



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

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

Academic Senate Meeting Minutes

September 22, 2021

2:30 PM – 5:00 PM

Voting Members Present: Allen, Best, Brandt, Buffaloe, Chaparro, Chhetri, Chiappe, Choi, Daily, Deng, Fortner, Hallenbrook, Hill, Jarrett, Johnson, Jones, Kitching, Kulikov, Kuwabara, Laurent, Ma, Macias (proxy for Stacy), Marositz, McCurn, Mendoza-Diaz, Moughrabi (proxy for Andrade) Nicol, Pederson, Price, Raianu, Roback, Sharp, Spruill, Stang, Tang, Taylor, Teran-Lopez, Turner, Valdez-Dadia, Vieira, Villagrana, Vinovich

Voting Members Not Present: Gray-Shellberg, Hernandez, Kalayjian, Katzenstein, Morris

Voting Ex-Officio Members Present: Anderson, Ares, Celly, Crogman, Gammage, Malladi, Ortega-Martinez, Norman, Sanford, Talamante

Voting Ex-Officio Members Not Present: Parham

Standing Committee Chairs: Boroon, Heinze-Balcazar, Macias, Mancillas, Naynaha-Gill

Standing Committee Chairs Not Present:

Non-Voting Ex Officio Members Present: Barrett, Brasley, Caron, Costino, Franklin, Kim, Koos, Lacy, LaPolt, O'Donnell, Olschwang, Ortega, Pandya, Roberson, Spagna, Wen

Non-Voting Ex Officio Members Not Present: Manriquez, McNutt, Schragger, Wallace

Guests: S. Atkins, A. Bentley-Smith, B. Bisi, M. Britto, S. Britto, A. Castaneda, T. Chin, D. Chonwerawong, K. Dellacioppa, M. Edmond, A. L. Garcia, M. Grandone, T. Herbert, L. Hutton, S. Lacy, H. Laird, M. Lancaster, J. Molina Mancio, O. Navejas, K. Rawls, Z. Ritter, N. Rodriguez, R. Shakoor, L. Simko, M. Smith, M. Soriano, S. Valdez

2021-2022 Academic Senate Executive Committee: Senate Chair, Kirti Sawney Celly; Vice Chair, Rita Anderson; Parliamentarian, Justin Gammage; Secretary, Rama Malladi; EPC Chair, Horace Crogman; FPC Chair, Terri Ares; NTT Representative, Adam Sanford; Statewide Senators, Laura Talamante and Thomas Norman, Previous Senate Chair, Laura Talamante

Recorded and Edited by SEW and the Executive Committee

In honor of National Hispanic Heritage Month, Chair Celly played Natalia LaFourcade's Hasta L Raiz.

Senate Chair Celly called the meeting to order at 2:34 pm. Agenda was amended to add Myla Edmond, AVP of University Communications and Marketing to the agenda. Amended agenda approved.

Minutes from 09/08/21 meeting of the Senate approved.

Senate Chair Celly read aloud the Land Acknowledgement Statement.

Senate Chair's Report

- Team Toro lunch meeting hosted by the Office of the President for ASI. Chair Celly attended in her role as Senate Chair along with the President's Cabinet and other campus leaders. Celly noted a few things she learned at the meeting.
 - o ASI is having challenges filling leadership roles. She asked Senators to go back to their departments and colleges and ask department colleagues to inform their students that

there are great opportunities for students to get involved in shared governance and student leadership.

- o Celly noted that a question emerged about what faculty should do with students who are disenrolled from on-ground classes when they do not meet the mandates, that is for non-vaccination, not wearing masks, that is not complying with the mask mandate, not self-attesting. She said the question is really an academic affairs one: Students will be disenrolled from their face to face class, so what options do they have? The response is that if it's past the add/drop deadline, faculty are not obligated to accept them in other sections of the same class or accept them in other classes. And if they don't take the course this semester, because of noncompliance, it will simply mean that it'll slow their path, or they'll have to think about a greater load in a different semester. Celly said this question came up indirectly from ASI representatives as well as in her one-on-one meeting with Vice Provost O'Donnell.

Other items that are germane to questions that have come up from faculty.

