



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

**Academic Senate Meeting Minutes
September 16, 2020**

Voting Members Present: Allen, Andrade, Brandt, Chaparro, Chhetri, Chiappe, Deng, Dixon, Eames, Fortner, Glenn, Gray-Shellberg, Hernandez, Hill, A. Johnson, Kalayjian, Kitching, Kulikov, Kuwabara, Lacanlale (proxy for Park), Ma, Macias, Malladi, McGlynn, Naynaha-Gill, Nguyen, Nicol, Pederson, V. Price, Roback, Salehin, Sanford, Skiffer, Spruill, Stang, Turner, Vieira

Voting Members Not Present: Gasco, Jarrett, Laurent, Morris, Pawar, Raianu, Supernaw, Tang

Voting Ex-Officio Members Present: Anderson, Anger, Ares, Heinze Balcazar, Ospina, Russo, Talamante, Thomas, Weary

Voting Ex-Officio Members Not Present: Celly, Norman, Parham

Standing Committee Chairs Present (Voting Ex-Officio): Boroon, Caffrey Gardner, Heinze Balcazar, Macias, Mancillas, Naynaha

Non-Voting Ex-Officio Members Present: Caron, Costino, Franklin, Hutton, Koos, O'Donnell, J. Price, Spagna

Non-Voting Ex-Officio Members Not Present: Avila, Brasley, Figueroa, LaPolt, Manriquez, McNutt, Peyton, Poltorak, Wallace, Wen

Guests: K. Bradshaw, D. Brandon, S. Britto, E. Curammeng, S. Gonsalves, M. Grandone, K. Hill, C. JH, J. Kimmitt, M. Lakey, H. Lee, A. More Sharma, S. Moughrabi, I. Navarro, C. Oh-Young, A. Olschwang, R. Rios, R. Shakoor, R. Shuaib, S. Valdez, B. Verano, L. Wilson

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

Edited by SEW and the Executive Committee

Chair Talamante called the meeting to order. She began by reading the Land Acknowledgement Statement of the Tongva people, permission granted to read it by Jimmy Castillo who was unable to attend the Senate meeting.

Agenda was approved

Minutes from May 6, 2020 were approved.

Senate Chair Report:

Talamante began by congratulating Cheryl McKnight, faculty and Director of the Service Learning Internship and Community Engagement Center (SLICE) who was honored with the CSU's Faculty Innovation and Leadership Award. Talamante described it as a very prestigious award that recognizes faculty who have demonstrated leadership at the campus level and accomplishments associated with student success for the

implementation of innovative practices off campus that improve youth outcomes and eliminate equity gaps. She explained that each awardee receives a \$5000 cash award and \$10,000 allocated to their academic departments to support awardee activities. Talamante said that not only is Cheryl McKnight part of our faculty and staff, she has her degree in Anthropology and then also has her Bachelors and then her Masters in English at Dominguez Hills. McKnight established a number of state and federal government programs on the campus such as Jump Start and Justice Corp. She also spearheaded the return of the campus' annual Native American Powwow and helped lead to the creation of the American Indian Institute at CSUDH. Jumpstart for Young Children is a national early education organization providing language development, literacy and socioemotional curriculum to preschools in underserved communities. It's also funded with an AmeriCorp grant and our CSUDH Jumpstart program has been serving preschools since 2010 with cohorts of 40 CSUDH students who work directly with local jumpstart staff members on training, session planning and service opportunities. A round of applause was shared by the body.

Talamante then discussed "It Takes a Village" event that took place earlier in September during Welcome Week. She explained that it was a Black Lives Matters Healing and Solidarity event where there were 268 participants and many more registered than we could accommodate, because Zoom capacity is only 300. Due to some technical glitches, not all who registered were able to get on the call. The organizers are extremely pleased with the response and we're thinking ahead to what we will do for our next "It Takes a Village" topic. A suggestion had been made by the President that we follow up from what was brought out in the first "It Takes a Village" event, and so we'll be doing a debrief meeting with the organizers to plan the next event for October. Talamante thanked the members of the Academic Senate Executive team and gave a call out to one of the new senators, Monique Turner, who's representing the non-tenure track faculty. She brought the idea for that event to Senate over the summer. She reached out directly and said we needed to do something for our students. Our focus was a creative student centered event and, as a result, we reached out to ASI; the Black Rose Center; the Queer Culture and Resources Center; the Dreamers Center; the Women's Resource Center; and the Veterans Center. And then we were also joined by the Positive Psychology Lab, of which Senator Turner is a member. Many of the student leaders that participated came from the Positive Psychology Lab, as well as ASI Leadership. Talamante thanked Susanne Walker, Ana Barragan, Erika Torres, Erin Barrett, Fidel Garcia, Adam Kasarda and Cara Furman. Talamante noted the list could go on and on, but these were people behind the scenes that had a lot to do before and afterwards. Senator Monique Turner is also a Toro alum and she is finishing her dissertation, as well as teaching in psychology and helping us to do important work on the campus with IT Takes a Village series. The Senate body offered applause in recognition of Monique Turner's work. Talamante thanked all of the senators, faculty and staff, and President Parham for his participation in the event and for helping to fund student lunches that day – as there were \$10 e-gift pizza cards. She also thanked ASI, who also contributed to the funding for those meals, as well as Senate Exec, who contributed from the Academic Senate funds that we get from Academic Affairs.

Talamante reviewed a letter from Loren J. Blanchard, Executive Vice Chancellor who addressed N-25-20 and its impact on EO1077. This is regarding the extension of the temporary suspension of the provision requiring 45 hours of documented field experience in a K-12 classroom. If you would like additional information or clarification, Talamante recommended reaching out to Provost Spagna.

Talamante gave mention to the California Forum for Diversity in Graduate Education. Talamante said an announcement went out to campus and to look at the list of eligible students who come from underserved communities, underrepresented minorities and have the desire to go to graduate school. This program helps to unpack the hidden curriculum when applying to graduate school. She explained you need to be nominated and if there are faculty out there who know of students who might be interested, she suggested encouraging students

and letting them know that it something that you think would be of real value to them and that you think they're ready for this next step. She suggested reaching out to Tracey Haney for any additional information.

Q&A/Comments:

Senator Charles Thomas shared a publication called A Field Guide to Grad School that he believed was very helpful. He also recommended a book for Black faculty called The Black Academic's Guide to Winning Tenure – Without Losing Your Soul. Thomas asked if there were any updates from the Chancellor's Office as it relates to international travel. **Talamante** responded she believed that the same restrictions are in place that have been, but thought the Provost might be better prepared to address the question. **Provost Spagna** said that is accurate, he's not seen anything communicated in terms of lifting the restrictions. **Thomas** asked in terms of dates. The **Provost** said he would follow-up with Leo Van Cleve in the Chancellor's Office to see if there's any update.

Parliamentarian Report – **Dr. Hal Weary**, Senate Parliamentarian reviewed the current calls:

- Toro Learning Center – looking for additional candidates
- Non Tenure Track Faculty Advisory Board – need one NTT faculty member from each college

Additional calls for service will be going out – please respond as quickly as possible with a 100-word biography. **Chair Talamante** mentioned a call for the Council of Department Chairs and Program Coordinators that was sent out in the spring. She noted there should be two members of each college elected by the Chairs and the Program Coordinators. Currently Senator Heinze Balcazar continues to hold the position of Chair of that committee, as there are not enough members to conduct their first meeting to elect a new chair. She asked that Senate keep an eye on their emails for that call and that it will be sent to Chairs as well.

Resolutions

EXEC 20-12 University Ethnic Studies Committee Resolution, Vice Chair Ivonne Heinze Balcazar

Heinze Balcazar presented the resolution on Ethnic Studies and said due to the changes that are coming regarding these requirements for the Ethnic Studies course of three units in every campus in the system, for now it be **tabled** until the next Academic Senate meeting. Senator Nicol offered the First Motion followed up by a second motion from Senator Macias.

