of the Graduate Council. In membership, they've outlined the voting members, which was not clear in the previous version. And in point three they've added an Executive Graduate Council made up of members of the committee who can set the agenda items. Currently that falls mainly on the Graduate Council chair and the Graduate Coordinator. They've added a member of the University Writing Committee to the Graduate Council, which is a relatively new committee on campus that has a member on Graduate Council and Graduate Council has a member on that committee. Pinto noted that some of these are updates that reflect some of the changes that have been happening on our campus. The elections have been outlined to be clear. A role for a vice chair has been added. There was language in the previous version for a vice chair, but no discussion about how they're elected what their role is. Finally, is about a meetings to plan the Graduate Council meetings and agendas.

Q&A/Comments:

Dean Davis said with regard to the inclusion in point two and the functions under 2E, and how most baccalaureate certificate programs, educational credentials and baccalaureate credential programs are included in the charge of Graduate Council, because those are little bit of a middle ground. They're not degree programs, but they are after Bachelor degrees. How has that been decided to be a part of this charge? **Pinto** responded that's a good question. She said currently they

have not been approached when it comes to their curriculum matters from the credential process, Grad Council has not been consulted. She said that no one has brought to them program review, or program modifications for them to review. She said she thinks they've likely been skipping the Graduate Council all together. She noted now in 2E, they're included, but they're not included as members. The current process is that their representation comes from the Deans from the college or the Associate Dean that sometimes come in their place and the members from the College of Education and the different departments, that's how they've been represented. Pinto offered that's something they can talk about in terms of where it might be better on how to include them specifically. **Davis** responded there's a reason he believes why it could be included because there's not currently a clean separation between post baccalaurean programs, credential programs and our masters programs, because some of those classes are included as electives in the MA degree. He said he can see why there might be a case for it, but just if they're going to be decisions made that would affect those post bac programs and those credential programs it would be good to have representation. **Senator Hill** said "2E" and "Functions" desperately needs an Oxford comma, because 2E has lots of them in a row that don't need them and it's kind of confusing. Hill continued what may be outside of the realm of this is that he's in a department that has a graduate program coming in. How do they find themselves in this resolution as a graduate program that's about to exist. **Pinto** said a graduate program that is about to exist, has likely come through Graduate Council, and has shared the proposal that they have in their process and when you share a proposal, the members of Graduate Council have a certain amount of time to read it and then give feedback. In terms of being included as a voting member, Grad Counsel said they define it now as when a program is officially in the books, that is when they are included as part of the voting membership on the Council. It reads under "Voting Members", Membership lines 73, "the voting members shall include a graduate coordinator or their designee for each approved graduate degree published in the campus academic plan. **Hill** asked for clarification, someone needs to be designated as a graduate coordinator. **Pinto** responded, "Hopefully, if you get a graduate program, you should have a graduate coordinator." **Senator Pawar** questioned section two where it says "review and evaluate all graduate course proposals based on criteria and procedures specified by university policy." Pawar asked what "as specified the university policy" means there? **Pinto** responded that they left that language open, given that there's been a lot of changes right now to curriculum process and curriculum review. But Pinto said she believes what that is referring to is the graduate proposals that Graduate Council sees are often creating a new program or creating a new class, which are generally curriculum. She said they kept it general since some of those things were still moving. **Pawar** noted that language doesn't appear in 2F which is about curriculum. **Pinto** asked if Pawar would you like it to be included into 2F? **Pawar** said she would like it to be specified and what type of policy you're talking about. **Senator Tang** asked what percentage of our programs have graduate degree programs? **Pinto** responded there are some programs that are just graduate programs, and they don't have undergraduate programs. We have 30 plus graduate programs, but some of them don't have undergraduate degrees like nursing, marriage and family therapy, occupational therapy, and social work. She said the question about which percentage, you would have to look at the ones that have undergraduate and graduate programs are they just offer undergraduate degree? So I don't know the answer specifically, but there are about 30 plus programs on our campus that include programs that do not have undergraduate degrees. **Tang** continued that it sounds like probably less than half of our programs are graduate and then questioned the relevance of discussing it at Senate. He said from a personal perspective he said he wouldn't know what the impact would be to his department or college. He thought that when we make decisions as to what we can do or what to implement for graduate programs, he said he's not sure what he can contribute. **Pinto** responded that the Graduate Council and FPC has been working on this for almost three years. She noted that she is the Graduate Council Chair right now and has advocated that the Graduate Council should be a Standing Committee of the Academic Senate, not as a second boss, but as an accountability. She said she does believe that on some level, even if you don't have a graduate program in your department right now, you might. She noted that in Chemistry, because she's on the Program Review Panel (PRP), she is reading their report and they are thinking about it, and they're talking about what that means. "And", Pinto added, "A lot of us just simply interested in getting our students into graduate programs." She asked if folks knew that there's actually a Graduate Education Week going on right now? She said that your students may be missing an opportunity if you haven't told them that they can go to LSU and learn about how to apply for graduate school. They can meet the graduate programs on their campus. Pinto expressed that part of not getting the word out there is because Graduate Council doesn't always have the forum of Academic Senate and opportunities are being missed. Some of the topics being covered at Graduate Education Week are how to write a statement of purpose; how to write a thesis, and simply how to write. She noted that this is the first ever Graduate Education Week. She said having the Graduate Council as a Standing Committee of the Senate is an important way to have some accountability reporting back to the larger body and disseminating some of that information across the campus. Pinto added that

Computer Science is represented right now on Graduate Council. **Senator Hill** said that while he would actually endorse the idea of Grad Council being a Standing Committee and therefore represented on Senate Executive Committee possibly, we do have to consider at every point, the idea of bloat of committees. And, bloat means not just existence or size of the individual committees, but their representation above them. He said this is a critical point with respect to what Senator Tang is saying. Most senators represent a constituency, EXEC in general does not represent constituencies, rather areas and policy areas. And that's the sense in which it's really appropriate that Grad Council is a Standing Committee and possibly represented on Exec that way. He said that he also would like to note that sometimes with cases like mentioned, chemistry, which has some conflict within the department about whether a graduate program might be brought forward or not. Those are things that need to get to a lot of levels with a lot people considering the issues that are there. **Provost Spagna** said three comments to think about, as you craft this and do some revisions. In section 2A, he noted that Dean Davis had him think about this with his comment, in the Responsibilities section, the first one about identifying areas that need study, we might want to put within there something about what we've put in program reviews now about regional workforce needs. The idea is being sensitive to what the region needs, not sure whether it goes there or somewhere else, but I think it might fit in 2A in terms of assessment we would do on an ongoing basis. He said he wasn't sure where to best fit in B and C, the idea of accreditation standards. He said a lot of our programs right now are considering growing grad programs, but they come with accreditation standards that have resource and impact. The last piece he wasn't sure where to fit it within the document but something to think about is how we measure student success for our graduate students? He noted that part of it is success of students that come into our graduate programs by he also appreciates the line earlier in the document about beyond? Spagna said he believes we do have a responsibility when students graduate from the Dominguez Hills is what happens to them when they go on to Masters and Doctoral programs. There's a lot that we do in our learning environment here to support students, but then they go on to Doctoral programs that might not have that same kind of support. And so the idea of being able to gather that information, maybe for future partnerships with other programs that are graduate that are outside of Dominguez Hills.