- Redirection of students who were or are studying in LSU, in the touchdown space in the Loker Student Union. They have been directed to the University Library. She said it is important for Senators to share with their colleagues that if students are here to study for any reason, the study spaces in the Loker Student Union are not suitable, especially if they are spaces where students are in class and articulating. She said to her understanding, they have been redirected to the University Library and some alternate spaces currently available; there are also other consideration. Celly explained that the rationale is the history of the LSU touchdown space, which was created during COVID, when the campus was still open. She said that LSU is paid for out of fees that the students pay and so LSU needed to ensure an open space for students to visit if needed when since campus was open. That need has gone away, so LSU is back to business as usual. The University Library is geared for this. She said that Vice Chair Anderson and she met with the University Library Administration this week. From the meeting with administration, they learned that there are good safety protocols that include self-safety. One issue that has emerged is whether there are quiet spaces for individual study. At the moment, the Library does not have those spaces and we do not anticipate that that can happen in the spring when we will be at four times our on ground presence relative to this fall. Celly reiterated that if Senators have students who are on campus to take classes online that they need to do from campus, or take contiguous online and on ground classes, study spaces currently are in the library and they are welcome to go in there. They can even take a loaner of headphones that they can use while they are in the Library. The ask is that they be as quiet as they can in their speech, because the spaces are not personal spaces. The study rooms are meant for three or more people at this time.
- Celly reported on the meeting Vice Chair Anderson and she had with CEIE Administration, including Dean McNutt, Associate Deans Salhi and Wilson and their Budget Officer, Ed Cleek. She reported that there are mixed views and perspectives on where the College of Extended and International Education fits in with the remaining five colleges and with our educational mission. This poses both a challenge and an opportunity and one that that CEIE administration would like to see addressed so that there's a better understanding of the role that they play at the University. She said she was hoping that they will accept an invitation to come to a later senate meeting to talk about the nuts and bolts of the puzzle how they fit with the rest of us so that we can plan together and grow together. She expressed that the most exciting thing that they spoke about is the programming that they're developing that fits in with *Once a Toro, Always a Toro*. There are

50 plus programs that they offer on the self-support side of the university. She explained that the self-support side of the university makes its own money and pays its own bills. She said that they view their target student, as everyone from big pre K to 100. They are excited about the OSHA Institute, and their programming to upskill and reskill the adult learner so that they can stay and grow in the workforce. One of the items they identified is how Cal State Apply, the California State University Chancellor's Office run application system for the CSU, is a barrier to admissions. She said that CEIE is experimenting with different pedagogical approaches and she can see some synergies with what is happening in our Faculty Development Center. Celly said she believes we could learn from their faculty. The majority of their faculty are from industry and teach a few classes in various specialized programs. And they have a few faculty that teach on the state side in our programs who also teach in special sessions through CEIE.

- Celly said that their meeting with University Library Administration was really heartening. They referred to AA policy 2020-05, which founded the University Council of Department Chairs and Program Coordinators. She said the librarian faculty are a small group. There were three full time faculty when Dean Brasley took over, they grew to ten and now are down to eight full time faculty; they have added a few part-time faculty. That group has created a robust Council, which is working very effectively and has served to inform and persuade Library Administration. They have a Library Budget Committee, a Library Advisory Council, and a Social Restoration Justice Action and Education Task Force, which is dealing with a number of different issues. Celly said there's an opportunity for us to get together and figure out a sensible way of collaborating to learn from each other's good practices.
- Communication from the President and follow up communication from the Office of the Provost sets a target of 80% of courses to be offered on ground in spring of 2022. Celly reminded folks that the context emerged at the September 8th Senate meeting, which is that CSUDH was the most conservative of the CSUs led by our leadership in terms of returning to teaching on ground and staffing on ground. We're coming to the end (12/31/21) of current WSCUC policy, which says that all courses to be offered in alternate modality will need approval through the curriculum process. That is a separate item, but related to the target of 80%. Celly said that administrative leadership, feels very strongly that we need to repopulate to serve our students better, and is hoping that faculty can collaborate with them to ensure a smooth transition to a greater presence on campus for students through faculty. At the Toro Team Learning and Instruction hosted by AVP Smith and Vice Provost O'Donnell, in which faculty, students represented by ASI, and several members of the administration meet mostly to discuss the key issues bubbling up and generate ideas that can be evaluated for implementation, three questions came up. 1. Will the mask mandates be in place? The answer is, "yes," they are currently in place and they intend to keep them in place. 2. Will the vaccination mandates be in place? The answer is "yes". And 3. Will the self-assessment which is supposed to be a daily self-assessment either on the Toro app or web based self-assessment be in place? The answer is, "yes". Celly said that added to this is Nora Garcia said that there is signage on all classroom doors and all major doors actually that relate to the mandates.

