



approved.

**Minutes from the 4/21 Special Session of the Academic Senate were approved.**

### **Senate Chair Report, Chair Talamante**

**Vaccinations/Return to Campus:** Talamante noted that CFA Statewide President Charles Toombs sent out a notification through email about the CSU announcement requiring vaccinations in the fall semester for those returning to campus, and that is if the FDA approves those in time for the fall Semester. Talamante read excerpts from the statement from the CSU regarding the matter.

“In the interest of maintaining the health and safety of students, employees, guests and all members of campus communities, the California State University (CSU) joined the [University of California \(UC\)](#) today (April 22, 2021) in announcing that the universities intend to require faculty, staff and students who are accessing campus facilities at any university location to be immunized against SARS-CoV-2, the virus that causes COVID-19. This requirement will be conditioned upon full approval of one or more vaccines by the U.S. Food and Drug Administration (FDA), as well as adequate availability of the fully approved vaccines. This requirement will become effective at the beginning of the fall 2021 term, or upon full FDA approval of the vaccine, whichever occurs later.”

One more point from the statement that Talamante wished to emphasize was:

“Prior to the implementation of any changes to the [CSU's existing immunization requirements](#), the CSU will engage the California State Student Association, the CSU Academic Senate and labor unions. The COVID-19 vaccination requirement would allow for students or employees to seek an exemption based on medical or religious grounds. The policy and related implementation details are under development and will be made available once the consultations have concluded.”

Talamante said she wanted to make sure that we had that in our meeting today as a full notification for the Academic Senate and then for Senators to take this back to their respective departments, programs and units.

**360 Reviews:** Talamante shared a list of those Administrators, both III and IV that were up for a 360 review based on having at least three years in their current position. She asked the Senate if they would be interested in her having a poll sent out for Senators to rank the order of which administrators’ reviews should be considered first. She would then share the Senate’s recommendations with the President. The Senate body responded they would want her to. The list of administrators includes [in alphabetical order] Delores Lee, Director Financial Aid Administrator; Leonardo Martinez, Associate Dean CNBS; Ken O’Donnell, Vice Provost; Anthony Samad, Executive Director, MDAAPEI; Elizabeth Schrock, Title IX Officer; Michael Spagna, VP and Provost; Roshni Thomas, Director, Design & Construction.

**It Takes a Village** – the last session was held. It was entitled the Strength of Our Collective Power in Art and Activism. Talamante reported that there were 97 folks in attendance and faculty and staff were featured presenters. She noted that Parliamentarian Hal Weary took us out at the end with music and some really nice connections between art and activism and brotherhood and community. She said we are just delighted with the success of the series this year and that she and the Provost have talked about how it

could continue next year and in coming years, as long as we find them valuable. Talamante said that Provost Spagna asked that the Executive Committee bring forward a proposal for how to continue those in future years. She noted that the organizers are very interested in continuing as a way to create community and to have anti-racist education and action.

**Forum with African American Community Serving Entities**, hosted by the President, the Academic Senate and the Associated Students Inc. on 4/27. Talamante stated it was very successful. She noted that Senator Nicol brought the idea of connecting with our communities, and especially with organizations and agencies that serve local African American communities, to both the President and in our fall retreat as part of suggestions around our anti-racism and equity agenda. Talamante reported that the day prior, they had the participation of several community groups and the President of the Greater Los Angeles African American Chamber of Commerce, members of the Bridge Builders Foundation, members of the Black Community Higher Education Task Force, the President and CEO of the Watts Labor Community Action Committee, and we also had a Professor Of Medicine from Clinical And Cognitive Linguistics in the Department of Internal Medicine, Division of Geriatrics and Gerontology at Charles Drew University of Medicine and Science; and also members of the LA Urban League, including the President and CEO. Also in attendance from our campus were three student leaders who were interviewed by the President of ASI, Rihab Shuaib. Those students were Shannon McKinsey, the Black Student Union President; Alyssa Turner; the Black student Union Internal Affairs Vice President; and Lila White, the ASI Vice President of Finance. Talamante said there were robust conversations and the community members who were there were very excited about initiatives on campus and ways that we have already been engaging the community, and they liked hearing about the student experiences. However, Talamante noted, they also had some very strong suggestions for how we can partner more intentionally moving forward in the future. The President has made a commitment that CSUDH is the place where we want to bring our community leaders, to support their voices and needs, as well as partner with our campus to support our students and their needs. She said it was a wonderful event, and it was a dedication to moving forward to action? Members of the Cabinet were introduced and everyone was made aware of who to reach out to should they have particular ideas needs and ways to partner.

**Notification Timelines for RSCA:** Talamante noted that they're late this year and often a little bit later than people would like, especially for those who have summer RSCAs, because of the need for planning. She continued that a lot of people do international work, and even this year that may still happen as guidelines are opening up in the system for travel and then there's also a request that the 2021 summer research award program notifications happen by the end of the semester. She pointed out that they happened in July last year, and that did not leave enough time for the students and faculty to complete the projects that they had proposed. These are summer projects. Talamante said she's asked Dean Price if he could speak to these concerns. **Dean Price** thanked the Senate Chair for giving him the opportunity to address the setup of the RSCA awards. He acknowledged that they are later than usual this year and he is expecting to get the scoring results from the committee by today [4/28]. He said he should be able to turn around the preliminary announcement for the awards within 24 hours and make a final announcement within 48 hours. He expects by Friday [4/30] or Monday [5/3] to have the final results announced for the RSCA awards. He continued, that for the undergraduate research awards, the deadline for that isn't until May 7. He said he spoke with Terry McGlynn who's the Director of the Office of Undergraduate

Research, and he believes that he can turn around the results of that within one week, so we should be very well poised to get those results out quickly. **Talamante** said we do understand with the RSCA Awards, we're in an exceptional year. She said she wanted to emphasize more the part about previous requests, if we can work on the timeline for those RSCA Awards, it would be very helpful in future planning.

**Outreach for Black Males on campus and in the community:** Talamante introduced Dr. Michael Laurent who works with Dr. Tiffany Herbert on different ways to support and extend outreach to Black males on campus and in the community. **Senator Dr. Mike Laurent** noted that he brings greetings from Dr. Herbert who was unable to join the meeting today. Laurent explained that he is Chair of the Marital & Family Therapy department on campus and has been in that role for about seven years. He explained that for about 12 years he was a psychologist in the Psychological Services department on campus and so he wears that hat as a psychologist, too. He noted that the thing that he and Dr Herbert wanted to emphasize are the mental health services that they provide to students on our campus and in the community. Laurent highlighted that people of color have a hesitancy to come and seek out mental health services. They want to make sure that everyone is aware that the psychologists here on campus are available to help students. He said he also runs Black Men's groups in both Compton and Carson. He noted that they also give all Black males a [BUST](#) card. He said it was developed by the ACLU. It tells them exactly what to do when they are pulled over by the police, what not to do, and how to file a complaint. Laurent said that if this can save at least one life, then definitely that's an important thing. Laurent asked the Senate body to make sure they emphasize to students that there are mental health services with confidential skilled psychologist available at Dominguez Hills to provide mental health services.

### **Second Reading Items**

#### **FPC 21-05 Resolution on Sabbatical Leaves, FPC Chair Terri Ares**

A motion was made and seconded to bring the resolution to the floor. **Ares** thanked the FPC Committee for the work they had done to get it completed and for making themselves available for the emergency meeting. She also thanked the Senate for their feedback as well as Secretary Ospina for her expertise in writing up the comments in a way that they could understand them after the meeting.

Ares reviewed the updates. In 3.1.2, they're attempting to clarify here that some areas may not have a chair, and so they added the equivalent in there to make that clearer, that if there is an equivalent to the Chair, that it would go to that level, and also clarification that if the applicant is the Chair, then it will skip that level. The Chair isn't doing their own level review.

In section 5.5, for the applications that were not approved for sabbatical, they're including the total score in the rankings so that the applicants will have a better idea as to where they stood in the pool of applicants and what their total score was. She said they did have a lot of discussion that down the line they would like to get more granular in terms of giving them rubric feedback that would be more specific to each point in the rubric, but that's not really possible or realistic at this point. They think that this will be helpful in terms of adding to the comments to give them a better overall perspective.

### **Questions/Comments**

**Senator Jim Hill** said he wished to speak in favor of resolution. He said it has been a long time coming, and he want to personally thank FPC for doing all this work.

