



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

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

Academic Senate Meeting Minutes

February 19, 2020/Extended Education/2:30 – 5:00 PM

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

Voting Members Not Present: Deng, Furtado, Johnson, Macias, Monty, Morris, Park,

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

Voting Ex-Officio Members Not Present: Parham

Non-Voting Ex-Officio Members Present: Caron, Costino, Davis, Franklin, Koos, LaPolt, McNutt, Price, Spagna, Wen

Non-Voting Ex-Officio Members Not Present: Avila, Brasley, Figueroa, Manriquez, O'Donnell, Peyton, Poltorak, Wallace

Guests: M. Britto, A. Kawakami, M. Mutchler, E. Ortega, L. Sueki

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

Chair Thomas then proposed three changes to the agenda, 1. In upcoming events of note, the time of the Writing Center Town Hall is 10-12; the time of the Faculty Awards on 4/22 is 5:30-7:30 in LSU. Under the Dominguez Hills Basic Needs Assessment Results, presenter Hawk McFadzen's title should read Data Translator, Student Affairs Assessment Office.

Approval of Revised Agenda M/S/P

Approval of 02/05/20 minutes (with a few grammatical corrections to be emailed by Senator Celly): M/S/P

Chair's Report

Honorable Mentions

- Former Senator (2017-18) Ximena Cid for her selection as 1 of 20 delegates to the International Conference on Women in Physics.
- CSUDH Bulletin for their three First place awards and one Second place award in the 2020 Excellence in Student Media. They competed against the likes of UCLA The Daily Bruin, Cal State Fullerton's Daily Titan and USC's Daily Trojan.
- Thomas reviewed upcoming events and reminded everyone of our Basic Needs Campaign
- Student Research Day: Thomas thanked Senator McGlynn and Dean Price for chairing. Appreciation for the judges and the participants. Thomas then highlighted a couple of examples of where we engaged in a "living learning laboratory, where we can try to solve problems that we

see for our campus and the surrounding community. Thomas said one of Senator Chhetri students, Ezieme Ulu mapped acacia trees in Palos Verdes because they are hurting the overall conservatory spaces. On the basis of that research, the Conservatory has spent over \$300,000 to address the acacia trees on the Palos Verdes peninsula. Another of Senator Chhetri's students, Michael Franco and colleagues did their research on storm water strategies for CSUDH. The third presentation that Thomas highlighted is the Basic Needs Research which also was presented at Student Research day and will be highlighted later on in the Academic Senate meeting.

Questions/Comments:

Senator Heinze Balcazar said that as she looks at the flyer handed out regarding the Basic Needs survey. She said she recalls some years ago when Chair Thomas was advocating for additional resources on behalf of students in regards to mental health and adding more psychologists and therapists for students. Heinze Balcazar suggested that everyone start making the connections between food insecurity and retention and graduation rates and how it's connected to mental health issues. She thought it would be good if Academic Affairs would creating some data around retention and graduation rates over the last two years. She said she thought it would be good if we started to connect this because hungry students cannot study very well. If student don't have anywhere to sleep will not be able to study. Heinze Balcazar said here's a very important between basic needs and graduation rates. **Chair Thomas** said he wholeheartedly agrees and we'll be hearing more about the Basic Needs survey results later in the meeting. **Senator Ma** asked how the numbers were arrived at. **Chair Thomas** said the folks presenting the results on the Basic Needs survey will be able to address those questions later on in the meeting.

Parliamentarian Report

Senate Parliamentarian Archana Sharma reported in the call for faculty representative from CBAPP to serve on the Academic Affairs Facilities and Space Committee. She asked for the Senate body to confirm the election of Dr. Richard Malamud who will be serving for the remainder of the spring 2020 term. Affirmed.

Results from electronic ballots in the election of a representative from CBAPP to serve on USLOAC is Professor Rui Sun receiving 68% of the votes cast.

Open Calls: Seeking faculty (T/TT/NTT) to serve on EPC as well as FPC.

New Calls for Service that will be sent out on 2/20: Search Committees for the Dean of Graduate Studies, the Dean of CHHSN and the AVP for Retention Academic Advisement and Learning.

Second Reading

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

Russo made a motion to bring the resolution to the floor which was approved and seconded. **Senator Norman** who spoke in favor of it. **Chair Thomas** noted that AAC+ raised the question as to why we're creating an implementation team rather than a larger call for the final team. He noted this resolution came about as a result of a discussion from the November 6th, 2019 resolution EPC 19-15 which can be found in those [minutes](#). He noted that there was opposition when they attempted to create a final team, which is the reason they've created an implementation team who will create the final charge. **Senator McGlynn** said he would have to abstain because he thinks it odd that there was a committee whose job it was to form a committee who is then forming another committee. **Thomas** further explained that the Task Force made a recommendation to create an implementation committee, that implementation team is the resolution that is EPC 20-01. Once that implementation team is completed, there will be another group that will be the standing committee for distance and hybrid related issues. EPC Chair said that is correct. EPC Chair said they attempted to skip that middle step but was met with great resistance from Senate and

so EPC 20-01 was created and so they're going to the initial recommendation was to create an implementation team that would then gather information to specify and define the scope of the permanent standing committee. **Senator Celly** offered a minor change to the resolution in the title of it that she believes it should read "Create a Distance and Hybrid Policies and Implementation Team", adding the word "and" after Policies. Celly also suggested striking "of CSUDH from lines 56 and 57. **EPC Chair Russo** agreed these were friendly amendment. **Dean LaPolt** said resolutions usually result in policy. He asked if it was a resolution that will create a policy that will create an implementation team that will create a committee. **EPC Russo** explained that the charge of the Implementation Team is to create the standing committee and to create the charge that would detail the exact the scope of the standing committee. **LaPolt** suggested rather than create a policy that would create an implementation team that would create a standing committee, could we have a Sense of the Senate that this is something the Senate wants to do. **Senator Norman** said there's also a third option when proposing a resolution for the Senate. He explained a Sense of the Senate seems to strike a different purpose, more for unanimity and commendations. This is not a policy this is to create working group or a team. Norman continued we have had discussions about creating policy, that's what this group is going to do. **Chair Thomas** said we do not create policy. **LaPolt** asked if this resolution was suggesting a policy or suggesting a working group and can that be clarified? **Thomas** said it is suggesting a working group. **Senator Hill** said that it is calling for an action on the part of administration to create this working group. It's an act. And it's appropriate that it be outside of the Senate because the team includes members across divisions. Question was called.

Resolution with agreed upon amendments passes; 39 in favor/0 against/5 abstentions.

Chair Thomas introduced the next topic on the agenda letting folks know that we would be forgoing questions at the end of the GE Assessment Working Group update to make sure there was ample time to go through the survey received from the Chancellor's Office requesting feedback on the ethnic studies requirement.

Senate Discussion:

[GE Assessment Working Group Update](#), **Kim Costino, Dean Undergraduate Studies; Matt Mutchler, Director of Assessment; Pat Kalayjian, Chair of General Education Committee **Mutchler** gave a brief overview of how the committee was populated and who its members were. He noted that they met several times over the summer and have had quite a few meetings throughout the fall. He then offered a definition of General Education and provided some background some context to what the GE Assessment Working Group was tasked with. 1. To consider if/how the goals of what used to be known as Area G; Cultural Pluralism, should be updated, defined, integrated, and assessed as part of our GE structure; and 2. Make a recommendation, informed by campus-wide feedback (including at least two Town Halls), to the Academic Senate for meaningful, implementable plan to assess GE, as a program, on an ongoing basis. He informed the body that the Academic Senate requested that the working group consider the substance of AB1460 in its conversations, and how we (as a campus) want to incorporate an Ethnic Studies requirement.**

Mutchler highlighted principles that the Working Group identified to make sure that the assessment would reflect the values of CSUDH and they work they do together. Part of the values and guiding principles included the **[Nine Principles of Effective Assessment](#)** as identified by the American Association for Higher Education.

