



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

**Academic Senate Meeting Minutes**

**April 14, 2021**

**2:30 PM – 5:00 PM**

**Voting Members Present:** Allen, Brandt, Buffaloe, Chaparro, Chiappe, Deng, Dixon, Eames, Fortner, Gasco, Heinze-Balcazar, Hill, Jarrett, Johnson, Jones, Kalayjian, Katzenstein, Kitching, Kulikov, Kuwabara, Laurent, Ledesma, Ma, Malladi, Marositz, McGlynn, Naynaha-Gill, Nguyen, Nicol, Park, Pederson, Perez (proxy Skiffer), Price, Raianu, Roback, Sanford, Spruill, Stang, Tang, Turner, Vieira, Vinovich

**Voting Members Not Present:** Hernandez, Macias, Morris, Sexton, Gray-Shellberg, Supernaw

**Voting Ex-Officio Members Present:** Anderson, Mancio-Molina, Ares, Celly, Heinze-Balcazar, Norman, Ospina, Russo, Talamante, Weary

**Voting Ex-Officio Members Not Present:** Thomas

**Standing Committee Chairs:** Boroon, Heinze-Balcazar, Mancilla, Naynaha, Caffrey-Gardner

**Standing Committee Chair Not Present:** Macias

**Non-Voting Ex-Officio Members Present:** Afalqa, Barrett, Brasley, Costino, Caron, Franklin, Hutton, Koos, LaPolt, Manriquez, O'Donnell, Ortega, Olschwang, Peyton, Price, Roberson, Spagna

**Non-Voting Ex-Officio Members Not Present:** McNutt, Poltorak, Wallace, Wen

**Guests:** T. Asatoorian, D. Brandon, S. Britto, M. Chavez, D. Chonwerawong, K. Dellacioppa, T. Garcia, S. Gonsalves, M. Grandone, T. Helmes, L. Keller, T. Lara, O. Navejas, M. Payne, S. Peinder, K. Rawls, R. Rios, S. Valdez, J. Xiang

**2020-2021 Academic Senate Executive Committee:** Academic Senate Chair, Laura Talamante; Vice Chair, Ivonne Heinze-Balcazar; Parliamentarian, Hal Weary; Secretary, Dana Ospina; EPC Chair, Salvatore (Sam) Russo; FPC Chair, Terri Ares; NTT Representative, Rita Anderson; Statewide Senators, Kirti Celly and Thomas Norman, Previous Senate Chair, Charles Thomas

Recorded and Edited by SEW and the Executive Committee

Chair Talamante called the meeting to order.

Land Acknowledgement Statement of the Tongva people was read by Chair Talamante

Chair Talamante noted a minor adjustment to the agenda. EXEC 21-13 should be EXEC 21-14.

Amended Agenda approved.

There is also an amendment to the minutes that needs to be made. On pg. 6 it states, “that words matter because as an Asian American himself”, it should read “as an Asian Americanist himself” the language signals his training in Asian American Studies. Amended Minutes from 03/24/2021 approved.

### **Chair’s Report**

Talamante said when we went through our last meeting and the statement against anti-Asian violence, racism and sexism, there was a very strong call for an additional resolution, where we would take action, we would recommend actions that the Senate would take, recommend actions or policy that we would like to see the campus take. Talamante said she believes this is something that means, at least for the moment, an ad hoc committee should be formed. She said we really want to consider voices across the campus. She noted we have feedback from the fall senate retreat where we asked for ideas for Senate's anti-racism and equity agenda this year. We certainly have that to work with and have been working with elements of it this semester. We have the work of the Anti-Racism in The Academy Task Force and they will be making recommendations soon, so we would want to consult with them. And then we also have the Gender Equity Task Force and that will be making its report and some recommendations in the short term by the beginning of next year. Talamante said that with that in mind, she would like folks to think about that, and EXEC will come back to it at the next meeting and draft a resolution. Talamante said she believes this is the most thoughtful way to move forward on that. Talamante asked for some feedback from the body, and she acknowledged that the body was responding visually, with head nods and such. She noted that we can look at some other Senates too as she’s seen there are equity committees. She noted that additionally, Dominguez Hills will have a Chief Officer of Diversity, Equity, and Inclusion. And so that would also help us in this direction.

Faculty have brought forward the question of us requiring vaccinations for return to campus, and I’ve been asked to bring that to the Senate. There was an interview with Associate Vice Chancellor for Student Affairs and Enrollment Management Luoluo Hong that was on KPPC Air Talk that was brought to The Senate Chair’s attention. In the interview Hong said that we wouldn't require vaccinations for the fall. Talamante highlighted that there is a public discussion going on right now around some universities, both private and public, deciding to require vaccinations. There is a sense that some colleges are making that decision. And the NPR article, that's the second link there, talks about the UCs and being able to make such a requirement under the state constitution. Talamante said that EXEC has not dug deep on this at all yet. She said she’s bringing forward sort of some information that's come her way on the issue of the Senate, potentially taking a position on this. Talamante invited Senate to send messages if they would like to take this up as a Senate and take a position. That would really be helpful to Exec in our

meetings next week. Talamante introduced Vice Provost O'Donnell noting that he and AVP Matt Smith are Co-Chairing that committee.

Vice Provost O'Donnell discussed Fall Planning and Classroom Capacity. He spoke about the Toro Team for Learning and Instruction who meets every week for over an hour to try to figure out what we're doing with fall repopulation. He noted the committee is a dozen or so people strong and approximately a third of which are faculty, a third students, and a third staff and administrators roughly. He thanked the Senate Chair for her role on the committee as well.

O'Donnell then shared a few slides about where Dominguez Hills is as far as the pandemic is concerned. He noted we're in an area with high infection rates. O'Donnell said within that you also want to consider how serious are those infections and measured by deaths per 100,000 cases. He explained LA is above averages for the state and the country and that's because we are up on four of the factors that make COVID serious. Those four factors are 1. Prevalence of pre-existing health conditions. 2. Shortage of medical care. 3. Employment in front-line or service industries. 4. High population density. O'Donnell said you can recognize in that list of four risk factors our population not just students but of employees. We have family members who are in service industries, we live in high-density households. O'Donnell commented, "Pretty much the things that you would need to be a vector for a pandemic, we qualify for." He highlighted that as a result, when you look at the fatalities per 100,000 cases, just in the cities, we serve the most, the 20 cities closest to Dominguez Hills, the rate is even more severe.

O'Donnell continued, we have to assume that coming back to campus in the fall, our population will be unusually stricken, traumatized, even as things improve. To be in the psychological space for effective teaching and learning is just a lot to ask of our population. O'Donnell noted that in Fall 2019 we were 95% face-to-face and 5% online or hybrid. Then in Fall 2020, we were 8% face-to-face and 92% online or hybrid. Until now we've been pulled by two different quality guarding entities external to our campus. On the face-to-face side, our accreditor expects us to continue teaching that way because it's what we're authorized to do. On the online side, county health agencies who told us don't come back to in person instruction yet. But what we've seen over the last couple of weeks is that each side is giving ground to the other. And now it's largely at our discretion, where Dominguez Hills would like to be in the fall. We have permission from all sides. And based on the best evidence we have to date, the answer to where would we like to be is we want to be a mostly online campus with opportunities for face-to-face instruction, so long as it's safe. When we talk to student and faculty about what they need, these are the themes that emerged: (1) in person classes, but when it's safe, everybody in masks, three feet of social distancing. Not the full six that we had at the worst of the pandemic, but it doesn't sound like people are ready for shoulder to shoulder either. (2) They also want to make sure there's opportunity for close hands-on instruction when that's what you need for the learning. (3) We're also hearing that people need a quiet, safe place where they can come and work and study,

currently there is the new Toro Touchdown space, a tented area between the University Library and the Student Union.

O'Donnell said it's important to hear from everyone. He noted that there's a survey available that was sent out on Saturday evening. He asked everyone to please answer if you haven't already.