**Senator Nicol** asked if we figured out or is it somewhere embedded in the document about the comments regarding if a chair goes up for sabbatical? She said there was a discussion at the last Senate meeting about chairs going up for sabbatical and she wanted to know if it was addressed in the policy. She said she had asked in the chat if they needed a separate policy for chairs who would go for sabbatical and AVP Koos said she didn't think so. Nicol asked if that was considered in the revision. **Ares** responded that the FPC Committee did discuss the issue and the particular challenges of the Chair requesting a sabbatical. They also checked on the other question that came up about whether an impact statement in terms of a narrative piece was included in the current process. They double checked and looked at the form and saw that it's more of a checkbox format, however, we did talk about that. She further explained that with a narrative statement, it would give a sense for what the concerns are, particularly if a Chair, or if a Dean is suggesting that there would be a negative impact. If they're saying no impact and everything goes through, everyone's fine. But if there is an impact and potentially that sabbatical would not be awarded due to that impact, knowing the reasons on the rationale could be enlightening. It could also give the deans an opportunity to look at we have a negative impact here and start to think creatively about that. She said they also talked about the fact that with the publication of eligibility and so on that folks should know when their eligibility is coming due and that perhaps some preplanning can help to mitigate some of those impacts. Ares said FPC did not feel as a committee that we needed a separate policy or even a separate approach for the Chair, other than to get a little bit more information about why a negative impact statement may be rendered. **Nicol** said that is a different question from what she's posing. She said when we were talking about the Chair applying for sabbatical and the possibility that the Chair would be denied sabbatical because they are Chair, because a Dean might decide that they need the Chair to be there. She said that is separate and apart from the Chairs impact statement. But, she continued, she's talking about if one is a department Chair and decides that now they're eligible to go up for sabbatical and the Dean denies it because the chair is needed, where in the policy does it states the Chair's rights and responsibilities as a faculty Member who is also a Chair. Ares noted that there is language in the CBA that allows for the weighing of the impact on the department in order to delay a sabbatical and then remedy about if that non award of that particular sabbatical would be below the campus threshold of 12%, that then the next year that person would automatically be granted that sabbatical. Ares then deferred to AVP Koos. Koos said in article 27.8 of the CBA it does make it clear that anyone who is denied a sabbatical because of operational needs, and that includes Chairs, would not be denied a sabbatical the following year. It is already spelled out in the collective bargaining agreement and they did also talk within the committee. She said to her knowledge we have not had department Chairs denied sabbaticals because of potential negative impact on operations. Koos added that while the sabbatical consideration and application is in process, it's difficult to know what discussions happen before that outside of the application process and we don't have control over that within the application process itself. Koos shared that she felt that in looking at the Collective Bargaining Agreement, this policy is in line with what the Collective Bargaining Agreement says about concerns that Senator Nicol has.

**Senator Pederson** said she recalled from the prior Senate meeting one of the specific issues where that is not really a suitable solution was if someone was trying to attend a particular institute or something that

only happens once every three four years or whatever and denying the sabbatical and letting them go to it the next year isn't going to help. She asked if it was possible to go beyond what the CBA says. Pederson said she understands that this is in agreement with the letter of the CBA, but that doesn't mean that we can't do better. Pederson asked if it would it be possible to include some sort of a rebuttal process where the proposal be reviewed by someone else other than the dean to weigh the impact. Koos responded the Dean does not, from her understanding, per the Collective Bargaining Agreement and this process, the Dean, does not have veto power. It still has to be considered by the sabbatical committee the Provost and the President. There are checks and balances within the process and that's why we have multiple levels of review, just like we do in the RTP process. Just because a Dean writes a negative impact statement, if the reason is compelling for the reasons mentioned, then it could be awarded anyway and then alternative leadership for the department would need to be found. Koos reiterated that there's multiple levels of review here and that there is no veto power in this document. **Senator Tang** said that some of the faculty from his department wanted to know if there are any guidelines to make stricter timelines in terms of how often tenure-track faculty can be granted sabbatical leaves. **Ares** asked for clarity around the question. She said the timeline for the eligibility is in the Collective Bargaining Agreement, that six years cannot be changed. But she said she's sensing that the question is not that. She said she's sensing that the question is on those who are eligible that they get their sabbatical. Tang agreed. He said he has a faculty member who mentioned he had to apply three or four times before being granted. Ares said that has to do with the funding. There's not enough funding to cover the award of a sabbatical for everyone who's eligible. AVP Koos said per the CBA, the University must fund at a minimum of 12% of eligible faculty for sabbaticals. She continued that again, it's competitive, there are quite a few faculty applying for sabbaticals and, she believes the hope that FPC has with this policy is that the policy becomes much more clear as to what is being evaluated, how it's being evaluated, what categories are being evaluated in proposals and that it is more clear when they write their proposals what they're going to be evaluated on, thus being able to write better proposals. **Pederson** said she recalled from the prior review of the resolution, there was the discussion of the scoring as it is right now, there's an account in there if someone hasn't taken a sabbatical for a long time that they get a benefit, and I know there was proposed to perhaps change that to not looking at how long was it since your last sabbatical, but how many sabbaticals per time have you taken while you've been here. That way, if someone had an unreasonably long time between sabbaticals, for whatever reason, they don't lose all of that benefit the first time they get a sabbatical. Basically, to average the number of sabbaticals over the time you've been eligible as the scoring criteria for the 10, 15, 20 points, etc., instead of time since last sabbatical. **Ares** said that the FPC Committee discussed that part of the proposal and their feeling was that it was a more complex approach to try and do those calculations. These categories and the award of points based on these categories is consistent with what we've done in the past, and FPC believes that it will serve into the future as well. **Dean LaPolt** said a few quick points. On lines 55 to 57 when talking about review by the Chair and by the Dean, just a suggestion that it'd be made clear that review is only in terms of impact on programs and curriculum. He wondered for everyone's workload, if the impact statement is required, only if the Chair provides a negative recommendation. **Senate Chair Talamante** said she thinks there's clarification on that in 3.4, is what the impact statement should address. **LaPolt** said yes, his suggestion is when you're talking about review by the Chair and the Dean and 3.12 and 3.13 that that review is not a review of the merits of the proposal, but just the impact. More importantly, on 3.4, he said he's just suggesting that that impact statement only be

required if it's a negative recommendation by the Chair. In other words, if there's no impact, the Chair could just say no impact, but some guidance to Chairs. Ares responded that they could probably address that in the forms that are signed in terms of how the form is constructed. She confirmed, you're saying no impact, you would check a box, but if there is an impact, there's an explanation of the impact. LaPolt agreed. Talamante asked if FPC Chair Ares saw that as a friendly amendment. She agreed. Talamante asked if it could be added into the body. Ospina asked specifically where it would be added. Ares said review of impact on program and curriculum by the chair added to 3.1.2 and 3.1.3. The question was called and seconded. Talamante stated for the record, that the Senate would be voting on the resolution with the updates that were already that are in blue so that everybody understands we're accepting those updates from the committee. And we accept as friendly amendments in 3.1.2 which now says "Review of impact on program and curriculum by the Chair or equivalent of the department/unit (unless the applicant is the chair) and that 3.1.3 now says Review of impact on program and curriculum by the Dean."

**Resolution passes. 51 in favor/2 abstentions/0 against**

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

A motion was made to bring the resolution to the floor for a second reading. Motion was seconded.

Ares said they've included the idea of retention as part of the goals here as suggested. FPC recognizes that some questions about or concerns about other policies and conflicts with other policies were brought up. However, they talked about working on a revision of the current policy, the WPAF guidelines, because it is outdated. She said FPC will tackle that next year and leave it on the books currently. She said they know there are a few conflicts with regards to what it says in that policy about page limits, but they've kind of softened the page limit descriptions.

Ares explained that throughout the document they added librarianship and counseling to further describe the professional practice element. They're talking about focusing on one's primary duties that include teaching and/or professional practice, specifying it in that way throughout the document. Also, they realized that they left out research from the typical phrase of research, scholarship, and/or creative activities, so that change was made throughout the document.

In 2.5, they're trying to acknowledge the concerns that the page limitations can be problematic for some. They want to establish a norm, though that folks shouldn't have to write a book. The language that was inserted, normally limited to 10 to 15 single spaced pages, will give sort of that norming guideline.

And then on line 185, this is just a reordering as recommended, that the index come earlier to help to guide folks to order their evidence according to the index.

Ares said the previous version of this policy had a clause about service credit and folks that were coming in with service credit would not do a professional plan, they would start with a full review. That whole section has been stricken, so I just wanted to be clear that everyone is going to participate in the professional plan, everyone is going to start from the same place. This was one of those elements, where there was a bit of a conflict with the CBA in terms of doing it differently for a certain group of faculty.