Kalayjian then went through some of the actions that have been taken by the Working Group and the processes and mechanisms that were put in place for feedback. She noted some of the themes from student focus groups included:

THEMES FROM STUDENT FOCUS GROUPS

- **Positive**
 - Helps you be well-rounded and expand what you know
 - Provides a good foundation for other coursework
 - Transitions you into the university
- **Not so positive**
 - Feels just like high school
 - Not connected to anything; just feels like a bunch of unrelated courses you have to take to graduate
 - Not connected to me or the real world in any way

From the spring Town Hall with faculty, some of the takeaways included:

TAKE-AWAYS FROM THE SPRING '19 TOWN HALL

- We need to find a way to bring coherence to GE, so it actually functions like a unified, integrated program that is meaningful.
- We still have too many outcomes.
- We need more faculty development.
- We need smaller classes.
- The term "cultural pluralism" is dated; it needs to be updated by faculty with disciplinary expertise.
- A smaller number of outcomes (but ones that include an updated version of cultural pluralism) needs to be integrated throughout the program.

She noted that there have been several steps to reduce the learning outcomes and to start looking at GE not in terms of categories but to look at overall things they wanted students to come away from the Dominguez Hills GE experience knowing and understanding.

Kalayjian noted the other big mission for the GEAWG was to look at the cultural pluralism requirement. She explained that they've been taking apart cultural pluralism as a concepts as it's pretty dated. They looked at new ways to incorporate what they saw as the intention of cultural pluralism. The current draft of the GE Learning Outcomes but there will still be more vetting and more development of them.

DRAFT GE LEARNING OUTCOMES (GELOS)

1. Metacognition (ILO 1, 3, 5)
2. Critical Inquiry (ILO 1, 4, 5)
3. Communication: (ILO 2, 4, 5)
4. Information Literacy (ILO 3, 4)
5. Race, Equity and Social Justice (ILO 5, 1, 3)
6. Integrative Learning (ILO 1-5)
7. Global Awareness (ILO 5, 1)
8. Community Engagement (ILO 1, 5)

Kalayjian said that the cultural pluralism question was one they took very seriously and what they came to was that what was meant by cultural pluralism needed to be considered in two different categories.

WHERE IS AREA G IN THESE GELOS?

Race, Equity and Social Justice (#5): Examine intersectional factors including, but not limited to, class, gender, race, and sexualities in order to understand the social, historical, and differential impact of racism, oppression, and social inequality in the United States

Global Awareness and Diversity (#7): Analyze and appreciate the cultural, social and political implications and manifestations of global interconnections and dynamics

What's Next?

WHAT WILL WE DO WITH THESE GELOS?

- In the process of looking at all current GE syllabi to see where each GELO is addressed/reflected and to see if some of them naturally "land" or appear in particular categories, if there are patterns. (Curriculum Mapping)
- The ultimate goal is to figure out a way to align each outcome to at least two Areas/Categories of GE, across disciplines and levels, so that each outcome is intentionally addressed at least twice.

Undergraduate Dean Costino first pointed out that the feedback received in the fall retreat is still being considered and the next step is to take each GE Learning Outcome and refine and explicate them based on the feedback they received at the fall retreat. Costino then discussed how does all this relate to AB 1460? She said initially AB1460 was not initially part of their charge, but they were already discussing the question, "how is our campus addressing ethnic studies? How is our campus addressing social injustice, racial inequities and all of these things. They were trying to update cultural pluralism and think about what that would mean in an updated version. She said they thought in the splitting it into GE Learning Outcome #5 Race, Equity and Social Justice and Diversity and Global Awareness. They thought that GELO #5 is really the one that is intended to embody an ethnic studies perspective. We got a lot of feedback on this from a lot of people and it is still in progress. She said they intentionally put in an attention to race. It's not just about all kinds of identities, they wanted a focus on race, equity and social justice. They wanted the intersections as part of that analysis but really using race as a category of analysis in that way that a disciplinary element of ethnic studies does, and they wanted to focus on inequality in the United States, which is why they have the other GELO about globalism.

Costino said they brought their attention back to their charge, GE, and thought about how they could embed in this way, multiple times, and not just one three unit course, but they want to have it introduced, developed and highly developed over the course of the GE program. But then they also received the College of Arts & Humanities' Chair's resolution request that the GE Assessment Working Group consider as part of its response to AB1460. Costino shared revised versions of what had been discussed previously at the Town Hall. She noted that option 1 was taken straight from the College of Arts & Humanities' resolution to require students to take an ethnic studies course in Africana Studies, Asian Pacific studies or Chicano studies as part of their GE coursework. Option two, make an ethnic studies course in the same departments, a graduation requirement that can be fulfilled through GE, the major or an elective, so broaden it, or option three, create an ethnic studies designation. Courses would be approved for this designation through a committee kind of analogous to the university writing committee where you have a senate standing committee that is chaired by someone with disciplinary expertise. Any course that earns that designation must be approved by that committee. So there would be a set of outcomes and all of that. The designation would be required for graduation. Costino said one thing she wished to point out is in discussing this at the Town Hall, and as a group, options wanting to really seem to define ethnic studies largely in terms of departments, and or sort of content. These specific departments would take an ethnic studies disciplinary lens. But that's kind of the focus there. Option three still should emphasize the disciplinary lens of ethnic studies. It's really not about covering particular topics, but using the disciplinary lens of ethnic studies within the course. Introducing and apprenticing students into this way of knowing and doing and thinking that would be that would need to be defined by disciplinary experts in the field and judged that way. That was what we meant for option three.

Costino shared the feedback overall from the Fall 2019 Town Hall:

TAKE-AWAYS FROM THE FALL '19 TOWN HALL

- General satisfaction with the list of 8 outcomes, though they need to be refined.
- Support for faculty development must be included in GEAWG's recommendations.
- Interest in an Ethnic Studies requirement, fulfilled in GE or the major, but it must include Native American Studies, so requirement cannot be housed in/defined by department.
- Support for creating an "Ethnic Studies" designation, in addition to GELO #5, that articulates student learning outcomes from the lens of Ethnic Studies (something analogous to the "Writing Intensive" course designation that is governed by the University Writing Committee) that would be governed by a standing committee of the Senate that is chaired by a faculty member with expertise in Ethnic Studies.

Costino pointed out that this might be how we would fulfill the requirements in AB1460, this is not a stance on AB1460. This is not a stance on the recommendations of the Statewide Senate

Chair Thomas thanked the presenters and said that questions on this presentation would have to come after the Senate has had a chance to talk through the feedback request from the Chancellor's Office.

Response to the Chancellor's Office's feedback request on proposed Ethnic Studies requirement:

Chair Thomas asked if anyone had any feedback to the first question.

Response to the Chancellor's Office's feedback request on proposed Ethnic Studies requirement

1. *Does your campus want a **systemwide** 3-unit lower-division requirement in Ethnic Studies as described in AS-3403-20/AA?* _____ Yes _____ No

Senator Nicol responded that the problem with the survey is that if you leave off "as is described in the statewide resolution" it conflates AB1460 with the resolution. She said one of her objections to the survey is there needs to be a distinction between the statewide resolution and AB1460. She said because if you go to the next question, she might answer "maybe". **Thomas** said they're asking as is described in AS-3403, the statewide resolution. **Nicol** said exactly, the first one she could agree with, but second part she could not. She noted the first one reflects AB 1460.

Chair Thomas said it sounds like we are supportive of an Ethnic Studies requirement, which is question number one. He asked if he had that much correct. The response from the body was "yes".