O'Donnell explained that they're operationalizing that in the fall class schedule, there are classes coded P1-P3, which are face to face scheduled for locations in person, we're going to fit those now into classrooms for 3 ft. of social distancing. That's probably three more than the county will be asking of us by late August. But, at the moment, they're still saying just go to 50% capacity, which is about what this would hit. O'Donnell explained that we're also looking at downtime between classes so that they can be cleaned and sanitized by facilities. For the P4 classes, which are all coded for alternative instruction online delivery, we'd like to support a limited number of face-to-face class sections added with low section caps. All of this will be in an email that he will be sending to the Associate Deans by the end of today.

O'Donnell commented that the sentiment to return from the very preliminary survey data we have shows two things. First, people are largely indifferent or eager. The other thing to notice is faculty and students alike are looking at this pretty much the same way for our community. O'Donnell asked that everyone respond to the survey and plan on attending a town hall meeting on all of this at 4 pm Friday, April 16<sup>th</sup>. The link for that will be in the same email that he is sending out later today.

### **Second Reading Items**

**EPC 21-09 Procedures for Establishing Schools and for Elevating Programs to Departments, EPC Chair Salvatore Russo** *presented by Chair Talamante who first turned over the gavel to Vice Chair Heinze Balcazar to temporarily preside as senate chair.*

A motion was made and seconded to bring the resolution to the floor.

Talamante noted that there were no changes between the First and Second Reading.

### **Questions/Comments**

Senator Thomas Norman said he wished to speak in favor of this resolution. He noted that he is part of the college that would benefit perhaps most immediately from it, but it's gone through the process and he encouraged his colleagues to consider supporting as written. Senator Brandt said she also would just like to speak in favor of the resolution as one of the programs that is hoping to elevate to department status. She said she knows they took on some of her program's concerns to heart and she sees that reflected in the resolution.

The question was called and those who were not voting members were placed into a breakout room, while the Senators voted.

**Resolution passes: 46 in favor, 1 against and 3 abstentions**

**FPC 21-07 Resolution for Forming a Task Force for Assessing Teaching Effectiveness, FPC Chair Terri Ares**

A motion was made and seconded to bring resolution FPC 21-07 to the floor.

Ares explained the revisions that the FPC Committee made based on feedback from the First Reading. She noted that the one thing that the Committee did take up was the suggestion to ensure that a majority of the representation on the committee would come from historically discriminated groups with regards to student evaluations, which was discussed by the FPC. She explained that they had some concern about trying to balance the idea of inclusion of such faculty, and also the burden that that might engender. She noted that the outcome of those discussions was for a preference essentially to try to address this perspective through the call for service. So, they did not make any changes in that regard. Everything else I think you can see on the document.

**Questions/Comments**

Senator Katzenstein asked if it was approved, when would it go into effect? The question was called to vote on the resolution. The FPC Chair responded that given where we are in the academic year, currently, then this task force would be constituted for the fall.

The question was called and seconded. The resolution was put to a vote with again the non-voting senators placed in a breakout room while senators remained behind to vote.

**Resolution passes with a vote of 45 in favor, 1 against and 7 abstentions.**

**President Parham's Report**

President Parham greeted everyone. He let them know he was physically on campus and got to see some of the incredible work that's being done. He reminded everyone of the protocols to be on campus that allow us to arrive in the morning, go on your Toro app on your phone, do the check in and the verification, it'll come up with a green check. You show that to the attendant, they will give you a wristband for the color of the day that authorizes you to be on campus. And then you go about your daily activities. He noted that we are still masked up, using physical distance and are hand sanitizing and we are doing all the necessary protocols to try to keep our campus safe as we are move towards greater degrees of access to vaccinations, etc.

**New Buildings:** Thank you to Vice President Wallace and her team, including Roshni Thomas and others, who have done a superb job at challenging some of the aesthetic ambience that didn't exist on campus before. He noted on the south end, we have our new Science and Innovation building. On the east side of the campus, we have our new our Living Learning Community, which is our residence hall - Phase Three. And on the north end of campus is the new Innovation And Instruction building that's about 96% done. Parham said if you want to know what our

faculty deserve, if you want to know what our students deserve, if you want to know what this campus really deserves, this is the kind of first in class experience that he's delighted along with my team to bring to you. He said we never want to celebrate our buildings in this case without giving a shout out to our former president, Willie Hagen, whose vision and just dogged tenacity was able to move several of these projects forward. He said they were on the drawing board when he came to campus, and his job has been to steward their construction and to make sure that they're done and done right and in budget and on time, and we are doing that.

**Fall 2021:** Parham thanked both Provost Spagna and his team, including Vice Provost O'Donnell and others, as well as Nora Garcia and our EOC who are doing an enormous amount of work on managing our fall planning. And as they are getting ready to both receive student registrations that will start on the 19th of April and they're registering for the classes that we have, we're navigating the county dynamics about state color coding, as well as what we're able to do. We're looking to make the best predictions possible on what we think we'll be able to get through in the summer and the fall semester. He said that he and the Provost have set an internal deadline of June 1, when he knows there'll be some variation and whatever exists at that time, and they think is in the best interest of the campus, both in terms of academic integrity, as well as health and safety, they will make that decision and go forward with that into the fall. He said he doesn't have any vision that he believes we'll open fully. And any number he provides now is really speculation. He said they will keep everyone updated as we have been, as he's promised to be as transparent as he can.

**Community Forum:** Parham said he is very proud of some of the work we are doing with our external community. He noted that the President's office, the Senate and ASI are co-hosting a community forum where we are connecting to various community institutions outside, in the Los Angeles County area, and trying to explore ways in which they want to be further connected with this campus. We're looking for ways in which we can get feedback from them about how they want to partner with us and strategically align with some of the initiatives we have going forward. But also acquaint them with some of the things we have going on at Dominguez Hills, and why we think it would be in their best interest to kind of connect with us. The forum is on Tuesday, April 27 from 12 to 2pm. And there's a campus email that went out. We invite folks if you want to pay attention to the forum, please do or invite others to do that as well. But that is part of our community outreach. The President said he's often said that what we want to do is we want to not just be in the community, but we want to be of the community. And so we are looking forward to that particular forum. And hopefully, we can both have good attendance as well as get some good feedback about ways in which folks want to partner with us. Chair Talamante thanked the President because this is based on some of the feedback shared with the President about ideas for anti-racism and equity. And one of the requests was to do more with our partnerships in the community, and specifically with organizations, associations, etc., that are dedicated to serving our African American communities, politically, socially, economically, etc. And so just thank you so much for creating this opportunity out of that request coming from

Senate. Parham responded that originally he believes that idea came from Senator Donna Nicol, Chair of Africana Studies, who went to the Open Forum and provided us with some feedback to say we can't just rest on our laurels as a social justice campus, and we need to do a better job of outreach. Parham said, "She's just a star in her own right, and I so appreciate the way in which she's dedicated and committed to the campus."

**New Committees:** Regarding the memos the President has been sending out about committees being formed by the President's office. He explained that some of the things that they have done with regard to the committees he believes will help move the campus forward and advance us. He noted that one of the observations he's made since he's been here the last two and a half plus years, is that when he arrived, he thought we were doing a little too much work in silos. He added some of the work that was happening in our Colleges, as well as what was happening in our Divisions, that were led by our Vice Presidents was happening too much in silos and not enough in collaboration and cooperation across those Divisions and Colleges. Parham continued that then what happens is that as Budget is planning things in a silo and Student Affairs is doing something else, and Technology is doing this thing and Ceremonies and Events is doing one thing and Buildings and Grounds is planning and doing another that there's lots of good projects, but it's lacking the collaborative nature that would have allowed each to know what the other was doing. He said to address this he's called for the **University Planning Committee (UPC)**. He commented it's really a need to engage in a more intentional and strategic effort to plan our growth and development as a campus. We want to institutionalize our strategic plans and objectives and goals and have a lot of cross divisional projects and efforts that people are talking and sharing with each other so that there's nothing that happens in isolation of what we do. A great example to him is the I & I building. He said it's a wonderful piece of work but if he had one critique of it, it would be to have insisted that they put a fifth floor on top of it rather than just have four stories. If you have a fifth floor that is unbuilt, you always know that a university that is resource constrained in terms of space, it's going to need more space down the line. And it's much easier to add a floor onto a building you're building than to build a whole new building where you've got to put in a whole new infrastructure. The same thing is true with the Science and Innovation building, etc. Parham said he believes with a University Planning Committee it would have alerted folk who were building it to say that we have needs in Student Affairs and we have technology needs we have needs in Academic Affairs and other units that could have shared in that space and shared a broader vision for what that building might have been even as spectacular as it is. Parham said that's just a quick example of where we could have benefited from greater collaboration.