Line to 214 was in response to the need for clarification as to when the library and counseling faculty reviews began, because they do not have both a department and a college level review. Ares said that this statement essentially is saying that for faculty from library and counseling their files will start at the same time that the College RTP committee starts. In 3.6 we did some modifications of this section to clarify that the WPAF in the sixth probationary year will include supporting evidence since the last full performance review. And then the SIF is going to address the activities from the beginning of the probationary appointment, all the way you know through to the current. However, previously submitted evidence in years past that's on the index, in the PAF does not need to be resubmitted or does not need to be included in the current submission. She said the idea here is just to provide a lot more clarity around that idea. FPC spoke about this action and the comments and concern about this last sixth year submission being you know, becoming a full tenure submission from beginning to end, including evidence and blowing up in volume. She said there are actually two members on the FPC Committee that have recently submitted their sixth year files. With this process, the SIF was cumulative across the entire probationary period, but the evidence was just the last two years of evidence. Ares said that she was one of those people and didn't understand this part, based on the previous policy. She said it was through the workshops that were done out of Faculty Affairs, and also through discussing with another person who had recently submitted, that I became clear on that. She said she actually found it quite helpful and quite empowering to really be able to tell her own version of how this entire process went. She said she didn't need to rely on the reviewers to go back into my file and check to see that I had met all of the RTP standards for that entire period, she could tell her own story. She said they did talk about that and felt like they had experience in the room that had done it and that it worked and that it was reasonable. She said FPC hopes that this language clarifies what has been going on for the last few years, and what they want to affirm should continue for the future.

### **Questions/Comments**

**Senator Buffaloe** said she knows it's indicated on line 50 in regard to counseling faculty and using the term professional practice, and does it count for counseling and training or does that just account for counseling? If so, can we add training throughout the document to highlight that aspect of our role as counseling faculty. **Ares** said they did talk about that specifically and it was felt that the term counseling in general incorporated or subsumed the idea of the training that happens as well, in terms of your function in that role. **Buffaloe** thanked Ares for the clarity. **UCC Chair Caffrey Gardner** said she wanted to speak out and support of the policy and thank the entire FPC Committee for hearing the concerns for Library faculty and incorporating them throughout. She said they're very pleased and feel like they have a lot of clarity now. **Senator Gray-Shellberg** said with regard to the word humane, she looked it up in the thesaurus online and it only has one dimension, which is caring, and it has other words like compassionate and so forth. Whereas if you look at humanitarian that's a multi-dimensional word. She said there's something about humane, are we going to be compassionate and caring and so forth, or is there a term that we could use that includes caring but has other dimensions as well, like humanitarian. **Talamante** asked if Chair Ares would see that as a friendly amendment to use the word humanitarian as opposed to humane in the resolution, which is not the policy. **Gray-Shellberg** said she saw in the comments it had come up previously but not addressed and wondered if there might be a better word than humanitarian. **Ares** said they would be willing to consider a substitute word. Ares noted that this word in this phrase was used in



an earlier resolution back at the beginning of the year that didn't seem to engender any concern, so they felt like perhaps it wasn't a great concern. She said some of the comments, for example, that came up in the sixth year, is that folks had concern about the process becoming overwhelming and burdensome and how it was detrimental to faculty to create this huge tenure file. That's some of the kinds of things we were thinking about when we're talking about humane. The other kinds of comments that we've heard in in past are things like this, this RTP process is like academic hazing. We're saying we want the opposite; we don't want academic hazing. We want to support and retain our colleagues, and we want to approach this in a “caring” and holistic manner, so we felt like humane captured that. But if there's opposition to that, this isn't in the policy it's in the resolution, so we can entertain a different word. **Gray-Shellberg** asked how about supportive? **Ares** agreed. **Senator Price** thanked the FPC Committee for the work that was done on this, and she felt it was long overdue and that we should not create an onerous process for people to do their sixth-year review. She said she is very happy to see that it's been spelled out that one doesn't have to provide the evidence that's already been provided and has been approved. **Senator Malladi** said he wasn't clear if there was a 10-to-15-page limit on the sixth year SIF or not. **Ares** responded they removed that. The page limit was described up in the PAF section, under definitions. In section 2.5 is where they put that language and they deleted the page reference in that sixth probationary year. All of the years, it would fit under 2.5. **Malladi** asked if the SIFs were the same for all two, four, and six years and they all have 10-to-15-page limit, is that right? **Ares** said yes, normally limited to. The question was called and seconded on the resolution with the friendly amendment.

**Resolution passes. 46 in favor, 0 against and 2 abstentions.**

### **Provost's Report**

**VP and Provost Spagna** spoke about the following:

**Faculty Award Ceremony:** Spagna appreciated all who participated in the Faculty award ceremony. Spagna noted that there were several groups that we honored. He said, “The most important group that I want to lead off with is our non-tenure-track faculty, this is the commitment we've made, to make sure that we are recognizing all faculty.” He congratulated several non-tenure-track faculty members with the Shen Kai Foundation Support for Professional Development for their contribution to key university-wide committees over the past year. Those faculty included: Rita Anderson, Erin Barrett, John Bonner, Meka Brown, Paul Fornelli, Linda Goldman, Mike Grimshaw, Aric Haas, Victoria Kim, Molly Lancaster, Jody Mahler, Claudia Mendoza Diaz, Adam Sanford, Steven Schuelka, and Monique Turner.

Spagna said that they're wrestling with is the logistics of recognizing service of non-tenure-track colleagues. He said that we're almost there, but it's a big uplift when thinking about years of service because years of service are hard to quantify when many non-tenure-track colleagues have started and stopped at various points in their career. He said he believes they're coming to a focus with the NTFAB to recognize when people started with us, for instance, since 1990 or since 2000 and so forth. He said they'll be assembling that in future award ceremonies. The Provost also named the other awards given. Lyle E. Gibson Distinguished Teacher Award when to Kirstin Ellsworth, the Presidential Outstanding Professor Award went to Terry McGlynn, the Excellence in Research, Scholarship and Creative Activity Award when to Joanna Perez, the Excellence in Service Award went to Donna Nicol, and the Catherine H. Jacobs

Outstanding Faculty Lecturer Award went to Cristina Rose (Smith). The Provost said that faculty are working hard every day in participating on all these committees that allow us to give sabbaticals; to offer exceptional service awards; and all the work they're doing on RTP.

The Provost reported that the Academic Affairs Leadership team met and approved resolution EPC 21-09, Procedures for Establishing Schools and Elevating Programs to Departments, that will be available soon as official policy. Additionally, they approved FPC 21-07, Forming a Task Force for Assessing Teacher Effectiveness, this too will go forward to policy as soon as is possible.

7 pm on Friday, April 30<sup>th</sup> the Mervyn M. Dymally Institute, headed by Dr. Anthony Samad, will be hosting a virtual jazz concert. Spagna encouraged everyone to take some time out for self-care and enjoy this magnificent program.

Spagna introduced two colleagues who have been working towards the communication for repopulation to provide a brief summary of our repopulation plans. Lawrence Kimaara, Senior Director of Internal Controls and Risk Management and Monical Ponce, Interim Associate Vice President for Human Resources.

#### **Senior Director of Internal Controls and Risk Management, Larry Kimaara**

Kimaara said we're looking to begin repopulation of employees, our non-faculty employees, in three phases. The first phase is going to be employees that are involved or directly impact teaching activity. The second phase will be folks who are involved in athletic activities that the students on campus may need but are not directly involved in that teaching experience, and then the last phase will be employees who are not in the first two phases, and who can stay at home a little while longer. Kimaara said they're going to communicate this to the campus by the end of this week or early next week at the latest. He said that that email will have a summary of what he just described as far as the phases and a timeline with regards to when we are looking to begin this repopulation. He said they will also look to have a town hall type event with supervisors or managers, just so they have some information on how they can go about prioritizing folks to come back to campus and also having those conversations within departments.

#### **Monica Ponce, Interim Associate Vice President**

Ponce noted that we're also preparing a communication to be able to provide guidance to managers on the different types of requests that they get from employees if there's initial hesitation or the certain requests that the managers will make of employees and being able to provide the guidance as to the different options like work schedule changes, continuing to telecommute, and/or meeting to provide accommodations. She said HR will provide written guidance to managers. She noted that she's aware that many within Senate may also work directly with support staff and may have certain needs on campus. She directed them to work with their Deans and Associate Dean's and then ultimately with the Provost on providing further information regarding the phases. She noted that HR will be available to provide support to managers in making those decisions and to employees who may need additional support.

**Spagna** thanked Kimarra and Ponce for joining. Spagna reminded everyone of what the President has shared on multiple occasions that our dual north stars are safety and health and then the second North star is progress to degree and what we're doing to support students. Spagna said he's adding a third North Star

and the north star is really treating each other with kindness and understanding. This is the most complex part of us navigating this pandemic. He said we're working with everyone; managers, faculty, staff and students to exercise those notions of kindness and understanding as we're trying to think about how we manage this going into the fall. He said fall is going to be in transition. No matter what happens the bottom line is that fall is going to be a transition semester, and we're going to do this in a way that we treat each other with kindness and fairness, and we will really rely on Senior Director Kimaara and Interim AVP Ponce as we work forward in how we manage this and how we support each other.