2. *Does your campus want a **systemwide** upper-division "reflective element" requirement in Ethnic Studies as described in AS-3403-20/AA?* _____ Yes _____ No
3. *Does your campus support a broader **systemwide** 3-unit Diversity/Social Justice requirement (which would include courses in ethnic studies as well as those that examine race and ethnicity, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age)?* _____ Yes _____ No

Thomas then moved to question number two, when **Vice Chair Talamante** said she thought that number two was too general and it doesn't address ethnic studies. She said she thought it could be handled in a variety of ways that would in no way meet what is being proposed in AB1460, that we have an Ethnic Studies requirement. **Thomas** said he is okay with a reflective requirement as contemplated, but he does not want it tied to the Ethnic Studies requirement, because now if you're talking about six units as opposed to three units, you may not even get three. He said he is supportive of both but does not want them tied to each other. **Statewide Senator Celly** said that there is not an upper division there unit

requirement as proposed by the ASCSU resolution. IT is an upper division reflective element of some sort, which could be activism in the community, it could be artwork. The intent for every student at Dominguez Hills there would be an opportunity to reflect on their ethnic studies. The ASCSU resolution is not meant to be restricted to writing in any form and it is definitely not connected to a three unit requirement. **Senator Nicol** said with regard to the reflective element: Instead of taking this ethnic studies course that is developed and taught using an ethnic studies lens, students can take a bunch of courses that reflect some of the GE learning outcomes from ethnic studies. Nicol said that this is an attempt to water down the intent of AB1460 which is to have students take a single course that addresses all five ethnic studies outcomes in a single course. Ethnic Studies courses have very specific theoretical lens that is not germane to other disciplines. To say that anyone can teach a course on Filipino American simply because they have a one week lesson on historic Filipino town is an affront to the discipline. **Senator Benavides Lopez** said the issue that she has is with question number two is the reflective element comes with a lot of assumptions about ethnic studies as if we are a place for students to just reflect. Attending an art exhibit is not enough, just doing activism work is not enough, and to have a five page paper after attending an art exhibit or an activist event is not enough. Benavides Lopes said in ethnic studies, we create civic engagement courses which are a whole semester long which require students to participate in civic engagement where they're required to write up to 15-20 page papers. A reflective element, how is that defined? **Associate Dean Caron** said that in conversation with folks from his college, it is not really clear who is administering this survey and its purpose, who is the audience and what are we trying to get at and what will be the outcome of the survey once it's administered. **Chair Thomas** said we had this conversation at the last Academic Senate Meeting and it is outlined in the minutes from February 5th on pages four to seven. It says that the Chancellor's Office sent us this request for input on what statewide has already passed. We were asked during the First Reading what our thoughts were but we were guided to wait for the GE Assessment Working Group to do their work before offering feedback. The Chancellor's Office and President Parham have said that they want a response by the 28th of February. This is our attempt to at least, based upon the information we have, try to provide a response as it relates to the direct questions of the statewide resolution. Chair Thomas said as it relates to number two, he does not think we're coming to any solution. **Senator McGlynn** said as it relates to process, the top of the survey asks is this an individual response, is this from your department, is this from the campus. Are we working together to offer a response from the entire university? Also the Chancellor's Office would like responses from individuals, departments and colleges? **Chair Thomas** responded what we have been asked is to provide Senate's response. **Senator Price** said what's interesting about this survey is that it's "yes" and "no", which, she said is absurd. **Thomas** said there are comment boxes. She said what she would like to do is offer a comment box rather than just yes or no. **Associate Dean Caron** said with regard to question number one, is concern is lower division requirement when we were talking about recommendations that came out of our conversations in the fall, particularly that came out of the College of Arts & Humanities Chair's Council, he did not recall that it would be a lower division requirement, but a GE requirement taken in an ethnic studies department. Caron asked if we could rephrase the question so it's more congruent with the recommendation that has come forward. **Thomas** said he doesn't know that he has the ability to change the instrument. **Senator Nicol** said with regard to the survey, Nicol noted that a senate floor alert against AB1460 was sent out from Mary Meuel - Legislative Advocate for Advocacy and State Relations for the Chancellor's Office. They have conflated AB1460 with the statewide senate resolution to oppose AB1460. Nicol said statewide senate is being used by the Chancellor's Office. **Senator Celly** said she had not seen that alert yet, but what she thinks about it that perhaps we're not ready as a body to respond. With regard to the second question, she said she respects what both Senator Nicol and Senator Benavides Lopes said and what Dean Caron brought up. There is no intent to conflate the two in ASCSU's resolution. Regarding the upper division/lower division – they're actually thinking

about alternative parts to the same outcome. Every university in the system is going to have a different approach in getting to that outcome. That three units lower division or three units upper division is going to be the requirement; whether it comes from us, the Chancellor's Office Executive Order or from AB1460. The second that came from the floor of ASCSU is to define and approve by ethnic studies faculty have a second layer, it is not meant to be an alternate. It's a second layer of ethnic studies, so that even if students who have had lower division ethnic studies at the community colleges, we still have an ethnic studies component to their education at Dominguez Hills. **Senator Norman** said that the survey was not prepared in consultation with the statewide senate. The statewide senate resolution was that there would be a three unit course and should that course be specified upper/lower, should it be upper, should it be lower. Where we ended up as a system, your representatives said it should be three units lower. Norman said that this survey is poorly designed. It should be do you want just one or just two or one and two or one and two and three. Norman said that Senator Celly who helped to write the ASCSU resolution specified wanted to make sure that there is an ethnic studies course and that it is required of everyone. And that there is additional work done by students at the upper division level. In your first year you might take the course and have all those benefits, but at least by your senior year you know you're going to have another course that's meeting a system wide disciplinary informed learning outcome. Some of our students have eight years between the first course and graduation and maybe some of the good things that they've learned have deteriorated. Norman said he does echo the concern that this survey is not the work of ASCSU. He thought that question number three was the most offensive as it seems to dilute the entire intention of the resolution. **Chair Thomas** asked if we would agree with his synthesis of the discussion: There is more than one way to address ethnic studies, there are currently two in consideration – statewide resolution and AB1460. There are proponents for both in the room and we do not have overwhelming support for one over another. AB1460 asks for a course, statewide resolution talks about an overlay of courses and you may not end up with an actual course. With regard to timing, AB1460 has a faster implementation timing. AB1460 is compulsory on the entire system as opposed to having individual campuses to come up individual solutions at their own pace.

Provost Spagna's Report

The Provost said he had five areas he wished to discuss, some of which came from a meeting he was involved with the prior week that included the Provosts and Vice President of Student Affairs, held in Long Beach.

- Budget/budget update: Spagna said he would encourage everyone to review the Budget proposal from Governor Newsome regarding what he prepares to fund in higher education. Spagna said in this document of which he will provide copies to the Academic Senate Chair, you'll want to specifically look at page 93, which describes what the funding is proposed for the California State University. The governor proposes \$199 million of ongoing general fund. The CSU has requested in excess of \$600 million. The \$199 million does not specify, as it did in the Governor's budget a year ago, separating out GI 2025 funding, which has been about \$75 million a year. There's a lot of work to do on this front. Spagna noted we're going to be watching very much in earnest as we get to the May revise and the eventual June budget. He noted that a lot of work is being done behind the scenes to try and augment change this.
 - o Also to look at in this budget, is the Governor has separated out what he wants to see going forward in Higher Ed and it circulates around three things.
 - First is he wants to see regional partnerships.
 - Second he wants to see intersegmental partnerships. How are we working with K 12, how are we working with community colleges? How are we with Higher Ed

- Third, he really is committed to lifelong learning and he is giving us some clues as to what lifelong learning looks like. He has set aside in this budget one time monies to the tune of \$6 million to look at I'm reading directly from the proposal. Millions of Californians have some college credits, but have not completed a degree and are not currently enrolled in a Higher Education Institution. Governor Newsome is calling for particularly the CSU to provide additional options for those seeking to complete their degree or certificate and will provide further opportunities to improve the long term economic and social mobility. Spagna noted that he and Dean McNutt about what this means. It really means, if some of you are familiar with our returning Toros initiative, is how do we get students back who maybe haven't finished their degree here, we want to encourage the comeback and how do we streamline that. If we have a proposal together, Spagna said he thought it would help us in terms of being able to access some of the \$6 million, so that's a wait and see.
- Second thing is that there was quite a bit of conversation at the joint meeting about the new campus studies. Across all 23 campuses, there is great resolve that we should not be exploring adding another campus. This is something that comes up every five years. The CSU as a collective body has said regularly don't talk about adding another campus talk about really funding us in what we need to build capacity or existing campuses. Spagna noted that he and Vice President Franklin were both quite vocal about how is this going to be conducted? This is several million dollars that we're really politically expeditious for a couple of local state senators and assembly people particularly in Stockton who say we're interested in the campus in our local backyard. There is a study that's been commissioned by the State which is roughly \$2 million to \$3 million. That report will be sent to all of our areas and we'll get to the economic impact. We had a promise at the joint meeting that we'll get the value of that study to share with us. We see it as a way of making an argument for us building capacity on our campus. So that when it comes back and says all in all, we don't think there should be a 24th campus. Spagna said that he and Vice President Franklin are planning to use that to our advantage to say but what it did identify is in Southern California, particularly in our area in Carson, we have real need and can turn that report to our favor in terms of talking about supporting us here.
- Third area that was discussed was about strategic enrollment management (SEM). There is quite a differentiation among our colleagues across the 22 other campuses, about their appetite to talk about strategic enrollment. Some campuses in the north that have been watching declining enrollment. They're really wringing their hands as to what this represents, how do we get more students to come in? In Southern California you almost have this bifurcation in the state. In Southern California particularly in Dominguez Hills we have great appetite for our campus, we have enrollment surges. There is a discussion and there is a movement forward among the President's to try and set up a strategic enrollment management planning committee and to do this on a regional basis. Spagna said he had six things that have been proposed and we'll monitor this going forward.
 - Establish a strategic enrollment management executive team
 - To establish a steering committee
 - To establish an extra charge for the admissions Advisory Council
 - To talk about how our enrollment management and how we do it regionally, how does it intersect with our GI2025 goals.
 - Bringing together all of our stakeholders or SEM managers locally at our campuses.