Parham continued that when we think about helping operational efforts, scoping, projects, and efforts examining milestones and benchmarks, doing all those things, those are some of the things I hope will happen in the **University Planning Committee**. He explained it will be the collaboration of both administrators, staff and faculty who will help inform the recommendations going forward about where we need to go as a campus, particularly as this is time with our

strategic planning efforts. Parham thanked Dean Costino and AVP Smith who are leading the efforts of the **Strategic Planning Committee** along with a group of about 30 plus people.

Regarding the newly formed **University Sustainability Committee**, Parham said we have to be good stewards of our environment. Parham said we are very fortunate to have a superb sustainability coordinator, Ellie Perry, but he said he thought it important to have a committee as well. The Presidential Memo signed on March 3 in support of the university sustainability efforts serves as advisory to the President and it's charged with promoting and supporting efforts to institutionalize sustainability throughout the whole campus. Parham said he believes it takes that kind of intentional effort to be able to achieve the goals. The committee will review projects, plans, programs, policies, and procedures that are related to campus sustainability initiatives. And not simply in a crisis way to try to react to things we're already doing, but in a proactive way to try to help institute new practices that will allow us to be better stewards of the environment and reduce our carbon footprint. Parham explained that is a commitment he's signed with other presidents to be a part of that initiative to reduce our carbon footprint.

The third committee is the **Student Success Committee**. Parham said there is nothing more important that we do on this campus than try to help our students succeed. That committee is co-chaired by Dean of Undergraduate Education Kim Costino and AVP Dang Chonwerawong, who works in Student Services. The Student Success Committee includes representatives of the Senate, from the Director of Assessment, Associate Deans, Directors of our Learning Center, Testing Center, etc. The primary purpose of the committee is to ensure that the decisions we make are data informed, and that the data regarding student success is seen and acted upon by the relevant parties to help us initiate and facilitate those things that best contribute to the personal and intellectual growth and development of our student body. Parham exclaimed that we have done a magnificent job of recruiting students, and they are, in fact, coming in record numbers, that we've set records the last several years that he's been at Dominguez Hills. But, he said, we are still losing too many students who are dropping off the cliff at the end of year one. Parham said we've got to be much more intentional. Parham said he believes that through collaboration with both our tenured and non-tenure track faculty, all of our staff, we are trying to really just raise the bar and what we're able to do to really recapture some of these students who are there.

Parham said these are the committees that we've put forward and we'll be looking forward to seeing their recommendations come forward.

**360 review process:** Parham asked rhetorically, "Are we committed to doing 360 reviews? Yes." He explained that nothing has changed about that. He noted that they have compiled the list of MPP IIIs and IVs who possess at least three years of service, and in administrative III or IV capacity. They are examining that list now to see who will be selected. They'll select a group and have somewhere between about five to seven, maybe eight people at the most. He stated that it may be more challenging during COVID given all the things that they're doing. So they're trying to examine that and HR is currently looking into it. Parham added that there were challenges the



first year in trying to decide did we want to provide the feedback in more of a written format, or do it online. We're still looking into that and will see where we're at. Parham noted that the Academic Senate Executive Committee has asked him about what are we learning from the 360 process and what are some of the themes. Parham said while he wants to protect the confidentiality and the personal records of those people who they meet with on a regular basis, the 360 reviews are really a lot of work because you're getting feedback up, across and below, in a literal 360 format to help you learn. Several themes that have emerged, without being too specific, is the need to examine one's leadership style, and the congruence between their intent and action, and trying to point out ways in which there is either congruence or incongruence between their intent and action in a particular space. Parham explained that a 360 review is not a critique or some kind of a scolding stick we use to try to beat people down. It really is an educational process that is a teaching moment, to help folks be better administrators. Parham said another theme he's observed is the need to receive feedback from people that one works with on a regular basis, so that you're not just getting feedback from your supervisor, but rather are seeking input and feedback from colleagues who work with you and for you. Part of that is an invitation that people have received, to think a little deeper about the climate that each of them is creating within their particular units, both colleges as well as administrative units. A third theme Parham said he sees is the importance of communication and the need to be clear in one's goals, as opposed to being much more abstract. He commented that the more abstract we are, the less clarity that the people who work with and for us have. It makes it more difficult in the environment to be able to thrive and function as efficiently and effectively as we could. A fourth theme Parham said he's observed is the importance of distinguishing the difference between what Parham calls a performance goal that is really related to one's job description and things you're described to do on a regular basis, and an actual performance metric that measures one's progress in that particular domain of activity. Parham said what they've tried to do is to invite people to think more deliberately about performance metrics and data driven exercises that allow them to generate what he thinks are more intentional and clear goals, to allow them to measure how they're meeting those, and how close they are getting to what they're intended to do in a particular evaluation cycle. The fifth theme he's seen is the need to abandon the kind of the silo mentality that exists in some of our departments, colleges, and divisions of administrators, and in fact, work across colleges and those divisions to achieve a broader degree of strategic goals and objectives in a more collaborative and cooperative fashion.

**Chair Talamante** said in the past, as the 360 process got going, the Senate was consulted on the list and allowed to give input on priorities, because the list was quite long as reviews hadn't been happening on a regular basis. Talamante asked if that would also be the case for moving forward this year. **Parham** responded, "Let this occasion serve as a green light to recommend to him and to the Provost, those individuals on that list that Senate Exec thinks they would like to recommend be considered. He said he would make sure that Chair Talamante got a copy of the list of those who are eligible, and they'll take that recommendation and put them into queue with

other recommendations they're receiving from the actual managers themselves in those places. And we'll see where we go.

**NTTFAB:** Parham said they've received some very good feedback that has been helpful to him, from a non-tenure-track faculty, and he wanted to thank Adam Sanford and Rita Anderson because they along with the Non-Tenure-Track Advisory Board (NTTFAB) have provided them with some very important feedback that he felt it important to share, Parham said, because he believes it requires that level of seriousness. He said that in every academic institution that he's been in, from the Ivy League at the University of Pennsylvania to the University of California, where for 31 out of the 33 years that he was at his last institution, he taught on the faculty as an adjunct and knows what it's like to be in that space. Parham continued that in each of those places, the tenure-track faculty and the density is much higher than the adjuncts are in this particular space. The numbers at Dominguez Hills are the reverse, where 60% of our faculty are part time and 40% of faculty are tenure track. He said he looked at the change in density numbers the other day and for the system, it's around 56% ,where for DH we're down like in the 40s. Parham said that particular piece is not only a significant gap, but it reminds us as a campus, how important our non-tenure-track faculty are. Parham noted that there's some things that the NTTFAB have requested that are relatively simple, but some things are more complex, that we don't have the power to control because part of that is union negotiations. But, Parham continued, "There's no reason why our non-tenure-track faculty should feel anything other than affirmed, wanted and welcomed on this campus and not feel like somehow they are aliens of this particular space. Parham said they are not just folk who drive by and come teach a class and then go off someplace. They are as committed to the success of this campus, academic departments, courses, and most importantly, our students as anybody on this campus. Parham said he is making a particular appeal in the senate meeting to our Deans, to our Department Chairs and others, to do what they can to pull in those voices. He said let's not assume that we know what's best for them and let them weigh in on ways in which we can help them feel more supported and affirmed on this campus. Parham said we are making good progress. The NTTFAB have been meeting with him and they've met with the Provost and we're looking to implement some recommendations that will help them just have a better experience. Parham declared that on no occasion does he want them to feel like they are less than or any less important than in what they are to this campus. Parham said, "Everybody on this campus is important. And I want everybody from our senior administrators down to our groundskeepers coming to this campus everyday believing that what you do is significant, worthwhile, and makes a difference. And I want our non-tenure-track faculty to hear that from me directly today. And I hope they receive it from all of you."