President Parham's Report

- Parham asked for a moment of silence, for colleague President and Rear Admiral Thomas Cropper's wife who lost her battle with cancer.
- We have an invitation to be a part of an organization called the Council of Urban and Metropolitan Universities, CUMU for short. He said he had a chance to attend the conference held in Philadelphia. He said one of the things he really liked about it beyond the urban metropolitan university focus was their focus on civic engagement. He said they had a chance to look at a collaboration between the University of Pennsylvania, Drexel, Temple, and Rutgers-Camden. To start the conference off, they had a chance to get on buses, and pick one of four of those places to actually going. He noted that it really is the difference between having a relationship with someone out in the community where you have opportunities to send students there for internships or placements or something. And being what he would call authentically, solidly engaged, where the university is part and parcel of what they do. He have the example of Rutgers-Camden, where they toured the campus and went to a housing community that was put up and recently erected over the course of a building that was very dilapidated in the inner city of Camden, which is one of the poorest communities in America. In putting up the housing complex, there was a medical triage facility on the first floor that was staffed by the College of Nursing faculty at Rutgers Camden. He said their students were not only doing internships and placements and their clinical hours under the supervision of their faculty. He said the relationship that exists every year is because it is part of the fabric of that particular entity. He noted there were multiple examples like that across the 2-3 days that they were there that really is the essence of civic engagement. He said he's asking the question as we bring that back, about how we want to be involved when we are civically engaged, Parham said we already have a couple of programs like that on campus that he believes doesn't get enough visibility, but we're going to do something about that. Parham said he would like us to have a broader discussion in our academic circles, about how we want to civically engage the region. While we can't do everything, we can certainly pick the two or three things we think are most important and deploy advice and recommend ways in which we want to be engaged with the broader community so that we can make that happen.
- American Association of State Colleges University meeting: There was a lot of things on student data and also a presentation by Professor Michael Eric Dyson who did a take off on one of his recent texts called Tears We Cannot Stop. He said the broader discussion was not simply a lecture about that book, but also a chance for folks

to really interrogate what it meant to be an inclusive community and how we continue to be afflicted with a condition Dyson calls the politics of amnesia, where we sometimes forget the kind of circumstances that have led to things that have happened in the past both as a nation as well as our institutions. And how even in our teaching, and the curriculum that we provide, we have to interrogate more thoroughly whether or not we are continuing to perpetuate ideas as they have existed, or providing really an inclusive pedagogy that allows us to ask some different questions in a different way than they have been presented over time.

- Los Angeles area Chamber of Commerce meeting: President Parham attended the LA Chamber of Commerce meeting this weekend and was there at their retreat for their board of directors. He said it was a great way for him and this campus to connect with some of the business leaders in the community, not simply those that will offer opportunities for students to be employed or internships, etc. but also have corporate responsibilities community foundations, and provide funding for lots of things
- Alumni Event – Parham said he and Mrs. Parham had a chance to connect with alumni on 11/5 through a dinner they attended with the Executive Committee of the Alumni Association and their Board. Parham said it was a very fruitful meeting and discussions where he had a chance to listen to some things that were on their mind as well as share with them some of the progress and transformative things we're doing on campus. He said he's also challenged them as we come into 2020, we are nearing the 60th anniversary of this campus. And I'm asked them to consider having a campaign with their alums to have their alumni more engaged. One with a fundraising initiative, where every alum would be challenged to put in even \$6, \$60, \$600, \$6,000 or \$60,000. He said what he's looking for is not just the amount of money, but the number of people who are actually engaged and give. He noted when you look at our metrics that show up in Money Magazine and US News and World Report and those places, the judge you not just by the dollars you raise but the percentage of alumni that you have engaged. He said that he has challenged them all of our behalf to think about what kind of campaign they want to think about running in 2020 to have our alumni more thoroughly engaged.
- Orthotics & Prosthetics Program – Parham gave a shout out to our orthotics and prosthetics program. He said he had a chance to spend a few hours with them. He said he's always known that to be a point of distinction, but being able to hear it and talk about it, and see the see the life changing things that they do, and they we do on this campus as a part of that program is really phenomenal.
- Today was the California Endowment where they were holding the Young Males of Color (YMOC) consortium. He said it was a standing room only crowd, representatives from all of the 23 campuses from Humboldt down to San Diego. And it was hosted by the PI on the grant, VP Franklin. He, his Associate Vice President Matt Smith and one of our students were on the panel. He said when you talk about increasing the visibility of the campus, Dominguez Hills was as well represented there.
- President's Mid-Year Forum: One of the things I'm calling for this year is a President's Mid Year Forum. He said he wanted the Senate's support and the support of the broader faculty. He said he dislikes going to places to talk where his words are really designed more to entertain people than they are to create substantive change. He described that last year, when he joined Dominguez Hills, his convocation remarks were really focused on inviting us to dream about what was possible and not simply settle on what's predictable. He noted that we've certainly have been dreaming and we're now stretching and moving in ways you'll get to see if you haven't already some of the transforming things that the campus is going through. This year, he said his theme at the convocation and the rest was about owning student success. In owning that success and challenging each of you not to give him 100% better on 50 things but 5% better on one. But he said he does not want to do is to wait until next Fall to change the theme and come back with something else without having some follow up about what specifically are we doing as faculty, to improve the success of our students? Therefore, Parham said, he's planning a Presidential Mid Year Forum. He noted we're still working on the date where faculty can meet either in early January, right before we're supposed to come back for the students or right about the start of the semester. He said we'll bring together the faculty in the same kind of format that we might have for our opening convocation, but we want us really talking about several examples about what we're doing to be able to follow up on owning students success and also breaking people down into groups of tables that think about what specifically can we do to create substantive behavior change that allows us to better own the success of our students. He stated it is not going to be convenient and, as he's said before, it says heavy lifting stuff we do. He noted that the data he's been looking at now suggests that what we've been doing over the last five years is not working as well as it ought to be working,

even as we're making progress. He said he believes we've got enough intellectual horsepower in the Senate and on this campus to do this heavy lifting.

- Strategic Planning Committee: He noted that he and the Provost will be putting together and announcing the Strategic Planning Committee. We are coming to the tail end of our Defining Our Future in 2014 through 2020, which is our current Strategic Plan. With 2020 upon us, we have basically a year to be able to get this done and if done right, he said it will take us about the year. He noted he will be coming to the Senate asking for recommendations about people would be effective to sit on that committee. He noted we will be pulling from around all parts of the university.
- LA Economic Development Corporation Dominguez Hills Recognition: [EDDY Awards](#). Parham will be delivering remarks on 11/7 at the awards. He noted that the EDDY Awards are a derivative of the LA Economic Development Corporation. It is a big dinner being held at the JW area in downtown Los Angeles. As we receive the EDDY awards, we will be able to talk about that and the relationship that we have within this business community, and how what we do in collaboration with our strategic partners is increasing the level of economic prosperity that the region enjoys.

Q&A/Comments

No questions asked.