- To host an SEM symposium

Spagna said to watch for this as it's going to be very important for our campus that such an initiative goes forward. We're going to have the nuance it We did talk about legislative update on AB1460. If you haven't seen the amendments on that look, look at the amendments, there are a couple tweaks in terms of when it starts and who it applies to.

- Spagna said they also talked about the Quantitative Reasoning which is still fairly controversial. He explained the CSU has punted for the next two years to wait to do a larger study. Spagna said that he, Dean Davis and others have all recommended the fact that during these two years of doing a study, we should actually be identifying schools where in their 12th year there are quantitative reasoning opportunities, it's important to identify those schools and provide teachers for those schools and support them. Then, Spagna said, if you're familiar with Teach for America, his proposal is to use something like Teach for California. He further explained if we had four schools in our area that feed Dominguez Hills, we could place teachers there, we would support them with the district, we would on the other side of it require that they give us five years there, and then we could improve the performance of all schools in our area. So it's more laser focused. Spagna said he even had a conversation today with Nathan Evans at the Chancellor's Office about getting together some people in the county and the district, particularly LA Unified for how can we work this together so it's more collaborative and less consultative.
- Regarding [declining enrollment in our California schools](#). [Provost Spagna shared slides, with the information coming from the Public Policy Institute of California.] Spagna said in the last Academic Senate Meeting he had shared about how the enrollments and the applications for enrollment have been declining in the CSUs. He noted there was a drop off by about 50,000 applications. The reason is that the California Promise has been put in place right now. It is more expeditious for families to send their kids to community college for two years for free than to choose a four year bachelor's degree for an institution such as Dominguez Hills. If this enrollment holds true, Spagna noted what you see starting in 2018-19, and then dropping off the cliff, this will accelerate our slowing down of enrollment and then declining of enrollment. Spagna said he has put out there as an opportunity for all of us, and he's spoken to the Deans about this, we should be in the space of as the state starts aging, to stop thinking about enrollment is just students coming out of high school and 12th grade. What are we doing for alumni, what are we doing for people for lifelong learning. When you look at where it's being affected, right in our area, the slide shows Santa Ana and Los Angeles. Looking at the drop off over the next 10 years which are dropping at 14%. Spagna described the next slide where it shows regionally, all of the enrollment in the last decade 2008 to 2018, notice that there still was some growth along the coast. If you look at what's projected from 2018 to 2028, all of the enrollment growth is going to stay in the Central Coast areas, but it's not going to be along the coast. We're going to have major drop off in terms of high school enrollment. We have to pivot at Dominguez Hills to be in the game of making sure we can turn on the right spigot when the enrollment starts dropping off. We've built a campus that's going to be great over the next 25 years. But we got to be nimble in terms of how we do adult learning and lifelong learning. The last slide shows particularly in LA what's going to happen with a decrease of 17% over the next seven years. Spagna said it is pretty stark, it's coming and it's part of our factoring in and thinking about what's happening. If there is an economic downturn during the next two to three years this will accelerate the whole process.
- Student Research day was exceptional. We applaud Senator McGlynn and Dean Price. Spagna referred to the keynote speaker who is a colleague of Devon Tsuno, saying he wondered how he was going to tie the larger story in with his work as an artist into creative activity and research and commented Spagna, he was masterful in terms of doing it.

- We had Ganesh Raman visit us who is the Assistant Vice Chancellor for Research. And he met with the Deans, staff and others. There were several really good ideas that came out of this initial conversation. Spagna said as he goes back to a comment Senator Bono made at the last Academic Senate Meeting where Senator Bono was talking about research support. Spagna said regarding the meeting with the Associate Vice Chancellor, there were a lot of ideas that percolated out of it. He noted that they're going to digest some of them and then at a future meeting of the Senate, we like to bring them forward. Spagna noted there were things that really can accelerate us in terms of faculty support, student support, and some best practices shared that he was very impressed with.
- A big accomplishment that just was achieved in the department of Africana Studies which has over a period of time worked on its concentrations. Spagna reported it just was approved February 19. Spagna read directly from the approval letter from the Chancellor's Office. "The degree program that they've been working on will now include concentrations in cultural studies and social sciences. And the units required in the major had been reduced from 45 to 36. We would like to take this opportunity to commend the department faculty" [and the chair] "for making these revisions to improve the program and to allow greater flexibility to students." Spagna commented here's an example of a department working to try and do excellence in a department and also to support students.

Questions/Comments

Senator Eames asked for clarification regarding declining enrollment? Eames asked, "So you were saying that the California promise was affecting enrollment CSU but the statistics that you were pointing to were K through 12? Is there an explanation for that?" **Spagna** responded that he wanted to separate it out. He noted what he presented last time was that there is going to be a declining enrollment. And we see the first wave of that based on applications being down in the System. There multiple reasons why the applications are down pretty significantly. The number one reason being that now for the first time, the California Promise has kicked in, which is students can go to the first two years of community college completely for free in the state. This has been in the works for a while and now is kicking in. That's resulted in our applications being down. And what he's shared at this meeting is the second part of this, which is what's happening with the high school graduation population, and that's about to drop off the cliff. Spagna said it's the combination of both of these that will, I think accelerate not only the lack of a surge on our campus, our numbers are going to drop a little bit not in terms of overall numbers, but our growth is not going to be on this incredible meteoric trajectory, it's going to start leveling off a little bit. But over the next three years, we expect it's going to start to decline. And it's in that period where it declines, that as we build up this campus, we want to be forward thinking about how we still capture the work we do. And we think about enrollment, not just in terms of high school graduates, but in terms of lifelong learners. Spagna said there's something called the College Death Watch site that's looking at liberal arts colleges on the East Coast that are closing every other week, because they can't stay in the game. As the students start dropping off and enrollment. They're just not agile enough to change. **Eames** asked if there was a reason given for the K-12 enrollment. **Spagna** said two big reasons. One the report speaks to the birth rate, we're having a declining birth rate. We're also having an exodus more interior to the state. People are leaving the coastal regions for affordability. And then finally the last one, unfortunately, in LA, it's really an introduction of school choice. School choice is driving down enrollment, particularly in the public sector, as students have other choices and they go elsewhere. These are the challenges that come together to result in declining enrollment in high school graduates. Not in all places. Spagna noted if you look at the Central Coast, you see it somewhat of an increase there but all along the

coastal regions, particularly in LA, it's going to drop precipitously. **Celly** said with regard to us being nimble and being able to pivot. She said she sees us a large bureaucracy that is going to need to do a lot of work to be nimble and pivot, especially as we begin to do the intersegmental work because we will be dealing with other bureaucracies. She believes we're going to have to think about what incentives we put in place for that innovation both within and in partnership with our community college and UC partners. Secondly, in doing the ethnic studies work statewide, the notion of curriculum mapping did come up. She said in her time at Dominguez Hills, she haven't seen any comprehensive curriculum mapping. If we're going to engage in curriculum mapping top down or bottom up, we might think about balancing a regular bachelor degrees statewide, with looking at the lifelong learning type of programs. How do we make sure that we then reward the best ideas while not compromising the basic task that we have at the moment, per the Master Plan are tasked to do? **Spagna** said when he says that we have to be nimble, we're not going to do it alone. Spagna said somebody once told him, there's not going to be another California Gold Rush. No one's going to come from the state legislature and say, by the way, we've been holding back on you and now we want to help. We're going to have to look to other partners and the two other partners that are in the philanthropic world. There is a group called the Southern California grant makers, they've already approached the five CSUs in LA basin on who said we want to help. But in order for us to help you, you guys are going to work better together. The other thing that we have are industry and business in particular that basically they realize that by 2030, we're going to have a gap of 1.3 million bachelor's degrees that we're not producing across the state that business economies are going to start having difficulty. Once a Toro always a Toro doesn't mean we just graduate students with master's degrees and bachelor's degrees. It means once they graduate, it's our responsibility to keep working with them as they reskill, upskill and change their careers, we can do that. **Senator McGlynn** thanked everyone who participated in Student Research Day. Additionally, it was the efforts of Aandrea Stang that brought our extraordinary efforts together.