### **Questions/Comments**

**Senator Allen** introduced herself as coming from the Department of Theatre and Dance. She said they have for Fall 2021 quite a lot of classes that are being planned for face to face back on the

campus. And they are listed that way now in the schedule of classes. She's wondering, as there are a number of faculty who are high risk, or they care for someone who's high risk, Allen asked, "Is there an answer for them? Is there a date? Is there an answer for them if they are excited about returning to campus, but ultimately, wherever the chips fall by fall, they decide that they do not feel safe returning to campus for this class that has been listed as face to face? What would be the solution to that?" **Parham** responded that the short answer he can say in the moment is he doesn't know. There isn't a particular date that we'll know for sure. It's a moving target that literally changes by the day. He said we're hoping things aren't moving into a continued downward trend, and they're going to change color codes, etc. Parham said anybody who thinks they can make a firm prediction, is not paying attention to the data, because we just don't know. He said what he can state is that our North Star on this campus has always been the health and safety of the campus community which includes our faculty, our staff and our students. Parham said we will do our best to try to create an environment that allows people to come back safely. And we will justify that safety and trust in us by being communicative about the environment that they're coming back to; the protocols are in place that will follow everything that public health guidance is telling us to do; and also insist that people engage in practices that allow them to uphold some of the community standards. Parham explained that some of the things that are going on in other states around the country right now that violate these kind of safety protocols have nothing to do with the color coding or even the PPEs that are in place, it's about individual behaviors that people refuse to adhere to that go into those spaces. He said he can imagine that that's not going to give a lot of people trust, but we're going to insist that that happen. Parham said the only thing we can't do, and he's still waiting on that because the legal guidance is going back and forth on that is whether or not we can mandate that people get vaccinated. He noted that there's some campuses that are mandating that people get vaccinated. He explained that private universities are very different than public universities. The UCs have a different level of constitutional autonomy than we do as a state institution and so we're still wrestling with that. Parham said that right now what we've settled on, we will strongly recommend and encourage people to be in that space. He explained we think we can do that for people who want to be in residence halls and we know we can do that for people who want to be in athletics because those are voluntary. We'll encourage everybody to be vaccinated. Parham said he will keep folks informed as best as he can. He asked that everyone join him in thanking Academic Affairs, the Provost, Vice Provost O'Donnell as well as Nora Garcia and that team, and Vice President Deborah Wallace, who work overtime, literally seven days a week, having meetings on Sundays, trying to make sure they're paying attention to every nook and cranny of detail, that's going to help us have a safe environment.

**Senator Price** said there's a lot of questions about the fall and she really appreciates that we've been told that once the decision is made and gets input from all areas of the campus that will not be reversed once we start this semester. Regarding Watts, the Watts Labor Community Action Center is trying to work on environmental pollution, environmental racism, and they would

really like to see Dominguez Hills stand up and be part of that effort. Price said we had missed a chance to possibly be part of the committee that the Southern California AQMD put together. But there are other opportunities for us to get involved, at least to inform ourselves and to represent and to support our surrounding communities. Price asked if Parham was open to speaking to Tim Watkins about this, and how we should proceed.

**Senator Katzenstein** said the comment that President Parham made about non-tenure-track faculty belonging is fostered in a great amount, by the fact that non-tenure-track faculty are allowed to participate and join committees. He said the fact that as a non-tenure-track faculty, and he's a senator, makes me feel like I'm part of this. Katzenstein said he thinks that goes a lot further toward making people feel a part of than anything else that could be done.

**Senator Celly** said she wished to publicly acknowledge the communications from the President, from the Provost, and from the Vice Provost across an extended period of time. The communication throughout this process has been an exceptional example of leadership, as well as some cautious conservative decision making. The question is for departments such as Theatre and Dance and Art and Design, such as the Laboratory Sciences, where there are going to be a larger number of faculty and students on campus, possibly for online classes, they also receive targeted communications that are germane to their work.

**Parham** responded to the prior three comments. He thanked Senator Celly for the validation on that. He said but as he gets to be the voice of this, the best thing he's ever done in his life is just surround himself with good people. Parham said and so who you're thanking are the good people who work their backsides off on this campus. Parham noted that one group he forgot to mention really was the whole team in Communications, led by Interim AVP Amy Bentley Smith, who are doing great work. Parham continued that relative to the communication piece, what makes it difficult to do that, even for the thing that the plans that are going on, is if a color code changes, it changes a percentage of space that we can use, it changes the distance that we can employ from three feet to six feet, it changes the capacity of a classroom, that may sit 60 people that now can only sit 20, that when it got changed now only can sit ten. It literally is a moving target. He said he will keep everyone posted on that and we'll do our best, as he promised, when he can, he will be a transparent leader. Parham continued that regarding Senator Katzenstein's comment, he appreciates the validation for the non-tenure-track faculty and he's glad that Katzenstein is feeling appreciated, as others are, doing that. Parham said those are the kind of simple things that we can do, because it's an inclusive environment. He noted that Dr. King was clear with us all that we're all caught in this inescapable network of mutuality, and tied to a single garment of destiny. Parham said our destiny on this campus is to promote student success, and to create the kind of environment that allows faculty to thrive. He said with everybody's help, including tenure, tenure track, and non-tenure-track faculty we will be able to get there. Parham said with regard to Senator Price, with respect not only to fall planning, but WATTS and WOCAC. He said that Tim Watkins was just on a call with him yesterday with community leaders, along with the

Consul General of Japan as we work connecting folk and try to connect the dots. Parham said that Watkins and he are scheduled to further collaborate and talk about ways in which we can partner together. Parham noted that Watkins is part of the Community Forum that Parham opened up his remarks with today. The Forum is on the 27<sup>th</sup>, and so we've already reached out to them and other folks to be able to be as inclusive as possible.

Parham said he appreciated being at the Senate meeting. He implored folks to stay healthy and be well and practice good public health habits. He said they'll keep doing their best. He thanked the Senate for what they do on behalf of Dominguez Hills. He said, "Let's finish strong to get our students across this finish line." Parham added that he's excited that commencement is on the horizon and that we're actually going to be able to do some in person. He noted that while we will be doing the graduation celebrations virtually, for the commencement, we're going to try to do that across a couple of days. He declared that lots of good things are happening in the Toro Nation and that everything we're touching is coming out gold and that's because of everyone and the excellence they produce.

### **Presentations:**

#### **[Toro Success Collaborative \(TLC\) Update](#), AVP Dang Chonwerawong, Program Director Toumik Asatoorian**

Chonwerawong said she is only the opening act. She introduced the Program Director Toumik Asatoorian who would be providing the update. She noted that TLC was originally EAB, which is now formally called Navigate but for our campus they have rebranded it as TLC or the Toro Success Collaborative.

**Asatoorian** noted what they want to do is present to you what TSC is, and what our plans are for the next academic year and field any kind of questions.

The Toro Success Collaborative is our online advising tool that we use for advising, tutoring, and other interactions between students and academic and support staff on campus. The real key TSC Asatoorian said is that it provides a place for all of these interactions that oftentimes are disconnected or segmented off into different areas to be in one platform. He noted that any kind of platform that offers connection and collaboration, and the more departments and more people that are using it, the better the system is going to be. He said that what they're trying to do with TSC is to take it from something that's used in Advising and in our Toro Learning Success Center and embed it in our academic departments or cultural centers, or basic needs offices to really build that collaborative care network.

Asatoorian explained that TSC works off of what is called a care management system, which is kind of a grouping of services that work together. Within the system, there are three care management areas: Advising; Tutoring Center Care unit, which is primarily the Toro Learning and Testing Center that provides tutoring support; and then we have a third option, which is

“other,” which include some things like some supplemental instruction or chats with the Dean that students can go to. Asatoorian noted that there's a lot of things that are happening outside that are missing from these care units and there's a lot of care units that are not included in this. Part of the work is taking the structure that we have right now and building on it. What we have right now in TSC is an ability for these areas to interact and work together. The first step on this integrated and care management system.