Provost's Report

- Mid Year Forum: Spagna said he wished to build on the President's comment about holding a Midyear Forum. He said he shared with the President after the last Academic Senate Meeting, he thought that there was encouraging conversations. Spagna pointed specifically to the discussion around AVP Olschwang and Dr. Figueroa's presented findings regarding the Graduation Initiative. He said he particularly pointed out to the President that he was impressed with the level of reflection that Senator Monty had about programming for students and that Senator Pawar had about course reform and also Senator Griffey in terms of instructional effectiveness. He said he believes that there are a lot of solutions actually present that we've discussed that are hiding in plain sight on campus. We need to support our faculty colleagues as to how we cross that bridge to make those things become a reality. He said he's heard quite a few ideas that have been in people's minds and now it's about how do we get the energy to the next step?
- Incidents on Campus: Spagna asked for guidance today from the Senate on an issue that he's been monitoring now for several weeks. And then there was a second incident that really brought it to his attention. He noted that in a moment, he's going to introduce Lieutenant David Paul. Spagna said he's monitoring reports of incidents that people are reacting to on campus. On Monday, there was an incident that was reported of a gunman being in Welch Hall. Spagna noted this went back and forth and he monitored it with the Chief and the faculty member. The way that the faculty member related it was all of a sudden out of nowhere, the person had heard that there was a gunman in Welch Hall so go lock yourself in your office. It turns up when the exchange took place, there wasn't that incident. It was somebody that was encountering someone with mental illness that needed support. Spagna said you can appreciate how these things quickly escalate. He thought it would be important to not only bring in Lieutenant Hall to remind us all about what's real in terms of what we hear with incidents, what's the process of the alert system. Spagna said he needs the Senate's guidance as to how do we work well as a community when we think that there might be something going on. He said as you can appreciate, as soon as one person gets nervous, and this happens, all of a sudden that does have a wave. Lieutenant Hall said the incident on Monday was simply a case of somebody who hearing the national mantra of "if you hear or see something say something." Hall said he believes there's a misunderstanding there. He noted at Dominguez Hills they want "it" to be said to the Dominguez Hills police, not to other folks. He explained the way our emergency notification system works is we have very small campus and we're adequately staffed. He said when they get information about some threat on campus, those folks can be on scene within about a minute. Once it is determined that there is an emergency on campus, they have a very small select group of which he's the primary person and will be activating the alert system. Hall explained the alert system consists of computer generated information that is sent to every computer that is signed on in the university network. The screen is taken over with the emergency message. He noted, simultaneously, we have a large speaker on the library roof that announces the emergency and then a series of messages go out through the Toro Alert System, which is a computer company that pumps out the

notification to your cell phone, to your landline and to your email account. The most important piece to that is we need you to help us by providing your current cell phone number so that that information gets to you in a timely manner. A quick business methodology is text messaging, at live voice call tends to take a little while proven by the computer system that we're paying for. The text message comes pretty quick. The computer message as well as the speaker are instantaneous. Hall said he hears the term lockdown. He noted lockdown is a really a high school term. It has no bearing whatsoever in our environment. We have an open public university campus. And what we teach is run, hide, fight, specifically targeting a mass violence type situation. Hall said you and your students have to make an educated decision of what is best given the facts that you're visibly seeing or hearing? Is it better for me to find a place to conceal myself? Do I have an opportunity to get out of this environment and escape and ultimately, if my position is breached by an assailant, I need to fight back. That's what we teach. So it's not a matter of, no matter where I'm at looking for the lock on the door. You have to make an educated decision based on what you're seeing. Even though we have a small campus, it's a big campus. If something's happening out at the gym, you have plenty of opportunity from Welch Hall to simply leave and get out of the environment and all together Hall reminded folks that we put on us every semester, a 45 minute presentation on this and various other safety topics. Unfortunately, we get very little attendance. He noted they put one on specifically for faculty once and unfortunately only one faculty member attended. He said he's happy to go and talk to any group anytime. Provost Spagna said maybe some initial questions as there is a tight schedule, but Spagna said he did want to raise this and conversations are ongoing.

Q&A/Comments:

Senator Pederson said she had a quick comment and then a question. She noted that every time she gets a text alert, she wonders what it is and takes her a moment to regroup. She said she sees the alert part but the CSUDH logo comes after. She explained that the school she was at before, the very first thing was the schools names and then the alert. Her question is that she was looking on the website on how to sign up for these alerts, as she knows that there's some people in her department who don't get the text and other people who do. She said in her quick online search, all she was able to find was a piece of paper that she would have to fill out and physically turn into someone. Pederson asked, is that how you sign up? **Lieutenant Hall** said no. Our program is an opt out program, as soon as you're employed, you're automatically enrolled in the program, but it may not necessarily be that current cell phone that you're carrying on your person. The way you automate that is through the "my CSUDH" access point, prominently up there in the upper left hand corner, you'll see total alert update, and simply go to that and add in your actual cell phone that you carry with you. Hall continued with regard to Pederson's first comment, that was pointed out to him and they have faculty surveying on many campuses and would it be better to start with our initials. He said he did that on the last one and will continue to do that. He noted we have a very small amount of characters that are allowed in text messaging, and trying to lay out the message as thoroughly as possible. **Senator Eames** said her department, Communication, has recently been expressing a lot of concern to her about the response for the possibility of an active shooter. She explained that in her department, they have a policy that no cell phones or no technologies allowed in the classroom, unless you're doing something specifically with it. So if there's no cell phones out, and there's no computers on, would this speaker from the top of the library, each every customer service or what is the notification system in that event is my first question. **Lieutenant Hall** responded that he would probably suggest in that specific example that the instructor make sure that they have a cell phone that is working if there's some responsibility for the students, not to have it as a requirement, it's necessary. He said he would certainly expect and encourage the instructor to have a phone on as the speaker is not audible inside the classroom. Also, if there is a computer that you can sign on just for that period of time, could also be a buffer to the text messaging going through to the one phone. **Eames** said she has some colleagues who are very concerned about classrooms with large windows, and asked if he could speak to that briefly. **Hall** responded going back to my original statement, locking the door is not always the option. He noted he has personally attended master program classrooms on campus, where the whole wall is a window, certainly not the room where it gets such an alert that he would want to stay in. Making note of all the exits is a good idea to review where your classroom is and what the exit points would be, and where there might be a better concealed location if you didn't have to conceal yourself in the unlikely event or something happening. He emphasized these are decisions that you have to make, there's no way that we can go and outfit every classroom as a secure, bullet resistant bunker, it's just not going to happen. Lieutenant Hall said with regard to Monday's incident, there was nothing regarding gun. It was a lady who had commented to somebody passing by during a rant that she needs to collect her gun back from her sister. Somehow that got transposed into oh my goodness hide under your desks. Hall said we certainly don't want to

unnecessarily put people through that type of emotion. So, first of all if something concerns you, call the campus police, and he said they'll be out there quickly to find out what's going on. He noted they have the capability of handling these types of situations very quickly and very official. **Eames** asked when is the next public workshop about this and if they wanted him to come and speak to their department directly, what's the best way to do that? **Hall** said to send him an email, he will come anytime. He noted they hold these workshops every semester and they did just have one this semester.

Provost Spagna's Report (continued)

- Shout outs to people:
 - o Successful South Bay Economic forecasts - . A special shout out to Drs. Fynnwin Prager, Jose Martinez, and Jennifer Brodmann who did an exceptional job of presenting and made us all proud.
 - o Shout out for student Nancy Sanchez. Spagna said he appreciated when Dr. Jerry Moore and all of the faculty send out an email identifying a student as a McNair scholar. We all recognize the teaching and learning environment, that a simple recognition of one of our students being successful is such a boost to that student. He said he would encourage that as it is one of the few DH emails that go out to everybody that just makes him smile and it is really meaningful to people as those come forward.
 - o Spagna said he's been receiving a lot of requests that he has been following up on individually, two of note, being he's getting thank you notes from several faculty who are finally getting their keys. Keep that coming and keep notices going to people that haven't received items like that.
 - o Spagna thanked Senator Pinto for pointing out that in some of our construction, we had cut off some of the handicapped parking. Spagna reached out right away to VP Coley. He got to CW Driver to correct this. Spagna encourages that people let him know, but he needs real time information so that he can pursue it.
- Assembly Bill 1313 passed recently by Governor Newsome, which actually makes it against policy to be able to hold transcripts from students as a debt collection tool. It is an improvement. We have had in higher education cases where we've been held transcripts based on debts that students have said was long coming as a correction.
- First annual celebration of First Gen College Students happening on November 7.
- New faculty reception on the 13th of November.
- Interim AVP Price reminded him of several dates coming up for Grad Week and opportunities for grants. Some of those announcements were placed on the back table for Senators to pick up and be aware.

