



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

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

Academic Senate Meeting Minutes

February 5, 2020/Extended Education/2:30 – 5:00 PM

Voting Members Present: Allen, Andrade, Asatoorian, Benavides Lopez, Bono, Brandt, Chaparro, Chhetri, Dixon, Eames, Fortner, Gasco, Goldman, Gregor, Heinze-Balcazar, Hill, Jarrett, Kalayjian, Kitching, Kulikov, Kuwabara, Ma, Malladi, McGlynn, Mendoza Diaz, Monty, Nguyen, Nicol, Park, Pederson, Price, Raianu, Robles, Silvanto, Skiffer, Stang, Supernaw, Willis

Voting Members Not Present: Deng, Furtado, Johnson, Macias, Morris, Roback, Tang,

Voting Ex-Officio Members Present: Anderson, Celly, Norman, Ospina, Parham, Pinto, Russo, Sharma, Talamante, Tendaji, Thomas

Voting Ex-Officio Members Not Present:

Non-Voting Ex-Officio Members Present: Avila, Davis, Franklin, Koos, LaPolt, O'Donnell, Peyton, Price, Spagna, Wallace

Non-Voting Ex-Officio Members Not Present: Brasley, Caron, Costino, Figueroa, Manriquez, McNutt, Poltorak, Wen

Guests: J. Aguilar, M. Britto, A. Kawakami, D. Roberson, N. Rodriguez, L. Wilson

2019-2020 Academic Senate Executive Committee:

Charles Thomas – Academic Senate Chair, Laura Talamante – Vice Chair, Archana Sharma – 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

The Senate Chair begin the meeting by first introducing the new Vice President of Administration and Finance, Deborah Wallace.

Thomas then proposed three changes to the agenda, 1. Addition of AVP Koos' full title, 2. Addition of presenters/titles to the Statewide Senate Report, 3. At 4:40 pm, adding the reporting of the results of the paper ballot by the Senate Parliamentarian.

Approval of Revised Agenda M/S/P

Approval of 11/20/19 Minutes: M/S/P

Reading of Land Recognition Statement by Chair Thomas

Chair's Report

- Chair Thomas reported that at the Toro Team Leadership Lunch, the Joint Statement of Shared Governance was signed by President Parham, Senate Chair Thomas, and ASI President Jackson. Thomas noted that this statement came about as a result of a lot of hard work by both ASI, the Academic Senate and Administration in terms of working collaboratively on it.
- Mid Year Forum occurred on 2/3 and the Chair said he would defer to the President to report on it. Thomas did say to be on the lookout of a Presidential challenge and there will be money for cross divisional ideas.
- There is going to be a Writing Center Town Hall. There had been a Zoom call on Friday 1/31. They're continuing that conversation with another town hall that will occur in the Faculty Development Center on the 21st of February.
- AAUP-CA conference will be held on February 22 at UC Santa Barbara. As part of that conference, they're asking for participation in a survey, similar to a faculty climate survey. Whether you're attending or not, you're

welcome to participate in it, your feedback is appreciated. Thomas said the Senate office would forward that survey to the Senate body.

- Basic Needs Campaign – the results of the Basic Needs Assessment is going through authentication. They're going to be released first at Student Research Day, then there will be a larger roll out both to Senate and the larger campus community. We have a campaign we're asked to contribute \$60.00 and you'll get a pin to be part of the solution. Also, the Academic Senate Chair said that today it was reported that CSU Humboldt received \$650,000 in response to their basic needs issues. This is what we hope to do with our Basic Needs results which is to start to effectively ask for money to address these needs and disperse them among the programs that need them.

Parliamentarian Business, Senate Parliamentarian Archana Sharma

- A call for service has been circulated to all non-tenure track faculty to serve as the non-tenure track representative on the Educational Policy Committee (EPC). The EPC nominations are being accepted until 5pm February 7, 2020.
- We recently held elections using electronic ballots for representatives to serve on the Undergraduate Commencement Ceremony Speaker Selection Committee. Elected faculty representatives are Dr. Nathan Edwards and Professor Shaunte Carabello and we would also like to confirm Jasmine Victor as the staff representative to the Undergraduate Commencement Ceremony, Speaker Selection Search Committee. Sharma requested that all in favor respond by saying aye, with any opposed saying nay. These elections were affirmed.
- Sharma then explained that a paper ballot were being distributed for two faculty representatives to serve on the search committee for the Associate Vice President of Student Life/Dean of Students and the results would be announced at the end of the senate meeting.

Resolution to Policy Process

Chair Thomas opened up a discussion regarding the resolution to policy process. He noted that currently, after passage of the senate resolutions, Senate Executive Committee has been working with the Provost's office on policy development. Most recently, this has consisted of feedback from Academic Affairs Council Plus. Senate Executive Committee is providing commentary that is consistent to resolutions that have been passed on the Senate floor. In light of this process, Senate Executive Committee has had some discussions and are offering some ideas that we'd like some input from the body on. Informally, AAC Plus members are ex-officio members of Senate. And as such, we want to make sure that they are more than welcome to participate in these debates and participate in the wordsmithing here on the same floor. We're also talking about actually taking a break between first and second reading, and formerly sending some resolutions that would have policy implications to the AAC+, group, or comment between First Reading and Second Reading. We're making these questions as a means of strengthening and facilitating that process so we don't engage in too much debate after resolutions are passed. The Academic Senate Chair invited input in terms of what others think about what we should be doing in terms of moving forward.

Dean Avila responded by stating, thank you for letting those of us on the outside circle speak. He commented that it is agreed that they're not actually part of the senate. Avila suggested reframing this discussion a little bit and to put out there a couple of ideas. (1) There's a difference between a resolution and a policy. And a resolution to create a policy is just that. But an actual policy is something different. Perhaps the Senate would want to step into the space of drafting the policy itself. (2) Avila noted in the College of Arts & Humanities policies can be proposed from three different groups. The Dean can propose a policy, the Chairs Council and the faculty can petition to propose a policy and they all come up through the Chairs Council, which is the equivalent to the Senate in the college. But as part of that process, there's a lot of feedback and discussion back and forth about what the actual policy is, making sure it gets vetted, the Dean is at the table and the Chairs are conversing with their departments as well. Avila said he welcomes this conversation, he believes it's an important one to have. He said he thought the while the process is a little slow but he appreciates the intent here to shore up the overall process in an important way and, he would be happy to share the College of Arts & Humanities practice with anyone. He also suggested that there are plenty of practices from around sister campuses and other academic sites which may be worth viewing and consulting with them about how they how their process works. **Senator Hill** said one other method for input that maybe some of the senators don't know so much about is that the Senate chair meets very

regularly very regularly with the Provost. The chair of FPC has regular communications with the AVP of Faculty Affairs & Development which is kind of a parallel communication which helps give input. EPC Chair is in regular contact with the Dean of Undergraduate Studies. **Thomas** said that Senate Executive Committee still remains involved consistent with the resolutions in that policy development process and we're trying to do what we can to make sure that those conversations make it to the transparency of the Senate floor and that's what our suggestions are as the Senate Executive Committee. Thomas reiterated that those that are "outside of the circle" as it was framed, are definitely members of Senate and are definitely called upon and are never shunned. "Your voices are part of this discourse with all of us and," said the Chair "if I need to give you a seat at the table, I will."

Chair Thomas offered as a point of clarification, the original election for the call for service for the search committee for the Associate Vice President of Student Life was inadvertently sent to all faculty as opposed to senators only, hence the reason for the paper ballot election being conducted. The electronic election was voided and is being redone here on the senate floor.

Chair Thomas then noted that prior to bringing EPC 20-01 to the Senate floor first nullified EPC 19-15 which came as a First Reading in the Fall addressing similar points. EPC 20-01 takes into consideration some of that feedback and is being introduced as a brand new resolution.