**Chair Talamante** asked everyone to hold their questions until after the second presentation on Fall 2021 conditions.

### **ASI Report, ASI VP AA**

Jonathan Mancio Molina noted that there is a graphic designer position open for students. He said if there are any students interested in Communications and Public Relations, we have a graphic designer position open for a student.

He said there are also vacant positions on the Board of Directors for 2021-22. He said his first order of business as President will be to fill those positions. He asked if anyone at Senate knows of any outstanding student leaders who are interested in leadership and advocacy and voicing student concerns to encourage them to apply.

Mancio Molina noted that the Children Center is looking to reopen in August for the first day of classes, so the ASI Children's Center which you have seen in parking lot 1 near the dorms is looking to reopen this August.

The spring fling will be May 14 at 6pm. The artist has been announced on their Instagram, Giveon, an up-and-coming R&B artist.

Mancio Molina put in a plea for his fellow students. He said as we are closing off the semester, he encouraged faculty and staff and all the those at the Senate meeting to please be compassionate and empathetic towards your students' stories and any concerns students are having towards the end of the semester, just be there for them, because it was a tough semester. He noted that as a student it's been very difficult to sit on our computers 24/7 for everything they have to do, not only for school but for work and extracurricular activities. Again he asked, "Please be compassionate and empathetic towards your students as we are now towards the end of the semester."

### **CFA Report, CFA President Co-President, Iyad Afalqa**

Afalqa said they hear a lot of great things from our faculty and staff. He said we received a great deal of input from the Faculty across the CSU system on the message of the CSU announcement of the mandatory vaccinations for Fall 2021. "We appreciate this opportunity to engage with the Members and to clarify our position regarding the chancellor's announced policy. We do not oppose a policy of mandatory vaccinations. Our concern is with the implementation and enforcement of the policy and the lack of that consultation thus far with CFA and other unions. It's our job to ensure that faculty safety and staff and rights are protected in the process of implementation and enforcement of a vaccine requirement is key. We look forward to speaking with CSU management on development of those policies. These meetings allow

for two-way communication with management and provides CFA the opportunity to pose questions and raise issues we are hearing from their faculty.” Afalqa said that we have been pleased with that collaboration that we have from the Provost and they really appreciate that we are on the same page in terms of that our North star is safety first. He affirmed that that their goal is to protect the rights, health, and safety of all faculty. He said if anybody has any questions, please feel free to reach out to him at [president@calfac.org](mailto:president@calfac.org).

Afalqa said that they’re finalizing their report from Lobby Day at the Capitol. He noted that they advocated for the Governor’s January 2021 CSU budget proposal. He noted that they are deeply appreciative of the agreement between the Governor and the Legislature to fully restore the \$299 million cut the CSU sustained in the 2021 Budget Act. Afalqa said another issue they advocated for the Broadband for All Act, which is Assembly Bill (AB) #34.

They advocated for the California Law Enforcement Accountability Reform, AB#655.

Another issue is about the prohibition of kinetic energy projectiles or chemical agents, which prohibits police departments from using rubber bullets, which is in scientific terms kinetic projectiles and chemical agents, which is tear gas, and that's AB#48

They also advocated for the Peace Officer Minimum Standards Act, which stated that a Peace Officer meet the education and age conditions for employment, AB#89. They have to have a 4-year education before they will be allowed in the force. This way they get the chance to have exposure to diversity and be more open minded.

## **Presentations**

### **Faculty Recruitment & Hiring, Provost & VP for Academic Affairs Michael Spagna**

The Provost said as part of his annual report to the senate, he will share a report card about how we did in our hiring for the past year and what our recruitment situation looks like for the upcoming year. Spagna said there are three areas that are mission critical.

1. Multiyear planning has to happen year-round, and so some of the feedback I received, we discussed this with the deans and you need to know this at the department level, you should be working actively within your colleges, within your department, on multiyear planning. He said he’s really reinforced this with the Deans. He reminded everyone that multiyear planning does not mean waiting until we see whether or not we have a budget for hires. He said, “I assure you we will have budgets for hires.” Spagna added that it's more of making sure we’re lining up what do we need this year, what do we need next year, what do we need the year after that, and that needs to proceed. He pointed out that even as we do accreditation visits, or as we're planning for leadership, and as we're looking at enrollment growth, that's number one.
2. We still are at the bottom of the pack with tenure density, we have to improve tenure density, so this is another commitment we have going forward.
3. A critical one for us is diversifying the faculty. Spagna said we'll discuss some ideas about how we need to get there, what does it look like what are some strategies we can employ.

Spagna asked AVP Koos to lead them off and talk about how we did in our hiring for 2020-2021.

THE "SCORE CARD" FOR FACULTY HIRING – 2020-21

COLLEGES	FTEF/Tenure Density Metrics	
	Hires (FTEF)	Tenure Density
CA&H	7	41.9%
CBAPP	3	61.2%
CHHSN	6	46.4%
CNBS	9	43.7%
COE	3	50.8%
UNIVERSITY LIBRARY	1	NA

AVP Koos said that the information depicted on the slide is a review of the faculty hires that we made on the tenure track, that started in fall 2020. She said we are still seeing many of our searches through to completion that were in progress this year that will be starting in Fall 2021. It is essentially the Fall 2020 scorecard, as it covers all our new tenure track colleagues who joined us this year. She said on the slide are what the hires per college and the university library looked like vis-a-vis those units' tenure density. She said we have many things to improve upon and much work to be done in the area of tenure density.

THE "SCORE CARD" FOR FACULTY HIRING – 2020-21

33 Tenure-Track Searches Initiated (Including Library)

- 4 Carried Over to 2021-22 or Postponed due to Candidate Pool or COVID-19 Impact Issues
- Only 1 search failed due to declined offers
- **29 Successful Searches (87.9% success rate)**

Koos said that it was a tremendously successful year for tenure-track searches, including the Library. Of the 33 that were initiated, there were 29 successful searches, four of them were carried over or postponed to 21-22 due to candidate pool or COVID impact issues. Only one search failed due to declined offers. There was an 87.9% success rate. She said this is really a testament to the hard work of the Faculty search committees, the deans, and everyone involved, including her team in Faculty Affairs. She congratulated all on a terrific job done that brought us our colleagues in the fall of 2020. Spagna added two comparisons. He noted that a year ago we were at 81% in terms of our success rate and by comparison Cal State Los Angeles was at a 75% success and CSUN was at 64%. Spagna continued that, by us moving forward in terms of our timelines and trying to get our committees together early, we're getting the people that we want in the positions and that's a big thing to apply for us.

Self-Reported Cohort Race/Ethnicity Demographics (Federal Reporting Categories)

- African American 2
- Asian 3
- Hispanic 8
- White 12
- Two or More 3
- Non-Resident Alien 1

Self-Reported Cohort Gender Demographics

- Female: 21
- Male: 8

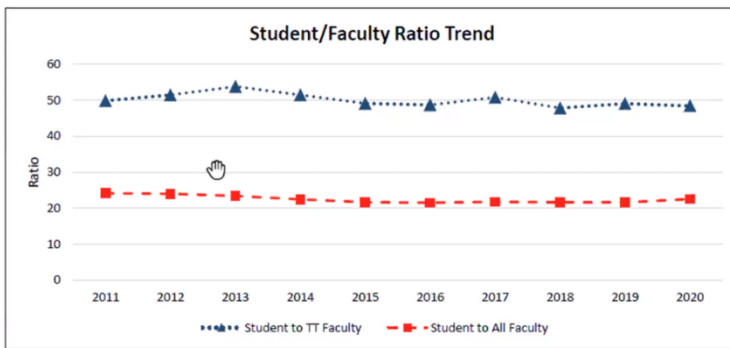
Koos said here is a self-reported breakdown of statistics for the fall 2020 cohort. Shown is the race and ethnicity demographic reporting here and, again, these are the federal reporting categories and then also the self-reported cohort gender demographics. Koos highlighted that notably 21 women were hired out of 29 tenure track searches. Koos stated that we have a lot more work to do with our processes within Faculty Affairs and with the college search committees and college hiring deans, regarding how we go about diversifying our pools of candidates and the work that needs to be done there. Faculty Affairs is working very proactively with HR on trying to get the most effective general job board combination to address some of these issues to try to diversify our faculty pools. She said we're making tremendous progress in this area and looking forward to some new processes in the next hiring cycle.

Spagna said he's signed Dominguez Hills up, to join five other CSUs to involve ourselves in something called CSU prep, which is getting to doctoral candidates, particularly in our region to mentor and encourage them to apply to the CSU, and this will also help us with diversifying and expanding pools going forward. Spagna commented that this is mission critical and we're going to need all hands on deck for this as we ask ourselves what do we do to kind of come together as a community to really make sure that we're paying attention to this as a mission.