Q&A/Comments

Vice Chair Talamante asked with regard to Exceptional Levels of Service to Students - do we know when that call is coming in because we know this is the last year and it's included in our contract before the bargaining? The **Provost** responded, "Not yet, we'll keep you informed about that."

ASI VP of Academic Affairs, A. Victor Giron

VP Giron said that ASI approved our elections timeline. He added if you know any students who are great in your departments or just like really good students in general, please encourage them to joining us is ASI, as it is really important.

The Career Center is having a clothing drive that is co-sponsored by ASI, however even after the clothing drive is over, ASI will still be taking clothing donations, as they're going to be having Dominguez Hills's very own Clothes Closet. He noted that it is going to provide support for students who maybe do not have a place to get clothes. It's going to be on the 5th floor of the Library and you can donate clothes all year round and the clothes will be available for free to students and there's no limit as to how much students can take or staff or faculty can take.

Q&A/Comments

A senator asked how did Giron get to serve as the VP of Academic Affairs for ASI? **Giron** explained that he joined ASI by running. He said he ran for his position and then he was elected and people picked him to be in this position. He said a student can join ASI by putting picking up an application from the ASI office, and then the application will eventually be due in February. **Senator Hill** asked if for the ASI leadership elections, do only the ASI members vote or do all students get to vote. **Giron** responded all students vote. There are 15 positions on our Board and students are able to run as long as they meet the minimum GPA requirements. Some requirements for some positions require a term of another position. All students are eligible to vote as long as their students on campus. Giron continued we also vote for other things like our

fee. He is said this is also part of their elections. Giron noted that he believed the fee is the only fee out of all the fees that students get to vote for. **Senator Norman** asked about whether online student, still get to vote? **Giron** said that is students are classified as members. So they're members of ASI. online students are members that have voting privileges and do get a vote, however, they don't get to run for a position.

CFA Report, Dr. La Tanya Skiffer, CFA Co-President

- Dr. Skiffer noted that she brought several T-shirts in different sizes. She pointed out that several CFA representatives in the room were wearing Take Class Action t-shirt. She said they have a bulk order and have sizes small, medium and large with her and she hopes that all will take one so she doesn't have to carry it out.
- Bargaining Survey, please make sure that you complete it as they're looking to close the survey down around November 25.
- CFA is continuing the Follow the Money campaign. So the \$25 million from 2018-2019 and then \$35 million in 2019 - 2020. She said they are looking to get information about how that money is being spent regarding tenure track hires. Skiffer said it is part and parcel to what the President is talking about student success. Student Success means we have to have faculty here to support them in real time, face to face office hours, mentoring, workshopping them, and giving them all of those resources that they need to succeed. She said they're going to be sending out a letter to President Parham, as well as to our local assembly members to make sure that we can get a little more push behind the ask for that information. She noted that she's aware that many of our part time faculty on campus are looking for jobs. So this is a wonderful opportunity for us to have a win win hiring people that are already in house and joining the campus workforce.
- Interrupting Racism Workshop is Friday at 12pm FDC. She noted that Statewide Senate has participated in it and Skiffer invited the Senators to come out so that they can get some tools that they can bring back to their colleagues about how to deal with some of the most pressing issues around race and discrimination on this campus. She asked that Senators reach out to Jackie Teeppen to JTeepen@calfac.org to RSVP.
- Skiffer noted something that came across her desk because she was completing the sabbatical application. She noted there is a policy for sabbatical, and some have told her and so she wanted Senators to share with their colleagues that they are being told, no, I won't support your application. So don't submit it. Skiffer noted this is not how it works. She said if this happened to anyone, please reach out to CFA right away because that application just ended and you only have 42 days to file grievances. She noted even if your department chair and the Dean does not want to support you, they have to explain why. If they don't allow your application to go forth, we are never notified that you were ever even denied. It as if you never requested one. We want to make sure that we keep track of that. And there has to be a justification. There's also a clause in our bargaining agreement that says that you can only be denied more than once for merit, nothing else. Reach out to your colleagues, if that has happened to them and if they've been told no sabbaticals because of whatever.
- Shout out to Students for Quality Education (SQE) She said they met with them and they're going to do a joint SQE/CFA tabling next Wednesday, November 13th at noon in front of Loker. She noted they're going to have coffee, cookies and other treats there. She said they'll be passing out their t shirts and other information and SQE will be recruiting for their Board of Trustees meeting and participants to go to that.

Faculty Hiring Scorecard, AVP Faculty Affairs and Development Cheryl Koos

Koos said she will provide a recap of last year's hiring scorecard for tenure track and full time lecturer searches. The recap of where the scorecard stands now

- **30 Tenure-Track Instructional Faculty**
 - **1 Tenure-Track Librarian**
 - **1 Open Tenure-Track Librarian**
 - **2 Full-Time Lecturers
(National Searches)**
 - **5 Failed Searches**
- = 85% hiring success rate (so far)!!!**

Koos noted she put the number of 85% of here on purpose, because I wanted to give you a comparison as to where that stands in relationship to the two prior years. In 2018, it was a 57% success rate and in 2017 it was a 66% success rate. Koos offered congratulation to all who participated in searches at the department level, or whether you were on a search committee, or whether you hosted and entertained candidates, the Deans. Koos continued that the aim is to have 100%, but we're definitely moving in the right direction here.

Koos reviewed the guiding principles used in deciding the lines for Academic Year 2019-20, which is the current hiring cycle.

GUIDING PRINCIPLES

2019-2020

- Accreditation Requirements
- Future Enrollment Growth Trajectory
- Importance to College Mission
- Tenure Density
- Intentional Planning
- Regional Workforce Needs

2020-2021

- Replacements for retirements, resignations, and multiple failed searches considered but no longer automatic

Koos reviewed some of the considerations that were given and how the Provost and Dean made their cases and it's how departments made their cases to their Deans. For next year, please note that replacements for retirements, resignations, multiple failed searches will be considered, but no longer automatic.

Koos reviewed what the process timeline looked like last year.

ALLOCATION PROCESS FOR 2019-20 SEARCHES

- February 2019: Deans begin process for 2019-20 hiring proposals
- Early Spring 2019: Deans discuss hiring plans/proposals with chairs
- FAD supplies tenure density data to Deans
- March 2019: Deans submit hiring plans/proposals to Academic Affairs
- April 16, 2019: Provost's Recruitment Allocation Memo to Deans
- April 24, 2019: Provost's Senate Presentation on 2019-20 Recruitments
- Summer/Early Fall 2019: Faculty Affairs and Development, Vice Provost, Deans, and ARMs Meetings to Confirm/Count Lines
- Fall 2019: Recruitment for Allocated Lines Begins
- As of November 1, 2019, approximately 70% of approved searches in process

She noted that in Fall 2019 they have begun the recruitment process for the allocated lines. Right now we have approximately 70% of approved searches in progress. She said they're hoping to see a rapid escalation of those numbers in the coming days because we're already in November and they need the searches to be successful. Koos discussed the numbers that were approved for the current cycle, again, 20 new, six rollovers and 10 replacements for a grand total of 36. She said in preparing for 2020-21, she encouraged departments to begin if you haven't already done so, to think about that what your hiring plans and proposals will be this coming spring when you're specifically asked.