EPC 20-01 Distance & Hybrid Policies Implementation Team, EPC Chair Russo

EPC Chair Russo introduced EPC 20-01 as a resolution to create a distance and hybrid policies and implement implementation team in accordance with the March 2019 report that was put forth by a Task Force, policies and requirements for distance and hybrid courses. The suggestion was that an ad hoc committee be created in order to then have that ad hoc committee create a permanent committee that would oversee issues and matters relating to and distance hybrid and online courses more generally. The text that is being presented lays out of you who will be serving on the committee; the fact that the committee will require members to have some sort of certification in online teaching; the fact that representatives will be allowed to fulfill dual roles for example, they can both be there as Chair of EPC and as a member of their college; there be one faculty member from each college on the committee and a student representative from ASI; and upon the Academic Senate approval of the charge which will be created by this ad hoc committee, the committee itself will then be dissolved. A motion was made to bring EPC 20-01 to the floor of the Senate. Russo asked if there were any comments or questions about the resolution. **Senator Hill** asked that the clause about sun setting be made more explicit. It was not given an implicit time limit. **Russo** said he thought that both lines 35 through 37 cover the window of time and that they're looking at essentially a two year max, for the creation of a successfully approved charge. **Chair Thomas** said that as this is a First Reading, and not the only opportunity to provide input, you certainly can provide input to Senate Executive Committee via email, etc. This is just an opportunity for us to not necessarily do wordsmithing, which is what we do at the Second Reading, we provide some general input in terms of what we think about it. Know that this was also a topic at our Senate Retreat and many questions were addressed and incorporated into the resolution. There were no further comments.

Statewide Senate Report, Statewide Senators Celly and Norman

[AS-3403-20/AA "Recommended Implementation of a CSU Ethnic Studies Requirement"](#).

Statewide Senator Celly said they've been working very hard at Statewide Senate to address the issue of ethnic studies. It became clear since our last meeting about this and based on the reports of various members of CSU, including the political letters of the government folks, that Assembly Member Weber is moving full steam ahead with the proposed legislation. It is also clear from CFA's report on the ASCSU floor as well as the CFA Kick off, that CFA is supporting the moving forward of that resolution. This resolution as created by Academic Affairs Committee, we hope to propose a three unit graduation requirement for ethnic studies. The thought was that if folks transfer into the CSU, they could have met this requirement at the junior community college level. If you're serious about ethnic studies, then perhaps it was best to have a second requirement and that is the upper division overlay, not to be a course, to be any sort of activity in the

disciplines or in general upper division general education that is ethnic studies related. It could be from activism to writing, or reflection or undergraduate research, or any number of activities.

Chair Thomas said that in addition to what Statewide has done, the Chancellor's Office has sent a letter, copy of which has been provided, whereby they have taken the statewide resolution and proposed an ethnic studies requirement, pretty similar to what you just saw. There's also a feedback form because they're seeking broad feedback. Senate is just one body, there is a larger conversation that is going to be occurring as it relates to these issues and how it actually is implemented on our campus is going to be occurring in the GE Assessment Work Group conversations. They have already had one town hall and there will be further town halls that need to occur. In terms of how we address this question on our campus, where that conversation is occurring, folks can be prepared for that larger conversation.

Senator Rainu said he had two questions on behalf of his department. He noted there is considerable interest in his department of Mathematics and wanted to know if he could give his department the opportunity to respond to the questionnaire? The **Senate Chair** responded affirmatively in that the Chancellor's Office is looking for broad consultation and is open to all in the CSU system, faculty, staff and students as long as it's before February 28th. **Rainu** asked how this will be implemented in the GE package. Is it going to add three units? **Chair Thomas** said in terms of how it's going to be applied on our campus is going to be addressed by the GE Assessment Work Group. Thomas explained that is the group where we're having this campus wide conversation. He said he knows they've had one meeting and there are more to be had. **Statewide Senator Norman** said the course overlay could be three one unit courses that you know, could be something other than a three unit course. But it is up to the campuses to decide and react as to how that's going to become part of lower division GE. **Celly** said she doesn't have a specific answer because it is up to the individual university to decide how they're going to implement this. The idea behind the resolution again was to preempt legislative intrusion into the curriculum. It seemed like the only way to do this realistically and with integrity was to propose a three unit lower division course, which is what the bill proposes. However, we actually talked a lot about this. Do we agree that we disagree? Should it be something else? And it became clear that this is the only way perhaps that we can actually take control over the curriculum. And so the extended debate in Academic Affairs was whether we would be as Academic Affairs Statewide committee and as ASCSU, be pushing curriculum down to the university level? And the short answer to that is yes, it is a ASCSU curricular requirement, if this becomes policy, which is what the next step is about, which is why I think the Chancellor's Office has sent out a call for information. They're going to try and see, how this fits with cultural diversity and many, many other areas. This particular call for information is about cultural diversity. **Celly** said she believed they're looking for campus feedback, though, individual feedback is fine. If they get all sorts of feedback where we're not even in agreement with what this means for us for how we see GE or how we see ethnic studies, it's going to just add to that confusion to tell them what the state of GE and Ethnic Studies is in the universities. **Senator Nicol** asked about implementation and said she was concerned about the dates that are listed. It says the primary ethnic studies requirement will start 2023-2024. But then the secondary is seven years later, or seven years from now. Why seven years? I know curriculum takes forever. But it doesn't take that long. Nicol asked maybe you can just explain why it will take seven years to get a secondary ethnic studies requirement. **Celly** responded there was only a very small subset of the universities that submitted to the information request to ASCSU what they were doing with ethnic studies. So the thought was with curriculum taking as long as it does, this being curriculum the 2023-24 timeline seemed realistic. The data timeline could be overlaid was just to try and figure out how it might be done right given that different universities do many different things. Celly said that the purpose of that second requirement is really a second bite of the apple. The spirit in which we worked on this was if we are serious about that student's need to have an ethnic studies perspective it is something they're doing as they progress through their time at the university. They come in with it from a community college and we have to give them a second opportunity while they're on our campus to build their perspective. **Senator Norman** said it was the statewide senate that earlier recommended such an ethnic studies course as well as hiring of additional ethnic studies faculty, and those were never translated into executive orders. He said it was his preference that we put the pressure on that point versus this legislative approach which has led to some compromises in getting something passed at the current senate. He said he does not have a great answer for you why it is seven years into the future, but Norman said, he would ask folks to reflect on how long they think it would take us at Dominguez Hills to achieve the reflective component. It strikes me as being more complex, and it isn't just a course. It's figuring out how for every major

or if we're going to use our upper division GE, every student has a reflective element that's related to a lower level of course, but it's not in a course. There are lots of different ways to do it. That's why feedback should come from this group. If we think we can get this done in a year, that timeline seems unreasonable. There's nothing that prevents us from going faster. **Nicol** said her follow up question then becomes, is this timeline predicated on information from five campuses? **Norman** said there are representatives three to two from every campus. So if Senator is doing their work, it should be from the entire system, combined with the members of the administration that were part of the conversations. And in seeing this is also influenced by CFA legislative process, it should be even the whole state of California in a sense had some input into this. **Nicol** said what she was asking though, is Senator Celly said that only a handful of campuses responded. So is the policy based on those that responded, as opposed to those that did not respond? **Norman** responded it is really an amalgamation. Like when you propose an amendment to something before this group? Do you only look at the responses from your constituents? It's the same process. At least as a senator, and we would discuss this. Norman said he tried to use a variety of information to discern what's in the best interest of the people he represents and rarely do I get written responses. Norman said perhaps Dr. Celly could speak more directly, given she was in a committee that actually drafted most of the changes before the wider body made some amendments. It was hoped that we would get more written responses but we didn't. Members didn't stop trying to improve this because they didn't know what 18 campuses submitted in writing. **Nicol** explained the reason she's asking this question is because most of the CSUs have ethnic studies programs and the reflective element, which would be reinforced to at least two of ethnic studies outcomes are already embedded in their courses. So, the timeline to 2027 seems a bit far off given that this curriculum exists. Some campuses are going to have to beef it up a little faster, but for the most part, most of the CSU offers some form of ethnic studies BA degree. So I'm curious as to why we can't move that up to 2025 26 as opposed to 27-28. **Norman** said it sounds like a good idea. He would ask folks when thinking about the year, one of the campuses he often thinks of would be CSU Maritime. If everyone needs to be compliance, think of what barriers would that campus face? And maybe it involves hiring, some things might take longer. Seven years, Norman said he agrees, he's very supportive of us encouraging to change this to make it faster. But we try to be very deferential to every campus and not put somebody in a situation where they need a waiver. **Chair Thomas** said there's the Chancellor's Office and the statewide senate with this resolution, but there's also Senator Weber. Thomas said as he understands it, that bill is out of appropriation and is now on the Senate floor. What's at issue between those two approaches? The first is the distinction between an overlay, which could be an amalgamation of three one unit courses versus a full three unit course. The second is, in terms of implementation timelines, the implementation timeline articulated by the Chancellor's Office, and the ASCSU is inadequate, according to Senator Weber. And so just know that those are the distinctions of what we're talking about. And so I don't believe that this current Chancellor's Office policy is going to deter Senator Weber at this stage. **Nicol** asked if this [AS-3403-20] is not a Chancellor's Office, this is ASCSU. **Thomas** responded there's a letter from the Chancellor's Office. Nicol said she realizes that, but she wants to make it clear that this is not an endorsement from the Chancellor's Office. This is just a chance for giving transparency in terms of getting the information out, because, quite frankly, the Chancellor's Office, and most of the campus presidents were not supportive of this. So I want the Senate to be clear, this is coming from Academic Senate of the CSU not from the Chancellor's Office and not from the presidents of the various campuses. **Celly** said yes, the conversation we had is that Assemblymember Weber's proposed legislation is a call to action from the universities. Given that signal, it was incumbent on Academic Affairs and the ASCSU to do something. We toyed around a lot in various discussions including consultation with the Council of Ethnic Studies, they came to the ASCSU Academic Affairs room and then there was the work in between. That timeline we are hoping means that we will credibly commit to meeting it. Celly continued it is quite possible that the Chancellor's Office says we're not going to do anything, we don't know what's going to happen between the resolution and the actual Executive Order. What you said in terms of timeline though, for the upper division requirement, that's valuable feedback to the Chancellor's Office saying we need a stronger signal, we need to do this faster, here's why. **Senator Monty** asked about 2/28/20, is there a reason for this rather short turnaround? He said it seems to him they're asking for input, but they're not giving us a lot of time for input. Especially because while we've discussed this in the past, including in the fall semester, but Monty said, he didn't remember if this body ever passed a sense of the senate resolution or anything of that sort, even expressing support in principle for this kind of requirement. So if we haven't, maybe we should, maybe we should consider as a body of passing a resolution in support of the ASCSU and the work that it's doing, in principle, even if we don't agree with all of the particulars. So that's going to be difficult to achieve, by February 28. Monty said to pick up from what Senator Nicol was saying, what stops us