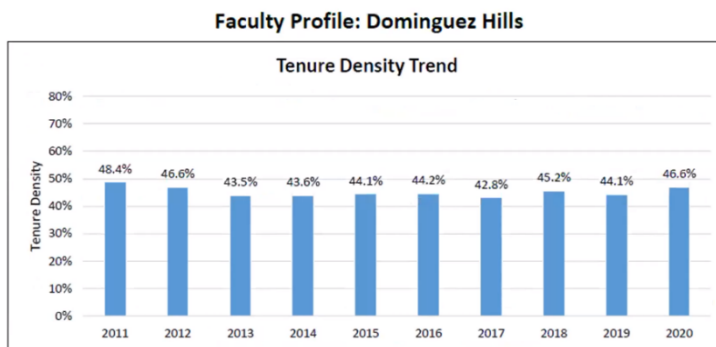
Spagna continued with the presentation and said that he would be going a little more depth in terms of where tenure density is and he reiterated, we still have a lot of work to do. Spagna highlighted that with all of our increase in students over the last three years, we have not lost significant ground but we're not improving, to the level we need to be at either.

Fall Term	Full-Time Equivalents (FTE)			Ratios			
	Students	Lecturers	Tenure-Track	All Faculty (Lect + TT)	Student to TT Faculty	Student to All Faculty	Tenure Density (TT/All Fac)
2011	10,518.7	224.8	210.9	435.7	49.9	24.1	48.4%
2012	10,189.6	226.6	198.0	424.6	51.5	24.0	46.6%
2013	10,917.2	263.5	202.9	466.4	53.8	23.4	43.5%
2014	10,972.5	275.4	213.3	488.7	51.4	22.5	43.6%
2015	11,325.3	292.1	230.7	522.8	49.1	21.7	44.1%
2016	11,533.1	298.7	236.8	535.5	48.7	21.5	44.2%
2017	12,168.4	320.2	239.4	559.6	50.8	21.7	42.8%
2018	12,711.4	321.7	265.8	587.5	47.8	21.6	45.2%
2019	13,947.8	361.1	284.3	645.4	49.1	21.6	44.1%
2020	14,574.5	345.4	301.1	646.5	48.4	22.5	46.6%

Spagna pointed out that in 2020 tenure density was at 46.6%. The last time we were at that level was in 2012. He said he did factor out if we were able to keep enrollment steady over the last three years and we hadn't been increased phenomenally, our tenure density would result in 54.8% tenure density if we were able to control that. Spagna commented that it means that we have to go into areas where we're talking about now. He said as our enrollment starts to stabilize and level off we cannot let up on the gas in terms of hiring tenure-track faculty. We have to make up that ground and continue to make it up.



One thing he said he is proud of is that we're still keeping the student-faculty ratio pretty steady. He described the slide where “you don't see these big gyrations, here is some of the other campuses in terms of all of a sudden from year to year changing that ratio.” He said he is happy to see those flat curves in terms of what we're doing with the student-faculty ratio.



On the histogram, it shows comparatively since 2012 to 2020 where we are with some slight increases over the last several years. He reiterated, we can't pause on this, we have to continue. He said if we talk about our number one student success strategy it's hiring and supporting and retaining tenure track faculty and it's also supporting and retaining our non-tenure track colleagues who've been doing a lot of the heavy lifting during these last three years.

Spagna then highlighted the AA Manual policy number AA 2017-03 which is about the Guidelines and Rationale for Tenure-Track Lines and that this is the Academic Affairs manual about what we do for tenure-track lines. He said it's our goal number one of make making sure that we're looking at faculty flow, we're doing data analysis, and we're doing multi-year planning for faculty. Spagna read from the policy the following: “Each year before the end of the spring semester, the Provost will provide the report to the academic senate a rationale for the allocation of new replacement to attract lines for the upcoming academic year.”

Spagna said he wanted to provide a little bit of the thinking as they gather information. He said that they look at things like full time equivalent student growth, accreditation needs, needs for department leadership and they look at attrition within programs. He said they’re also looking at tenure density, major to faculty ratio and they look at strategic hires. When looking at faculty lines and if they’ll be approved or not approved as they come up and they promulgate through the colleges. He said that all of them are going to be approved, with the exception of if all you have is: attrition, but it doesn't make sense in terms

of any kind of strategic initiative; or we don't have something with accreditation; or we don't have FTS growth. He explained that these are the areas where they're going to be on a multi-year plan and they're not going to necessarily hire in this given year but will determine how things are going in the next given year. He said that this is the kind of data that faculty are assembling and that they're working on at the department level and the College level. O'Donnell noted it's the reason why they need to do multi-year plans and they can't just go episodically. When looking at it you might say you got a line this year, we can leave it alone, or we didn't get a line this year, we're first in line for the next year. He said that all the Deans are working with department chairs and faculty to do this, and again he's encouraged them to make this a year-round process. **Spagna** then asked the Vice Provost to speak to a little bit about where we are with recruitment for this year, remembering that when the pandemic started, we decided not to do a hiring freeze because we knew we couldn't afford it, and we can't do a hiring freeze now. The Provost concluded by saying we had 17 positions that we recruited for a year ago. He then asked O'Donnell to continue.

#### ALLOCATION TO COLLEGES AND DEPARTMENTS

FTEs Growth	Accreditation	Dept. Leadership	Attrition	Tenure Density	Major-to-Faculty Ratio	Strategic	Faculty Line Allocated?
✓	✓			✓			✓
✓				✓	✓		✓
			✓				X
✓		✓				✓	✓

**Vice Provost O'Donnell** said the thing to note about the above slide is it's a multi factor analysis and as the Provost was just emphasizing it's a multi-year process. Things that ring up on many of those criteria and win a line this year will swing around and the following year another college may find that they're getting more lines.

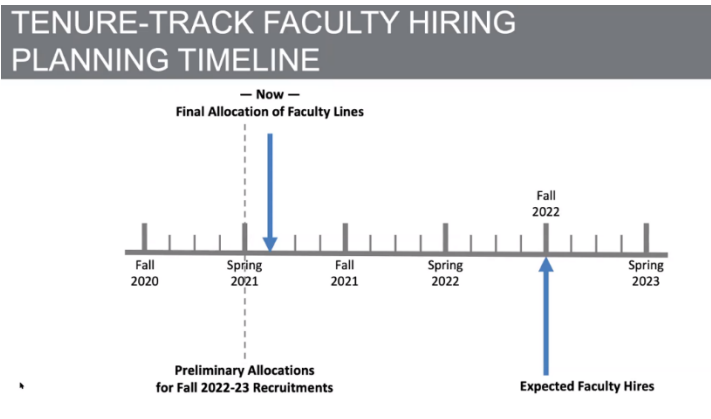
#### FACULTY RECRUITMENT SCENARIOS BY COLLEGE

COLLEGES	Recruitments (FTEF)
	Total
CA&H	4
CBAPP	2
CHHSN	4
CNBS	6
COE	2
UNIVERSITY LIBRARY	1

O'Donnell stated that the above slide shows the lines that they've authorized recruitment for in the coming year broken up by college, totaling 19. He said that some of them are new commitments at the university level, a total of eight faculty new lines committed to by the President and some are from a funding pool, the faculty recaptured salary pool. He explained the faculty recaptured pool comes from as people separate or as they FERP or end a FERP, that can free up some salary savings. He said it doesn't always add up to a whole line, but when brought together centrally, you can take the savings and cobble them together and identify more money to hire more faculty. He explained that's why they're able to come to a



total that's above the new lines that the office of the President has awarded. He noted they're trying to keep things roughly comparable, roughly at parity across the colleges.



O'Donnell explained this is a long gain. The faculty searches shown previously is where that dotted line is now that it's spring 2021. Those are recruitments that will take place during the next academic year, and for people who are going to start working fall of 2022. He noted that's why it's important to get an early start and why, even though one may be tempted to say well, multi-year planning means wait until you're sure the money is going to drop, we can't. This is a budget year or two into the future and multi-year planning has to happen year-round. **Spagna** said the two things he wished to end with is that, as we saw at the front end with AVP Koos' report, we're having great success with getting people. So that when we go ahead and we start these searches we're hitting it over an 85% clip of getting the people we want. The only way we do that is getting these search committees together early. He said a year ago, when we approved 17 recruitments, we put out the memo to Deans saying go, go recruit and start. He noted that was on May 4. This year they sent out the memo on April 5 to all the Deans in terms of being able to start these recruitments and that's critical for how we move forward to get people started. Lastly, the Provost said, "There is no going back from saying we're not going to be hiring at a robust rate." He thanked everyone for their patience. He said he thought the President has shown some courage, having 19 lines, this year and 17 lines last year, when some campuses did freezes. He said his hope is that we get back to two years ago after we start coming into the fall of next year we're back at around a 30 clip in terms of recruitment and higher. Spagna said, "If we do stay at that level and if our enrollment starts to stabilize, which I know it will, we're going to start seeing that tenure density with both of those forces work in our favor that start moving us up in those categories of support for the campus."