Q&A/Comments:

Vice Chair Talamante asked if we have the current information for what that did to our tenure track density with these hires? Also, Talamante asked, she saw 20 tenure track hires and then the replacement hires and rollovers, how does that compare to the numbers that came out in April? **Koos** responded actually, it's a little bit higher than the numbers that came out in April. So it has been adjusted up. Koos added she did not think we have that data yet to see how that has impacted the overall density? But it's an excellent question and they will need to get that. **Senator Nicol** said her question has to do

with how positions are listed as either new or replacement. She noted this is a special scenario, but the reason why she's asking the question is because everything tends to be contingent on enrollment. And if someone is promoted to an administrative position and we lose that faculty position, but the department is being asked to increase their enrollment and in order to get a new position, then what happens, as it's no longer a replacement. In her department, someone was promoted to an administrative position and that position languished for six years. And now it has been cast as a new position. However, that in order to get that new position, we had to increase our enrollment by what 200% in order to get there. She said what she's concerned about is that the next time they go for another hire, they're going to have to increase enrollment again, in order to justify it. What are the guiding principles that the Deans have to work with? Is there a percentage of enrollment that we have to hit in order for Deans to recommend us for position? **Provost Spagna** responded saying it's a very good question as we navigate this. But first he wanted to say, there is no secret formula. Spagna continued what worries him is the idea that it's a one to one correspondence, such as we had somebody six years ago, and now we've had to wait, we've had to show enrollment growth. Spagna referred to a presentation he made last spring, where he shared five different areas that were to be considered in this. One was FTS growth, but it certainly wasn't the one with the highest weight. It also was attrition, tenure density, major to faculty ratio, and strategic. He said going forward, we have to demystify this process in such a way that it can be transparent so that if you have something that's been languishing, we need to know about it, him and the Deans. So he does not want it to where you're holding on to something that somebody left six years ago, you've been waiting and now they have to increase enrollment to get there. He noted that's a strategic decision and especially if you needed that position six years ago, not recently. We have a lot of people that move in and out of leadership positions where we wanted to make sure that we're not farming but as part of it, as people show leadership. The Provost thanked Senator Nicol for bringing it up and he's made a note of it. **Senator Norman** asked for a clarification, is the Provost saying in cases where people do get promoted, that's considered replacements and replacements are no longer safer? **The Provost** responded, no, it's when all of a sudden you've taken on a job as a Dean, you've gone into an MP position, maybe they're returning. He noted we've had that happen quite a bit, there are retreat rights. It's being cognizant of when in a department, they're losing somebody in a role that was important to them as a department, and what do we do to try and consider that to make the department whole again to go forward. **Norman** asked with regard to the five points that are considered but in USLOAC they had a conversation that came up at their meeting about performance, performance of departments or colleges. Norman asked is that something that senators should be aware of they should be bringing back to the departments? For example, if you're a serial offender, you don't turn in your PRP report or your USLOAC report for three years, it's actually taken into account and will it be harder to make the case that you need faculty, seeing that hasn't been an area discussed by their senators before? **Spagna** said his reaction would be, "well said." He added, "we want people to be involved in the Program Review Committees (PRC) process." And, the Provost noted, has been a pretty stunning revelation to him sitting in all these Program Review Committees. He said one recently which hadn't had a program review since 2006 and the notion of how they've been supported or how they've gone forward. Spagna said we want to be more on top of that. He added, you'll notice that we're bringing other things, such as the larger GI2025, how are you doing in terms of retention, how are you doing in terms of success. He said they're also bringing in, not as a way to decide whether you get a position or not, but we want you to start considering market forces as well as you consider growth and programs. He offered, "Let's say that your enrollment is fairly stagnant, but you see that the market is changing and you want to move in that direction, we want to support you in that so you can grow into those programs as well." **Senator Tang** it was said it was mentioned that the success ratio is increased from around 68% to 85% of this year, any observations of what causes this increase or anything we can know so we can be better prepared next year? **The Provost** said he credit this to a conversation that was had on the Senate floor two years ago, where Senator Monty made the comment he said if they don't get these positions until May, we're not able to do anything with it. Spagna pointed out you'll notice that that's why we ratcheted everything back to February and then presenting here in April. He said he realized that the way that the situation here was with budget and the fact in 2016, we didn't hire at all, we weren't equipping departments to be in front of the searches to have their materials together and be aggressive. He said he believes a big variable that effected this number in this year was how far we pushed it forward to try and equip search committees to put together the materials and be aggressive on the front end. He said as much as he can with the budget, to be aggressive, to empower folk to do recruitment ahead of others. Spagna said he thought it gave us an advantage. **Senator Hill** said when he was Interim AVP of Faculty Affairs previously, he was doing the job that Dr. Koos was in for a while. And yes, he too would attribute most of that to the timing of the searches and, and a small difference in timing makes a big difference. He added we can push better on that. He would note however, that that's small statistics, and it's actually even smaller, because the chance of success varies a lot by college, inherently for external

reasons. So there's both of those things, but the timing is the one we can control. **Senator Ospina** asked for clarity on the Open Library search. **Koos** said it was the one that's underway right now is last year's line. **Senator Eames** said on behalf of her department, they had a replacement position that we had thought had been approved and yet she believes still unapproved and she was wondering about those remaining 30% that haven't been done. Eames said she thinks they're maybe in that category and you can speak to what the hold up there. **Koos** said the one she's referring to was a late request. The Provost said that we are actually using the language of on cycle and off cycle. This one was in the off cycle request because it was something that wasn't planned for as it happened out of nowhere. **Spagna** noted that they're actively considering it right now and it is not that they've been sitting on it for months. It's a fairly recent phenomenon and is in queue for us to consider to move forward. **Eames** said they weren't made aware fully of the timeline. **Senator Malladi** said he was involved in a search and has feedback for process improvement. He noted, when it comes to areas like finance, we have a national conference and hire in one place. He explained it is very competitive. He described that they may get about 70 to 200 applications for one position and all 200 of them are interested in coming to Los Angeles. He said they get this comment that we cannot recruit at conferences. In areas like finance and economics, we hire typically at the conferences, and everybody's expected to go to the conference and get hired. When we don't do that it slows down the process and we lose out on quality candidates. Regarding the turnaround time follows. The best advantage for CSU Dominguez Hills is time to react. Most of the candidates they say if you make an offer, and if you're the first one, we'll take it, and you don't want to give them any less time to accept the offer may be a week or less otherwise they shop around. Several high quality candidates called the campus several times and said we want to work at your campus if we can, make their first offer and we could not do the turnaround fast enough, it made so that they were hired in universities much better resourced. **AVP Koos** said that she's hopeful that some of those timing issues will be addressed going forward next year. Koos then spoke to the new recruiting system that's being worked on in concert with the Chancellor's Office called the common human resource system or CHRS. What it's aimed to do is to take our current very cumbersome PeopleSoft/paper process. She said seeing what comes through her office in the last four months, she can see why it takes a lot of time. There's a lot of signatures that need to be gathered and a lot of paper that gets pushed from all different corners of campus. And what the CHRS system is aimed to do is to make it paperless. And so that will create efficiency and timing in ways that we have not experienced before on this campus. The aim is that this will be in place for next year's hiring cycle. My office particularly Gennie Hardy is working very closely with our IT team, as well as Chancellor's Office and folks who went through the wave one process for CHRS recruiting. We're going to be in the testing phase in a few weeks. It's moving rapidly and we're hopeful that everything will be in place and a huge improvement next year. But Senator Malladi's discussion about your timing and conference needs, duly noted.