CFA Report, Dr. La Tanya Skiffer

- AB1460. It's one course. And it does what we need it to do. Skiffer asserted that we don't need to have a bunch of options. She noted AB1460 has not gone to vote yet. It's stalled. We're working on it. You still have time to contact your state senators. Let's get out there and give it the push it needs. I also saw from the GE report, some of the comments. "Our GE curriculum not connected to me." Ethnic Studies can help with that. 60% of our students are LatinX. We're still pushing it. We like what we have and we support it and hope that you will too.
- Review of the bargaining survey results on March 3, from 11:30 to 1:30 in LSU, Ballroom C. Please RSVP with Cynthia Blake, our office assistant or Cblake@calfac.org. Lunch will be served, so we need RSVPs.
- [Weingarten Rights](#) – Skiffer said she wished to give a shout out to our Weingarten Rights. She said she's had the experience of going to a lot of meetings with our faculty. She apologized to anyone who don't receive notice that CFA is attending and then they see CFA show up to a meeting. It is not intentional amongst your faculty. Skiffer expressed that faculty may feel anxious meeting with people and sometimes it's a last minute request. But because of Weingarten Rights, by law, they can have a representative. Skiffer said she wanted the administrators to be kind not just to our faculty, but to the representatives that show up, because it doesn't reflect well, when faculty feel intimidated about bringing a representative. Skiffer offered cards regarding Weingarten Rights available if you want to carry them around, and you can hand them out if you ever need to remind somebody.

- Women's Caucus headed by Senator Jen Brandt – Skiffer said they're making a call for faculty who want to join the caucus because there's a lot of work to do as far as gender equity and gender pay issues. And that caucus is going to be organizing around some data that's being collected in a multitude of places, and really trying to figure out how we can move our campus ahead. Skiffer commented if you're interested in joining, that would be a great place for you to dedicate your service hours. Senator Brandt is looking for support. Skiffer said she's there and it's an opportunity for us to do great work.
- Parental rights petition you can still fill it out on Calfac.org.
- The Lecturers' Council headed by Senator Mendoza Diaz is going to be having several workshops
 - o Nuts and bolts Workshop for lecturers is March 11, 1-3 pm in Faculty Development Center.
 - o Workshop on evaluations and rebuttals specifically targeting lecturers March 25, 1-3 pm
 - o Employment Workshop April 20, 2 - 4pm.

Skiffer said the goal is to have a second set of those same workshops as well but they're currently dealing with space constraints. She said they might even look to doing something on Zoom that can be recorded, and do it at a time in the evening or on the weekends.

- Range Elevation Workshop is scheduled for February 20, from 12 to 2pm in the shared CFA conference room. It's an SAC 2112. Skiffer said that if you are going up or you know of a faculty member going up for range elevation and would like to have some support there, we're going to be there and AVP Koos is also going to be there to help answer any questions that you may have. We sent out a PowerPoint with some helpful tips as well. The goal is to get something in. You can't be considered if you don't get anything turned in the first place. 50% of lecturers did not apply in the past and it's money on the table.
- Our students are organizing on campus around a Latinx Resource Center. They are serious, they are eager. They are excited, but they need our help as faculty. Skiffer noted they have not done anything like this before and she wants to make sure that they move in the way that is going to be the most efficient and productive for them, but also to keep them safe in the process. If you're interested in joining Griselda Orochena, the Intern for the student organization Students for Quality Education (SQE) is amongst the students who formed a committee regarding this and they are going to be working to try to put together some sort of plan and strategy organizing and really getting their voices heard. Skiffer thanked Dr. Franklin who's agreed to meet with them soon. That meeting will be something that some faculty will be invited to do. Dr. Skiffer said that she was invited to attend as well.
- Equity Conference - February 28 and 29th in Manhattan Beach. Many faculty from campus are going We'll have a report for the Senate at the next Academic Senate Meeting.
- End of Semester gathering will be on a Wednesday after Senate from 5 – 7 pm El Pescador Family Restaurant at 17421 S. Avalon Blvd.

Questions/Comments:

Senator Allen asked regarding range elevation, she had mentioned something about that in a department meeting and some of their lecturers expressed some frustration. Allen asked if Skiffer could recommend a specific person to help them with that? **Skiffer** responded that either her or Senator Mendoza Diaz would be able to help and if there's a question that needs to go to Faculty Affairs, they can reach out on their behalf. **FPC Chair Pinto** said that this has come to the attention of the FPC and is on their agenda for the following week.

DH Basic Needs Assessment Results and Next Steps

Hawk McFadzen, Data Translator, Student Affairs Assessment Office
Toumik Asatoorian, Assessment Specialist, Student Affairs

McFadzen gave some overall data on the Basic Needs Assessment was conducted last semester. They presented the results at Student Research Day. We were able to get at 25.8% response rate from the entire student body giving us a sample size of almost 4400 students with about a 68% completion rate.

The numbers:



McFadzen provided an explanation as to what the numbers mean. They noted that this is the prevalence on our campus. 61.3% food insecurity and 13.6% homeless within the past year. This means that two out of three of the students on this campus (the way this is defined according to the USDA matrices that we used) food security on this campus looks like students skipping meals, reducing the size of their meals consuming less expensive and less helpful food options and losing weight not of their own choosing for food insecurity. Homelessness within a year was calculated by if you had slept in a place that is not fit for human habitation one time in the past year, that is considered having been homeless in the last year. This is things like a car, a storage unit, a couch of a family member or friend who sometimes wants you there and sometimes might not. There's a couple other ways of calculating this including homeless shelters. McFadzen said that they did base this research on the CSU Phase One guidelines and the quantitative portion of the Phase Two guidelines. That [research](#) was conducted by Rashida Crutchfield, EdD, MSW and Jennifer Maguire, PhD, MSW both Principal Investigators of the larger study. McFadzen said they had been in regular contact this past year with them to make sure the DH research was on track. They said that they wanted to make sure that we're not only comparable in the largest CSU study, but that the data is as sound as possible.

McFadzen then reviewed the demographics from highest to lowest.

| RESULTS- FOOD INSECURITY BY DEMOGRAPHIC | |
|--|-------------------|
| Demographic | Food Insecurity % |
| Transgender, non-binary, gender non-conforming | 83.3 |
| Former foster youth | 78.0 |
| Students with disabilities | 74.5 |
| DACA students | 73.3 |
| DREAMers | 68.8 |
| Black/African American | 66.1 |
| Athletes | 66.0 |
| Pell-eligible | 64.0 |
| Lesbian, gay, bi/pansexual | 63.0 |
| Transfer students | 60.7 |
| First generation | 60.0 |
| Parents of children under age 6 | 59.1 |
| Latinx/Chicanx/Hispanic | 58.3 |
| Asian & Pacific Islander | 55.3 |
| White | 48.5 |

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS **CSUDH**

They noted you can see our top few is our transgender non binary students at over 80%, former foster youth as well, close to 80%. McFadzen explained that DACA students and DREAMers are two unique categories because DACA students and undocumented students are not eligible for CalFresh or other state

benefits. And DREAMER students under the new public charge law from the new administration, if they do access public benefits and they get considered a public charge and that can jeopardize their citizenship application. Another important one McFadzen pointed out is athletes at 66% and Black/African American students at 66.1%. They noted that we don't want a single demographic on this campus with above 50% food secure except for our 1800 white students, and just barely by 1 ½ percentage points.