**Q&A/Comments**

**Senator Celly** thanked the Provost for sharing his time with AVP of HR Ponce and Senior Director Kimarra to inform the faculty that we are represented as a unit, unit 3 to the EHS committee. She said it's wonderful work, it's part of our responsibility as a Chapter and she said she's done it for many years. She noted that the current representative is Payman Nasr. She said that Dr. Nasr is CHHSN. She noted that it brings a unit representative, together with Administration, to talk about employee health and safety matters, as well as incident reports and many other things. Celly asked regarding the Kindness and Understanding Jazz series, whether it's open to all or if there's a cap? **Spagna** responded that it's open to all and Dr. Samad is strongly encouraging it. Spagna said it's important for us advancing both the work of

the Institute and our campus so it's open to everyone, and Dr. Samad wants as many folks to join as is possible. He added that he believes folks are going to be impressed with what they've put together, even in the COVID environment. It's high quality. **Celly** asked, "What is our operational definition of tenure density. She asked, "Is there a reason to stick to a traditional or widely accepted definition?" She said it could be something we answer today, but we attempt to move in that direction, by looking at all full-time faculty in the numerator and trying to increase that full-timeness in the numerator. **Spagna** said they use the tenure density formula that the Chancellor's Office uses and there's a real political reason for that. He said that formula shows us at the bottom of the level. And this is actually helping DH with campus advocacy efforts to highlight the need to support us to be able to build this. He noted that there are arguments made by others that it could be headcount, there could be other formulas and he agrees. He offered that it could be done as a thought exercise, but from this standpoint, it is a political advantage to use the numbers that are not in question with the Chancellor's Office, especially because it argues for us to get support to reach this.

**Senator Gray Shellberg** asked if in terms of faculty service would it be possible when you have tenure-track faculty who then teach as lecturers in a non-tenure-track position, to have those years of teaching added to their years of service? **Spagna** responded this is a conversation that he know the Vice Provost has had with the NTTFAB co-chairs Anderson and Sanford, and this is something that we're going to get right. Spagna added what he didn't want to do in this award ceremony this year is he didn't want to confuse people. He said there was no easy way to do the kind of service recognition, without being a little more thoughtful. Spagna said it's going through rolls and rolls and rolls of faculty to make sure we can do it in a way that everyone's going to be recognized and supported. He said we're working on that and, from his standpoint, it's harder to codify the non-tenure track service in terms of how many years, but we could be able to share that and acknowledge it and recognize and award it based on when one started, how long they've been at the institution. He said he believes it has the same effect. And, he concluded, they're really trying to focus on this as an area of improvement for our university. All faculty matter and they want to make sure that they are all getting the recognition they deserve. He directly said to Senator Gray Shellberg that they would enjoin her in that conversation about how we do that formula to recognize our colleagues. **Chair Talamante** asked Senator Gray Shellberg how many years of continuous service she has after retiring and coming back to Dominguez Hills as a non-tenure-track faculty member. **Gray Shellberg** said 54 years. Gray Shellberg thanked the Provost for what he did this year to support non-tenure-track faculty She added she thinks it is a transformation that is wonderful to see unfold and takes time. The Provost, the Senate Chair gave applause for her service.

### **Fall 2021 Planning, Vice Provost O'Donnell and Vice President Chris Manriquez**

**Manriquez** provided the following updates:

- **Communication** about the rollout program that is underway: He noted that they do have the first wave that is underway, currently 220 people we've notified. We're completing that wave as well as the student and part-time faculty and others' check out program running simultaneously. He said they're continuing to send reminders to those groups. He noted that they've encountered some issues with people saying that they will be available or wouldn't be available. They're trying to nail down those dates and times. All eligible employees for the rollout will receive messaging

beginning in June. He said they typically break these up into waves, simply because of the period of time it takes to deploy these to campus. Look for more information coming out in June that will be sent to the campus more broadly for those who are qualified and then regarding the refresh waves that will occur. There is an additional nuance as the campus is repopulated as to whether we ship these devices remotely or whether they're deployed on campus, that's going to be working with Kimarra and others on campus and other parts of a coordinated effort to determine where and how these devices are delivered.

- **Questions related to classroom upgrades:** Manriquez reported there are three waves of classroom upgrades.

- The first one has been completed and approximately 50 classrooms are currently done.
- The next wave of 50 classrooms is now underway to be completed in June.
- The remaining 20 classes that need to be done would follow that, more than likely in the July timeframe.

Pedagogy - do we have to do the HyFlex teaching model, this is not a pedagogically driven installation, this is regarding the capacity and capability of the infrastructure. He said obviously we have faculty that are very interested in teaching one direction, other faculty are interested in going the opposite direction. He noted that's typically the purview of Academic Affairs and inside the departments. He said that he is ensuring that the campus has the capabilities to address whatever manner that we want to deliver that instruction through and also provide that technology for students to be able to use as their calls continue to escalate for both in classrooms and co-curricular spaces.

- **Tech Bytes** - IT kicked off an informational session this last term where they're doing open call invites to the campus. He said you can go to the URL where you can view previously recorded sessions on topics such as:

- where do I go for digital storage
- what tools are available
- what sort of things are available instructionally only for us and a whole series of different topics.

- **Software Pages:** Manriquez said they are updating our software pages, so that at the summer period, by the end of May, they're going to have software.CSUDH.edu., A one stop shop for the software that is available to the campus community either by role or by type so that you will actually be able to sort it. This will help to layout the number of survey tools and how it's limited to a given set or space. Microsoft 365 is another tool. He said he continues to receive inquiries from students saying they didn't realize 365 was provided without cost. He said people continue to be surprised by things that we've had available for some time on the campus.

*(Software pages continue to be updated. Expect a single link for software.csudh.edu, in mid to late May. Present locations for software available to campus with support and informational*

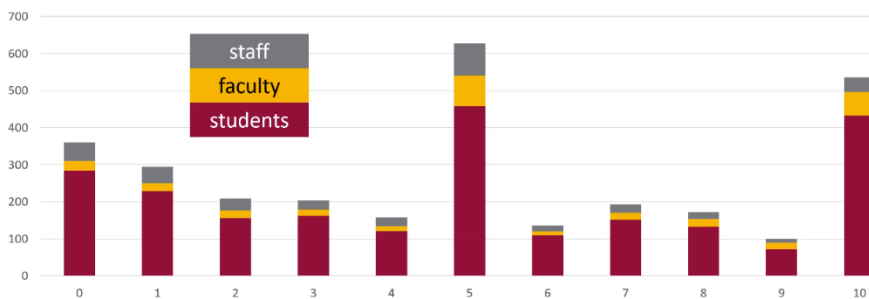
resources: Faculty links [https://at.csudh.edu/docs/?page\\_id=1769](https://at.csudh.edu/docs/?page_id=1769) Student links [https://at.csudh.edu/docs/?page\\_id=1778](https://at.csudh.edu/docs/?page_id=1778) Instructional software <https://at.csudh.edu/atsoftware.html>). Manriquez said there will be one stop shopping.

- **Instructional software in the classroom and within the colleges:** we're kicking off our program that we work with colleges each term to begin reaching out to Faculty around instructional requirements for the coming term. That'll be coming through the colleges with deans and others to say what are those instructional needs. He said one of the goals behind this is to be able to more quickly accelerate through all the State requirements that we have for security, privacy, data transmission or even t's and c's that Procurement has to go through. He noted that this is an effort that both IT and Procurement are working on together in order to accelerate this, because we do realize that, even though we're returning, the need for digital tools continues to be compounded based on the spaces that we're in.

Vice Provost O'Donnell noted that several folks spoke about kindness in this meeting. He said we heard it from the CFA Co-President, we heard it from the Provost and we heard it from our incoming student ASI President. He said as he speaks about fall and what that's going to look like, you can think of this as operationalizing kindness. O'Donnell said to figure out where people are, what they're ready for and then meet them where they are, they're relying on survey information gathered by the Office of University Effectiveness Planning and Analytics, UEPA.