from just doing this ourselves on the campus in advance of the ASCSU, the Chancellor's Office or the legislature if we decide that's what we want to do. **Celly** said the language of the resolution actually does state that individual universities could comply with this as soon as they are ready. So there's nothing to stop us from doing it. Related to a Sense of the Senate Resolution, Celly said she thought that was an excellent idea. She wasn't sure whether we needed to worry about the February 28 deadline, per se, there's a legislative timeline which she believes is in March when they're supposed to be looking at this. Celly added as someone coming from outside of ethnic studies, from a country where you know, we understand colonization, we could lead if we choose to, but that's to be determined, the jury's out on this. **Chair Thomas** said that the GE Assessment Workgroup is the group that is implementing what we're going to be doing for GE. And in particular, we do have a timeline for that, as I understand it, which is the end of cultural pluralism, which is area G, which we had until the end of the year to the fix. That was where we were at least engaging in those conversations. Thomas said he knows that the GE Assessment Work Group is planning on coming to present their recommendations and findings to Senate. **Senator Norman** said in regard to Senator Monty's comment about the 28th being too short of timeline for us to get reasonable in consideration as a campus. Individually we might be able to respond right now. Norman said he believes the reason they want some urgency is they would like to prevent legislation directing what the Title V change is going to be. But if you've been following the quantitative reasoning requirement, when it comes to the Board actually changing policies important to the state, they've extended. This has gone on all year, and they went in thinking it was going to be a three Board of Trustees meeting process and extended to beyond that, and even the last Board meeting things got extended. So it really depends if legislation drives this, the ability to affect that might require a speedy response. But I don't think this is the only response or only opportunity to be able to provide input. Norman said the other thing he would like the Senate to think about, is to try to give us some indication on what parameters we wanted in terms of upper or lower division. That was one of the areas where he might have been able to move some of the key voting blocks to put it in upper division where it could be cultural pluralism. And if that's where we want it to go keep in mind the three unit course is specified for the lower division, so that's going to affect the work of the GE Committee.

[AS3393-19/FA - Notification of Tenure-Track Openings to Incumbent Contingent Faculty, Librarians, Coaches and Counselors](#)

Senator Norman said we're asking the Vice Chancellor of HR for the system to work with the Chief Information Officer to create a database of contingent instructional faculty, librarians, coaches and counselors who would be interested in a permanent tenure track position in the CSU and to use it to notify individuals when those positions become available. Many people are working very hard as part time lecturers and may not know that at Cal State LA that job that they're dreaming of is become available so why not use technology to have a push email encouraging our own to get that security. **Senator Celly** said it was really an eye opener to see how much it took to get this approved on the floor. I think the two biggest objections, one was not quite stated as such, was related to why we would give lecturers preferential treatment in hiring. Of course that is not the point of this resolution, something like this would be a "Eureka Moment", I think for the CSU, in terms of just making sure that everyone in that body is informed, and that body is our colleagues. And so it actually lifts the onus from the chair and puts it on the system. The second part was more directly related to employment discrimination, and whether we would be discriminating by giving preferential access, and that again is not the purpose of this. Norman said he believed that the Vice Chancellor of HR was anxious to work on this and conversations he's had even suggest putting some of the consulting work more broadly that we should be looking to ourselves rather than external folks.

Chair Thomas said it was important for us, particularly non-tenure track faculty to highlight this resolution, because it's a part of what we have been calling a pathway to tenure for those who are interested in getting a pathway from non-tenure track faculty towards tenure, this is the means by which we can at least share information regionally.

[AS-3404-19/EX "Creation of an Ad Hoc Committee to Advance Equity, Diversity and Inclusion Within the Academic Senate CSU"](#)

Chair Thomas said the reason why he asked this particular resolution to be brought up, was that he knows that we are engaging in some gender equity taskforce discussions and so he thought this might be a good opportunity for us to integrate this thought process into some of the gender equity things we've been talking about. **Senator Norman** said, as the author, this was the exact presentation that came forward. He noted this is his first year

-serving a full term as an “at large” member of the CSU Senate Exec. At the CSU Senate Executive body, we all share this strong interest in doing something about equity, diversity and inclusion, including analyzing ourselves. Analyzing the senate. There groups that are very aware of the number of white males on the academic senate statewide, the lack of members of color. And we’ve taken some issue to look at. There have been some proposals to just make everybody resign and then have a non-elective process. We could look introspectively at the behaviors that we’re engaged in, the practices, the constitution we have, how is the constitution that I’m operating under, how is it discriminatory, how is it lacking inclusion? What steps if we start reaching out to every member, especially the newly elected members of our statewide Senate, to give them a voice, whether it’s a voice speaking in front of the body, whether it’s that voice in the community, whether it’s those voices that occur at the socials, and even letting them know that a lot of this work gets done at the socials? How do we get them to come with us to Sacramento and the lobbying effort and get involved? Norman said he’s proud that the body agreed that not only should we build on some of the things we did the positive like regular luncheons, extra dinners where we’re inclusively inviting everyone, not just the friends of the chairs, the Vice Chair of this faction but that everybody has a place to go to talk about things. To have a group that’s endorsed by the Chancellor to look at every document. Get experts on how bias and discrimination exists as bylaws and constitution. And excise language that is not inclusive, excise policies and practices that are not inclusive. And this is something that we can do. We are aware that our Senate is far from perfect and the composition is meant to really represent the spirit of this effort. The resolution will be comprised of six individuals that are really charged with being able to call the committee chairs on practices that are not helping us to live and the spirit of equity and inclusion. Our decision was to really look at all aspects, to look at race, ethnicity, gender, the newness of a senator, the remoteness of a campus. It has come to our attention that there are lots of ways you can kind of drive people and make them feel excluded from the conversation. What’s come out of this already is a woman’s caucus, kind of spontaneously felt maybe more empowered to focus exactly on one aspect of gender, and things like speakers’ lists, things like being interrupted by speakers, typically male speakers, how can we make some changes there to prevent some occurrences that maybe are silencing women that are members of the senate. **Vice Chair Talamante** said this is a wonderful direction for Senate statewide to take. We’re also doing similar work on our campus and it shows us how timely our gender equity principles are. We’re taking the feedback from the Senate retreat, and then taking it back to the Gender Equity Task Force and then we’re going to hold Gender Equity Principles Town Halls so the larger campus can also have eyes on these principles and help us to make them as inclusive as possible and help us with the kinds of cultural shifts that Senator Norman was already talking about.