Resolution Tabled

First Reading

EPC 20-13 Distance & Hybrid Learning Committee Resolution, EPC Chair Salvatore (Sam) Russo

Educational Policy Committee Chair Russo brought forward the resolution based on the continued work that took place over the summer to put together a working group on distance in hybrid learning to help move us forward. He noted that the recent announcement that not only fall but spring too will be taught through alternative modality also helped explain why there were meetings taking place over the summer. Russo explained that essentially what the resolution does is create a Distance and Hybrid Learning Committee (DHLC). The DHLC is going to be a permanent standing committee of the Academic Senate. Last semester ended essentially with the creation of the temporary ad hoc body that created this charge, that then created the permanent standing subcommittee. He further explained what the committee is going to do is detailed in the charge, operationalizing the recommendations of the task force from the March 2019 report recommending policies to EPC related best practices in the field, resolving possible conflicts with pre-existing CSU and CSUDH policies, working with various curricular committees and matters related to curricular development and overseeing issues related to offering hybrid courses, faculty workload, course requirements, and all such potential conflicts and redundancies relating to distance and hybrid courses.

Talamante then asked if there was a motion to bring the resolution to floor. A motion was made and then seconded.

Russo reviewed membership to the committee and length of service, including the rationale on using staggered terms, ensuring that there are always experienced members serving in the body. Russo noted that the committee will make reports to the Senate and the Senate shall distribute those reports.

Talamante reminded folks that we're looking for as much feedback today as possible. She explained that it is really important that we are able to represent your voices before this comes back. For a second reading, we also want to remind that after the Senators guests are welcome to make comments and of course our ex officio members such as Deans. We really appreciate your feedback during these sessions as well.

Questions/Comments

Senator Gray-Shellberg offered that she believes it will be a great committee and thanked staff, faculty and administrators who have worked on the programs to train faculty in online teaching. She noted that over the summer she was in three different boot camps and it was really hard work, especially since I was a complete novice. But she learned so much and the instructors were so good and it was wonderful to be able to interact with my peers, and so I want to thank everyone that was involved not only with creating this Distance and Hybrid Learning Committee, but in making sure to have adequate training for faculty. She said she used to be worried about the possible quality of online teaching and she said she now sees it has some real advantages, and she said she thinks the students can get a very good education from the classes that we are now being forced by the pandemic to teach. **Senator Thomas** asked if we have the number of people that participated this summer, including the number of people who applied for stipends. He said he was looking for the total number, not individual amounts. An aggregate. **Talamante** said she thought that AVP Koos could address the question and suggested they come back to it during Open Mic. **Senator Gray-Shellberg** asked Senator Turner if she had specific numbers on the boot camp. **Turner** responded that she did not have specific numbers. She said she does know that we had multiple boot camps with at least 20 people per boot camp and it was offered twice a day and so I can follow up with that specific information so that we can have specific numbers. **Talamante** said that she is aware that there were 40 total, workshops and boot camps put on by the faculty development center. There were additional lunch and learns that were sponsored by the Office of Undergraduate Studies. Regarding the resolution, **Chair Talamante** asked if the body had any questions or concerns. Educational Policy Committee Chair **Russo** noted a question from **Senator Kuwabara** that was stated in the "chat": "Is this committee a part of the curriculum approval process?" **Russo** responded that it is not really what we intended this committee to do. The UCC still has purview over curricular processes. Where it happens to dovetail with the matters of online courses, DHLC may make recommendations for consultations with the UCC. **Talamante** said that if we talk about the curriculum process, she felt that Dean Costino would be a good person to report in on this, because the UCC has said it doesn't have the expertise to allow courses to be taught in on line and hybrid modalities. Currently part of the reason that we need this committee is that right now, if a course is taught two times as an online or a hybrid, it can't continue on without approval, and that's been going through the Graduate Dean and the Undergraduate Dean. **Dean Costino** responded that right now, yes, if a course is piloted twice. When a course is proposed, it is proposed in the various modalities, so it is something technically that UCC approves when it approves a course. If a course does not have that approval to be in multiple formats, then it can be piloted twice and then after that second time it is supposed to go through a course modification process. It doesn't go again through curriculum approval. Costino said what you're hearing from UCC is that we don't really look at that, they don't feel that they have the expertise. Costino said we could put this committee or a different committee or something into that process, like the special designation part, but it does not currently exist. **Talamante** responded, so it would in fact become part of the curriculum process if approved by the body

and signed off into policy by the Provost. **Costino** asked for clarification on what Talamante had just stated. Costino asked if Talamante was suggesting the committee would become part of the curriculum approval processes or we would decide? **Talamante** said she believed it was something that we need to bring out because from what she understood in the feedback from the UCC chairs is that they do not feel qualified, and that we need it and that was part of the recommendations of the task force, and that led to a recommendation for such a committee. **Talamante** noted there was a question about whether this committee will be involved with certification of courses for quality matters or similar standards? **Russo** responded, “As far as he can tell, he believes this committee would be involved with certification courses for quality matters and similar standards. That's part of the reason why we have the FDC involved in this committee. This includes not only the idea of what courses fit the quality matters rubrics, but what sort of non-quality matters courses that nonetheless have been certified or trainings people have received from outside DH that would be considered appropriate training and the idea that a course is being taught online this academic year in alternative instructional. He said he would we want to make it pretty clear that that's a separate discussion from what the normal day to day of the DHLC will be. For example, the idea that you are teaching online now whether you want to or not. You shouldn't then be told well then go do some training to teach an alternative instructional, that would not be something that we would see the DHLC be a part of, and I think it would be a different discussion entirely. **Talamante** asked, would the assumption be because a course has been taught online two times, that it would then, if they wanted to continue online, it would need to go through a modification, if it hasn't already been approved? **Russo** responded the argument was that the courses that are being taught online now should not count towards your piloting of the course being online because no one is electing right now for the course to be online. It's teach online or you're not teaching. We're trying to distinguish alternative and then online and hybrid. The time you're teaching a course online or alternative now should not count towards getting your course being piloted online, or having to change the modality of your course. **Senator Thomas** asked if your course is already approved for online modality by the DHLC, are you now going to be asked to come to the DHLC as well or is this for new courses moving forward? **Russo** responded his understanding would be new courses moving forward. **Thomas** then inquired if, as he understands it, you're saying that if the course is already approved by UCC, but has not been approved for online modality then you can offer that via the pilot program for two semesters, but thereafter you would have to go to UCC, but now you would also have to go to the DHLC prior to the UCC. **Russo** responded he believed that's where the discussion that's happening here now stands, with UCC saying that they are not in the business of determining a course's appropriateness for being an online course, the DHLC would be the body. **Thomas** said therefore in lieu of the UCC, you would need a stamp from the DHLC as you learn from the UCC, if this was to pass. **Russo** said, “Correct”. **Talamante** said she thinks at least we know it should be a discussion between now and a second reading between the UCC and Dean Costino and the EPC. **Senator Kulikov** said she thought it important to retroactively change the pilot requests, because we did ask for the spring semester courses to be considered as online. But as I've already heard of every course was online. So yes, please. Let us request new pilots. **Russo** responded, unanimous coming out of EPC in the work over the summer: it's the idea that the courses that were taught in alternative modality whether last semester, this semester, the coming semester should not have to be subject to, should not be treated as if you had been offering them online for the past several semesters. **Talamante** requested that any additional questions, comments or concerns, please email the Educational Policy Committee Chair Sam Russo directly at rsusso@csudh.edu. **Senator Skiffer** said she had a concern. Not counting what has been done should be thought through a little more carefully as it becomes a workload issue. She said maybe it would depend on what people did rather than whether it was during the alternative period, because people have done a lot of professional development, even prior to taking the courses. She added she doesn't see why that would rule that time that they worked as not being counted towards delivering in that virtual or online environment. She said she looks forward to more discussion on that. **Russo** responded the idea wasn't to discount work done by

faculty, but rather the idea that a course’s modality having to be offered first change. Not saying that a person who received training over the summer should not need a certain training, or saying that person’s RTP file can’t mention that they had to change the modality of their course, because in reality you’re changing the modality of course. But the idea that you then would say, “Oh, you’ve taught it online twice, now you must submit a new form to change the modality of the class being taught online. He said that’s what they were doing with that.