On a scale of 0-10, how eager are you to return

Number of responses to campus-wide UEPA survey as of 4/28/2021



O'Donnell referred to the data collected that had a question that asked on a scale of 0 to 10, how eager are they to return to work, where zero means I don't want to come back and 10 means I can't wait. He reviewed the results noting that among students there were a lot of fives and a lot of 10s. He did say there were a significant number of students who are saying no, I am not ready. He then described the faculty response, and noted there was a similar responses of five and 10 but not really elsewhere. Regarding staff, there's an increment toward the reluctant, but also a spike for the "I can't decide yet" and not quite as big as spike on the "I can't wait." He summarized that staff and students, in other words are not as eager as faculty. He highlighted that that's different than is seen at other institutions, for example, LAUSD where it's the other way around. O'Donnell said this is all important to remember when we talk about operationalizing kindness. He then mentioned some of the comments from the survey, which spoke about some of the things students are worried about. Concerns such as:

- Vaccines
- How are you going to keep me safe
- I have other demands on my life, right now

He noted that even the students who are scoring higher on “it depends” want to make sure that they're kept safe and that we bring them to campus only when it's necessary for their learning. O'Donnell said the staff comments show a similar preoccupation with safety.

O'Donnell highlighted a document that he will be sharing with Senate entitled How We Stay Safe This Fall. He said it was developed with a lot of help from the Toro Team for Learning and Instruction. He said he felt compelled to single out Jonathan Molina Mancio, CFA Co-President Afalqa and Chair Talamante for their help, along with the Toro Team for their contributions.

O'Donnell continued by addressing mini sections - what is this investment in mini sections, what exactly are they? He said that when we moved our regular classes into the largest possible rooms, it freed up some of our regular sized classrooms. He said that they want to add sections to the fall schedule for face to face instruction with social distancing. Normally we can't afford to do it, but we're going to use our CARES money to do it this fall. As a share of the fall class schedule, because the number of sections total depends on how you count them, but 2000 is a good round number, so this is roughly 5% of those offerings, if we go to the full budget of 100 sections for this. He noted that as a share of the CARES funding, it's even harder to calculate because there's a lot of different things you can use to say what is the total out of how many dollars. O'Donnell explained he's summed the total from the first two rounds, which are the rounds that have been allocated and that came to \$53.6 million dollars. If we mount the full 100 sections budgeted for mini sections in the fall, that will come to \$600,000 out of that \$53.6 million, we're just under 2% of the CARES allocation. O'Donnell said this approach seems to strike that balance of kindness between all of the safety restrictions needed and this minor optional edition of face to face. He believes it seems like we can have it both ways we can bring back the people who are eager and we can reassure the people who need it.

**Senator Pederson** said, regarding the mini sections, she said she has a class that is going to happen in person (she said she is going to be optimistic) and she will continue to have a room that fits all her students. But she said, it was originally put in a room that she thinks is on the larger size of our regular classrooms, which was with social distancing and supposed to only hold 11 students. She said she's concerned and wondered: if that was on the larger size of our regular classrooms, how mini are our mini sections? She said, initially, they were thinking about 12 students, but if that one was only going to hold 11 then she asked, are there really enough rooms, or are we going to revisit the social distancing measurements? O'Donnell responded that if you go into the classroom and measure out that you can do better than the 11 in the room, he said they'll be sure to share that with facilities. He noted that there is the risk that we will run out of classrooms with appropriate social distancing, and so we do want to call our shots carefully, but I should also emphasize this is a dialogue and a work in progress. He said we may find that we can adjust the social distancing or otherwise free up additional classroom capacity. As the public health situation evolves, the main promise is just as they've asked the Faculty to be done with their changes in teaching modality by June 1 because students need the summer to plan, on the facility side

their promise is to be done with any large-scale revisions to the public health response they're making by June 1.

**Senator Katzenstein** said a question that comes up repeatedly to which he doesn't have an answer, is: are full time non-tenure-track faculty included in tenure density? He asked, where is that group of people counted? **O'Donnell** responded we use the Chancellor's Office methodology, because we want to be careful that it always applies to apples and that strengthens our negotiating hand. He explained that the Chancellor's Office methodology does not count full time non-tenure-track faculty when they do tenure density, they are looking only at full time faculty who are on the tenure track. **Senator Stang** asked for a brief definition of mini sections. **O'Donnell** said they published the class schedule early in April and then registration began on April 19. Those had face to face classes, that faculty at categorized in the top three priorities for face to face. Then 80% of classes were going to be offered online, some of them were internet classes, but most of them were just alternative instruction, "we're offering online, because we have to be". And for those categorized P4 priority for returning to face to face, he said they asked faculty with this CARES money, look at those P4 classes and see if there are any where they would like to add sections that are face to face in the fall. Keep the online ones that faculty have in the fall already because a lot of people aren't ready to come back. But for those regular sized rooms, that would otherwise be standing empty, what would they like to add. That's what a mini section is, it's smaller than we can usually afford to offer, it's using CARES money and it's for the fall, so that we get people used to coming back to campus. **Spagna** said they're having quite a bit of conversation around asking what makes pedagogical sense. He noted that some campuses are opening up garages, they're putting up tents. He said they would rather exhaust the existing classes that we have in building than doing any of those options, because he doesn't believe it is going to be effective. He added there are certain events, such as dance and theater, and things that can be done that way, but he said, he's talking about the vast majority of our courses, what can we do to stage it ensures a good learning outcome for our students.

### **Senate Parliamentarian Report, Parliamentarian H. Weary**

Currently there's are elections going on for both Senate Chair and Statewide Senator. He urged folks to cast their votes. He said he sent a reminder a few years earlier. He noted it's very important because we want a robust number of votes .

Currently there is a call for service that went out for non-tenure track faculty representatives. Weary noted that they currently have received four nominations from CNBS but we've only received one nomination from CBAPP. He explained that we're looking for two representatives from two different colleges so we're going to extend that particular call for service until Friday April 30.

Weary announced that thus far he has received one nomination for staff elections from the non Academic Affairs division. He said they have not received any nominations from Academic Affairs. He invited Senate to please help get the word out and encourage staff members in the Academic Affairs division to submit their self-nominations. He reminded folks that they can also nominate someone.

Re. the Sustainability Committee, they have a robust number of nominations. He said he will be running that ballot on April 29<sup>th</sup>. He asked the Senate to look forward to receiving that ballot, so they can vote for those candidates.

## Q & A/Comments re. Fall Planning

**Chair Talamante** opened up the floor again for any questions about fall planning and what to expect.

**Senator Malladi** asked regarding the fall mini courses: If they have 40 students now if we implement the mini courses and if faculty is teaching four courses now as a result, will a fifth course be added to the faculty load and will it be part of the CARES funding this additional course, or are we going to now hire temporary faculty just to teach this mini course. O'Donnell said we're not creating this with the idea that individual faculty will now be stuck with a heavier than usual workload. Instead, this is about adding sections to the class schedule and making additional hires and that the new hire could go into a mini section or the faculty who already had the full teaching schedule may opt into a mini section vacating an online assignment that would then be available for different faculty. Malladi said he has a concern about adding a temporary faculty to teach the additional section, the reason why this course is branded to be taught on campus is because it is one of the difficult courses, it cannot be taught in an online environment. He added, if you're giving these difficult courses to temporary faculty then it may add additional issues. He said they may want to think about how exactly to take care of these are two sections of difficult courses, instead of one larger section in the fall. Malladi asked when it comes to the tenure density, this is for optimization issues: if a tenured or tenure track faculty from some other Cal State is teaching a course in their college as a part timer, do they consider that person as a tenured faculty because he or she is a tenure track faculty at another CSU? O'Donnell said they would be in the denominator for our figure, but not the numerator. Talamante said they message they got from her Associate Dean when thinking about the mini courses was to look at GE courses first, both lower and upper division and add additional sections there. Talamante continued that in terms of major courses, it has to fit the department, there's no pressure to do this. It's completely voluntary was her understanding from what directions she received from her Associate Dean. **Senator Gray Shellberg** said regarding kindness and then unintended consequences of things that we do out of kindness. She said to please understand that she believes in kindness and caring and being compassionate. She said she frequently makes herself available during spring break or Thanksgiving, or on days she's not teaching. She would meet with everyone from both classes. This term she did the same and made herself available during spring break on class days because her students were working on research projects. She said during this time she only had two people who came for about five minutes during spring term. She inquired with her students why they thought that was. Their response was that they might not be as motivated to keep up in their classes and go the extra mile because they knew they could always drop out after they got their grade. She said their not as inclined to give it their all in class. She said of course she understand that it could be the particular students that she has in my class or it could be something about her that she's doing differently. Another thing is that she has more students that work during class, that is, they even though she tells them about the difference between synchronous and asynchronous classes and so forth, they treat the class like it's asynchronous and they don't come to class. She wondered if other have had those challenges, and if they had, she would like to have conversations about this. **Talamante** responded to Gray Shellberg that she brings up a great point and we could have another Faculty Chat in May and have this kind of conversation. Talamante noted that they did have some information from the AVP of Enrollment Management about the fall and the ability to drop courses late and a little less than 1% of our students took advantage of it. **Gray Shellberg** responded that would be a good idea. **Senator Pederson** said two