Senate Retreat Report Back (Table 3 – Katy Pinto)

Pinto said that she believes this report back is very timely that the Retreat Report Back from their table is reporting right after we're talking about growth on this campus. Additional faculty means growth for our campus, but often additional work for department chairs and program coordinators. She said this is a good segue to talk about something that we've been thinking about, which is the chairs' compensation, elections and duties. She said that at the Senate Retreat what happened at the table as Senators came around, and what ended up happening was probably a little bit different than what was anticipated. It was a bit of reporting back what the FPC had done in this area the previous year and then also reporting what the Working Group on Chairs Compensation had been doing also in that time. The FPC committee worked on a document and did some work around what would be a good way to think about a formula, or a transparent process for chair compensation. She said they wrote a working paper for that and shared it with the Working Group on Chairs and some of the work that they did at that time looked at the compensation that was currently being offered at one college, which ranged from zero to nine units and our discussion in that document was that perhaps we wanted to change the range from zero units of being compensated as chair to something a little bit more humane and perhaps think about the top range to actually be 12 units. Finally, a bulk of the work really was done by the committee members who looked at a lot of different policies around chairs, duties and compensation. One formula we were able to get from our Senator Gardener was this Humboldt formula that suggested that you take into consideration tenure, tenure track faculty, staff, and then head counts of majors. And we took that and presented it to the Working Group on Chairs who was also doing their own review of what was happening on campus and we reported that back out at the Retreat, and then Dean LaPolt also shared with the Working Group had been doing and some of that in Spring was to really think about what this Humboldt formula might be. look like in relation to what we're doing already on campus. Pinto said what she thought was great was Senator Asatoorian, who is present today, connected with Dean LaPolt and they started talking about how do we get this

institutional data that we need and determine if we get the data, how do we plug this in and how do we look at it? Dean LaPolt just had a meeting on November 5th and plugged in the numbers as to what would it look like to use this formula on campus, versus just giving each additional chair, three units. One of the things that we discussed is thinking about some of the feedback that you gave us all at that Retreat in terms of how do we have a transparent process, how do we have a formula that's clear, how do we have a policies that are clear around chairs compensation? That's a discussion that FPC is still having with the Working Group and the Working Group is still having with us. The Working Group has heard that Chairs would like remedy to their working conditions and compensation. FPC has suggested as a next step, from the Senate's own recommendations, how can we sample at least one or two program coordinators to actually also think about what a formula would look like. The Working Group on Chairs is focusing on Chairs and FPC is looking at program coordinators, because that's what we heard at the Senate Retreat as well.

Q&A/Comments

Senator Norman said he is very intrigued. He said he's trying to do the math on the table with a hypothetical scenario. He said he imagines he has a 100 majors and they're all full-time students will be about 100. So $.6 \times 160$ plus 40 is 100×40 , he said even if that's 40% it gets it to a .8 academic year is at a waited teaching unit or is that a .8 and can you help me follow the math and then seeing you did the analysis for your college Dean LaPolt or FPC Chair what should it look like for department with 100 majors and say 10 full time faculty? **Dean LaPolt** responded that the Humboldt formula talks about relative units, which took us a while to figure out what that actually meant. And what it does is it says, regardless of the actual number, what department on campus has the most FTEs, what department on campus has the most tenure track faculty. He said the challenge recently, is that they only had all that data for their college, and so the numbers become very, very strange in terms of WTUs coming out of that. It kind of gave us an indication of trends and things that had to be corrected. The absolute numbers didn't make a lot of sense. LaPolt said we're looking at that model. But recently we're getting information from another sister campus who has just re-ranged how they're doing compensation, and really trying to figure out what what's there.

Senate Retreat Report Back (Table 5 – Secretary Ospina)

Ospina said that Parliamentarian Ortega facilitated this table with her which was PTEs Best practices for Assessing and Teaching. She said this came out of a Retreat Table that was initiated at the spring 2019 Retreat. At that time there was a lot of energy around the technological issues that we suffered for the PTEs. At that time, other issues were raised as well and so they brought the topic back to the Fall 2019 Retreat to see how Senators thought we should proceed, such as action items for a task force, or perhaps resolves for resolution. And what we found when we hosted the table was that the senators responded to the prompt with a lot of new concerns. And so we took all that feedback back to evaluate and share out with you. And interestingly, a number of senators thought that the issue just needs for their evaluation and discussion, we aren't really ready to move yet to a task force or a resolution. One of the issues that was raised this time around was the issue of bias and PTEs and how this does negatively impact women and people of color. And this is a there's a growing body of literature on this topic, and the senators wanted to recommend that any task force or anyone working towards a resolution on to familiarize themselves with this body of literature. Others brought up the issue of class size and how student evaluations are weighted so much more heavily if it's a small course and how make this more equitable. And they also questioned whether the issue of bias whether it was even possible to address this by a resolution. **Parliamentarian Ortega** continued that other issues that were brought up just in general themes and one of them being that many believed that PTEs occupy too large a place and the RTP evaluation and the data that we're gathering regarding the PTEs maybe does not truly measure teaching effectiveness. Others indicated that regarding the format of the instrument that generated a lot of conversation, one of them being that many senators indicated that they would like to return to paper PTEs, obviously, it's an issue for the growing number of hybrid and distance learning courses. Senators also suggested that we should research instruments that have been proven to have valid evaluations and then we consider such issues as class sizes and whether or not the classes are GE Lower Division or Upper Division levels, maybe that should be something that you'd be thinking about. Some senators believe that fixing the issue of low response rates is a higher priority than changing the instrument we use, and also that the regarding the issue of low student participation, some believed or were brainstorming whether or not making the completion of the PTA is a requirement in order to access a final grade. Finally, some senators were suggesting that departments become more involved in the process as a whole providing guidance to new faculty about how to interpret evaluations. And just to note that we received more than one indication that this issue

has been discussed plenty of times, but no action has happened. That's something that will definitely considering at Senate Executive Committee.

Senate Chair Thomas turned over the gavel to Parliamentarian Ortega, as Chair Thomas would be facilitative the next report.

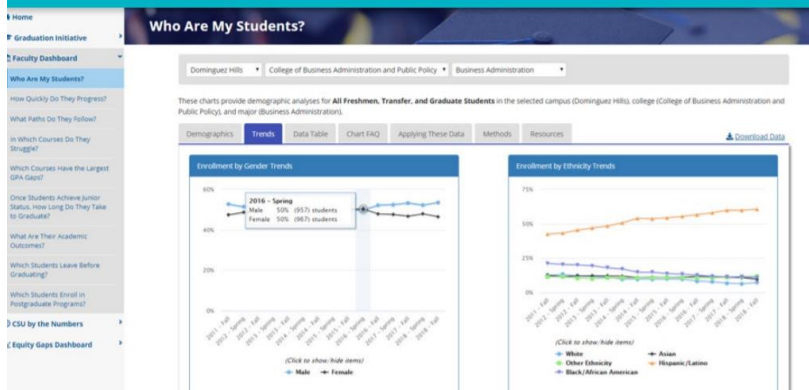
Student Success Dash Board Case Study, Academic Senate Chair Charles Thomas

Chair Thomas thanked Spagna for challenging him to engage the presentation, this is really his challenge to people is how we operationalize the dashboard insomuch as we can look at the dashboard and build upon the conversation that we had at the Academic Senate Meeting two weeks prior with Dr. Figueroa's presentation. Secondly, Academic Senate Chair thanked President Parham for helping him to frame this presentation and he thanked AVP Olschwang for her thoughts on this. And lastly, he thanked the Academic Affairs Senior Front End Web Developer, Donna Cruz who did a phenomenal job of giving him the wonderful look to a rather boring deck that he put together before. Thomas said last but not least, this is **a** case example, not **the** case example. This is just going to scratch the surface and is just his take.