President Parham’s Report

- Parham reported that he had just returned from City Hall during the opening ceremony for the city’s African American Heritage Month Celebration where he was honored with the Hall of Fame award for Education. He noted that while it certainly was an honor, it is not really the individual but really the work that we are committed to doing and, in particular, this campus. He said it was a tremendous opportunity to provide more visibility on the campus for the extraordinary work that we do. And that he has yet to do.
- Mid Year Forum: the President explained that during his first year at the opening convocation for first year students and then the broader convocation a few weeks later. He said at that time he challenged folks to think about what was possible for this campus. He noted that at the 2nd year convocation, the theme was about owning student success. He said while folks let him know they were inspired by his message, as he thought about it, he felt that inspiration should not be relegated on whether the President inspired you. It should be around behavioral changes, increase habits to do something different as a function of the message. He thought that by creating the mid-year forum for the first time as a way to have us hold ourselves accountable and to really share best practices and what we have done since the first time he laid out that message. Students, staff and faculty were invited to attend. The Provost spoke, we had someone from sustainability, technology and a unit within occupational therapy. Parham said he chose that unit within occupational therapy because he believes they have a model that he thinks is able to be replicated and taken to scale that is producing phenomenal results. Parham noted it was an opportunity to share best practice and really characterize what we mean by owning student success with the illustration that they provided. He explained that was probably 35 to 40 minutes of the forum. The next hour was spent in small groups, where people had the chance to meet with each other, talking about creative ideas that they could explore. And then the final 20 minutes was spent reporting out about what they learned and what they

thought they could do differently to try to change the demographics of the numbers that we had. Parham said he was pleased with the initial one, his goal is to have the Forum the week before classes start every year, so that we have a maximum participation by faculty. Parham noted that he made a promise at that Forum was that he wants to create an environment that allows people to explore their own creativity and ingenuity. So that as a result of those small groups that they were in, if there were ideas that were bubbling up from their sharing if there were creative endeavors that we thought we can make that would better support students and help us with student, to try to put some teeth behind that. So we are issuing a President's Challenge, that will go up on the website and it'll be an opportunity for faculty and staff to be able to collaborate across institutional boundaries and create new and exciting endeavors to better own student success. There will be parameters in there so people understand what is expected and the proposals are limited to 10 pages. We're looking to fund a few of these. Parham said he's going to try to find money to fund at least three of these proposals. It will be a little bit of a competition among all of you to say what are we willing to do to better own students success, and see if we can't bring these to scale.

- UBC budget Parham said on his desk has been a recommendation from University Budget Committee for the University Budget. He said he very much appreciates all that the committee has done. He said he would be getting ready to release it either the end of that week or the following week. He said he's editing a few of the recommendations to that are trying to align the budgetary resources with what we think best supports student success and the kind of things that we're going to need.
- Ombudsperson: Parham said that Chair Thomas shared with him the article Chronicle of Higher Education regarding an Ombudsperson. Parham said he is more than willing to entertain those possibilities and will encourage discussions about that, but what he doesn't want to do is create systemic remedies for individual problems. If there are individual ways that we can address it than let's address it, whatever the issues are. If there is opposition that we think would worthy of consideration, let's have some discussion about where we go. Parham said you'll have no opposition from his office.
- New VP of Administration and Finance: President Parham asked for the Senate to join him in welcoming VP Wallace to the campus.
- Ethnic Studies: President Parham said he will be interested to hear some of the discussions around this as well as the dialogue at the Trustees meeting and the resolutions that got passed. He said his opposition to what was proposed has nothing to do with the value of ethnic studies. His opposition is simply trying to reduce legislative intrusion. But he believes it reminds us about the responsibility we have campus to think about stepping it up. He said he doesn't just want to talk about endorsing a three unit course but how do we put some teeth around helping our students to be culturally competent.
- Parham said there's been regular meetings regarding the third and fourth floor of the library and what we're doing relative to the space. We have people who are suffering in that space and we're trying to consider all available options beyond just that third floor of the library to find people with some relief. We may need to reposition people who may be in the back office on a computer with those who are maybe meeting with students in the front office until we can improve our situation. We are in the last stages of considering possibilities and hope to be out with a schedule, about how the dominoes are going to fall in case someone before someone else does. But he said he wants to make sure we provide some communication and relief to the people who languish everyday in what are conditions he said he believes are unacceptable. He thanked everyone who've been working on that is, it's not easy to try and find qualitative space in a quantitative matrix is very difficult, particularly when fundamentally the campus is out of space. Parham said we are moving as fast as we can on them.
- PEGS: Regarding the Writing Center, he believes the Provost will speak to that. Parham said when he thinks about what was going on with the grant that ran out, and how do we better support our students? He said he believed we are positioned in a way to better support both those undergraduate students and graduate students who are there.
- Land Recognition Statement: Parham said he was delighted that Chair Thomas led with the Land Recognition Statement. He said it was shared at the Board of Trustees meeting and all of the presidents were supportive of that as well. Parham said he certainly wants to do whatever we can to embrace and support that as well. He said in all of the things that we do, we will make sure that we provide a recognition for the fact that we occupy the lands that once belonged to other people.

- CSU Asia Trip: President Parham said he was supposed to be on a plane to Korea on Saturday and then Japan, three days after that, and then coming home after about a week. This was to both do an alumni reception and some cultivation work. He said what he's trying to kind of do is look at opportunities for us to explore students and at an international stage and some places that are very open right now. But also opportunities for our faculty to do collaborative research with institutions across the water as well. Because of the coronavirus and the outbreak that is happening in China and the way in which it is spreading both to Seoul and in Tokyo, the Chancellor's Office made a decision that they would postpone the trip. The President disclosed that he also received a note from his doctor who advised him given his condition that he not go. We're not canceling the trip but postponing it and hopefully we'll still be able to explore opportunities and grow our international presence.

Q&A/Comments

Senator Price said she was very happy to hear that President Parham is working on space issues and wanted to highlight that it's really not just about front desk and back desk, it's about students. The risk factor in really being able to succeed, they really need privacy, confidentiality, comfortable and welcomed. In addition there are boxes right next to where faculty are that have been there for weeks, if not months that make it look like a waystation and it's demoralizing. **Parham** responded that Dr. Price hit the nail on the head, it really is all about the students. Parham said that he wanted to acknowledge Dr. Franklin who has been instrumental in not just raising the yellow flag but the red flag about what was going on to get my attention. Parham said when he walked in almost a year and a half ago, he walked into a plan that was almost fully baked with a promise that there had been this kind of adequate consultation. But there's a difference between listening to the folks and hearing them. Parham said he believes they may have listened but didn't hear. And so with some quantitative view by trying to x square footage and put it into y square footage in the library as the only option to consider and never thought of the qualitative elements of that that were really more important to consider. Things like the experience students have, the need for privacy, the impact that noise has. All this stuff has to be taken into account and needs and so we're doing the best we can be able to do that and put the things in place, even as we're trying to move as quickly as we can because there's no good solution when we don't have space. We're trying to make it work. But we're trying to invite everybody to think about not kind of squirreling away space so that we put some things up on the table that weren't on the table before. When we talk about back house or as a front office function, it means if I'm engaged in confidential conversation with a student in a front office that has lots of traffic, we need to give that priority as opposed to someone who might be able to do important work, but they can do it at a computer in a cubicle or someplace else that doesn't demand a private office. So we're having to make those kinds of decisions, but doing it in away times that isn't just limited to one section of the campus. But putting more things up on the table that we can look at. Our students are our first priority and you're absolutely right, we've got to help them succeed. And one of the ways to do that is to give them the environment and the space to do that. **Senator Benavides Lopez** said she's had a number of LatinX students have approached the Chicano/Chicana Studies department asking the question, why don't we have a LatinX Center on this campus when we are more than 60% of the population? She said she doesn't know what to tell them. She said she's tried to support them and help them understand that we are in a space crisis issue. And there is a space concern. So maybe that's something that is impacting the journey to reach the goal of the LatinX Center because she knows that has been a discussion on this campus. So students have now proposed to the Chicano/Chicana department that we form a student committee so that the students do the work of programming. Benavides Lopez said as someone who comes from Student Affairs originally in Higher Ed and now as faculty, she truly feels that that's the responsibility of the university, not students because it does impinge on their academic success. I've seen it myself in advising students as a Student Affairs professional, that sometimes students feel the responsibility of being over involved and take on the responsibility. She said she always highly advises them to go to the university to try to find the resources to help them with those goals. And so then their next question is then why doesn't the Chicano/Chicana Studies Department do the programming they want to see? She said her answer to that is that we are an academic department where faculty are responsible for teaching, doing research and advising and to put a responsibility that is not expected of other departments on us because we're Chicano/Chicana Studies is not equitable. She said her question is where does she send these students where they have these questions? And who can they speak to where they will not get funneled around to more than one person and where they will get an answer? They've been hearing is that it's in the works. **Parham** said, "So it is in the works now?" He noted that everything that is Student Affairs focused reports to our VP of Student Affairs, Dr. Franklin. Parham said he