Chair Talamante reminded folks that the resolution would be brought back at the second Senate meeting of the semester on September 30th and invited feedback from the Senators as well as the Deans.

Presentation/Discussion Items:

CSUDH COVID-19 Safety, Reporting, & Quarantining Protocols – Nora Garcia, Emergency Preparedness Manager

Garcia began by recommending that people utilize the Toros Together web page. She noted it does have a lot of beneficial information, on health and safety protocols; returning to campus; academics; campus plans resources; COVID-19 reporting, and COVID-19 maps. She said to make sure there is transparency, she wanted to highlights that folks are aware of, that they are aware of the [table on the website](#) that shows reported cases that we have on campus, off campus, and then kind of what that classification is by breakdown of whether it's a student, employee, or contractor.

Reported CSUDH COVID-19 Cases

(updated 9/28/20)

| Classification | On-Campus | Off-Campus |
|----------------|-----------|------------|
| Student | 3 | 5 |
| Employee | 4 | 6 |
| Contractor | 2 | 0 |
| Total | 9 | 11 |

Figure 1: reported CSUDH Covid-19 cases

Garcia then spoke about the COVID-19 reporting hotline and what that process entails. She explained that once a student, faculty or staff reports that they have a confirmed positive case of COVID-19, or if they believe that they have a close contact to someone, that triggers an internal process. She explained what you don't see behind the scenes is when you call this number there is a team of individuals that are gathering basic information. And then that's directed to a COVID-19 response team, and it's assigned to something like a case manager. She noted they wanted to make sure that there is one point of contact for that individual from beginning to end. That “one-point person” will continue to check up on whether it's an employee or student. They'll determine when was that person last on campus, if at all, and ask a series of questions. Garcia made the point that all of it is confidential and only shared with the COVID-19 Response Team, and even then it's on a need to know basis. All of the documents that are captured are stored on a secure Dropbox folder, which is encrypted, and then that information is then only available for a certain amount of time. From that point on it is determined if that person get tested and go through the process. If it was determined that person was on campus, then that's when they will bring in facilities services to ensure that we disinfect and do a deep cleaning of the affected space. Garcia highly recommended that folks peruse the information available on the [Toros Together webpage](#) called.

Q&A/Comments:

Talamante asked, what happens if a student in the class that's on the ground is reported to have the virus? What's the protocol to the class? Does the class quarantine? Do they go online for a certain period of time, the same thing as what happens in the dorms? **Garcia** said what triggers that entire process is a call to the hotline. And of course, if a professor were to come forward and, say, look a student reported to me, then that also would trigger the process. We would conduct interviews to determine if that affected student was in close proximity with individuals, and so it's a case-by-case basis. It depends on what that specific case is to know how we will respond to it. **Talamante** asked if she could give us the basic scenarios of what's happened in the cases so far. **Garcia** said there haven't been any cases on campus so far of a student that has had a confirmed case of COVID-19 that's within a classroom. I imagine that if that were to happen, the classroom would likely be put on pause as far as the face-to-face instruction, and then the Professor could continue to teach remotely. She deferred to Academic Affairs to address the question. She said she can only speak to what's going to happen on their side as far as COVID-19, the response team and what's going to happen on the sanitation efforts. **Vice Provost O'Donnell** said a lot of what they've been doing has been to make sure that doesn't happen, and part of why neither he or Ms. Garcia could say exactly what the course of events would be. O'Donnell said their focus has been on educating students before they get here. He noted they've developed an app that they're asking students to use before any trip to campus. Each day they come to the campus where they do a self-diagnosis to see whether or not they are well, and we've let him know. A faculty member may be asking the student to show them the color of the app at the end of the questionnaire you just took. If it's green, you're coming in, and if it's red you're not. He also highlighted that they have also set up the classrooms to enforce social distancing. He noted they've got students coming in taking turns so that in the event that the app fails and the self-diagnosis fails and a student says, I thought I was OK and it turns out I wasn't. We should have by then minimized the number of contacts that would have been potentially contaminated, and then after that we've got the hotline and the team of contact tracers run by Environmental Health and Safety, so that we could then turn around and backtrack very quickly and figure out who else the student might have been in touch with, so it's a lot of prevention and a little bit less attention on the clean up after the fact, but I think enough attention to make sure that we can handle it responsibly. **Senator Thomas** asked what if a professor gets COVID-19. What kind of faculty succession protocols do we have in place? When are those conversations supposed to happen? **O'Donnell** said that if the professor either has the virus, or even suspected, the very first course of action should be that hotline. And we've set it up so that all of the cases are routed to the same place, and then from there they go to the campus medical officer and Risk Management, Environmental Health and Safety. The procedure for replacing a faculty member who is no longer healthy enough to teach is really unchanged. We've always had procedures for that. Chairs have a pool of lecturer faculty that they can get in touch with. In extreme cases, when chairs can't find someone, chairs sometimes step in and start teaching a class themselves. We have few enough on-campus classes, but I don't think we're worried about running through our labor pool or what happens if we can't find anyone. We're down to 4% of the classes we normally teach being offered face to face. So really, it's the same procedure as it has always been if someone just has to call in sick. **Talamante** responded that in her role as Chair in her department, she said she should be trying to make sure we have a robust faculty pool and asking faculty where could they be available should they have a breakdown. O'Donnell said that would be a good follow-up item for the Toro Team for Learning and Instruction that they both serve on, and good to put on that agenda at our next meeting to contact the chairs and make sure that they're all thinking in terms of contingency plans. Provost Spagna said he wished to emphasize that there is no playbook for this and exactly what is being raised is the kind of thing that needs to be developed in "the playbook". He said as we navigate these challenges to make sure as much as we can we're explicit as to what people can expect. Senator Vieira asked how much detailed information we can get on reported cases. He noted that LAUSD is now providing enough detail where they can find out if a COVID-19 case exists in a specific classroom. On our

current website for reporting it just has on campus/off campus. Talamante asked if he was asking also about the tracing efforts once those reports are made? Vieira said he would like to be able to go to this site and not just see on campus/off campus because that doesn't really tell me much in terms of you know where are the high risk areas? **Guest Katzenstein** asked do we have a protocol for the air quality emergency that's going on at the moment? **Garcia** responded regarding requesting additional information on the cases on and off campus, early on when there were very few cases on campus, they would send out the email saying there was a case on campus and this is the gist of that situation. She noted it turned into a lot of speculation and people on campus being harassed by folks wanting to know, is it you? Out of respect to people's privacy, I chose to not include additional information because at the time it wasn't relevant. Garcia said she will look at this again, but she cannot promise to modify whether or not it's on campus or off. Those cases that are off campus, these are individuals that have not come to campus since back in March and have no type of potential risks to the campus. Garcia said regarding air quality, yes, there is a standard of air quality and that's something that myself and the environmental health and safety representative for the campus have been monitoring in a part of Chancers Office communications. Fortunately, our campus has not been affected by it. **Senator Pederson** asked if she was understanding correctly that basically what you're using whether or not people had permission to be on campus or using the contact tracing to determine if they've been there and then is it based on contact tracing? Would you then reach out to the people who would have likely been in close contact? She asked should she emphasize that they are self-reporting and that using the hotline would that be the primary thing faculty should share with their students, or also emphasizing that there are rules and getting permission to come to campus? **Garcia** said, "All of the above. I think you hit on a lot of great points." Garcia continued the first would be awareness. Knowing that there is that hotline available to them, because again, that provides the avenue to resources and information to resources to ensure that everyone potentially involved is being made aware. We do look at, you know, who has permission to be on campus, as well as any potential close contacts. For example, if you said you came into contact with these two or three people, however I don't think they've been affected. The COVID-19 Response Team will still reach out to those individuals to ensure that that information is correct and to make sure that they are made aware of the situation. Garcia said that transparency is important, and she wants to make sure that everyone is being kept apprised of the situation, and they would never withhold that type of information. **VP Franklin** offered a link to a document on Residential Student Isolation & Self-Quarantine Protocol and said it covers details on what happens to students in University Housing.