Asatoorian said that one of the pieces is this concept of progress reports, which is a part of TSC that some of the faculty are probably more familiar with than anything else. And progress reports are a request made by the assessment office to ask what support your students need in very specific courses. He said what they've been doing is targeting the top 20 highest DFW courses to courses with the highest drop fails or withdrawals. These are courses that we can provide tutoring, support and academic support. He said that what they do is we request a report from faculty members. Asatoorian described that usually it's a quick email that is sent to the faculty member with a personalized link, and they're able to go in and with a few clicks, provide us with some feedback and have the opportunity to provide comments. He said they send that report out to faculty and once faculty complete it, then depending on what the need is that they've identified for that student, they either get suggested to the tutoring center or the advising center. If for example, there's missing assignments, or if a student is constantly missing courses, class sessions, then those concerns will be either sent to the tutoring center or the advising center automatically in the system.

Asatoorian continued that once that happens, and the student receives the support that's needed. For example, the tutoring center will email the student with tutoring options for whatever specific subject they need support in. If it's a Math 102 then they'll get a link that has Math 102 tutoring hours available to them. Asatoorian said it's takes away all of the possibilities for students to fall through those cracks. And if it's another concern that is not primarily academic, then an advisor will reach out to talk to the student. And so once that interaction happens, and that that complete cycle is taken care of, then the faculty will receive a notification. Asatoorian said part of the work of this is scaling this to something that can provide the most support to students. And the last two semesters, they received 22,000 individual reports from faculty, over the fall and spring semester. 4600 of those were marked as students who needed support. It's a pretty good amount of students that are out there that faculty members themselves have identified through their interactions that need support. Asatoorian said what they've discovered is that those students who go through this process and end up at this level where they get the support, either like tutoring or advising, they've seen a 9% difference in spring 21 retention rates. Asatoorian noted that there's a bunch of different factors that contribute to that, but it's still a good indicator of the success of what they were able to do with this structure and one small part of what TSC is capable of doing. And it's something that they're excited to unfold for specific populations. He said he knows our scholars program, and our student athletes also have progress reports, structures set up with similar kind of success. Asatoorian believes it's an example of how

this care management could be leveraged. And this entire process starting from when this is sent out to when the student receives aid, could be, you know, as quick as one or two days, once the reports are filed.



Asatoorian said that they're currently actively engaged in onboarding departments. In Student Affairs they are really focused on cultural centers, basic needs and some of our support centers. And this is going to be critical in making sure that whatever is identified as a student needing assistance, or however we can connect students with these resources that they might not even know about, that this system will allow us to do that. Asatoorian noted that right now they're building out what that's going to look like for each of these areas on our training website so that departments can go in and practice and experience what that's like. Asatoorian noted that they can customize training and advising models based on the advising models that the departments have as well as feedback they receive from the various departments and other campus entities.

Asatoorian noted that what they envision this system to look like in the fall and in the future is taking those advising, tutoring and other care units and adding support centers, wellness, and financial aid, and other ones that we might see as need or figuring out a way to combine some of these. He said the key is, the more connections we build, the more the more links they build between these, the better the system will support them. Asatoorian gave the example of in the area of wellness and said that one of the areas they've been in close contact with the Basic Needs office. They're working on building a process where all of these units can send referrals and can send alerts to the Basic Needs Center and get that information and make it actionable upon login. Within these interactions TSC will allow us to hold appointments, do drop-in advising appointments, and progress reports, which we've already kind of looked into. He said there's an entire kind of inquiry and analytics feature that departments will be able to utilize. He said one can pull up and look at the academic health of an entire department.

### **Questions/Comments:**

**Senator Nicol** said she's used the case management model of advising when she was at Ohio State with students. One of my questions/concerns is that because this is an automated system, at what point do the students get human interaction to follow up on the recommendations that might come through the system? **Asatoorian** responded the only kind of case model we have right now in the system is our progress reports. He explained as soon as the faculty submits the report, the advisor will get a notification that says a student needs help with something or another, and then they email their student right away with hours that are available for them to meet with the advisor. He said it really depends on as soon as the student is able to schedule that appointment. And that could be as quickly as that week or the week following. He noted that their goal is to provide the opportunity for the student to set up an appointment within 48 hours of receiving that alert, or that that progress report. He offered that they can definitely customize the kind of process that the faculty members would want to create. He said if it is basic needs that they're working with and they don't have the luxury of a two or three day thing then they can make that an immediate 24-hour turnaround where the student gets the email. He said it really is kind of just how quickly the student sets up that appointment, and then they'll be able to meet with someone. Senator Nicol said while she likes the idea of the system, what she's concerned about is the human interaction that is necessary. She stated, it's incumbent on the student to recognize that they need that service and that's part of the problem. She said a lot of students don't have good realistic self-appraisal of their progress. She asked how do we operationalize the follow up from the people that know the students need the services? Asatoorian responded the system has primarily been used for their incoming students who are first-time freshmen and incoming transfer students. He said in order to schedule an appointment with an advisor, they're walked through this process by either a peer mentor or an advisor, so that they get the step-by-step guides on like how to how to schedule those appointments. Talamante said what we're still missing, who reaches out to them? Chonwerawong said advisors also get the email and they follow-up with the students from each of the advising homes. When students get the alerts, the advisors also get the alert and follow-up. Chonwerawong said that as a department they discussed what next steps might be, if, after two or three times of reaching out and not hearing back, what next steps might be. Advisors and peer mentors will make phone calls to set up these appointments as well. If the email is sent out, and there's no response that day, an advisor or a peer mentor will actually make a phone call to reach out and have that connection. Nicol said that it seems Asatoorian and Chonwerawong are talking about general advising which deals with GE. Nicol said she would like to know about major advising because she is the advisor for her department and said she has never received one of these reports or requests or anything regarding TSC. And she said they have faculty who have filled out these forms. Asatoorian said if your faculty members have been in courses that have been marked for being part of the progress report process, once they get the email from us, which is sent out to them three times a semester, they provide us with which students are struggling and which ones need help. And then once that



student actually receives the help, that's when the faculty member will get the notification that they either got tutoring or they got advising help. Asatoorian offered that it could just be that we've reached out to students, we've made phone calls and then the student just never followed up and never requested the service and so that did not happen. Chonwerawong said that TSC is in the process of expanding. Right now, it's for progress report alone, only the 20 classes that are DFW. And then we are talking about onboarding, academic departments for use in the future and make sure that all of the faculty advisors have access, and also office hours is another feature that they have discussed. Chonwerawong said another question she saw was what classes are in the part of the process. Currently they're working with 20 courses spread out and about 125 faculty members who received the individual requests. She explained that they will be scaling up and as they do they want to be sure they have the capacity to follow-up. They'll scale up in stages and they're being intentional about onboarding in groups and in stages, as well as pack in with that training and making sure people know what to expect and what to do, and then work out the kinks along the way.

### **Sense of Senate**

#### **EXEC 21-14 Special Resolution Session, Chair Talamante**

Talamante passed the gavel to the Vice Chair so that she could present EXEC 21-14. She asked for a motion to bring the resolution to the floor which was given and seconded. She explained this special session is being called for Wednesday, April 21<sup>st</sup> from 2:30 – 3:30 for Senators only to address several resolutions. She explained that given the enormity of the issues that have come forth this academic year, this special session is needed to ensure there is enough time to address some of the resolutions being put forth by both the Educational Policy Committee and the Faculty Policy Committee that have been completed.

Talamante asked for a motion to waive the First Reading and make it a star \* resolution. The motion was made and seconded. A vote (poll) was done, 39 in favor, 0 against and 3 abstentions.

**Senator Katzenstein** raised the point that if you vote yes on the resolution, would that be a commitment to attend? **Talamante** asked for feedback from the body. **Senator Johnson** asked if Chair Talamante was asking if the feedback she was looking for was if they agree that a yes vote is a yes to attend? **Senator Park** said that in their program they have an event scheduled. She said they would support the idea of a special session but could not attend. **Talamante** noted that a proxy outside of the department is okay as well, just let them know what position they would like the proxy to take. A request was made to be sure that the resolutions are circulated in advance. Talamante asked if there was anyone who would like to speak against a special session? She then asked Staff Coordinator Walker to put together a poll to determine if there would be enough senators and/or proxies who would be able to attend the special session. A poll was run which the options “can attend”, “with proxy”, “unsure”, “cannot”.

37 said they can attend, 1 will get a proxy, 9 are unsure and 6 cannot attend.