has not been on a campus in the last 30 years that did not have some kind of a LatinX Center. Parham said there will find like zero resistance from him. He added he does agree partially that it is the purview of the co-curricular of the campus and being able to get that done and not really the students. However, he said he does believe the students who have a role to play. Parham said having been a faculty member all of his life, he doesn't necessarily define his role as a faculty member in terms of function, he often times has defined in terms of the needs of the students. So there's no reason why faculty can't collaborate with institutional entities in those Student Affairs spaces to be able to do that. **VP Franklin** said one stop is him, you can send them to talk to him but there are two proposals and two avenues that we're taking, not just with Latinx, although that's a principle one, but also having an API center is also a focus. We brought three centers on in the last three years, our Queer Culture Resource Center, Black Resource Center, and the Toro Dreamer Success Center. That was rapid growth. We can't understand what happened years ago as to why they weren't here. It was a priority to get them here. The next two were to be Latinx and API. You probably remember the search for the Chief Diversity Officer that didn't go well. It was hinged on that also because we have three centers that we started quickly but we've learned a lot. Franklin said he doesn't think they're staffed well, he doesn't think they're resourced well and he doesn't think they're supported well. Franklin said he doesn't want to replicate that. We're doing some things to ensure that those centers are solid, have good professional development funding and programming and staffing, to make them viable and to give our students clear counter spaces and some spaces where they can go. Franklin said that he, Matthew Smith, and Lisa Sueki who are all working together to try to raise those two centers. Franklin said again students can come and talk to him, most of those centers have come as a result of student movement and conversation. So this is not unlike it and we actually toured with our Queer Cultural Resource Center Folks as well as the work that went into the Toro Dreamer Resource Success Center. Franklin noted they went all over Southern California to see what people did wrong and what people did right. And then came back tried to replicate it. Franklin encouraged those conversations. And he said there may even be an opportunity around a funding source to get some startup for those two centers. But we've got to get it right with the three centers that are online also.

Provost Spagna's Report

- At the state level, today in the headlines of the LA Times Faculty Urge UC Not to End Use of Admission Exams. This is a conversation that's happening both at UC and CSU. He noted that he is the Provost representative on the Admissions Advisory Council for the CSU. And what lies in the balances is do we do away with the SAT and the ACT. There's a big discussion nationally, there are a lot of institutions of Higher Ed that are looking into this. It's being considered by the CSU as well. In the state of California, we have something called SBAC, which is the Smarter Balance Assessment Consortium. There is a push to look at SBAC as an opportunity to look at it as an assessment score that might help us and hold with admissions. If you are interested in the UC report, the Provost said he can provide the link. It will be something that is going to gain a lot of traction. Any of you that spend time in the space of assessment, particularly standardized assessment. We know that there are a variety of main central issues with it in terms of being discriminatory, discriminatory against students. If you know anything about Smarter Balance Smarter Balance assessments have been in place for about five years, and they're connected with the common core curriculum in the state of California. California is only one of 20 states in the United States that has common core. He said he does like it, he thinks it's important for us. Also, the important thing about Smarter Balance is that these assessments are given at 3rd grade, 8th grade and 11th grade for all students in the state of California. They're given at those grade levels because, when is literacy mastered? 3rd grade. When does math take off? 8th grade algebra and 11th grade and college prep. Also it is a standards based assessment. So what happens when a kid doesn't perform well on they can help the teacher do instruction with the student at breakdown points, whereas the standardized tests can do that. There's a conversation right now, what does this mean in terms of next steps. If you're interested in some light reading, read a book entitled The Mismeasure of Man by Stephen Jay Gould. It gets into the poor history in the United States using standardized tests to discriminate against individual students.
- Regarding enrollment surges we've been having. Applications figures we had this year at the time with Cal State Apply. Overall in the system, in the CSU, we were down 52,000 applications for first time freshmen. We were down 64,000 applications in transfer students. This is over 110,000 applications less from a year ago at this time. For us at Dominguez Hills that translates to a difference of less than 1,387. We had less applications for first time

freshmen and 1340 less applications for transfer students. The prediction here is that this will be something where we're seeing a leveling off of enrollment. It's already hit our CSU partners in the north. Several campuses in Northern California have either had stable or declining enrollment. We think actually in our area in 2023, we see the applications decreasing. This will result in decreased enrollment for our campus, potentially starting in 2023. This is something we're monitoring, we're being very conscious of it. Spagna said he believes there were three reasons for this. The first reason is that we actually have the Promise Initiatives in California that are actually taking shape. In the expectation of an economic downturn, what's happening is that as students are enrolling for free in two years of community college because they are leveling their chances of whether or not they're going to go to four year institutions. The other is the UC is getting much more aggressive, about pulling in California residences, they had not been doing that very much. And then the last is you're starting to see a tapering off of just the production students out of high schools. For us, we've been having some conversations where do we want to be in 10 years in terms of what we're doing in enrollment. The new frontier will be in lifelong learning and will be what do we do for Alumnus It is a conversation that we need to start having.

- Quantitative reasoning requirement: there was a decision on quantitative reasoning. Actually, as a credit to our President, he convened all our local superintendents recently for an open ended conversation with the superintendent's asking where were they. And there is still a lot of confusion about what is this quantitative reasoning about? What does it prepare students for? Spagna said he is relieved that they wound up putting it off for two years because we haven't done the research necessary. Outcomes that you need to pay attention to:
 - o We are putting off any consideration for Title V changes until the year 2022. During that time, we still are keeping a 2027 effective date to add a 4th year quantitative reasoning as this exploration goes on
 - o There will be a third party independent analysis of what impact would this have
 - o There will be progress on STEM qualified teacher preparation, there are millions of dollars that are going to go into teacher preparation to try and upgrade what we have in math and science teachers. The Provost said it doesn't matter if you double the amount of teachers that they're not going to the schools that need them. We know now which schools in our area need teachers the most to kind of get into this area
 - o There is going to be a clarity on student exemptions for this process.
 - o Recognize that there will be important progress reports in March 2021 and January 2022 as to how we're doing on that.
- One of our best high impact practices on the campus and actually a hallmark for Dominguez Hills and the System, which is Student Research Day. The Provost thanked Interim Dean Price and Dr, McGlynn for coordinating it.
- We have been having conversations about the transition of PEGS. Part of the communication recently came out from Leena Furtado. As soon as she understood that she had not been funded for the grant going forward, a grant that had been on campus for about 10 years. The Provost said she came to him to discuss how we transition these sort of services. The email that Dr. Furtado sent to us on January 28 was good news and a bit of a relief in that PEGS is going to be of service to students and faculty through the month of April. You're going to hear a little later today about the Writing Center and the Writing Center does support us with a variety of services going to be writing support for graduate students. However, it doesn't substitute for two things, what is the gap between what PEGS had been providing and what the Writing Center provides. We're going to be studying that to look at how we can provide those additional supports. Provost said also he will be making sure that whenever we take on a federal grant, day one, we have to think about how to be institutionalize part of that federal grant. He said he doesn't want the university caught again in a space where we had a grant for 10 years, we become dependent on it and then suddenly, the feds don't fund it and then we're stuck. So we're not going to do that again, on our watch to make sure that we institutionalize it. We want to make sure that those services for students we continue to maintain at high quality. The other is having a heart for the employees. How do we employ people that have been working in PEGS and other things, whether it's the Writing Center and others, we're actively working on that as well.
- Congratulations to the English Department for passing bylaws at the College of Arts Humanities. We're seeing levels of departments come together and whether it's seeking accreditation to reach for higher standards, doing bylaws to get policies together and actions. We're seeing some really incredible work across the departments on the campus.