<https://www.csudh.edu/Assets/csudh-sites/together/docs/2020-08-18-residential-student-isolation-self-quarantine-protocol-appendix-a.pdf>

If Senators want additional reporting on this, **Chair Talamante** asked that they reach out to her or Ms. Walker as the Senate plans future agendas and can invite others back if it's helpful.

Provost Spagna's Report

Provost Spagna thanked Nora Garcia for her work and said she's really been helpful as we've navigated these challenges. The Provost welcomed senators back. He thanked Senator Gray-Shellberg for her comments and noted that it made his day. The fact that she shared a little bit about the trepidation we all had about moving to a different teaching modality and her appreciation and taking advantage of the professional development workshops was wonderful. The Provost also thanked Chair Talamante and Senate Exec, they put in so much effort over the summer. He described the benefits of that work with the example of Faculty Chat, which was instrumental in a lot of the ongoing work we did together over the summer. He noted this was shared governance in action. The Provost also highlighted "It Takes A Village," and said it's just amazing things that we've accomplished as a campus and continue to accomplish.

The Provost shared regrets and regards from President Parham. He noted he is with Chancellor White and having a one-on-one meeting with him.

Provost Spagna introduced Vice President Scott Barrett, the Vice President of University Advancement. VP Barrett said he's been on campus for about two weeks. I'm delighted to be here. He noted he's moved from Syracuse, NY where he was working for the Maxwell School of Citizenship and Public Affairs at Syracuse University. He said he's been doing advancement work for close to 30 years and I'm really excited and delighted to work with Provost, the President, and the rest of academic leadership at Dominguez Hills on raising money for our school. The Provost said that he going to love working with this group. He stated it's a very active group and really embodies the spirit of Dominguez Hills and what we're all about.

Provost Spagna then spoke to a couple of memos he had sent out, one from the prior month and one the previous week. He noted the first memo discussed being really cognizant as we plan for the spring 2021 schedule and to work closely with your Chair and with the Deans. We really want to avoid changing times and days of the classes that you arranged to teach in the catalog. If we change those, it's very confusing. The changes can have ripple effects of unintended consequences, where then students can't meet with other classes and so forth. As much as possible, please stay within the conventions of what we agreed to with what you're teaching, what day and so forth, and then work with your Chair and work with your Deans if there have to be exceptions or things you have to navigate.

The Provost said the second thing that's come to his attention and he said important to stress again to all of the senators, and to please spread the word. He said he believes there may be a conclusion that some of us are making that when students don't turn on their video camera that they're purposely not wanting to engage in the teaching and learning process. In some cases, that could be the case, but in some cases it could be other conclusions. It could be that they have three kids at home that are sharing one Wi-Fi device, and they can't get access or have connectivity hiccups. He related that many of us may have experienced where we've got to turn off our video because we're not able to actually speak or participate in the class, as it slows it down. The Provost asked folks to spread the word and that if it comes up in conversation with colleagues, talk about engaging with students, reaching out to them individually and finding ways we can help in terms of being able to help them with their Wi-Fi and with their engagement.

The Provost then spoke to the piece that he and Chair Talamante co-authored, which was regarding the scholar strike piece and about using those as teachable moments. He stressed that we spread the word to really keep abreast of what's happening on our local, our state and our national scene as events change very quickly and we want to be on top of it. He noted that it is using these as opportunities for teaching and learning. He said, "At the end of the day, we want all of our students to be critical thinkers and so engaging in these topics as they arise moving forward with it is always something that we want to privilege."

The Provost said he recalls at last year's convocation, President Parham said that he wanted all of us to focus on student success and particularly on giving an extra 5%. He recalled that a lot of folks raised their hands and said yes, I'll give 5%. He said he's aware that a lot of gave 50%, even 500%, however he thinks we need to be more explicit about how can to help and how to really support students. He explained they're looking at new students, they're looking at retention and they have some audacious goals of increasing retention by 15%. Spagna noted we cannot afford to hover in the mid-70s. He stated that access isn't enough for our students. If we bring in new freshmen and they don't complete, we haven't given them opportunity. Spagna said "Access without completion is not opportunity." So how do we work together? The good news is that we have some great expertise, and a great commitment to this. But on the faculty and staff side, we've got to give you choices, we have to give you things to work on. For example, if we're talking about DFW classes, if we're talking about early alerts, how can

we support you? How can we make sure that if you're giving feedback on a student, it doesn't go into a black box? And how do we privilege every step of the way that this is not about deficit thinking? It's about strengthening the strengths of our students to make sure that they can graduate and be successful. He thanked Vice President Manriquez and Vice President Franklin for working together. Spagna said "We're going to take this on and we're going to make us all proud in terms of what we do with the students coming in. They didn't defer their dreams, they decided to pursue their education with us. Will make sure it pays off for them successfully."

Lastly, the Provost spoke about the upcoming Board of Trustees meeting where the new Chancellor would be named. He said whomever it is, he's going to push that they come to Dominguez Hills first or very soon after, as we have a case to make about where Dominguez Hills is going and how we need to work as a community to do the mission that is so critical to all of us.

Q&A/Comments

Senator Thomas welcomed the new VP Scott Barrett. He asked if there was any update on the CSUs in light of the Big 10 reversing on college football that happened today. He noted he expects there's tremendous pressure on the PAC 10 right now. He said he appreciates the intentionality as it relates to what we are doing, he noted it's pretty general and he likes to drill down. Thomas commented that when the Provost does speak with the new Chancellor, he hopes that it includes questions about the funding model. **Spagna** responded regarding the question about sports and its ripple effects, he would leave that to Vice President Franklin who works with athletics. Spagna noted that all of it is changing on a minute by minute basis. The second point about drilling down to details, it is a commitment on all fronts to drill down in details, to do annotated charts, to really situate ourselves as learners to learn more. The Provost concluded by saying the idea of a local control funding formula and redoing what we do for funding based on FTS is an active conversation that's going to be an important one with the new Chancellor. The system does not work as it's currently configured, particularly for campuses like Dominguez Hills. **VP Franklin** said, but the CCAA is the conference that Dominguez Hills is in in the athletics world. They are steadfast in fall 2020 - no play, no practice, no competition, no travel. They will remain there until around October, when they'll begin looking at public health data and all the information as to whether or not sports will continue in the spring. We're not as ruled by cash in the CCAA as they might be in some of the D1 schools. And we also have Big West schools that are in our CSU, and right now everyone's on hold for fall 2020 with some assessment around Spring 2021. **Senator Pederson** said, regarding the Provost's comments on the importance of people whose classes are listed as asynchronous not having required meeting times, that she wondered if there's any policy around people going the other way, so that people who have a class listed with that choosing to maybe only have one of those meetings a week and do the rest of it asynchronously. Spagna responded thank you for your correction, it's a very good question. And no, you're exactly right. Spagna said somebody that has something that is synchronous and that then goes to asynchronous, it's just being thoughtful about how you're moving those assignments to asynchronous and so forth. What we don't want to do is disrupt what's happening with students, and especially when they're having synchronous work and all of a sudden we moved it to another day and time and now it collides with another class that was also synchronous. So again, as you're doing that, in your role as chair or working with faculty – you want to have those conversations and take student feedback. **Talamante** said some students may be taking a synchronous course specifically because they want to see their professor and interact with them live. The Provost said again that's a consideration, and that's part of the art of this. Again, it is the engagement, and as learners yourselves sometimes students create more engagement by seeing somebody live versus doing it asynchronized or doing a flipped classroom. **Senator Turner** commented on the scholar strike. She thanked the Provost for the update and for the email. She said she found that a lot of students did not get information about it and she had at least 50 students she's aware of that

had no idea about the scholar strike. She asked if the faculty are not promoting or supporting this scholar strike how do students know about it? She believed that if the students know about it, they have the chance to at least bring it up to the faculty so that they can try to address it in their classroom. Turner said she thinks it's very important that the email is least sent out to DH email so that the students can get the information and bring it to the faculty's attention. The Provost responded that he would like to work together to address this as a larger community effort, "we need to better meet this moment."