There was no further questions or comments. The question was called on voting on EXEC 21-14.  
**41 in favor, 2 against, and 4 abstentions. Resolution passed.**

## **Presentation**

### **Strategic Plan Update, Undergraduate Dean Costino, AVP of Student Life Matt Smith**

**Dean Costino** noted that there will be a second Town Hall for a strategic planning update with much more details on May 6, from 11:00 to 12:00, and then there will be more time for feedback after May 6. Costino said that she and AVP Smith are excited to share where they are right now with the strategic planning process. She noted that the Strategic Planning Steering Committee has been really hard at work collecting feedback, and now they're moving into looking at the results of that feedback and working on turning it into some strategic commitments and goals. Costino shared that they would be sharing some of the preliminary results from their consultant's data analysis of the stakeholder meetings is what they will be sharing in the presentation. Costino emphasized a lot of that is preliminary. Costino acknowledged the hard work of the Strategic Planning Steering Committee members thus far. She noted, as the President mentioned earlier in his report, it's a large committee that have worked very hard and "we owe them a lot." Costino said, as a refresher, the call for nominations for that Strategic Planning Steering Committee went out last May. The committee was formed and charged formally by the President in September of 2020. They spent the Fall semester reviewing the accomplishments and lessons learned from the last strategic plan from a WSCUC review. They went through some preliminary ideas largely to figure out how to move through the process in a virtual environment. They did a preliminary SWOT analysis to think together about what the strengths and weaknesses and opportunities were. They developed a timeline in a subcommittee structure for the initial phase of the work. They also held a few stakeholder meetings. **AVP Smith** continued with discussing subcommittees formed to start the strategic planning process and noted that additional subcommittees will be formed as some of the committees will sunset. He explained that the new committees will be formed to be centered around some of the goals that they'll be creating. Smith said that one committee that was formed is the Planning Committee and they determined it was important to revisit and revise the mission, vision, and values and to make sure there's alignment around who we are as a campus and where we're going. He described that the Communications Committee helps to make sure that they're providing timely and accurate information to the campus community and helps to work through communication channels to get information out to different stakeholders. Additionally, there is a large facilitation team that helped to facilitate the stakeholder meetings. And these were a series of groups that they held with various stakeholders including faculty, staff, students, alumni, graduate students, and community-based partners, from February 18, all the way through March 19. At the same time as the stakeholder meetings, they also sent a survey out that asked five questions. These five questions were asked in those stakeholder meetings as well.

1. What are our greatest strengths and promise?
2. What currently makes this university truly distinctive in relation to peers and competitors?
3. What will CSUDH need to do to create an innovative, equitable and inclusive environment for all?
4. What are the major forces, trends or issues – in higher education, in our state, our system, and our region – that will affect the future of this university?
5. What are our greatest opportunities to enhance quality and to carve out a place for ourselves that will lead to distinction and serve our community?

Smith noted they were able to engage in some really great conversation and dialogue across campus and with community members and got some great responses from the survey as well.

From the survey, they received over 500 completed responses and over 1000 partial responses. These responses came from administrators, alumni, community members and students, both graduate and undergraduate, and faculty and staff as well.

**Dean Costino** said that from those responses emerged a couple of emerging themes. The consulting team provided a preliminary qualitative data analysis. Costino commented that within the themes was a good bit of synergy in the responses.



## Emerging Themes (Preliminary!)

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- Diversity of all kinds is our strength & our future.
- We are a caring community, rooted in a history of social justice.
- Community partnerships are important to us; our location is key to who we are and who we want to be.
- Our community needs graduates who are both career-ready and able to respond to pivotal moments in the country's social and political climate.

Costino commented that they will come back with a much more detailed analysis of that stakeholder input with coding and the number of people who responded and how it broke down. She said as they work more deeply with these themes and try to extract strategic commitments and goals and implementation plan and all of that, they will unpack a lot of this language to understand what is really meant by it and get feedback from the campus. Costino discussed the different themes beginning with diversity, in all of its kinds, is our strength in our future. She said there was a lot about DH as a caring community rooted in the history of social justice. She

noted there was a lot about community partners being important to us and where we are, such as our location being key to both who we are now and who we want to be in the future, which lends to our not just being in the community, but of the community, as the President had mentioned earlier. Other themes were that our community's graduates were both career ready and able to respond to pivotal moments in the country's social and political climate. She said the survey also stated that we are student centered, supporting all students to achieve academic excellence, fulfilling careers, and productive community engagement over the course of their lifetime. She noted there was a lot of talk about how to keep our alumni engaged and how do we bring them back and have a long-term lifelong relationship with students and support their academic success and their lifelong success. The lessons we have learned from COVID will improve future teaching and learning and the overall campus experience, we've learned a lot from this, we need to move forward. We want students to thrive on campus not just merely exists and that a CSUDH degree is one of the best value investments an individual can make. And we want our campus to be more self-determined and less dependent on the state, and more transparent about all of its decision-making processes, both with internal and external stakeholders. Costino commented there seem to be in that report, a lot of consensus sort of around these kind of themes and issues. She said that from these themes, we are working on our revised mission, vision and value statement that articulates kind of who we are, what we do and who we serve. We want to make sure that that aligns with our strategic commitments. And then, ultimately, we hope to have about six strategic commitments. The commitments are what we are committing to accomplishing over the next six years. Those commitments will align with the vision and values and who we are, then, from those commitments, we will derive some goals, some measurable and actionable goals, that will help us to achieve those commitments. She said we will have outlined some activities that will help us to achieve those goals. We know we've talked about those activities really centering on investment in our faculty, investment in our students, investing in hiring, investing in professional development for faculty, staff, all of that. And then we need an assessment plan to make sure we implement these activities, tracking our progress so that we can course correct if we need to and a communication plan. **AVP Smith** said, in terms of timeline, they're going to take the rest of this month to work on revising our mission, vision and values. He said they may not be done by the end of this month, but they will be able to share a draft of that mission, vision and values at our town hall on May 6. He said they're also going to continue to work on the strategic commitments, and then the Town Hall on May 6 is an important opportunity for us to communicate this update, share that mission, vision and values, strategic commitments, and then also to solicit feedback from the campus community and provide them with how they can provide that feedback to the committee before the summer break takes place. Smith said for those who are unable to attend, that Town Hall along with supporting documents and information will be found on the strategic planning website afterwards.

### **First Reading**

#### **FPC 21-11 Proposed Retention, Tenure, and Promotion Policy, FPC Chair Ares**

A motion was made to bring FPC 21-11 to the floor, which was made and seconded. Ares described that the resolution calls for an amendment of the current policy that is on the books for RTP procedures, or in essence, the focus on this current policy is more about the process, the RTP process. And so the focus of this amendment is to clarify certain elements of the policy, and continue to ensure that it aligns with the Collective Bargaining Agreement (CBA) and to address a few areas of noncompliance. Ares noted that the other thing that the FPC committee wanted to adjust was the tone of the policy, and to emphasize the self-reflection, developmental and professional growth of our faculty members to achieve success in their tenure, and promotion endeavors. She said that is where their focus is in terms of the changes. She said there is some urgency to get these changes through because they want to make sure that it is clear for our colleagues, and that the practice is aligned with the policy. She said right now there is a bit of a mismatch between those two.