- The Provost said when he started on our campus in 2017, one of the first things we had to navigate collaboratively was the implementation of the executive order 1110. This was something that was foisted on the system, we had to get with the program and the truth was Dominguez Hills was already had been working on this for years. He said he really privilege English department with Tim Chin and Matt Jones in Math. We put it in place, and here are the fruits of our labor. The Provost then shared a clip from the CSU website about a Dominguez Hills student named Roger Perez. It is a story about a student that went through the changes that we did in 1110. The Provost then highlighted some of the slides. The Provost then said, at the end of the day, this is the heart of what we have at Dominguez Hills.

Q&A/Comments

Dean Price said with regard to Student Research Day, we all owe an incredible debt to Emeriti Dr. Laura Robles who created Student Research Day. **Senator Robles** said that the first Student Research Day were in Extended Education Room 1213 where everyone who participated fit in one room. Then it moved to LSU where we've been to this day. **Senator Heinze Balcazar** asked the Provost the impact of community colleges being able to offer BAs and how is the CSU competing with that. The **Provost** responded they're using it as a way of working through this in bringing our community college partners closer with us. One of our top feeder schools is El Camino. The Provost said he's not heard as much from our leadership at El Camino or other community colleges in our area about working on developing BAs instead what he's heard is that they really are welcoming relationships with us as a pathway. And so with El Camino, we have the cyber security program, and we convene regular meetings with them. He said he went to their campus about six months ago. So they're actually looking for how to partner with us. And then we're actually trying to connect them with local districts like we're trying to connect Englewood with forensic sciences, up through the community colleges to us. So what we keep talking about is instead of trying to encroach in each other's spaces, how do we work collaboratively on pathways going forward? The Provost said he believes that has been a successful strategy so far. We also went into the South Los Angeles College where we talked about starting to set up banners and places where we can have a Dominguez Hills presence so that the students are going to be community colleges, they are aspiring to how do I take the next step. So much so that that some of the community colleges like El Camino, they talk now about how they want to create Toro warriors, so they have dual membership, dual affiliation. Governor Newsome's thinking is we have to focus on intersegmental partnerships. And he's looking for universities like Dominguez Hills to do that and to further it. **President Parham** said that in addition to El Camino, who we visited Compton College we visited, Southwest, who has come to see him. And we've also gotten traction from Los Angeles Community College who now want to come and do that same thing. We don't hear, other than the ripples in the news, about wanting to pursue developing BAs, we hear more how do we create the pipelines and get our kids access to want to come to places like Dominguez Hills.

ASI Report

Senator Tendaji introduced himself as the ASI Executive Vice President who will be serving as the representative to the Senate.

- The Shared Governance Joint Statement they signed it at the Toro Team lunch on February 3rd. He said it was a collective win in ASI's eyes, the Senate and the campus as a whole. Upcoming business includes:
 - o Elections are coming up, our voting period for our new board will take place in the middle of March. If any Senators in the room have any students who are really driven and want to get involved, they can come to the ASI office to pick up application. The deadline has been extended to this Friday.
 - o The Clothes Closet, which is a new program being launched the Director of Student Services. It's a pretty brilliant program. It's a project that she's been working going on for about four or five months now. And it's in direct alignment with a lot of the goals and principles or the basic needs initiative on our campus. And essentially what it is, is students, staff, faculty administrators can donate brand new or gently worn clothes to our office and we sit through them and we're able to open up that clothes closet as a program for students who may be in need of some new clothes and can alleviate some of those material insecurities.

- We also have a big push in regards to programming in our Legislative Affairs area. The Director of Legislative Affairs, was doing a lot of programming around increasing voter awareness, we have the census 2020 coming up, so be on lookout for new programs and events.
- Pay It Forward Program at Every Table in the Loker Student Union is a new initiative that Every Table is really trying to promote and essentially what it is, is faculty, staff and administrators can purchase their meal from there and then they can also purchase meals in advance for any hungry students in need. See Every Table for further details.

Q&A/Comments

Vice Chair Talamante asked if it were true that the Clothes Closet is in need of more men's clothing. **Senator Tendaji** responded, yes, that was correct.

CFA report, Dr. La Tanya Skiffer

- AB 1460 the Ethnic Studies Bill – contact your local representative and speak out that they vote yes on the bill. Link to find out who your representative is: <http://findyourrep.legislature.ca.gov> Skiffer said she understand the conversation about legislative intrusion. Just want to point out that we have a cultural diversity Political Science requirement that benefited from that area of intrusion as well as the student and faculty affirmative action, came through the California legislature. This could have happened some time ago. We've been doing this for 50 years. She said that she is a fortunate beneficiary of ethnic studies and many of those in the room are as well.
- There is a bargaining survey roadshow that CFA will be putting on. They're going to be sharing the results of the survey. Additionally, you can find information about the sunshine proposal from the [Chancellor's Office](#), as well as the [CFA](#) are available online. The Chancellor's Office is reopening on virtually every article of your benefits. They have 25 articles that they will be discussing, everything from our faculty rights as CFA, grievance procedures appointments when it comes to lectures, in addition to evaluations, temporaries suspensions, workload, we also have our FERP program that they would like to reopen on, sabbatical leave, fee waivers, etc.
- We're going to be having more workshops and we would like to hear from you about workshops that you might be interested in. Senator Claudia Mendoza Diaz is going to be hosting several workshops entitled Nuts and Bolts, where we'll talk about appointment entitlements as well, which is something that comes up a lot. We're losing a lot of part time faculty, because they aren't aware of the fact that they may have entitlement here.
- We're going to have our unemployment workshop at the end of the semester, and I'm happy to report that AVP Koos provided our range elevation list. It is the last list to be provided in the CSU system and we're happy to have it. We're going to have a workshop in collaboration with the Faculty Affairs & Development office shortly. It looks as if faculty have been notified, if you know faculty who have not, and they were supposed to be, they should reach out to us. The deadline is going to be March 6th. We really have to help shore up our faculty to ensure that they can apply for this.
- We're going to have our Equity Conference February 28, and 29th in Manhattan Beach, and there are still a lot spots for faculty who may want to come there should be some wonderful information there, and we can come together and share.
- We have a parental rights petition that is available. Ms. Jackie Teepen just emailed it to faculty. This petition is about providing a longer parental leave for faculty who are parenting or in the process or about to deliver. So, that proposal advocates for a full semester term. Any of you who are parents here recognize that the way that it's currently handled if your faculty, you may get 6 to 10 weeks, but then you have to come in or come out. And so we ask that you support that.
- We have a new staff person, Griffin Johnson is going to be our temporary field representative. Jackie Teepen is going to be operating between two locations.

Q&A/Comments

Senator Allen asked if this petition would cover all faculty, including Non Tenure Track Faculty? **Dr. Skiffer** responded yes. **Chair Thomas** asked if it was a bargainable issue. He said he wondered if the labor union is going to ultimately be our authorized for that purpose. **Dr. Skiffer** responded said if you review the sunshine proposals for CFA, parental leave is on there as well and we would like to open on that. The Lecturers Council met and they decided to put forth this

petition, so we're supporting them by getting signatures for this petition. And we will also be encouraging and fighting for this in front of the taxpayers. **Senator Celly** thanked Senator Skiffer for her report. She said she attended the kickoff this last weekend and it reminded her that the California Faculty Association membership has afforded her some wonderful professional development. She said they spent the day pretty much in professional development, which was quite remarkable. Celly suggested that if anyone was considering getting active, it might be a reason to do it. It's wonderful work fits right in with the work some of us do with the classroom.

Writing Center, Dr. Mara Lee Grayson, Director

Dr. Grayson introduced her colleague, Christopher Potts who also works in the Writing Center. She noted she will be giving a two hour long keynote next Friday, 2/21 at the Writing Center Town Hall. The location is North library. The website is: csudh.edu/writing-center/

Dr. Grayson then reviewed what the Writing Center does and what they do not do.