Data on homelessness:

| RESULTS- HOMELESSNESS BY DEMOGRAPHIC | |
|--|------------------------|
| Demographic | Homeless % (past year) |
| Former foster youth | 39.0 |
| Transgender, non-binary, gender non-conforming | 31.1 |
| Students with disAbilities | 27.7 |
| Black/African American | 26.8 |
| Athletes | 20.8 |
| Lesbian, gay, bi/pansexual | 20.7 |
| Parents of children under age 6 | 18.2 |
| White | 17.0 |
| Pell eligible | 16.8 |
| Transfer students | 16.6 |
| Asian & Pacific Islander | 16.6 |
| First generation | 14.9 |
| Latinx/Chicanx/Hispanic | 12.8 |
| DACA students | 11.6 |
| DREAMers | 9.1 |

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS **CSUDH**

Within the past year, groups in the top six or seven: former foster youth, transgender students, students with disAbilities, Black/African American Students all kind of up there at about 30% Athletes and LGBTQ at about 20%. There are parents included in this research as well.

Recommendations

- Fully funded Basic Needs Program
- Include longer term housing solutions more than just a homeless shelter or two week voucher because moving at least once during a semester is really disruptive.
- Installing a case management team. We have a case manager coming on campus, but we should probably have a case management team to handle the 61% of the students that need the services. They can offer a trauma informed, culturally responsive, student based needs driven coordinated care that can get students the exact programs that they need that will help them with their situation. But we also need to improve and establish more programs that are going to be culturally responsive, student based need driven on the campus and it can come from the student body, at the centers where they are and say that that's going to be the most responsive and most productive programs is the ones that come from student input.
- Systemic changes we need to look at such as the way the auxiliaries are operating. The way food options are priced and marketed to the student body, are they even meeting students needs?
- Housing - students in housing don't have money left over to live on after paying for housing. These need to be examined for efficacy.

NEXT STEPS



- Spring 2020**
- On-campus presentations
 - Recommendations
- Long-term**
- Regular campus-wide re-assessment
 - Open access dashboard
 - Departmental "report cards"

Tentatively host an open forum for the larger community to really talk about this and to hash it out and to invite our Basic Needs Services that are on campus to come table and present what that what it is of the services that we do offer. And the longer term we want to research done every five years. McFadzen said one thing we're looking forward to is an open access dashboard. We don't really have a date for when that can be available. We want to have all of this data be available for students, faculty, staff, department heads, administrators, to be able to do with the information what is needed such as: if you need to write a grant report; you need to report to whomever; you think of the new programs, you have the data to go off of. Lastly, McFadzen said, maybe a few line items from the basic needs can go on to the annual report of different departments, academic departments, student facing departments and administrative departments to make sure that everybody is doing something to help support our homeless and hungry students on campus. **Senator and Assessment Specialist Asatoorian** stated that the data that was gathered throughout this process was analyzed by his office, and the numbers were calculated at my office. He noted that there was another level of verification and that was through the University Effectiveness Planning and Analytics office, so this is institutional data. He said they're working on one page campus departmental report cards and building one pagers similar to the ones that were handed out that would reflect departments and the students in their programs.

Questions/Comments

Senator Nguyen, regarding case management and having the team on campus. Can you elaborate on what that looks like? And when will we know when something like that is happening so you can share that with our students? **McFadzen** said there is a case manager coming online in the fall. That person would be able to triage a student's situation and then be able to direct resources. **Nicol** asked if they saw anything in your data that would indicate, particularly students who not only live in house or our campus housing, but who actually work in our student housing. Nicol said she's had a number of students come to her who are RAs and they have said they are limited in their food options. They are given a card with money on it. And they can only like purchase Toro Fresh, which ends up being \$8 to \$12 per meal, where we have Every Table that has \$5 meals, so they run out of money much faster, and then potentially will have food insecurity. Nicol asked if there was any indication about how we might be causing food insecurity. **McFadzen** responded that when we talk about food options and housing options, that's part of what we're talking about. When we are assessing and evaluating our programs and our services on our campus, talking about strategic planning and expansion, we should be asking ourselves is what we're about to do is going to contribute to or alleviate student need? And to answer those questions should guide all departments on this campus and the way this moves forward from now on. **Celly** said we've certainly have known about this for a long time. But now we've got numbers around homelessness and food insecurity, I'm really looking forward to when the colleges begin to have to take agency that is up to everybody and not just isolated to some other discipline or some other college. **Chair Thomas** said when we talk about student success on this campus, we have to focus first in terms of making sure that you have a home. Secondly, that you have food. And then we can think about study strategies and the like. And so with the numbers that we're dealing with, we're looking at 50% higher than what we saw in the CSU system wide. Thomas said the numbers that he continues to reiterate is three in five, and one in six. **Asatoorian** said as we're moving towards strategic planning this summer and moving forward for the next decade at Dominguez Hills itself, he said he believes it would be an incredible statement if this research and this document and this work becomes that foundation for strategic planning as a campus. **Senator Price** said she knows it's not easy to conduct research in such a short period of time and present it in such an accessible fashion. Earlier, Senator Heinz Balcazar was mentioning mental issues as well as mental health. And she said she knows that your report goes into more detail about holistic issues and how things are tied together. Price asked if that could made available for us as well. **McFadzen** said yes,

the report does go into that a lot. That was actually part of the Phase Two findings when they came out. And that was major aspect of it. They explained they're trying to analyze everything. Food and housing insecurity are one aspect of the student's wellness. There's financial concerns. There's psychological concerns, cultural wellness, environmental wellness. There will be a more comprehensive report going into the 10 dimensions of wellness and it would be lovely to see the dimensions of the wellness wheel used in the triage of students. As we're developing and accessing new programs to use a holistic mindset asking is it going to contribute to or alleviate student need?

Vice President of Student Affairs Franklin expressed his appreciation to the University Budget Committee who made a huge dent. He said the case worker referred to in the presentation, the food pantry, and a number of things that went through the University Budget Committee are now sitting with the President and about to be approved will make a small dent on what Student Affairs is trying to do. Franklin said he whole heartedly agreed with Senator Asatoorian, if we're going to talk about 2025, 2030 if this does not lead and guide and anchor our strategic planning, because if you even factor in transportation insecurity, where some of our students don't come because they can't get here due to not enough money because most of them travel. Franklin said thank you to the University Budget Committee for helping us make a huge dent and but there's much more to do.

[Mervyn M. Dymally African American Political & Economic Institute](#) Presentation (MDAAPEI),
Dr. Anthony Samad, Director, MDAAPEI

Dr. Samad reviewed the purpose of the report: "to help you understand the operational program and the activities of the Institute, demonstrate the alignment of the Institute with university student success priorities and goals, to present our activities for this year, as well as our achievements from last year, and our programming goals." Dr. Samad then provided a brief overview of the Institutes' Mission, which he explained was to build institutional memory for our community through a digital archive on the history and contributions of African American elected officials, business leaders, and community leaders that have influenced the state since its inception. He noted the second thing is to influence public policy debates through more and more in academic and community research dealings with African American elected officials, as well as political and economic concerns that impact California and elsewhere around the nation. Third is to help develop the next generation of elected officials, civic and policy leaders, and to engage the Dominguez Hills community through cultural experiences that promote the Dymally influence in the African diaspora.

He noted that the Dymally Institute is 16 years old however, it was dormant for 8 of those years. Samad said for the last two years since he's been here, they've established is to build a stable and reliable source of human capital and resource development in support the Institute and the university; build a pragmatic approach to implementing the Institute; and to research sustainability and programming activities and to build consistency and continuity in the sustainability and to bring external energy and vitality to the university environment. He said they want this region to embrace the university like South LA embraces USC, like West LA embraces UCLA. Samad noted that their first goal was focusing on sustainability and operations. What we did was seek to build a sustainable and nationally recognized think tank on the campus of Cal State University, Dominguez Hills. Samad described the condition of what was the Dymally Institute when he first started. Since then, we've relocated to a larger, more visible space on the campus in the Cain library 4th Floor north. It gives us a more professional look, including a full wall mural. And now the Institute is part of the university's cultural footprint. We completed a major branding campaign because nobody knew what the Dymally Institute was, and what it did. We began with a space for three and now we've got a space for eight. The permanent infrastructure of the Institute is in place, the

baseline staffing is set. We have three full time employees, staff members, the optimum operating baseline for the institute is five to seven. We have one vacancy. We have a postdoc Research Fellow position that we hired in August and discontinued a month later as it wasn't a fit. We're currently looking. We hired an administrative coordinator in July of 2018, as well as the Dymally Fellows coordinator and Art coordinator in 2019 and we have two student workers.