ASI Report, VP Blake Anger

ASI is the official student voice for the 15,000 plus students here at Dominguez. The many ways that AFI engages with students is through programming. In 2019-2020 academic year, ASI produced 42 events. 11 events were led by the Board of Directors and 13 events were partnered with other departments and organizations. Along with programming Toro Tuesday, a scholarship program that had over 1600 hundred participants. Overall, 9,614 students physically attended ASI events. Due to the pandemic ASI had to be creative with virtual programming. Some events put on virtually were Kahoot Quizzes, KDHR live stream, Instagram Live, Personality Type and ASI Buys Your Books. One of the ASI core values is leadership, and students involved with ASI are given the opportunity through leadership development and internships to participate in the high impact practices of experiential learning. Over 33 personal and professional development workshops were hosted. These workshops for students included August training workshops, professional development workshops, students/staff workshops, Board of Directors workshops and more. The internships offered include KDHR internships, media internships and legislative affair internships.

Every year, ASI conduct student elections, and in the 2019-2020 school year the my ASI My Fee campaign was included and asked students to vote on increasing the ASI student fees from \$135. to \$285. Unfortunately, it did not pass, but the voter turnout was the highest in ASI history, with a total of 2,015 total votes, with a 12.5% turn out rate.

During last year, KDHR introduced Fright Night. Anger reported that 17,615 shows were downloaded from July 2019 to March 2020. KDHR introduces virtual programming with Mind Break puzzles and DJ live stream.

ASI support 180 student clubs and organizations on campus. There were over 95 active student recognized clubs and orgs from those active accounts, \$30,322 in deposits were made and \$13,890 in payments were made. Anger noted that she was the chair for that commission and for the first time, with the collaboration of students, ASI hosted Club Fest, a night market theme where 52 clubs and student orgs showcased their clubs.

ASI had always connected with students through social media, but now more than ever. In the 2019-2020 school year, ASI uploaded 223 posts to its Instagram page and 217 posts to its Facebook page. The Instagram follower count growth was up by 14%, and with us being virtual now we expect that number to increase.

ASI supports the CSUDH Children's Center where 38 families were served, and of those 38 families, 25 children are of students from Dominguez Hills. They have resources available through C campus grants to help pay for student childcare expenses as long as they are in an accredited facility and the students must be Pell eligible. Contact Donisha Quiller, the Accounting Advisor if more information is needed (dquiller1@csudh.edu). Due to the pandemic, the CDC closed the Children's Center on August 28th, leaving no childcare available to students. There is a reopening plan in place once the campus will allow us to reopen the center.

Another core value of ASI is advocacy. Nine Board of Director members, including VP Anger and one intern, attended California Higher Education Student Summit (CHESS) last year in Sacramento, where we advocated for basic needs such as housing and food insecurities. Student space at CSUDH. There are many bills ASI is in

support of, including AB1460, the CSU graduation requirement in ethnic studies. In total \$28,223.00 were spent in advocacy travels. Some advocacy initiatives in the 2019-2020 school year were the quantitative reasoning proposal, where ASI CSUDH along with CSSA lobbied for further reflection and investigation on the quantitative reasoning proposal by the CSU system, which could potentially worsen the gap in college education access, particularly for underrepresented students.

As part of advocacy, ASI created a joint statement on shared governance. This was the first time in the CSU system that CSUDH faculty, students and staff join hands to create a singular, unified and unique definition of shared governance at California State University, Dominguez Hills.

The ASI finances are broken down in expenses and revenues. ASI revenues grew by 9 percent, \$2,166,224 were brought in by student fees. To support students, ASI gave \$406,908.93 in scholarships to athletics; \$65,000 to ASI Care Grant; \$19,000 to MCA and \$12,000 to ASI Toro Tuesday.

ASI supported over \$270,000 in student employment in the following areas: ASI, CDC and the Toro Learning and Testing center. The CDC operates on the following revenues: ASI, Parent Fees Subs, Parent Fees Non Subs, state grants and contracts and other operating revenues. The state grants and contracts are the Quality Start Los Angeles and the California Department of Education. The CDC federal grant received a C campus which is the Child Care Access means parents in school.

For the 2020-2021 academic year, the ASI Board goal is to create student advocacy, and by doing so we are putting the students at the forefront of all of our decision making and coming up with creative ways to keep students engaged during this virtual environment. We hope to accomplish a virtual student drop box and host the Halloween Hunt virtually.

ASI VP Anger then discussed the student experience in this virtual setting, commenting that it is stressful to say the least. She noted some professors are very understanding and willing to work with students, while others are almost making it harder to be successful online. Professors are still having a hard time with new technology, and it is taking significant time away from class. For example, knowing how to meet other students or how to view the chat box. Anger highlighted one class in particular that she is also a part of. She noted that students are concerned for their success because the assignments that professors are requiring are not mentioned in the syllabus so the due dates are being missed. Examples like this are why students are concerned for their academic success, because assignments and expectations are not clear in this virtual environment.

Anger concluded by reviewing the ASI Board of Director positions available, which are: the Executive Vice President, College of Arts and Humanities Rep; College of Education Rep; International Studies Rep and Organizations Commissioner. If you know any students that would be interested, please refer them to SI. We're also looking for a graphic designer. The position is a paid position starting at \$13.40 per hour with 20 hours a week and we will start advertising that tomorrow.

Chair Talamante asked if she would send out those open positions, just so we can get them out quickly to faculty and because it takes a little bit of time for our notes to catch up to the meeting.

Talamante thanked Robert Rios from the Bulletin for covering the scholar strike. Talamante said she knows the Provost heard loud and clear that we need to figure out how we can make sure those kinds of messages also get out to students.

CFA Report, Dr. La Tanya Skiffer

Dr. Skiffer thanked the Senate meeting and the opportunity to speak to faculty and everyone else

- All faculty meeting next Wednesday 11:30 to 1:30 PM, where they will be discussing several important things that are occurring in the campus environment.
 - o Early Exit Program as well as its relationship to FERP. There are a lot of questions about the early exit program and there is an MOU in the process where we are trying to ensure that there will be no workload increase when it comes to faculty who might participate in that program. There are going to be things that faculty and departments need to do to mitigate any loss of faculty. Those things include things like lecture conversions as well as hiring. And these are things that are on the table at this point. Once that MOU has been approved, it will be sent out to faculty and the campus.

Now that we know we're going to be online for spring, there will also be organizing around our future, because it is looking as if we will have more classes online that we've ever had before. Moving forward for a variety of reasons, it is important that faculty have a voice in deciding what are University and our students' experiences look like. We know that our students are of a particular demographic and have certain challenges, and it may not be in our best interest to have a majority of our students that will experience their education fully and completely online. There's an equity issue involved as well. If we were to decide between lab courses having priority versus those courses that may be only content related. That's a discussion that we will have in the future and we look forward to hearing all sides on that matter.