We DO

- Offer individual & small group support from disciplinarily trained writing tutors
- Support reading, brainstorming, organizing, drafting, revising
- Help with summary, analysis, incorporation of source materials, identification of disciplinary conventions, multimodal projects
- Highlight rhetorical & discursive options available to students
- Encourage help-seeking among a community of writers

We DON'T

- Teach course content
- Locate source material for students (though we can certainly help them look)
- Proofread or copyedit
- Correct grammar
- Tell students what to do
- "Fix" students' writing
- Force students to visit the WC

She explained that they are not PEGS and are not attempting to replace that PEGS. However, what they do offer are many services where they can work with graduate students or undergrad through graduate and then anybody else on campus who needs or wants writing assistant.

- They don't teach course content and explained they are disciplinarily grounded in writing studies. And we work with writers in whatever discipline or idea or personal writing or level they're at. But we do not actually teach their course content. She said her assumption is that, for example, she's been working with some biology professors. She gave the example of if you're working on a biology report, you know biology. Maybe the student doesn't entirely yet, but you know the biology your teaching. In some ways, you're also teaching them how to communicate as a biologist. But in writing studies, we have the framework for being able to articulate what does that mean to be a member of that discourse and we're using our language and our disciplinary frames to get students more comfortable with the writing styles and ideas and approaches of even your fields. But we can't actually teach them biology. Grayson explained a lot of times students will come in and they will say that they don't understand the assignment they were given or they don't understand how to incorporate these texts, we can most certainly work with them on that, we can't actually translate the text into something that they're going to understand.
- The Writing Center does not locate source materials for students. She said they can certainly walk them through the approaches that we would take to locate sources during research. That might be one of the situations in which you would direct them toward the library.
- We don't proofread or copy edit. This is something that in general people tend to be a little unsure about. We work with students' grammar, but we work with grammar in context and we work with grammars. They work with the way that students communicate effectively for a particular audience. But it's up to them to determine the choices that they make. We don't have an approach of fixing things. Grayson said that writing centers nationwide and internationally see a large population of students who come in with red pen marks all over their papers and say, my teacher wants me to fix my grammar, or my teacher says I have to make these corrections. The Writing Center

focuses on an ethos and a philosophy of student agency. The Writing Center sees themselves as a space outside the classroom where students can choose or not choose to come by to become part of our community of writers. It's up to them what choices they make in their writing. Once they turn a paper into you or a vision into faculty, it's up to faculty on how you grade that paper. And it's up to faculty whether or not that student has necessarily become a member of your discourse community. What the Writing Center does instead is highlight the options that are available to students. And then help them walk through the processes of figuring out what choices they want to make. But the Writing Center does not look at the paper and say this is wrong change this. The Writing Center might ask the student how effective do you think that statement is? What kind of reaction do you think that would get? Who's your audience? Do you think that your audience would react the way you want them to? Grayson explained they do it much more through our disciplinary lens which is composition and return. To that end, all of our tutors the tutors are trained by the Writing Center in composition and rhetoric. They are ready to work with students across the curriculum, including on the graduate level.

- Grayson said they do work with multimodal projects, so things like presentations, for example, something like a PowerPoint and help students figure out how they want to arrange information.
- We offer in class visits which is something we've been doing a lot of. We do about 15 minutes usually one of the faculty tutors or writing professional or a writing professional as students, which we call a writing associate. They can come into the classroom, they would bring some handouts that show students how to schedule appointments, how to sign up for the online scheduler, and they would give an introduction more tailored toward the students. Grayson said they find that when they do that, it actually increases the likelihood that students are going to come into the Writing Center. Part of the hesitancy, often with Writing Center visits is that students don't want to say that they need help. She said they want to encourage help seeking and help seeking behaviors as a positive thing, not necessarily a punitive or a remedial.
- Online tutoring initiative: This was of interest to many faculty members, particularly those who teach graduate students. We will not be formally announcing it campus wide until probably the end of the month, because that's when it will be more up and running on a regular basis. She noted they are doing some pilot tutoring sessions and are completely set out to do that now. If that's something that faculty is very interested in for your students, please let me know. And I'll connect you with the online scheduling coordinator.
- We are doing an In Center Workshops and will send out information on those in the coming weeks.
- If you want to hear more about this and you want to hear from some of the people who actually work in the center, in addition to herself, they will have a Writing Center Town Hall in the Faculty Development Center on the February 21st from 10am to 12pm. There will be refreshments and have as many of our staff on hand as possible to give you a sense about the types of work we're doing, and what kinds of things your students can expect.
- Faculty with questions can contact Dr. Grayson directly. For students it is best to go online and set up an appointment.

Comments/Questions:

Senator Eames where to direct my students, if Grayson could clarify the difference between what the Writing Center does, PEGS and even Learning Center and what maybe how we can differentiate when advising students on where to go. **Grayson** responded that as a disclaimer that having never worked for PEGS or The Learning Center she is not as familiar with what they do. However, the Writing Center philosophy and Writing Center pedagogy are very much grounded in writing studies. Unlike broader tutoring initiatives, where the TLCC or PEGS where they work with various topics. The Writing Center will be working with everyone across the university, their doing it from a writing studies perspective. **Vice Chair Talamante** said she appreciates what was laid out. But many faculty have had the experience where we have students write in ways that doesn't seem to fit in that their use of grammar seems to obscure their meaning. Each sentence can be difficult to unpack. She said as a historian, she knows things about writing in the discipline, organization, evidence and analysis. But she said, she does not know how to help students when they have those kinds of technical issues with writing, and she really doesn't know how to get them help on campus because this is what we hear too from the Toro Learning the Testing Center. Talamante said just like mathematics, grammar counts, at a certain fundamental level, what can we do to support those students? **Grayson** responded part of the challenge around this, which is a big topic in writing

studies right now is what do we do with those surface level features. As a race rhetorician, we struggle with this probably even more, because we know that there are incredibly racialized aspects of language. But there are also racialized aspects of language instruction. Even if we are looking at, for example, conventions, we certainly help with conventions and in some ways, sentence structure, style, those are conventions of particular disciplines. We would approach it from that angle as opposed to approaching any sort of surface feature or what you might call it a technical feature from that perspective of fixing it or this is correct, this is not correct. Because we try to come at this with the idea that students have agency over their own language, so what we see as errors are really attempts. They just may not be where the reader needs them to be yet. So instead of viewing it in this punitive sense of, "oh, you did this wrong, and therefore your greatest lower", we look at it from the perspective of "what were you trying to do here and how effective might that be?" Or, "how effective might that not be?" Grayson said she cannot say she will give them handouts with, "this is how and where to put a semi colon." But if the students asks them what do I do with the semi colon? She said she would probably tell them, or, they would talk about why that exists and how they might use it in context. **Dean Avila** thanked the English department for their vision. He said they're really taking the leadership on helping to promote writing across the campus. Avila thanked the Provost for his financial support on this, and said the Provost has been very supportive of this project. Avila explained that this Writing Center is really part of the comprehensive response to EO1100 and EO1110. As those changes happen, and as our English department address the question of how are we going to respond to the new executive orders at the same time we were hiring faculty like Professor Grayson. The English department was having conversations about how best to promote writing at Dominguez Hills. Avila said one of the conceptual things that he believes is important here is the process of students learning to write well begins in an English Composition course normally in their first or second semester. That extends over their entire career here at Dominguez Hills, even into the graduate of work if they stay with us as graduate students. One of the great advantages we have here is we have the disciplinary informed approach that will help the Writing Center in terms of how it works with students. That's one component that will be a resource for all our faculty, it really helps to sort of integrate all of our support services with our initial class, that students are when they enter into the university. It is also going to be part and parcel of other kinds of initiatives where the University Writing Center board has been thinking about, such as writing intensive classes, writing in the discipline. It's part of a whole large package of support around writing and we'll see that in a few years from now we'll look back on the work that's happening now and be very proud of the leadership that our English department is taking. They're working very closely with Dean Costino who's also taking the lead on this as well. So I think there's really positive things on the horizon for how we teach writing instruction at Dominguez Hills. **Senator Ma** asked how did you decide what he wants to do and what you don't want to do. Did you do a campus student analysis about the needs of our current students? I think when we decide what to do and what not to do in regard to this area, you should not going to base it on international and national writing centers do. Ma said in the Library, they have been working a lot with students where we offer individual topic analysis. And we often find that our students they do a lot of students, including international students, they need a lot of help with grammar, and a lot of times with structuring of the article. Ma said she believes you have to do a campus analysis, and then decide what to do and what not to do not based on international standards. **Grayson** responded, like any pedagogy, and she offered that her background is not only composition and rhetoric but in education. Like any pedagogy, this is based in both disciplinary standards, not necessarily international standards, but disciplinary specific standards, contemporary disciplinary standards and the needs of the particular populations that we serve. She added that we are in no way forgetting about the populations. She said she's worked in community colleges, public colleges, private colleges, including Ivy League's, and across the board. Grayson noted the complaints are kind of the same from faculty or students are struggling with grammar. They don't understand how to incorporate these sources. The difference however, is how those comments land and what the effect of those comments are. Writing for many students is a source of fear. And for students whose first language is not English, for students who did not have the types of access to education or the types of education that many or most faculty members had, or the students in the Ivy League school, for example, the effects of that sort of critique of writing and of language particularly because language is so deeply tied to identity, the effects are affected, and emotional and psychic, as well as detrimental to their progress as students. So we find that when we highlight the assets that students bring to their work, such as if for example, a student speaks two languages, and can bring multiple elements from another language, because some word for example is just not translatable, but it gets the point across in a way that something in English doesn't, we look at that as an asset. And that's a way that we can highlight what students are already doing really well. And that does have more significance with the