### **Questions/Comments**

**UCC Chair Caffrey Gardner** offered the following feedback: In lines 91 and lines 209, her department had a concern about the creation of the 10-to-15-page limit for the SIF in the full review. She explained that the reason they have concerns is that the page limit might be restricting as the brief written report can go up to 10 pages. But the full narrative starts at 10 pages. She said they're also concerned that this would disproportionately impact librarians, many of whom have assignment of responsibilities, per the CBA, which are three to four pages. She said it is like their job description and limiting them to 10 to 15 pages might be challenging, particularly for year six. She said they recommend either a higher upper limit or removing that piece entirely. **Senator Kuwabara** said a few of the comments that she received from her department faculty. On line 4, they would like the word humane to be defined. What does it mean to be humane? Another thing that they would like to be included in this document is the definition of a one year against the two-year appointment and also a definition of the rating of the recommendation. What does it mean to be highly recommended, recommended, recommended with reservation, do not recommend. They would like that definition to be included. Kuwabara continued that there are two things that they recommended to be added as the reviewers' responsibility. The first is that the review should be based solely on the standard of the document and the reviewer should provide a clear explanation or reasons if they were not satisfactory. She said she knows that they had a variation scale included in the older form, but it was removed in this document; they would like that to be added back and then also define what each variation means. Kuwabara continued that in line 22 where it mentions "affirm self-reflection", they would like that word also defined. And then in section 1.2, they would like something about faculty retention included. Ares said that Senator Kuwabara made some great points. **Ares** said she failed to acknowledge the fact that the earlier version of this document did have an evaluation scale, the Committee decided to pull that out, because there were questions and the need for discussion. She said it became clear to them that that they needed to spend more time talking about the evaluation scale. She said that some of the things that Senator Kuwabara

raised in terms of the review or responsibility and definitions for the rating scale, as well as the recommendation scale, along with perhaps some other topical matters, are things that the committee would like to tackle next year. She said what they really wanted to accomplish this year is to clean up the process, as it's currently written, to make sure that it's aligning with the practice, and to make sure that we're eliminating conflict with the with the bargaining agreement. **Senator Buffaloe**, said in line 65, under 2.1. they would like to expand that to include counseling and training right after librarian and counselor, prior to scholarship. And then in section to 2.3, line 75 counseling and training as well as research, scholarship and creative activity, if those can be included. **Senator Johnson** offered the following: where it talks about amending policies in lines one and two, they'd like to know which. Additionally, they would like to know which policies it perhaps replaces or supersedes. She said they know 011.001 is still active and that goes to the old numbering style. In 2.5 they have the same issue that other departments have raised with the 10 to 15 page limit. She said they need it to address the RTP standards or the policy should address all relevant RTP standards. Johnson commented that 2.6 is somewhat misleading, because at the end of 2.6, it mentions the evidence that supports the information in the SIF; it should be the evidence that supports the RTP standards. Johnson said that 3.6 has a number of problems. It talks in particular about the faculty need to address how they met the professional plan. She said that one of the problems here is that according to other policies, faculty coming in with service credit, never write a professional plan, they go straight to full folders. Faculty coming in with service credit could not reflect on how they met their professional plan, they don't have one. So if we want them writing professional plans, it needs to be changed in policy someplace. She said that they have a recommendation from their department to amend all portions of the document to establish a satisfactory rating and recommendation for reappointment. If the candidate is meeting standards and making good progress to tenure and promotion, let's make that part of the policy. Reviewers they felt in 3.6 are responsible for reading the previous reviews of the faculty. They should not have to have a cumulative SIF in the sixth year, because the reviewers should be going back and reading those previous letters and should know whether or not they've received those satisfactory rankings. They would also like to make sure that teaching receives a priority. There is an active guide on the Faculty Affairs website, in which that is made clear. They would suggest borrowing wording from that to emphasize the teaching is important on this campus. **Senator McGlynn** said on behalf of the Biology department, they are perfectly fine with a page limit for the SIF and would like to continue to see a page limit for the SIF. **UCC Chair Caffrey Gardner** said that librarians have been tenure track faculty since the early 1980s and they typically don't teach a full load of courses. RTP policies need to include their professional practice and work which is a priority. It's usually where that teaching category is, but she would caution against explicit language privileging teaching, as that tends to not include librarians and counselors who are tenure track faculty. **Senator Sawhney Celly** said she would like to underscore what Caffrey Gardner said in the context of librarian faculty because it also applies to our counseling faculty. She said she thought it probably includes coaches, but she wasn't sure. FPC Chair Ares responded that FPC

did check on that matter and believes the answer that they received is that coaches are not going through the RTP process.

### **Provost's Report**

Provost Spagna noted that the University Catalog goes live tomorrow [April 15] on the new course leaf software. He explained the reason why this is big, is this is the first step to streamline our curriculum review process and make it all online. He thanked Dean Costino for her work on this and a special thank you to Tracy Haney and Liliana Sanchez as well as the entire curriculum revision committee. He commented that it will really bring us into a place of better effectiveness and efficiency with program and course curriculum review.

The Provost acknowledged the Master of Nursing program. He noted that they were ranked number one in the United States by a national ranking organization, highlighting that the United States needs 1.1 million new nurses over the next 10 years. The rating included program strength, flexibility, specialization, and return on investment. Our number one ranking was followed by Duke University at number 60, USC at 61, Johns Hopkins at 62 and Vanderbilt at 63. The Provost congratulated all of the faculty in the nursing program as it is quite a huge accomplishment.

Re. Hollywood by the Horns program, Spagna commented that Senator Eames has been a real passionate supporter of this. Additionally, he said that former Senator Ran Bowles Eagle, John Vanderhoff and Nancy Cheever are doing amazing work and really elevating our students into the profession and doing something that's so important right now, which is having our students tell their stories. And it's not just working in front of or behind the camera, but in leadership roles. Spagna offered congratulations to that effort.

Tuesday at 5:30 is the 2021 **Faculty Awards** event. Spagna highlighted that for the first time, as far as he can recall, they will also be highlighting, acknowledging and congratulating our non-tenure-track colleagues and what they deserve in terms of being part of that awards program.

Re. the **tenure density report** which is at the highest level it's been since 2012, so almost a decade. And when we control for population increase in terms of our student enrollment, we probably would be middle of the pack in the CSU at around 54-55% tenure density. He said we have a long way to go on this front. He said his hope is that as we come out of the pandemic, we have to hire tenure-track faculty to build this institution. He said he'll be giving the numbers when he gives the bigger report on our recruitment and tenure hiring and all the rest at the next senate meeting.

### **Questions/Comments**

**Vice Chair Heinze Balcazar** said that earlier, the President told us about the fact that the campus has 75% non-tenure-track faculty and 40% tenure-track faculty. She noted that the Provost today has said that we have the highest numbers of tenure track faculty since 2012. She

asked if Spagna could provide the Senate with some concrete numbers, please? Spagna replied, “Yes. 2012, our tenure density was at 46.6%. In subsequent years, the numbers were 43.5, 43.6, 44.1, and 44.2.” He noted that in 2017, the year before he arrived, when they made the decision not to hire any faculty it was 42.8%. He said as you've heard him say before, we can never make that mistake again, in terms of just shutting down the pipeline. The Provost continued that in 2018, it was 45.2 and in 2019, 44.1. He said this most recent report was 46.6%. He said it still puts us at the bottom of the CSU, and we have a lot of work we need to do on this. But if you look back over the last three years, controlling for the increase in terms of enrollment, which has been about 20%, we would be probably in the mid 50s, in terms of what we would do with tenure density. He said that this is going to require us getting a local control funding formula where we change the way they support campuses like the Dominguez Hills, to align us with the fact that we've been teaching a lot of students outside of the marginal cost and we need support to work with those students. He said we're making a huge push on that front. Spagna said he will have these numbers that also we'll have them in a document at his report in the next senate meeting. **Heinze Balcazar** said she also wanted to ask for headcount. Spagna replied he can give all that in terms of headcount and the rest, which will also be posted. **She** asked if he could also provide this information by college? **Spagna** responded that actually the numbers are broken out by college as well and something she can have and that the Deans have that information too. **Senator Celly** asked if when he makes his report, he remind us what goes in the numerator and what goes in the denominator by headcount. For example, whether full time lecturers count in the tenure density numbers or not. **Spagna** responded we can go through the whole formula. He added, remember it's in two ways, the CSU counts it by FTE and also the headcount is used as an alternative method. The CSU officially uses the FTE, and that will be what we get in our annual reports. **Celly** said we are a largely contingent faculty teaching a largely contingent student body, meaning that each of them, especially the student body, their presence here is contingent on their life circumstance, whether they are able to afford to come to school, given everything that is happening. And she is hoping that that's going to change in my life at Dominguez Hills.

### **ASI Report, ASI VP Jonathan Molina Mancio**

Mancio said that the Spring Fling coming up on May 14. Faculty are free to join as well. The name of the artist is coming out later this week.

He reported that there is the Board of Director applications, which will open up in June. Mancio asked that faculty extend this offer to all the students they know who are interested in leadership positions.