We've sent out information about course caps as well, so I would like to reiterate. The concern that we have about exceeding course caps involves workload. Workload meaning that part-time faculty could lose work if we assume too many students in each of the courses that other faculty are teaching. But there is also a concern about the quality of education that we're giving our students. In this environment, COVID-19, completely online. Our students actually require far more of our attention and time, not less time. Additional students take away from those students that are currently enrolled and we definitely want to support all of our students. But that needs to involve an infusion of resources, hiring, opening more courses, not overburdening faculty, and violating workload.

Students are facing issues such as food insecurity, housing insecurity, employment opportunities that still need to be had. The advising that is no longer being done by faculty will have an impact because those faculty experts are there to help make that transition from University graduation into the employment sector and that's vital for our students' success. We definitely want to ensure that faculty have a very important and primary role in advising our students moving forward.

The concern about course cuts in the spring, where it is being told to CFA that full classes that are completely enrolled are looking to be cut because of funding issues. That's a concern that we have because it involves workload but also impacting our students' ability to transition to graduation and meeting those goals. We are looking forward to solutions that involve providing faculty the resources, the jobs that they need, to ensure that our students can meet their timely graduation needs.

We also want to ensure that some majors aren't over enrolling above their ability to meet the needs of their students. They may have equipment limitations, access to labs, and having more students than can access those labs or equipment is detrimental.

Skiffer said that while they're happy to see that AB1460 has passed, there is still a lot of work to do and a lot of concern about misinterpretation and misinformation and misrepresentation of that law. She noted that they want to see ethnic studies faculty at the center of that discussion and they want to support them in getting the resources they need to meet the objectives of that law, including but not limited to hiring people permanently in

all of those sectors. Skiffer said for Dominguez Hills, we want to ensure that we make sure that ethnic studies departments have the resources they need to do this very important work.

Senator Skiffer stated that CFA is certain that bargaining will be continuing, but it will be virtual and that is a challenge for our team. She noted that there are political opportunities, engagement opportunities for faculty, CFA will be sending out notifications. One of the things that CFA is focused on now is ensuring that students, faculty, staff, and the entire campus have access and an opportunity in a safe manner to cast their votes regardless of who they cast them for.

CFA workshops that are forthcoming:

- RTP workshop
- Rebuttal workshop
- Range elevation
- Unemployment
- Lecturer Nuts and Bolts Workshop

Lecturers' Handbook is available on calfac.org and is vital that all faculty know our collective bargaining agreement. There is no value in our contract if there is no enforcement, and it can't be enforced if we don't know when it's being violated, so we will continue to educate faculty regarding the collective bargaining agreement.

Senator Skiffer suggested that if anyone had questions regarding issues of work, working conditions or the contract, when emailing CFA, use a personal email address to preserve confidentiality and use the CalFac email address or other address that is provided to you. She added it is vital that faculty have confidentiality and privacy necessary to discuss concerns. She concluded by suggesting if there are faculty who are not a member of CFA, to log onto calfac.org and click on the "Join CFA" link.

Discussion

Ethnic Studies Requirement Implementation Plan & Timeline, Kim Costino, Dean of Undergraduate Studies and Dr. Donna Nicol, Chair of the Department of Africana Studies

Talamante introduced the discussion of the Ethnic Studies Requirement Implementation Plan & Timeline. Assembly Bill No. 1460 was displayed via screen share on Zoom. Talamante then reviewed the various sections of the Bill.

Section 1 ethnic studies programs have come about from students of color demanding them. She noted that when you look at how long it's been since 1968 and when we had the first ethnic studies program at San Francisco State, a definition of ethnic studies as an interdisciplinary and comparative study of race and ethnicity, with special focus on four historically defined ,racialized core groups: Native Americans, African Americans, Asian Americans, and Latino and Latina Americans. Talamante continued to Section I, letter (c) and then scrolled down to section 2B. "commencing with the 2021-22 academic year, the California State University shall provide for courses and ethnic studies at each of its campuses. That the California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete ethnic studies courses. The council and the academic senate shall approve the core competencies before commencement of the 2021-22 academic year."

Talamante said she wanted to hear from Senator Nicol who is on the CSU Council of Ethnic Studies and then Dean Kim Costino, who is charged as the dean of undergraduate studies with overseeing implementation on our

campus. Talamante said she would then share a set of questions that has come from the Council of Campus Senate Chairs in regards to implementation of the law.

Senator Nicol noted that the Council On Ethnic Studies was initially convened in 2016. It was charged with coming up with a task force report on the state of ethnic studies by Chancellor White, out of which a report was developed, and one of the recommendations was the establishment of an ethnic studies graduation requirement. This is something that has been in the works for quite some time.

The Council of Ethnic Studies is made up of ethnic studies faculty who are employed within the CSU and your degree of participation on the council is up to you as a member. She noted that she is one of the few at Cal State Dominguez Hills that attends on a regular basis and is in pretty close contact with the steering committee.

There is a planned set of workshops to provide clarity on the law. The first one is slated for September 23rd. That's a Wednesday from 10 AM to 12 noon, and then the next one would be September 24th from 1:00 to 3:00 PM. And so the Zoom notification or invitation will be coming out shortly. if you are interested in attending, send Dr. Nicol an email at dnicol@csudh.edu.

Dr. Nicol said one of the concerns about the reason why the workshops are necessary is that there has been misinformation or misinterpretation of the actual law. What is guiding the practice of the council is the law, not opinion from anyone else but the law itself. Nicol thanked Chair Talamante for bringing the law to everyone's attention.

One thing that Dr. Nicol wanted to make clear about the law was that the law does not stipulate that these courses are only coming from the lower division. She stated that these courses can be lower division, they can be upper division, they can be GE courses, or they can be major courses. She noted that any type of suggestion that this is only going to be a lower division course, and therefore can be met simply through students going to the community college, is absolutely false and in violation of the law.

Re. the implementation of AB1460, there are three entities that are going to be at the table to discuss this: the Ethnic Studies Council, the Academic Senate for the CSU and the Chancellor's Office. Any directives that are coming out from any of these entities separately is in violation of the law--there has to be shared governance, a consultation between all three entities. At the last fall CSU Ethnic studies meeting, Nicol noted that they did come up with a kind of prototype of student learning outcomes (SLO) as a way to start the conversation about the SLOs. Nicol said she believed there was contained within the memo from Vice Chancellor Loren Blanchard that these things were due on October 1st and that's not true. There is actually a statewide meeting on October 23rd from 10:00 am – 12 pm where all three entities have been invited to attend.

Nicol said one of the reasons why she wanted to talk about AB 1460 is to address people's questions or concerns in her capacity as one of the members of the Council, but also as one of the people who helped to support and draft the University Ethnic Studies Committee resolution.

Dean Costino shared a presentation on the ethnic studies requirement implementation plan and timeline. She noted she co-chaired the GE Assessment Working Group last year with Senator Pat Kalayjian and Matt Mutchler. She noted a lot of folks at Senate were on that. She said they made a recommendation about how to address what they understood AB 1460 to be.

She noted that then they got a memo released late last week from the Chancellor's office with the current version of the Chancellor's Office plan and guidance on how we as a system should implement AB 1460.

Regardless of what ultimately happens we have to be ready to implement this law for incoming students in fall 21, which means the catalog needs to be ready by April so the students can register.

AB 1460 was signed into law on August 17th, 2020 and it requires a 3 unit course in ethnic studies, a course that addresses one of those four groups from the disciplinary lens of ethnic studies. The requirement is effective fall 2021. Costino explained there has been conversations about changes to Title V, she said she believes that Area D has already been reduced by three units in Title V. She explained now the Chancellor's office is working with the Board of Trustees to revise it and revise EO 1100 in ways that will incorporate their interpretation of the parameters of the law. They are hoping to accomplish all of this by the November meeting of the Board of Trustees as an action item. According to the memo, they will revise EO 1100 thusly; three lower division units will be removed from area D, which apparently was already done in July; Area F will be added for ethnic studies courses (which Costino said may be a little confusing because there already is an area F in our GE program, but not systemwide), but something we can deal with should this come to pass; and the core competencies for this newly created Area F will be developed in collaboration with the CSU Council on Ethnic Studies and the Academic Senate of the CSU. Then, in order to meet this timeline, guidance from the Chancellor's office says courses for this area need to start being approved in November 2020.