population we serve here than it even does at Columbia University, where students have perhaps a different type of educational resilience, not necessarily more, but a different type. So if the preparation differs than the outcome of what we're doing differs. Grayson said given the type of work that she does, this is the population that she's always wanted to work with and she's thrilled to work with, but the work is very much tailored to this population. **Senator Pinto** thanked Director Grayson said while we have the Student Affairs and the Academic Affairs side of the house together, she wanted to really touch on what Senator Eames brought up, because as you've described it, she said she is now confused about where she should send students for specific kinds of writing. Can we talk about where students are should be going. Pinto noted that we often think it's a simple straight line to go get help for writing. But right now, based on this presentation, she heard three different places. And as Pinto thinks about the written exam that students have to take, she would have thought, Writing Center, but now she's not sure. Pinto asked what can we do to make this clear to students about where they can get the type of writing helper they need because now maybe they might have multiple sources. **Grayson** responded if it's about writing, send them to the Writing Center. **Senator Bono** asked if grammar including mechanics, such as literally how to structure a paragraph with a topic sentence or support in transition sentences. He said sometimes he receives two page paragraphs. **Grayson** said what they'll do is provide a sample paper in that discipline and ask them questions like the following: Do you notice how these sentences are all really short? What do you think is the effect of that? Why do you think they're structured that way? What do you see in this paragraph? How does this paragraph move? She said as a writing professor, she often asks her students not to think about how they want to structure something, but what kind of experience they want their reader to have as they move through the paper. And by thinking that way, they actually start to structure the paper to elicit that experience. All of these things are part of writing, she said when she emphasizes the things we don't do, it's much more of a framing question. It's a matter of how we frame what we want students to accomplish, not necessarily whether we're going to look at that element or not. **Senator McGlynn** asked if we have students who, in the context of our course have an assignment, and they're having trouble communicating in some fundamental way, then coming to you, you would be able to provide them help, regardless of discipline? **Grayson** said unless the assignment is like a multiple choice math test. Yes, they could. Grayson said another service they offer is they help students with reading support, such as reading a syllabus. We have a lot of students who came in and said, can you just help me work through the syllabus, because that's a foreign genre. So many students, particularly freshmen they ask them, what are the elements you're looking for here? What do you learn from this? What does this need from you?

Faculty Development Center [calendar](#), AVP for Faculty Affairs & Development, Dr. Cheryl Koos presented the on behalf the Faculty Development Center Director, Dr. Kara Dellacioppa. She highlighted a few events both past and upcoming. She noted that the beginning of the semester was kicked off by the successful innovative teaching symposium. Koos thanked Dr. Susan Einbinder for all of her hard work on this event and making it so successful. Koos also thanked all the faculty for taking time out of their preparation week for classes started to actually attend and participate and present important in that regard. Koos said that the schedule was a collaborative effort with various departments, faculty and programs across campus to assemble spring 2020 programming. There's going to be a series of workshops on online and hybrid course pedagogy; choosing a journal for research publication; workshops on general education; community engagement, along with various faculty learning communities. There's also standard programming on health and wellness promotion. Koos asked everyone to be on the lookout for a Faculty Development Center Needs Assessment Survey. She asked that everyone encourage their colleagues to participate and everyone to take the time to participate because we need your voice to be heard. And with that, I think this might be all one standing between a tournament and cetera, and maybe some questions. I want to thank you for your time.

Election Results from Parliamentarian Sharma

AVP Student Life/Dean of Students Search Committee Results:

Dr. Sergio Mancilla and Dr. Sarah Lacy were elected as faculty representatives.

Reconfirmed were Dr. Chris Hallenbrook and Dr. Nathan Edwards as the faculty representatives for the search committee for Associate Vice President of Communications and Marketing.

OPEN MIC

FPC Chair Pinto announced that on February 11 between 4 pm – and 5:30 pm in LSU would be a workshop on memory and Alzheimer's. The Older Adult Center has partnered with Alzheimer's LA to come and give a presentation for faculty, staff and students. It's posted in Toro Link. Students mentioned they wanted more contact with organizations in Greater Los Angeles and so any efforts we can do to bring larger organizations as well as providing a valuable service for the many who are impacted by Alzheimer's.

Vice Chair Talamante brought up that she teaches in a room in the south academic complex and one of the professors who also works in that room brought up that the room temperature was too hot and they were having trouble getting the temperature down. She noticed is the two windows in that room are nailed shut and she was very concerned about the idea of it being fire hazard. So those are exits that have now been effectively blocked. **Vice Provost O'Donnell** will have it addressed. O'Donnell asked that she email him the room number in the building. He said that goes for anyone else to have you come across a safety hazard or a fire hazard or something like that.

Senator McGlynn said that they're doing things a little different this year, and that the poster session is going to be a lot more engaging, exciting and that all students will be presenting their posters simultaneously. They're 100 posters and the session for the posters will be available for you to see all day on Thursday, but the students will be presenting their posters on Wednesday evening. McGlynn encouraged everyone to plan on being there later on Wednesday. They're waiting on the schedule to come back from the pictures and they're actually using an app this year, so in addition to having a physical one, people can browse through the schedule online.

Senator Bono asked what's the process for deciding whether or not his independent research students whether they're undergrads or grads qualifies for any kind of course release. He noted that he has one of the more active labs in his department, and I do it because he I loves it. But he is really have trouble keeping it all up. And he can't do it all. So he wants to know what the process is and should he get a union rep? He said he really needs to figure it out because he's having trouble sustaining at all. He said it should count for something as he meets with them every week. **Senator Price** responded that there's an old EPC resolution and it's basically nine students, but you have to get permission of the Dean. There are there is some policy around that and they would get it to him. **Provost Spagna** said that he would suggest that Senator Bono reach out to Dean LaPolt who also elevates those conversations to the Provost's level and working with Dean Price and working with Dr. McGlynn. Spagna noted we're also looking at that how we upgrade this overall to support and in fact, it's active on the President's mind. So we've known this that we need to better about supporting faculty. **Dean Price** said in the short term, this is not the answer that I should be giving you but it's the one I'm going to give you anyway. In the short term, we do have the research, scholarship, create activity funding. It is available to all faculty. It's not ideally what it is envisioned for, but in practice, many faculty have been using this to get some kind of course relief. [Senator Price said she would send it to the Senate Chair so that all can refer to it.](#)

Senator Ma asked if there's any funding for any kind of projects or initiatives that can benefit our students at the present time. Is there any kind of funding that can help the initiative on campus that can immediately can affect and help students? **Interim Dean Price** said the answer is not yet. He added that the slightly longer answer is in a very short time, he's hoping that Senator McGlynn will be saying something but he doesn't think he should be saying it right now. In the slightly longer term, he's hoping to also be able to say something to that myself. He said he realizes this is not a useful answer today. Dean Price said give me a couple of weeks and he's be back at Senate in a couple of weeks. **Dean Davis** said another possible answer was what the President announced earlier, the President's Challenge which is just for that reason.

Meeting adjourned.