Senate Parliamentarian

Parliamentarian Gammage provided instructions on conducting the electronic elections for the calls for service. After some technical challenges, it was agreed to move the election to later in the meeting so that Gammage could address the issues.

First Reading:

EXEC 21-19 Creating an Academic Senate Standing Committee to Recommend Anti Bias, Anti-Racism and Anti Sexism Policy and Practices, L. Talamante, Statewide Senator and Immediate Past Senate Chair, and Parliamentarian Gammage

Senator Talamante noted from there was feedback on the draft of the resolution from a group of Senators at the Senate Retreat. She asked for a motion to bring it to the floor, which was made and seconded. She said that also at that retreat, further feedback suggested that the Senate Executive Committee change the draft resolution from recommending an ad hoc committee to recommending a permanent Standing Committee of the Academic Senate. She noted that they also gave feedback on the scope of work that they recommended as well as the committee membership. She said that Exec has tried to incorporate all the feedback, as well as feedback about expanding committee membership to include members from all the different groups recommended for consultation. She noted that the Academic Senate Executive Committee felt that it might be too much service for some folks and that they could be called in as needed to consult with the committee rather than having to attend monthly meetings.

Talamante provided some further background on the work of the proposed committee. She said that it is one that is seen as helping with the work that the two current taskforces have been engaged which are the Anti-Racism in the Academy Task Force and the Gender Equity Task Force. She said it also dovetails with the work of the Strategic Planning Steering Committee, and one of their areas for marking out goals, objectives and activities, tentatively titled right now Justice, Equity, and Inclusion. She noted that also, based on conversations last year with President Parham it would also support the work of the Equity and Inclusion office and the Chief Officer of Diversity, Equity and Inclusion, once that search is filled. Talamante then read aloud excerpts of the draft resolution. She noted that the rationale guides the work from the previous year, as well as the previous academic year. She said there are references in the rationale to pledges to the student and the entire campus from the Senate Executive Committee on June 3, 2020 as well as on June 10, 2020 around anti-racism and anti-sexist action being included in the creation and adoption of the gender equity principles. She said that also was part of the work of both the Gender Equity Committee and the Academic Senate and its acceptance by both the Provost and the President, who made it into a presidential memo PM 2020-05. She explained that last year in response to anti-Asian violence, racism and sexism, the Academic Senate put forth a resolution. As part of the discussions around that resolution, there was a call to step forward and take action to make recommendations for policy and the types of actions that would then help guide campus in its goals. Talamante said the policy purpose echoes the language of the resolution about taking meaningful action and the values and guiding principles for decision making will be equity; with faculty, staff and students' needs, voices and perspectives be incorporated. Talamante continued to skim through the proposed policy highlighting the Committee Standing and Charge, noting that the University Anti-Bias, Anti-racism, and Gender Equity Committee (UABARGE) is proposed as a standing committee of the Academic Senate and the elected chair will serve as a voting member of the Academic Senate. That the UABARGE is charged with researching and making recommendations for anti-bias, anti-racism, sexism, anti-sexist actions, education resources and policies to the ASCSUDH based on consultation with but not limited to various campus stakeholders listed in the proposed portion. Talamante also reviewed the parameters for electing a chair and what the chair would be entitled to as well as the committee membership and terms of membership.