related topics so um this one's a logistical thing I know that recently last week. A lot of sections had their caps change to whatever the room capacity was without consulting with instructors and that actually happened to her. She said she was able to move her class to a new room and one of the rooms that that happened with was labs. She said that her logistics question is they're talking in their department about moving a lot more of our labs to in person. But they're planning on doing it in a hybrid way where students would alternate a week online and a week in person, so we don't actually need to have many sections. She said they would want to make sure that that doesn't happen that their section caps aren't changed and she asked who to communicate that to most efficiently. Pederson noted that kind of tangentially to that, as they consider moving more of their labs in person, one of her faculty members brought up the concern that, with all these additional students coming to campus that they are going to have classes that are possibly happening online right after there in person classes and they're going to need somewhere to go. She said that while obviously there is the Toro Touchdown space she assumes that there's some plans to expand things like that, but her colleague wanted to know a little bit more information about what is the plan. **O'Donnell** apologized that the section caps got changed, he noted that's really not the way they wanted that to roll out. He commented on turn taking with the labs, that it is something they really encourage. He encouraged her to make sure that her chair and scheduler understand this. He added that she should also know they're going to be asking faculty who teach face to face in the fall to communicate with them, via a shared spreadsheet online, how many students they expect in class each week. He explained they need to do this because facilities needs to know how many people might cleaning up after. He said if a faculty member already knows, at the beginning of the term, the whole week, or the entire 15 weeks, they can put it in all at once. Spagna said as the faculty decide what they can bring off in terms of face to face that then sets in motion things like more touchdown space, or they need to have a separate space, greater food capacity. They need to make sure that advisors and counselors are available. Spagna commented you can see how these things are interconnected. By getting that information to them it allows us them to map out what else has to happen to support those students and faculty while they're on campus.

**Senator Eames** asked regarding the messaging of asynchronous versus synchronous and how that's happening for those who are planning to be online. Also, is asynchronous still an option for classes that hadn't been historically approved for online only classes. She added she's had some faculty in her department, who were unclear whether they've been teaching asynchronous this year and we're planning to again in the fall, as to whether or not that would be allowed. **Spagna** responded that WSCUC has allowed Dominguez Hills to continue on that emergency thread. He said from the standpoint of can you do it without seeking an online kind of ordination, the answer is yes. O'Donnell said yes, you can do asynchronous even if it's only alternative instruction that's not a native born Internet course. He added when it was clear we weren't going to be all face to face about two months ago they switched the schedule over to show a lot of alternative instruction instead of classrooms and those were all listed initially as synchronous because we didn't want to lose the class meeting time data by changing it to asynchronous. He said that faculty may still change at their option something from synchronous or asynchronous. **Eames** asked then the messaging to students should come from the faculty as far as students are concerned it's all synchronous? **O'Donnell** said it's what they've been trying to communicate to students and it's difficult because this is complicated and they don't always read everything they send. He noted they have to do it



in multiple channels. He said what they're trying to communicate is read the class schedule. And if there's a time listed it's synchronous and if there's not then it's asynchronous. If there's a physical room listed, its face to face, and if there's not and it's called alternative instruction and it's online. But those are not very intuitive. He said they realize it's not ideal and they've posted videos that explain this and tried to notify students from other channel. Spagna said to Ken, this seems like a reminder to revisit the video he did with the VP of ASI. He said they should really push that out again to all the faculty. He noted it had been sent previously, but the faculty should see what exists out there to guide students and use that as a resource for them. O'Donnell agreed. Talamante said to Senator Eames that the updates are getting made now. The schedule came out with everything synchronous but it's up to the department chairs to then tell the schedulers well these courses we actually want to have asynchronously.

**Senator Celly** asked let's say a faculty member would like to offer a face-to-face class mini section, who is the final decision maker for approval for that course, is it a department chair is it a Dean? Celly said if she heard correctly, this is not about overload existing faculty is expanding the employment opportunities for those who are underemployed now or prospective employees. **O'Donnell** said she got it right on both points. It's not about overload for people who are currently teaching and it's really up to the departments. He added that if we get a land rush on this opportunity for mini sections and we start running out of classrooms where we run out of CARES dollars then we might need another layer of approval. For now, it's kind of late in the scheduling cycle. There are some cases where you just don't have the right faculty to teach an additional section there might be reluctant people, so we think it'll work fine if it's just first come, first serve, but if we run into problems we'll revisit. Celly pressed further asking is she hearing that the Chair gets to make that decision and will be supported by Academic Affairs or once a Chair makes a decision, if a Dean vetoes it not going to move forward.

The schedule goes from the Chair to the scheduler but we're adding a whole process here. She said she's trying to do this from the point of view of a faculty member that steps up and says, I want to do this, the Chair approves and then they start planning for it and preparing for it and then suddenly it's a no go. She said she's trying to see how we prevent that. **O'Donnell** responded the best way to prevent that is by talking with the Dean and the Associate Dean. But, he added, there is not a rock solid flow chart of approvals. In this case, it really is all a dialogue and they really are trying to lower the barriers for returning to face to face. He said that any Dean or Associate Dean who said no they would want to talk to them and ask them why they think it's a bad idea. O'Donnell noted that typically, they only deny extra sections because we're out of money and then, if the colleges can't demonstrate student demand and then they'll say no, you can't add a section. Chair Talamante asked isn't the constraint potentially right now is the time that the faculty asked for something that can be made available with the safety precautions necessary and the time in between classes running. **He** responded, yes, and the general inventory of classrooms we may actually run out of available spaces for the sections we're talking about. Talamante said so it's not clear that will actually be able to run 100 sections on the ground in terms of our capacity, but the funding is there. O'Donnell agreed.

**CFA President Afalqa** expressed that after having the President, Provost and Vice Provost come on this platform and talk about the importance of our non-tenure track faculty and part time faculty. He said it surprised him to hearing derogatory comments that temporary faculty are incapable. Afalqa commented

that temporary faculty care more than some of the tenure track faculty because they want to make a living. He noted that the salary they get can be the price of a barbecue party in the backyard of some of the tenured faculty who feel privileged. He expressed that part time faculty are here as an asset, not a liability. He noted that those difficult courses are often taught by part-time faculty and they do a marvelous job. He said with regard to the discussion about kindness, there is also the importance of setting boundaries. He said he is kind and empathetic, but he said he sets boundaries with students and he owns their success. He noted that the President reminds us of owning the success of our students, but he's very specific. Afalqa noted the message he hears from the President is that he does not want faculty to focus on the "A" students who think they're privileged and may waste your time. Focus instead on those who need to jump from "C" to "B". He finished by saying that we are in this together, and it is time to be conscious of what we say and how it makes people feel. **Chair Talamante** thanked Afalqa and said she appreciated the points that he made and the awareness that he is trying to bring to this conversation about how our words and impact others.

**Senator Kulikov** asked if she could have, regarding students who drop classes after the final grades are posted, the calculations of the percentage of the students that drop the courses. She said unless she has an incorrect basic number her calculations are different. **Talamante** said she will definitely follow up with AVP Brandon. Talamante noted that this would be the extension of withdrawing late and it doesn't include students who went through the normal petition process. She said that she would see if we can see if we can get both of those sets of numbers.

**Senator Serban Raianu** said that he is teaching two classes face to face, and wanted to know who makes the decision whether to broadcast these classes on Zoom. He commented that he had heard that some high school teachers were referring to students as "roomies" and "zoomies" and they were dealing with both categories, at the same time. Raianu asked who makes those decisions? **O'Donnell** responded that he was happy to say that "you" [faculty] make those decisions and nobody else makes those decisions. O'Donnell referred to VP Manriquez' report earlier that they will be outfitting all the classes with upgraded technology and so the odds are the room Raianu is in is going to have a camera located at the back, and if it doesn't and the faculty members thinks they want one, then they can add one. But no one is going to force you to turn it on and teach simultaneously to both "roomies" and "zoomies". **Spagna** noted that it was one of the core principles early in this process that he put forward, which was workload and the idea of having faculty try to teach both face to face and online doesn't make sense to him, but they are leaving it up to the faculty.

**Senator Buffaloe** said she is getting a lot of concerns from students in regard to whether classes will change from alternate instruction to in person and they're wondering if those changes are going to occur, when is the last day for cut off, for changes to be discussed so that they can know how to schedule their courses. **O'Donnell** said they have asked faculty to make any changes in teaching modality by June 1. He noted that they're also trying to make it clear to the various people they report to that they need to stick to that self-imposed deadline because people need the whole summer to plan. He added that the cutoff date for drop/adding courses is actually into the second or third week of the semester. Students will have ample notice if they're not ready to return to campus if they see things flipping over to face to face.

**Meeting adjourned.**