Samad said they sought to build a strong community and fundraising base around the Institute, so we sought to establish an advisory board that in its first year raised \$110,000 for presidential scholars, and the Dymally Institute's Inaugural Jazz Festival. Samad said in their first two years is raise a million dollars year one from state funding, they got a second allocation in year two, which was last year, and we expect another million dollar allocation this year. He noted they haven't used any of that money except for the start of this fall semester. Prior to this semester, we were basically operating with carry over dollars from 2016 and 2017. They've established several strategic partnerships out in the community. They're currently writing a community reinvestment grant, which is due the second week of March, which they're going after \$1.2 million, which is to help reentry and intervention in this region, and they're confident that they're going to get it. They're also seeking long term funding from Steve Bradford from the California Legislature \$300,000 a year for our Dymally Fellows Program. The first appropriation was passed in year one and it's still currently active. The bill was passed without appropriation, but it will get the appropriation this year. Samad said then they had the Inaugural Dymally Jazz Festival, which is to provide long term funding for the Institute once the state money has left. He said they don't anticipate this state money being around forever because the political environment is cyclical, but this will bring the world to Dominguez Hills. They have a Dymally Fellows program that became operative at the end of last semester. And they've identified 15 fellows through Dominguez Hills, through the Brotherhood Crusade and through Compton Community College. They intend to take 15 students to Ghana, Africa in July of 2020.

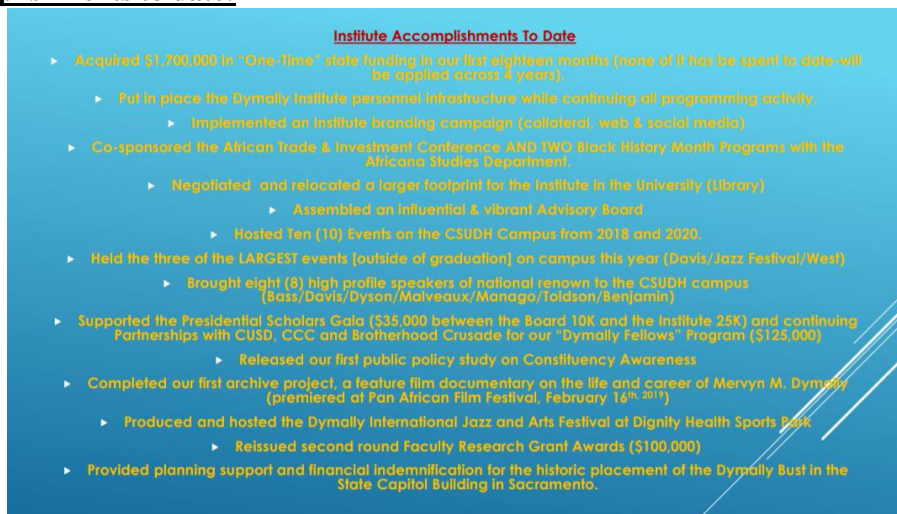
The Institute is looking to build an historical digital archive. They released their first feature film documentary last year on the life of Mervyn Dymally at the Pan African Film Festival. They also completed a 30 minute video vignette of the dedication of the Dymally bust that took place last October, in Sacramento which was the first bust in the 170 year history of California to be placed in the state capitol building. They're currently working on two digital archive projects, which is the Raymond Lewis project, which is a finishing project for next year. And then the history of black women in California politics for 2022. The Institute is also in baseline discussions about bringing the Dymally papers to Cal State Dominguez Hills, they've currently been at Cal State LA for the last 30 years. Dymally donated 300 boxes in 1993, they've only ever opened 50. And they've also provided a faculty research grant to digitize and catalog the 1970 Wilson Riles campaign. Wilson Riles was the first African American elected statewide as the Superintendent of Education. His papers are here.

The Dymally Institute released their first policy study last year, which was a policy study on constituency awareness. They awarded five new faculty research grants for 2019-21 to promote the research that impacts African Americans. They're currently writing a major study on racial retrogression. Samad noted that currently in a period similar to what we were in 100 years ago, 1919. Much of the data is pointing to the state of African Americans in the same state, not in the same breath as the jure segregation, but the de facto segregation in terms of wealth disparities, educational disparities, in terms of employment disparities. Samad said they hope to have that out in June even though fresh data is coming up every day. He noted they're currently writing and documenting a book on the importance of public discourse, which

is around the 20th anniversary of the Urban Issues forum. It will be a charity book, and monies will go to the philanthropic foundation for the purposes of Dymally programming.

Dr. Samad said the most important thing they've done this past year was bring 8 national speakers to Dominguez Hills. He commented that no university in the nation has brought Congresswoman Karen Bass, Dr. Angela Davis, Dr. Michael Eric Dyson, and Dr. Cornel West all in a one year span. He noted that there wasn't adequate space to hold these folk, and held two of them in the gymnasium. They drew over 2500 attendees. The Dymally Fellows program strategic partners include Compton Unified School District, Compton Community College, LAUSD and Brotherhood Crusade. The President has the MOUs on his desk and they're looking to start orientation in March.

Accomplishments to date:



Institute Accomplishments To Date

- ▶ Acquired \$1,200,000 in "One-time" state funding in our first eighteen months (none of it has been spent to date-will be applied across 4 years).
 - ▶ Put in place the Dymally Institute personnel infrastructure while continuing all programming activity.
 - ▶ Implemented an institute branding campaign (collateral, web & social media)
 - ▶ Co-sponsored the African Trade & Investment Conference AND TWO Black History Month Programs with the Africana Studies Department.
 - ▶ Negotiated and relocated a larger footprint for the Institute in the University (Library)
 - ▶ Assembled an influential & vibrant Advisory Board
 - ▶ Hosted Ten (10) Events on the CSUDH Campus from 2018 and 2020.
 - ▶ Held the three of the LARGEST events [outside of graduation] on campus this year (Davis/Jazz Festival/West)
 - ▶ Brought eight (8) high profile speakers of national renown to the CSUDH campus (Bass/Davis/Dyson/Malveaux/Manago/Toldson/Benjamin)
 - ▶ Supported the Presidential Scholars Gala (\$35,000 between the Board 10K and the Institute 25K) and continuing Partnerships with CUSD, CCC and Brotherhood Crusade for our "Dymally Fellows" Program (\$125,000)
 - ▶ Released our first public policy study on Constituency Awareness
 - ▶ Completed our first archive project, a feature film documentary on the life and career of Mervyn M. Dymally (premiered at Pan African Film Festival, February 16th, 2019)
 - ▶ Produced and hosted the Dymally International Jazz and Arts Festival at Dignity Health Sports Park
 - ▶ Reissued second round Faculty Research Grant Awards (\$100,000)
 - ▶ Provided planning support and financial indemnification for the historic placement of the Dymally Bust in the State Capital Building in Sacramento.

Proposed activities for this year:



Planned Activities for 2019-2020 (Year 2)

- ▶ Dymally Distinguished Speakers Series-Spring/Fall, 2020
 - ▶ Dymally Aging Symposium, October, 2020
 - ▶ Policy (Retrospection) Study Roundtable, June, 2020
- ▶ Dymally/Africana Studies Black History Month Program (Urban Lunch Forum), February, 2020
- ▶ Dymally 2nd Annual Millennial Symposium, March 11th, 2020
 - ▶ International Jazz & Arts Festival, DHSP, 2021 TBD
 - ▶ Dymally Institute/Africana Studies/Los Angeles Urban League, State of Black Los Angeles Report Release Panel, Fall, 2020

Dr. Samad noted they've had strong support from both the Administration and Senate leadership. And they have a strong Advisory Board. The next Jazz Festival and Arts festival will be May 2021 and the Dymally Institute believes that this is an important way to tap into the creative economy in a way that no other university is currently doing. Samad said that the two most important things that he wished to highlight is they're doing a historical racial recovery project with the campuses American Indian Institute to study lost history and the history of black Native Americans. They're also doing a partnership with the Urban League on the state of black Los Angeles report that's going to come out later this year.