Q&A/Feedback:

Senator Nicol said she was not speaking in favor or against the resolution. She asked how this resolution differed from and did not overstep the work that's currently being done? Nicol said she believed the scope is entirely too broad. It seems to cover "everything under the sun" with regards to all the different types of biases and discriminations, but it's also not clear if this is supposed to just deal with what happens with faculty, what happens with students, what happens on staff or with administration? She did not think you would be able to get a committee with all those people to agree on a certain agenda, because everybody might be coming with a different set of perspectives and the charge is so vague. **Senator Sanford** said that he has a concern with the non-standardization of the acronym for the committee. But he also feels that Senator Nicol's concerns are well founded, in part because the name of the committee specifies anti-racism, and gender. He said though that in Section 3.2.8, there are at least a dozen different centers dealing with different kinds of bias, different kinds of discrimination, different kinds of bigotry. He said yes, all of these are important things, all of them need to be addressed. He said if we're going to talk about bias and discrimination, then we should have one committee whose job it is to deal with all types of bias and discrimination and call it the anti-bias or anti bias and discrimination committee. He added that he understands it's being formed from the Gender Equity Task Force and the Anti-Racism Task Force, but his concern is that if we use a name, and we name particular kinds of bias in the name, then it may cause the group to downplay or ignore or put aside other kinds of bias that are also problematic, like, for example, ableism, ageism, anti-Semitism, Islamophobia, and many other kinds. He said it is important to understand what exactly this committee is for. Is it just we're going to put the anti-sexist, or the Gender Equity committee and the Anti-Racism committee together and those are the things they're going to deal with? Or is it going to be all forms of bias? **Senator Roback** said she has concerns from a faculty member in her department; Per the charge, there are only two faculty members on the committee, only one of which is tenured track faculty. Roback asked, "What is the rationale for not including more faculty, perhaps also those elected at the college level?" She noted that the document seems to include faculty as stakeholders and key to the process however, in terms of committee membership, only two formally elected and heavy on administration. **Senator Naynaha** said she wanted to hear some thoughts about the relationship between this committee or the work that they're going to do and the new Chief Diversity Officer role, how they are aligned, what's the relationship between them? Naynaha wondered what the function of this particular committee might be given the other groups that have come together and done this important work over the past year and a half.

Talamante responded that in terms of conception, the first was the push by members of the senate last year where there was an anti-Asian violence, racism and sexism statement against that violence and racism and sexism, and a call asking what the senate would actually do and what would they help to change on the campus. She noted that this was where the initiative came from. Additionally, Talamante reiterated the feedback at the retreat added anti-bias to the work. The vision was that these Task Forces will complete their and will have made their recommendations. She noted the Senate is also one of the bodies on campus that makes recommendations for policy and can bring forward some of those requests for policy as part of our work as it as it overlaps. She said it doesn't replace their recommendations. Talamante noted that in terms of the Office of Equity and Inclusion and Diversity, this would be a body that would be contributing to that office so that not one office that does this work, that there is need to for participation campus-wide . **Senator Teran Lopez** asked in terms of 5.6, where it states "non tenure track members shall receive compensation in the form of professional development funds" is it also possible to include staff in that item. He noted that there is really no incentive for staff members to engage in committees. And so, he believes that providing this incentive will increase staff participation and get staff involved in committees. He pointed out that in this resolution, there is one staff member from Academic Affairs and a non-academic affairs staff member. **Senator Moughrabi** (proxy for