Mancio reported that ASI is also looking for a Student Graphic Designer, which is a student assistant position. He asked if any faculty know of any students in marketing or advertising or media, any of those majors, let them know that ASI is hiring. He said information about the Board of Directors application and the Student Graphics Designer applications on the ASI website.



## **CFA Report**

CFA Co-President Iyad Afalqa began by saying that it was very heartwarming to hear the remarks of the President made earlier in acknowledging Non-Tenure-Track Faculty. He also thanked the Provost for the “tireless work he has done” to make sure that we got to this point as Non-Tenure-Track Faculty.

Afalqa reported that he had just returned from a four-day assembly for the CFA on the state level. And CSUDH CFA chapter is leading the state in terms of their collaboration in terms of the work that we have been doing. Afalqa attributes this to the collaboration and the clear communication that we have been having with the management.

Afalqa said we are lucky to have our librarians. Librarians, he believes are the stars, not just of CSUDH, they are the stars of the CSU. He said this is for those who are present at Senate and who have representation here. He stated, “We appreciate you and we see you and we value you.” He stated that they prove that when one is given a chance and are given a space and when are given a voice, move mountains. He said he is saying this with conviction about the great plan that our librarians put together for us for repopulation, they have been very creative.

Afalqa said he also wanted to share admiration to our Provost. He said there’s not always praise for administration, but we have a very cordial relationship with the administration in a way that has brought the faculty and the students’ interest before anything else. He commented that we prove that we are a family dealing with this pandemic, which brought us much closer but did not compromise what we are fighting and collaborating for. Afalqa said the CFA will continue fighting to make sure the safety of our faculty, the safety of our students, is the number one concern for us. He said he hears there is concern about the position of CFA on the vaccinations. Afalqa said, “If the President of the United States can enforce vaccinations, who the heck is CFA at CSUDH to do that.” He asked folks to be realistic. He said we will be doing every single thing in our capacity, working with our administration, that we have a population that is within the standards of CDC. And also, given the fact is our campus a little bit older than a lot of other campuses, we'll make sure that the environment is right and the infrastructure is right for coming back.

We have a commitment from our administration, it is the time for us right now to make sure that we have that commitment and concrete dates coming out of this pandemic. We have also commitment that if we decide to have some courses in person, there will be also the courses online, there will be no switch in the middle. So that if you started online, it's going to be online, if they started in person, it's going to be in person.

Afalqa said he was elected by the fellow presidents of the systemwide CFA to represent both tenure-track faculty and non-tenure-track faculty on the contract development and bargaining strategy committee. What does that mean? He said he will make sure he is uplifting voices, not

echoes, and make sure that CSUDH is leading the charge and making sure that our students feel proud.

### **Questions/Comments**

**Chair Talamante** said she received a request from faculty to ask CFA if there will be there will be any kind of survey of faculty in terms of their positions on vaccinations once we are able to return to campus. She asked if he would take that request back to CFA leadership. Afalqa asked to confirm, they want CFA to conduct a survey for the faculty, counselors and librarians and coaches. Talamante said yes, so we have a means of voice, informing the CFA, of what the collective faculty feel about that.

**Vice Chair Heinze Balcazar** said it's good to hear that the CFA DH chapter is doing some good work collaborating with administration. Heinze Balcazar wished Afalqa congratulations for being elected to be in the negotiating committee of the contract. She said she didn't think they have heard enough about what's going on with negotiating the contract. She said it is also good to hear that that CFA will be speaking on behalf of faculty and on behalf of their health, but what about on behalf of their salary? And what about the workload issues? What is being debated at the negotiating table? We don't know anything. And we're also happy that CFA has an anti-racism campaign. And we were beneficiaries of a workshop, but we need to hear more, we need to hear more of what CFA is doing on this issue. **Afalqa** said during the 92nd Assembly that they had this weekend, the negotiation team are working on including all of these aspects in the contract, whether it is the workload, whether it is how the faculty get impacted by this pandemic. He said a lot of the faculty happen to be faculty of color, and we have cultural taxation. He noted that our job doesn't end with the lecture, we have to do counseling, we have to provide moral support, social support, and finding resources for students. All these aspects, they will be included in consideration. Afalqa reported there is another thing on the table for the chairs of the departments because there are extra duties and to see if there will be some extra compensation for the chairs of the departments. He said there is nothing concrete right now because, as you know, we have 23 different campuses, and we are hearing from all 23 campuses about how much progress we can make. He noted that one hurdle we have at this moment is the fact that our Chancellor was internally hired. He's coming from Cal State Fresno but there is an advantage for us if we know how he thinks and how far we can go with our negotiation strategy. Afalqa stated we're going to be bold because our Chancellor's hashtag on Twitter is Be bold.

Afalqa said that when he went to the conference last weekend, he did not know he was going to be running for that position. He explained that the reason why he is inspired to do that was from the moment he started hearing about concerns from the non-tenure-track faculty and hearing concerns from the librarians. Also, he believed that CSUDH is not represented and it seemed like Northern California was taking over. So he decided, even though he is not granted any course release, nor does he get paid anything for all the work he is doing for CFA right now, although some faculty, they get that when they serve in the position of the chair. But, he wanted to make

sure that we are leading by example. And also, he wanted to make sure that the chairs of the departments are treated a little bit more fairly in terms of their salaries as well.

**Senator Celly** thanked CFA Afalqa for his report and congratulated him for his election to the bargaining committee. She noted that he is joining a group of people who are doing a lot of strategic work. She said she also wanted to acknowledge Senator Caffrey Gardner. She said she believes this is the first time we've had someone from DH, both in bargaining strategy and from the Library. Celly said she also wanted to acknowledge what Senator Pederson put into the chat. Celly said in the rush to get vaccinated, we sometimes forget that the pharmaceutical industry does have many products out there, vaccinations included, that are not FDA approved in the US for general use; the use they're approved for is emergency use. Celly said that Pederson has pointed out the legal ramifications of that cannot be required until it has been approved.

### **Parliamentarian Report**

**Parliamentarian Weary** said currently we have an electronic ballot election. And actually, first and foremost, we would like to just confirm the Academic Senate election committee. He noted that one person had self-nominated themselves to serve on that committee. A Zoom poll was launched to confirm the election of Senator Siskanna Naynaha to the Election Committee. Weary noted that in addition to Senator Naynaha, he and previous Parliamentarian Archana Sharma would make up the committee. It was explained that even though a ballot went out by email for this same position, this live Senate meeting vote would supersede that ballot. After the Zoom poll was run the Parliamentarian stated the vote as 39 in favor and 1 against, with 0 abstentions. Senator Naynaha is now confirmed. Weary said that there was another election that's currently running. And that is the Toro Success Collaborative Committee. He asked if you have not voted, please do. He said it will remain open until 5pm. Monday, April 19.

Weary said regarding open calls:

- Academic Senate Chair: there is currently 1 person nominated, new extended timelines, nominations must be received by Friday, April 16.
- Regarding Statewide Senator, it's a three-year term and we have received three nominations. Also, the new extended timeline states that nominations must be received by 4/16.
- University Writing Committee - the Academic Senate seeks to appoint a faculty representative to serve on the University Writing committee. It's a two-year term. We have not received any nominations.
- Non-Tenure-Track Faculty representatives to the Academic Senate - a one-year term. We have received two nominations, but they are from the same college. Weary said we will need additional nominations, and the deadline has been extended until Friday, April 23.

- We also have another open call for the staff representatives to the Academic Senate, one staff from the division of Academic Affairs and one staff from a non-Academic Affairs Division. This is for a one-year term. There have not been any nominations.
- University Sustainability Committee, which is a three-year term – 1 nomination has been received.

Other Academic Senate appointments that are forthcoming, the University Planning Committee and the Student Success committee.

**Chair Talamante** read aloud a comment that Senator Laurent posted in the Zoom chat that he had intended to announce during Open Mic. “Dr. Tiffany Herbert, therbert@csudh.edu, who is the Director of CSUDH Psychological Services and I have been on alert for helping Black males in current distress. Please contact her if you know any student, in distress. I still run Black Men's Support Groups in the Carson/Compton community. My email is mlaurent@csudh.edu.”

**Meeting adjourned.**