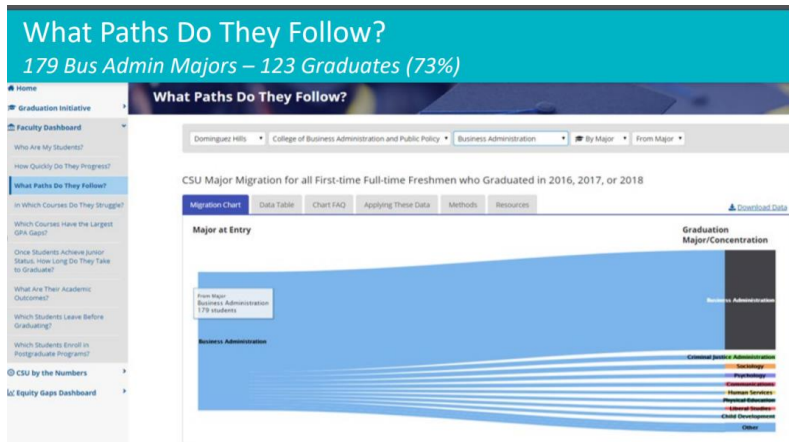
There are many other hot topics that we can utilize here. Thomas said we are talking about doing a series of these, with the intent to encourage Senators to start to ask the question for your own departments.

The first few slides were a follow up on what we received from Dr. Figueroa's report last time, which is that we had a record enrollment over the last five years and we also see that we have declining first year retention. So we had 81% five years ago to about 75%, which is still over the national average of 72%. But we are moving a little bit in the wrong direction. We also saw that our students generally have a significant effect as it relates to DF&W. The three bits of information we received was that within our system, our students are the least likely to retake the class once they receive a DF or W. We recognize that two DF or W leads to almost certainly not on time graduation. And we also see that as our most recent number 76% of students receive a DF or W in their first year. This is all from the presentation two weeks ago. Academic Senate Chair said we could immediately go into what are the causes of the trends at Dominguez Hills. We could start looking at the cast of characters, whether it be advisors etc. and we can put together what we could call a "blame pie". And we could allocate percentages, etc, etc. But before we engage in that process, Academic Senate Chair said let's see if we can actually look at some data. And so he went to the dashboard that the Cal State University has, which will first take you to a campus login. Once you get to the dashboard, you will see there's a number of different dashboards here. The one that we're going to focus on is the [faculty dashboard](#). Thomas said he clicked faculty dashboard which then led him to an array of questions. Some of the questions are: who are my students; how quickly do they progress; what paths do they follow, in which courses do they struggle, what courses have the largest GPA Gaps; once our students achieve Junior status, how long does a stay to graduate; what are their academic outcomes; what students what students leaving before graduating; and where did they enrolled and postgraduate programs. Thomas explained that all of these are tabs that are already laid out here. He said there is also a demographics tab, it'll give you trends, it'll give you a number of tabs, and more importantly, it'll even tell applying this data. Once you click on applying this data, it will take you to a variety of questions associated with that data to force you to engage in some of this thought process as it relates to our students.

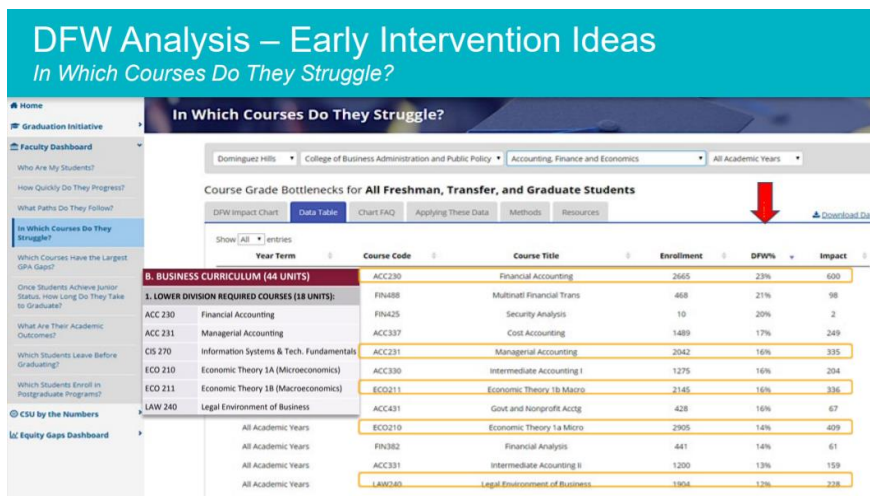
Faculty Dashboard: Who Are My Students? Trend Data 2011-Present (Gender, Ethnicity, Student Level, Mean Unit Load)



The first of which is who are my students. And what you can see here is you'll be able to look for your department for your college in order to look at the not only a spot in any given semester, but also trend data from 2011 to present as it relates to gender, ethnicity, student level means student load.



Thomas noted he then went to the next tab on this list, which was which paths do they follow. It lays out for the careers of our graduates in 2016, 2017, and 2018. He said in their college, they found that we had 179 majors that came on to the campus as majors in Business Administration. They all graduated, however, only 123 actually graduated in Business Administration majors. And so that means that they moved on to criminal justice, communication, sociology, psychology. The idea that we can get from this is that our students are probably coming in with a limited amount of knowledge about their majors, when in reality, they might need a lot more. Thomas suggested that in the course of their first year or two, we can be engaging in some of that exploration.



The next tab he went to is “In which courses do they struggle?” Here we see the bottleneck, and we are able to determine where students are doing poorly. What he was able to do not just go to the impact chart, but he actually went to the data. And then once you open up the data table, you're able to sort based on DFW. He sorted CBAPP students the DFW rates. But you will see that what he was able to also add here was the curriculum for the business curriculum. And you can find that of these top 10 DFW rate courses, five of them sit in our lower division requirements.

Putting it Together

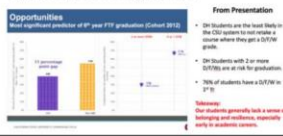
Highest D/F/W courses for Business Administration with large enrollment and lower division:

| Class | Enrollment | D/F/W Rate | Impact (# of students) |
|---------|------------|------------|------------------------|
| ACC 230 | 2665 | 23% | 600 |
| ACC 231 | 2042 | 16% | 335 |
| ECO 211 | 2145 | 16% | 336 |
| ECO 210 | 2905 | 14% | 409 |
| LAW 240 | 1904 | 12% | 228 |

What Paths Do They Follow?
179 Bus Admin Majors – 123 Graduates (73%)



D/F/W as predictor of graduation



Putting it Together (continued)

Highest D/F/W courses for Business Administration with large enrollment and lower division:

| Class | Enrollment | D/F/W Rate | Impact (# of students) |
|---------|------------|------------|------------------------|
| ACC 230 | 2665 | 23% | 600 |
| ACC 231 | 2042 | 16% | 335 |
| ECO 211 | 2145 | 16% | 336 |
| ECO 210 | 2905 | 14% | 409 |
| LAW 240 | 1904 | 12% | 228 |

Already Has D/F/W

Proposal: Intrusive Advising to suggest alternate degree-path consideration for students with performance issue in these lower division courses. In particular, those that already have a prior D/F/W.

Distinguish: Collaboration on exploration of degree programs vs. focus on D/F/W

Further Question: Do grades in lower division courses predict upper division performance; graduation rates.