Costino said she wrote to Associate Vice Chancellor Alison Wrynn after this memo came out. Costino noted she wrote to Wrynn about lower division/upper division or a course such as our indigenous studies minor, which the course is an interdisciplinary course and we had talked about previously in Senate. Costino noted the plan was to have that committee review. If one of the courses didn't have the specific prefix, if the course could demonstrate to the Ethnic Studies Committee that it was using an ethnic studies lens, the committee could approve for it to be included to fulfill this requirement. Costino shared Wrynn's reply, all of which were direct quotes.

- The new GE section will be part of the 39 units of lower-division CSU GE Breadth.
- Courses that meet the requirement will need to meet the core competencies being developed by the ASCSU and the Ethnic Studies Council.
- The courses will need to have an ethnic studies prefix (which usually means they are offered by an ethnic studies department). For your example below, [a course offered on Indigenous Peoples in Anthropology] in a Chicano/a/x Studies would count towards the requirement, if it's offered by Sociology, it would not.

*These are all direct quotes from Alison Wrynn, Associate Vice Chancellor

The new GE section will be part of the 39 units of lower division CSU GE breadth. Courses that meet the requirement will need to meet the core competencies developed that we just talked about. Courses will need to have an ethnic studies prefix, which usually means they are offered by an ethnic studies department. For example, for our indigenous people's minor, we have a course offered by anthropology, for example, it's not all in Chicano Studies, we have interdisciplinary. Costino reported that Wrynn had said if it's in Chicana Studies, it would count; if it's offered by sociology, (which Costino said she hadn't mentioned) it would not. Costino continued, should this come to pass, we don't quite know how this is going to roll out, but to allow ourselves to be prepared for multiple scenarios, we could:

- move our current Area F courses, leave them as they are, but create new numbers BCD in order to create space for the Area F.
- We also need to figure out what to do with the study of indigenous peoples, that we don't have locked in and we're not going to hire a bunch of faculty by fall 2021 in order to address that. We can have a short and long term plan for that.

All of this needs to be figured out in time for the 21-22 catalog, which goes live in April in time for fall 21 registration. The main thing, if this goes to pass, aside from the lower division upper division which is a

separate issue, is really the study of Indigenous Peoples? What do we do with that minor? How do we make sure that study and that group of people is included in this process?

One possible path forward, and Costino said she hasn't checked with the Chancellor's office yet, would be to still go with that Ethnic Studies Committee we had talked about. But instead of granting an ethnic studies designation, it could grant an ethnic studies prefix, something like EST. A course that is submitted to this committee, that we have already defined if it meets all of that criteria then it could get this EST prefix, so it would be an ethnic studies prefix, but then whatever department would still get the FTE because we can track that in PeopleSoft. This is a separate scenario from the path forward we had had and we can think together about how we move forward depending on which thing ultimately comes to pass.

O&A/Comments

Senator Anger said she heard Dr. Nicol mention the three entities that will be meeting - the Ethnic Studies Council, the Academic Senate and someone from the Chancellor's office; is it possible there would there be a student voice at that table? **Senator Nicol** responded at this point she didn't know if that that has been considered, but what can happen and what should happen is Senator Anger can reach out to the steering committee for the Ethnic Studies Council. Nicol provided her email address and she would give Anger the Chair of the Steering Committee's email address. **Senator Hernández** from Chicano/Chicana studies said he's been a little bit confused about what he thought was a clash between the Chancellors proposition for the ethnic studies requirement that I think challenged the actual AB1460 requirement. Is there still any kind of impact from that original Chancellor's proposition? **Dean Costino** said she believed the new memo is their new version, they had to pull back from some of what was in that other one based on what actually passed in the legislation. **Talamante** said they're holding firm to their position that they have changed the Title V requirements for GE and they want ethnic studies placed in area D. They want a new area for ethnic studies but they'll make Area F six units.

Senator Gasco said given the timeline, what are the thoughts are about proposing courses to meet that ethnic studies requirement by November. Are we going to have guidelines for student learning outcomes? Are we going to have some guidelines for what specifically the criteria are like shortly? **Senator Nicol** responded that her best answer is that after the October 23rd meeting, we would have the voted on or agreed upon student learning outcomes. If you go back and look at the 2016 task force report, you can see what were proposed as student learning outcomes, so you can see where the council was going, if you want to get some sense, but we don't have a definitive date. **Talamante** asked about Senator Skiffer mentioning the law not requiring it to be in GE and her memory of the recommendations from the Council on Ethnic Studies was to place it in GE, have they changed that? **Nicol** said no, the law has pretty much always stated that it's a three-unit requirement, it didn't say where. **Talamante** said, but the 2016 recommendations from the Council did recommend that it would be in GE, and so Talamante wondered if the Council itself has reconsidered that recommendation and is making a different one now. **Nicol** said, "Yes, and part of it is because there is an accusation of a class grab, and so one way to address that issue is to make it a three-unit requirement flat as opposed to saying that it has to be specifically in GE or it has to be specifically lower division. It raised concern from a lot of people that it would take away from their enrollment if it were to come from specifically, GE."

Talamante asked in terms of the law, do we need to have all of the courses in place by fall 2021? Don't we need to have it in the catalog as a requirement? We won't have the time to get this through the curriculum process to be in the catalog by April with this condensed timeline. **Costino** said we do have some courses that are already in GE that are Chicano studies courses by the prefix. Assuming all of this comes to pass, they just get shifted from where they currently are into F if that's what Chicano Studies wants. **Nicol** said one of her

concerns of moving courses into one category is that it is creating a ghetto where all the little colored conversations are all in one spot. But also we need to make sure that if ethnic studies courses already exist in the Arts, Social Sciences, Humanities, they need to be able to stay there, but with a designation. This is why Nicol said she supports the designation idea as opposed to the prefix idea, because the prefix idea would really severely limit, if we have to put everybody in one spot as opposed to across the curriculum. Ethnic studies, by its nature is cross cultural, cross curricular, it covers various types of fields. Nicol said she would like to keep that integrity of that by having the designation, and also having the designation would allow for the Indigenous studies program to exist without us having to go through a prefix modification yet again.

FPC Chair Ares noted that we do have fully online programs and so there will need to be some online course options for students that are in that fully online space during non-COVID-19. **Nicol** said she can speak from the Department of Africana Studies and she's pretty sure she can speak for Chicano Studies as well and probably Asian Pacific are already offering courses online. She said that has been part of their curricular process or curricular scheduling. She continued there wouldn't be a need to worry in that regard, as this was pre- COVID and they've stepped it up to meet the current environment. A question was raised about the students who have lower division GE completed before they came in. **Ares** said the students in her department particularly are coming in as upper division students with the GE already completed, except for their upper division humanities class. How they get this done without extending the units that they've already taken and fulfilling the key requirement as well? **Nicol** said in the Department of Africana Studies are eight upper division GE courses, Africana studies courses, that are either social science based or humanities based. Asian Pacific Studies, Nicol believes, has four to six and Chicano Chicana Studies, Nicol said she's not sure but all have upper division GE courses. She said she believes that any student transferring in will be able to fulfill their requirement with ease. Nicol noted their most popular course is Harlem Renaissance, which is a 300 level GE course.