Questions/Comments:

Celly asked how the Dymally Institute is leveraging the strength and how they're working with Department of Africana Studies. **Dr. Samad** responded that Africana Studies was really the first department to really embrace us. He said the first event they had on campus was part of Africana Studies programming, which was the African Trade and Investment Conference. Samad continued that since that time, they've done two events with Africana Studies around Black History Month. He noted that the Angela Davis event was a partnership with Africana Studies. This month they did the State of Black Los Angeles Urban Issues lunch with Africana Studies. The Millennium symposium, which will be on March 11, is our second annual Millennium symposium is in collaboration with the Department of Education. Then in the fall, the second Aging Symposium is going to be in partnership with the Technology Department because they attended last year and asked to be involved with that. Samad said they are trying to create a synergy with the academic departments to support the Institute.

ASI Report, ASI VP Exec Makonnen Tendaji

- ASI Clothes Closet is the one of the first ASI led initiatives that's really going to be more conscientious in terms of addressing basic needs issues experienced by students. Especially in light of the Basic Needs Survey results being published. A lot of our programming will forward beyond just the semester will be focused on, you know, really working on some of those issues. The ASI Clothes Closet has officially opened. It'll be open Tuesdays Wednesdays and Thursdays from 9am to 2pm. Please spread the word. If you'd like to donate clothes of your own or if you know students that you would find the information valuable.
- March 16 through the 19th is the California Higher Education Student Summit. He explained that they go every year and they take a group of Board Members on this trip is a "advocacy lobbying extravaganza", up in Sacramento. He noted that this is going to be one of the more pivotal years that they go with the Presidential elections coming up and a lot of important local and state level things happening in the political field. With that opportunity, they encourage students who may not be fully affiliated with ASI with the Board of Directors to apply to be a student-at-large intern. These are major student advocacy opportunities for ASI.

Questions/Comments

Provost Spagna said that he knows it was a big part of the agenda last year. And he hopes that will continue with the Summit of really getting into financial aid reform. He said it is something that the State hasn't addressed in 30 years. Spagna explained that Cal Grant B does not extend to freshmen. We have freshmen coming to our campus, they can't qualify for financial aid and this is antiquated. He said that as we go from a primarily transfer to a freshman situated campus, Dominguez Hills absolutely needs this to do basic needs, housing, support for tuition, and all the rest. Spagna said he encourages ASI to keep fighting that good fight on financial aid reform.

Open Mic

Senator Eames said she had follow-up questions from her department on the presentations of the Writing Center from the last meeting. She said she knows there's a Town Hall for them, but she thinks these questions are suited for this body. How will the Writing Center's progress and success be assessed? And the other question is, where can students go for basic sentence structure, grammar, spelling, punctuation assistance? **Celly** said she believes it would be the Toro Learning and Testing Center. **Associate Dean Caron** responded that this is not his area of expertise, he comes from the Department of English at another CSU. But he was a professor of 20th century American literature, this is not his specialty, he would defer to someone who is an expert in this area. Caron continued that as he has been on the

Composition Committee for the past four years, in terms of support for students on grammar and punctuation, the support that the Writing Center is providing for students is not about, “when you join two independent clauses with a coordinating conjunction, the comma goes here.” He added that while it is important to a lot of faculty members, it’s the larger issues that they’re talking about and within the context of students’ own writing and the kinds of conditions for writing in a particular discipline. Yes, they do help students with grammar and mechanics. They will work with students on issues of clarity of expression and those kinds of issues, but it’s within the context of students own writing. In terms of assessment, the Writing Center is already creating an assessment plan, in terms of trying to measure the impact of the efficacy the Writing Center. To make clear distinctions between causation and correlation and ways that are specifically measurable, the work that they’re doing is helping students become better writers. Caron said it’s important to remember that this is a service that is available for all students, they are supporting students on the graduate level and the undergraduate level. They’re supporting students not only in freshman composition classes, and English 350 and in the GWAR class. They’re helping students in social sciences, natural sciences, health and human services. And because they are trained specifically in the discipline of composition and rhetoric and how to help students improve their writing. **Chair Thomas** said as it relates to your question, Senate Executive Committee has asked as it relates to the budget that we spend on SIs previously, and comparing that to our current efforts, we don’t know what we’re going to get from there, but at least there are some questions in terms of what we’ve invested budget wise in the previous model, and how we are addressing supplemental instruction and where that occurs. **Dean Costino** said if you go to the Town Hall, the faculty leading this effort are prepared and planning to demonstrate how they work with students on grammar and surface level errors in the context of their writing. Costino said they would also refer her to Chris Potts in the English Department who is working on the assessment plan. She noted that assessment needs to be faculty driven by the people who understand the discipline. And so that’s where all of that work is happening. She noted it’s being supported by the Office of University Effectiveness of Planning and Analytics, but it’s being driven by the department. There were plenty of responses to the investment in supplemental instruction versus the Writing Center and where that proposal came from. Dean Costino said she would encourage Senate to share those responses. **Provost Spagna** said he really appreciated that Senator Eames brought this up. Spagna said he is actually going to forward now that we have two new colleagues that have joined us in Student Affairs that are targeted AVPs for Student Success. We have AVP Maruth Figueroa who works on Retention and University Advisement. He said he’s going to call them together along with Vice President Franklin and others. He said that supplemental instruction is part of it, but he thinks we need something similar to the Red Folder [which is a resources that appears on all desktops for students in crisis and emergency]. He said he’s going to propose we have a green folder that appears on every faculty desktop and in that green folder, when you click on it, it will show all the support structures for learning. Spagna said having what it is and what it is not by itself doesn’t answer the question. It’s more of a larger kind of tapestry of learning supports. And he said he thinks we need that both on the academic side: skills base competency as well as on the social emotional side. **Vice Chair Talamante** said that there was some discussion about the Writing Center and English 110 and English 112 and the use of SIs in that. She noted there was a robust exchange with several people from English. The message they were trying to communicate is that disciplinary practices have changed. And that the Writing Center is able to train people in the ways of the discipline. And that SIs weren’t aligned with the disciplinary practices. This is a faculty driven model. **Senator McGlynn** shared some of his experience that he’s had working with students who’ve been to the Writing Center. He said essentially it constitutes a different philosophy. If we send to students to the Writing Center with the belief that they have problems with their grammar, and they don’t know how to write it. The response from the folks the Writing Center will be, that’s just not true. They are writing just fine, they’re just not writing to the convention of your discipline. All of our

students know how to write. They simply are not writing in a form that we are expecting them to be writing in the convention for. What might appear to be bad grammar to us is perfectly conventional and acceptable to them, because perhaps they're used to speaking in different ways and not writing in standard written English as we are. That's not to say that they can't write. McGlynn continued, the Writing Center is not going to be proofreading a student's paper and highlighting all of the errors, but instead they will work with students to look at small snippets and say "you see here, this is where you see this. This is what makes sense to you, now take a look at this perspective of what you would see from your professor or in a term paper or in a journal article or something. How would you rephrase it differently to be from that perspective?" It's not about teaching students the rules when writing properly in some universal way, but instead, understanding how writing is appropriate to the audience and discipline? It's not necessarily remediation, but it's training students how to write. If we take students and say, here's a two page essay, find all the errors and fix it. That might repair an essay, but it's not going to be helping the student how to learn to write in a standard discipline that we're looking for. McGlynn said he thinks we have a lot to learn from these folks at the Writing Center and he is excited about it. **Norman** said that the question about the numbers will be very important, if we're trying to change the funding for Dominguez Hills, so we get the right support so we can make our students truly have equity versus San Luis Obispo. He said he believes knowing what we have what we have now, and then looking at the effectiveness will give us that ROI on investment and say, This is why we're consistently hearing, because we are investing eight hours per student versus six hours. **Senator Nicol** said support AB1460. **Senator Skiffer** said support AB1460. **Senator Mendoza Diaz** said support AB1460. She said with regard to CFA range elevation, only 50% of eligible faculty who have applied, and of those 50% were able to get the range elevation

Meeting adjourned.