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

CSUDH



He explained in putting it all together he was able to determine that their highest DFW rates for the business administration major with large enrollment and look in our lower division were these five courses. Over x period of time, he could see that this is the enrollment, if you apply x DFW rate, you would then see that these are the number of students that are ultimately being impacted by the DFW rate. And these are the students that we want to be engaging in having conversation in terms of saying, “hey, you started off as a Business Administration major, maybe it may not be the best fit.” He noted that this is putting together both that bit of data as well as the DFW as a predictor of graduation and recognizing the DFW rates are so important. So with that being said, you have that same table again, he’s concerned about these students, and also in particular and interested in the students because these are 200 level courses. These are not the first classes these students are taking on the campus. And if we take the other bit of statistic which is 76% of our students in DF or W in the first year, he noted he’s concerned about the students because this is could be their second DF or W. He said it’s critical for us in terms of thinking about graduation. And so his proposal, just based upon his take on the review of the data, is that we engage in intrusive advising to suggest alternative degree path consideration for students with performance issues in these lower division courses, particularly those that already have a previous DF or W. We want to distinguish the difference between engaging and collaboration on career and the best fit for a student versus “look to your left, look to your right, and one of you is going to be gone.” We want to be clear that when we talk about advising, I’m not saying advising, I’m saying a different form of advising. And so we might want to spend some time engaging in that skill set. Thomas said last but not least a further question might be: Do grades in lower division courses predict upper division performance? Because again, there may be just a class that is an anomaly and you’re program hasn’t addressed it.

The Academic Senate Chair encouraged Senators to rethink the “blame pie”, but rather reviewing data and engaging in a dialogue, and that is the discussion that he is hoping to encourage by virtue of this presentation. He asked that they please explore the dashboards to better understand the students you teach, their pathways through your program, the classes where they struggle, and to better understand the equity gaps. He noted that the last thing he wanted to impress, was to distinguish this from Student Success Analytics, which is that program we were discussing earlier. Thomas said what he just walked the Senate through with the dashboards that he did for Business Administration can be done for any department currently right now, Student Success Analytics takes it one step further to see if there are any programs that we can do that are of a campus-wide issue.

Acting Chair Ortega said questions would be entertained during Open Mic.

Senate Parliamentarian Report

Election Results: Parking Advisory Committee – Cheryl Ryan from Occupational Therapy was elected.

Confirmations: Academic Affairs Cost Projection Working Group:

Laura Talamante from History

Mark Carrier from Psychology

Daniel Swaitek from Occupational Therapy

OPEN MIC

Senator Malladi said that with regard to student success: he proposes the idea of having tutoring at the Toro Learning Center that way students can go there for help. Second, students can recommend all their students as tutors for these TLC

positions. Chair Thomas said we're merely engaging in the conversation and so supplemental instruction and the funding for supplemental instruction beyond the first year is certainly an issue we want to talk about.

Senator Tang had a question for the Lieutenant Hall which the Provost said he would bring to him. Tang said re. an active shooter scenario, he noted that just recently at CSULB someone hacked into the campus email as a hoax saying there was an active shooter. It was pretty chaotic and many were trying to lock the classrooms from inside, but you cannot lock classrooms from the inside. He noted being able to lock from inside is a very basic very important scenario for us to be able to do. So students, faculty, as they can, at least, shield themselves inside the classroom. In CSULB they put lots of stacks of chairs, tables, behind the doors. **Vice Chair Talamante** said she wanted to add on to Senator Tang's point and found myself thinking, what would that scenario look like, "*run, hide, fight*" and how would she communicate to her students what to do, where to go. And she could see a lot of chaos and a lot of panic with people not really prepared for these kinds of scenarios. And unfortunately, it's a reality. And she is wondering what else can be done to prepare because she that message it doesn't. I'm not confident in how she would deliver it and what she would actually have my students do. **Senator Pederson** said there was an email at the beginning of the semester regarding what to do in the event of an active shooter. She said she wasn't sure who sent it but it basically went through what does that look like and how to respond. She recalls that she felt a lot more confident after viewing it and it's something that if we send it out in every semester might be helpful.

Interim Graduate Dean Price said he wished to call Chair Thomas out a bit on his presentation about majors and graduations and all that. Price said Thomas mentioned that there were 179 Business Administration majors, and then 123 of them got degrees in Business Administration and they all graduated and yet you said this is somehow a failure of Business Administration to communicate to the students what goes into that major. Price said he can't think of any way that could be more wrong. But maybe one of the things that the university had to teach those students was that they shouldn't have been Business Administration students. This is not a failure, students change majors. College is a place for students to learn and to grow and to try different things. And if they come in as a business administration student then leaves as a psychology major, that's not a failure of the university. They've gotten their degree, they won. Price said we need to change the thinking about what it means to migrate from one major to another, and maybe if they go from major, to major, to major, but if there's a single change on major that is not necessarily a failure of the department. **Academic Senate Chair Thomas** said he was sorry if Price misunderstood him as saying it was a failure of the department. He said he believes all of those 179 graduates are successes and that he's suggesting that folks that come in with little knowledge about their major, when in reality, they may need a lot more information. He said to Dr. Price, "I'm with you." He continued exploration is important, and that one may start as a business administration major and if they graduate as a psychology major, that's still a win. **Dr. Price** said what you're doing though is implicitly stating that high school graduates should know what they want to be when they grow up. Price said he knows college graduates who don't know what they want to be when they grow up. So the fact that there's migration between the majors is a good thing. It means that students are trying different things, they're learning what it is they need to be when they get out of here. **Chair Thomas** said his recommendation is in fact that we engage in more of that, so that we can be more efficient in terms of getting people to the appropriate degree option for them. And so I don't want you to think that the fact that you don't have it all figured out of high school, when you declare your major is a "failure". Thomas said, he's saying we need to encourage the process of finding the true calling for each of our students. So we're on the same page. **Senator Norman** said it is a good point and thought the Chairs' comment was to explore what were the additional causes and to ask questions such as was it because they had these bottleneck courses? Was it because they found their true calling. Norman said he thought the call to action was let's just know our students better. **Senator Pinto** said the point of the Dashboard is that discussion so that if in your department, you could have this discussion and someone could say, Oh, I think this is a failure of ours, because we didn't do x y & z. Pinto said hopefully your colleague would say, "No, I don't think it is a failure." But then maybe you could think about specifically for your majors and your students. The first time she engaged in these Dashboards was the first time that she saw where sociology students are going. She said that sparked more ideas about how can we get them connected to where they need to go sooner. Instead of eight years, maybe we could do it in five years or four years. Pinto continued she thinks then that's what's supposed to happen with these dashboards, you're supposed to look at them and then have discussions. She explained, in the dashboards, it has a tab where you can say, what are some things to think about? What are some questions I can ask, what could this possibly what could we do? Pinto said, "If we are going to do anything about Graduation 2025, we have to do it with some data. We have to do it with

a lot of discussion in our departments. We're not going to be able to do it just the way that we've been doing it before, which might have included a lot of praying. We have to engage these dashboards and think about how do we generate discussion that is also differently orientated in that we want to think about how do we not have a deficit model when we work with our students? How do we think about helping them along all the way through? Another really interesting thing on this dashboard is your students that go to other universities, that's also really telling. And there is a graduate section now that they've been developing, so you can see if your students are going to graduate programs in the area. So there's a lot of things but I think we if we don't engage these dashboards to try to help our students right now, which is when the System is trying to have this discussion, we're going to miss it.”

Norman noted, “That's from the poster child for Students Success”.

Provost Spagna said he loves the fact that we're having the conversation. He noted he's been involved in a lot of reform efforts over the years. One he thought that really set us back was No Child Left Behind under Secretary of Education Duncan. He said he believes the challenge for us as a university is that phrase that we use, Once a Toro Always a Toro. Every student that comes to our campus deserves their place in the sun. We are all diminished if we lose one of them. And he added, he believes it's a challenge that we have in front of us. If we lose one of them, just because they didn't make it our major, what's the handoff? How do I make sure that they continue on a productive path, because we want them at the end of the day to have their degree? The degree is that passport. Spagna added that he loves the conversation and he also likes the fact that we're talking about dashboards, not as an evaluation tool, which I think it's been perverted into, which is how our institution's doing? It should be really used as a diagnostic tool to get into these deeper inquiries about we can be more effective with the students we have.

Meeting Adjourned.