Costino said regarding the idea of a ghettoization of the Ethnic Studies courses in area F. She said she hears that, but the faculty control where their courses go in the GE structure. It doesn't mean every single course with those prefixes would have to get scuttled to F. She noted we did a lot of work with the GE outcomes to ensure that we would suffuse attention to equity and social justice in the curriculum throughout the GE curriculum. That is not the same as ethnic studies, and there's an ethnic studies lens, and then there are all kinds of disciplinary lenses and disciplinary conversations around equity, social justice, and all of it is important. We can't conflate it. But we need to do it all in our curriculum, and it's up to us to figure out how we do that right. At some level we need to be prepared for what's going to happen and these critiques are important and these conversations are important. But in no way, Costino said, do we have to end up with all Ethnic Studies courses in Area F only. Even if we need an area F that is the ethnic studies category, that's not going to be, and it shouldn't be, the only place all these courses get shoved. She said that's up to faculty to make sure that doesn't happen. And the other point, is that we need to remember too that the students who come in fall 2021 will be held to this requirement, we'll need to have some classes for them somewhere. But that's it, students who came in prior to that, will not be held to this requirement because they have rights to the requirements outlined in the catalog year that they matriculated. We have some time to build this the way we want to. We don't have to be ready to meet every single student's, who is already here, demand for this.

Senator Naynaha asked why not have a designation, just like we do for writing intensive courses, despite the fact that we've never been able to actually implement the writing intensive course policy. But we still designate those courses, we did for a very long time, every single time they were run in the catalog. Why couldn't we just do that instead of the prefix issue? Naynaha asked is there a problem with that somehow structurally or systemically? **Costino** responded that Alison Wrynn said "no" in her email, that is the only answer Costino said she has. She said she's not arguing for or against it, it is literally the factual answer, she said it has to have a

prefix. **Chair Talamante** suggested that they continue this conversation next week at the **Faculty Chat** on Thursday at 4:00 PM because we need to continue talking about this in as many places as possible and as much as possible. She continued we would still need to bring that resolution for a First Reading with whatever we need to do to make it as up-to-date as possible, because we do want to have a process in place for the courses that would already qualify to be put into the system.

CSUDH Voting Center & Voter Engagement, Dr. Khaleah Bradshaw

Dr. Bradshaw said, as far as voter engagement, as of today we are 47 days away from Election Day, Tuesday, November 3rd. She is super excited to announce that the University will be a vote center on campus. She noted a campus-wide announcement has not yet been made because they're still waiting on a couple legalities and contracts to be signed. She noted we were one of the first local areas to have the electronic equipment for the vote center during the primary elections.

Bradshaw explained that we're working with the LA County Register recording office, and for the upcoming general election, one of the differences this time, of course, obviously with COVID-19 as well, but beyond that, is that we're going to be an 11-day center. This means our vote center will open up to the public Saturday, October 24th, and it will remain open through Tuesday, November 3rd. For the primary election we were four-day center, and for this upcoming election we will be an 11-day center. It's a longer opportunity for not only our campus community to vote, but also for the community at large. And because of COVID-19, there are fewer centers that will be open. So we're fortunate enough to be an 11-day center that will give people in the surrounding area, as well as anyone who is on campus or in our campus community, an opportunity to vote on campus over those 11 days. In addition, ballots can be dropped off, should you decide that you want to drop the ballot off in person. Bradshaw thanked Dean McNutt and the College of Extended and International Education who has been a partner with her office, Government and Community Relations, to make this happen and to be available for what we needed in terms of the space. We will be using Extended Education, Room 1213 as well as Extended Education Room 1218. She noted they worked with the Los Angeles County and the CDC on campus to make this possible. She explained we will be implementing all of the health protocols that they say and Los Angeles County has their own health protocols for the poll workers and their staff that will be staffing the facility, such as wiping down each electronic voting station after each individual use. There will be no lines held indoors at all. The only indoor activity will be physically voting indoors, and if there's someone who needs to register to vote the day of, which you can do in California, you can register up until Election Day, or if there's some sort of checking in that needs to happen, that will take place in a separate room, which is EE1218 for which the line will be outside as well.

Senator Thomas asked if physical ballots will be accepted at this voting center and who's included in the voters available. **Bradshaw** said, yes it is open to everyone and yes, you can drop off a physical ballot. **Talamante** asked if there is a place on the website that we can refer people to so they can understand all of the protocols Bradshaw had spoken about, such as who is eligible to drop off ballots or vote in person? **Dr. Bradshaw** responded yes. President Parham is going to make an official announcement to the campus community about the vote center and when that announcement goes out, it will also include important dates, such as deadlines and the hours of operation, the CDC protocol and all of that will be included. The details of that email will be linked to our web page, which is csudh.edu/gcr, which stands for government and community relations. She noted that this is the first time in collaboration with Professor Mike Grimshaw, Cheryl McKnight, and the SLICE office and a few others where we are streamlining some of the voter engagement activity to one place on the website, so the website is still constantly being updated. IT is bombarded at this time, but they have been working tirelessly along with the Office of Communications and Marketing on creating a Vote 2020 web page under the Government and Community Relations webpages, as well. Between now and the next 47 days, we're hoping

that it is a resource to the campus community with all of the updated information that people will be looking to find regarding the hours of operation for the vote center, as well as any other programs that are happening on campus around voter engagement. She said she's reached out to Political Science and a few other departments who may be interested in doing a program on propositions that are going to be on the ballot. Bradshaw noted that Senator Nicol recently had an amazing program that was very informative, and they're looking to continue that type of engagement to the campus community and to students as well. **Senator Nicol** asked how are you engaging students? She noted it's hard on the kind of the faculty side to see if emails and things like that are going out to the students. **Bradshaw** said she drafts an email and then she sends it to Communications and Marketing, which has access to the student Listserv. She said she doesn't have access and doesn't know what's being opened or being flagged or read. She said if you see an email that says it's from the Office of Government and Community Relations and it goes to DH email that also goes to students. Talamante said when we're thinking about programs across campus and getting students engaged, is she someone faculty can ask to forward that to Communications and Marketing so we can get the word out to students. Talamante said we also don't have access to that listserv, and otherwise it just gets communicated within at the department level, but we want campus-level involvement. Bradshaw said she didn't know that. Talamante suggested if you want to get back to Senate with how they would rather we do this, so that she's not overwhelmed with emails, but it sounds like she may have connections to get that question answered for Senate so that we don't have to throw things out there on DH email and hope other faculty let their students know. Bradshaw said she can certainly inquire. She noted that this is my first time ever sending anything to students, because obviously Government Relations and students aren't necessarily people who chat all the time together, but I do know that in this time of voter engagement, we're looking to do virtual programming around, you, know, say that propositions that are going to be valid and different things like that. So my office is looking to partner with different areas. I've also met with Anna Lisa Garcia, Assistant Dean of Student Life about the best ways to engage with students virtually. In light of everything that's happening socially and worldwide, we are seeing more college students civically engaged, and so the partnership with the SLICE area, and Mike Grimshaw has been doing something on a weekly basis with voter engagement updates every Tuesday evening, so those types of things we've been trying to market on our web page. **Senator Naynaha** said so that Dr. Bradshaw isn't inundated with requests, Marcus Jones is our Communications Coordinator, and even if he is not going to be the person who's going to send out a communication that you would like to share with students, he can let you know what the best avenue is, depending on what the communication is - majones@csudh.edu. We do think that people will want to partner, and so that's good to know that offer is there. Bradshaw said she's all about partnerships and collaborations. **Talamante** suggested that the ASI Vice President of Academic Affairs Blake Anger may want to work with Dr. Bradshaw about ways that students can also be engaged in partnering. Anger said she would definitely send Dr. Bradshaw an email and would definitely like to go into more detail about how students can get involved. **Senator Nicol** asked if she was able to post internships that are related to voting? Nicol said she knows that Representative Karen Bass is looking for interns for her Sea Change Political Action Committee. **Bradshaw** said she did not want to step on the toes of the offices that do internships. She recommended reaching out to either SLICE or the Career Center, or you can send it to her and she'll reach out to Career Center and say there's an opportunity that's government related or civically related, and then she can connect them that way.

Motion to adjourn was made and accepted.

Meeting adjourned.