Andrade) asked how this committee would work with the work of the Office of Diversity and Equity and Diversity. She said she realizes this committee will have faculty and students, but how will their work parallel or will they be working with the office on campus? She asked will their work fit together or separately? **Talamante** responded that the vision is that one office can't do everything on campus, and this has become part of the work that we're seeing develop at other Senate's. She noted that at the statewide Senate, there is an ad hoc committee on equity, diversity and inclusion. Talamante continued that when we talk about the need to look at our institutional systemic factors, policy is one of those. She said this would be a body that recommends policy to academic affairs. She said it would be as part of the campus work in supporting the Office of Equity and Inclusion within the framework of what the senate addresses. **Senator Sanford** said in response to Senator Teran Lopez, about compensation in the form of professional development, that line is required for any committee that has a non-tenure track faculty member, because of a specific endowment, that professional development funds for non-tenure track folk only are being drawn from in order to compensate people who are on senate level committees who are non-tenure track. Sanford added that if a line was added for staff, it would have to be a separate line pointing to a separate fund. He suggested that Vice Provost O'Donnell might be the one to speak to about it. **Dean Pandya** commented that she appreciates the proposed committee. She noted that at her most recent job, there was a challenge of a lot of old policies that probably were biased in ways and there was not a mechanism to examine them. She appreciated the policy analysis framing here for some of this work. She asked that as the resolution is brought back, there be consideration for specific questions of routing. Pandya asked with a new proposed resolution, does everyone have to go through this committee? She asked what would be the routing process be for committees? She inquired if for something like a curriculum policy, would this committee get to see it at some point? She asked what plan there is so that it's a clear pathway and clear routing. Pandya asked also about existing policies. She asked would this committee take it upon themselves to do a review and look through existing policy and then reroute them? Would they have that that ability? Pandya asked if they can ask that a policy be reviewed for bias reasons? Pandya asked in terms of service and people serving and not having enough people to serve, is anything being taken off folks' plates while this is being added? She noted this as a special concern for a smaller college with not a lot of tenure track faculty. Though people want to serve, they have a lot of service burdens. **Senator Teran Lopez** thanked Senator Sanford for the additional context to that item for non-tenure track faculty. Teran Lopez said given that point, he would like to suggest adding a separate item and include staff to also be eligible to receive compensation in the form of professional development funds. He said he is not sure exactly what the funding source would be and wondered if the Provost or Vice Provost might be able to provide some additional information on that. **Senator Marositz** said that the committee does seem heavily skewed towards administration and wondered if there's a way to ensure that there'll be additional academic faculty representation on the committee to balance that out. **Chair Celly** asked if he meant academic faculty? Or did you mean academic staff? **Marositz** responded, "faculty". **ASI EVP Senator Ortega Martinez** said from his perspective, he thought that there would be two students that will be sitting on the committee. He believes it is crucial to increase the number of students sitting on the committee. He explained that students are more active and trying to be more involved when it comes to anti-racist bias or anything that has to do with diversity in general and policy and creating change on campus.

Provost's Report

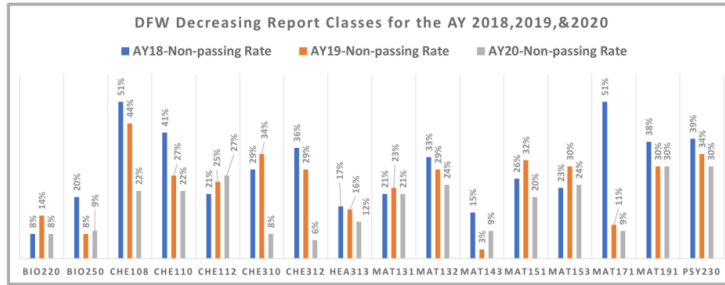
Provost and VP of Academic Affairs, Michael E. Spagna

- Regarding the College of Extended and International Education, the Provost recommended that at a future senate meeting it would be great for them to present, particularly Associate Dean Lynda Wilson and Sabrina Sanders. Spagna said they're doing some really important work in

something called Project Attain, or what is being euphemistically calling Toro Attain. The Provost explained that Project Attain is the idea of recapturing some of the students that stopped out during the pandemic, pre pandemic and post pandemic. Spagna said the data says that if students leave in the first year, it is a 40% likelihood that they will never pursue post-secondary education. He said it is very important we get students back. He said they're also doing some work on credit for prior learning that really will require faculty expertise as to what counts and what doesn't count.

- Work is going forward with fulfilling the President's goal of an 80% face to face experience in the spring of 2022. He said he really appreciates the Chairs and Deans leaning in to try and work with faculty as we navigate this. Spagna said he is seeing a lot of good work from the Chairs. He noted that in the Bulletin there is testimony both from students and from a faculty member in Communications about the importance of building a community of learners and face to face experiences. He said he's aware that the Toro Team is working on that actively. Spagna thanked Senator Raianu for sharing some of the things he's doing face to face with math, and also for asking for chalkboards. Spagna said we'll do our best to get chalkboards and whiteboards in classes in the pedagogy of teaching math.
- Regarding the vaccination certification, Spagna reminded faculty that the vaccination window for faculty closes on October 27. He encouraged all to make sure that we're getting vaccinated and that we are self-certifying that. He noted the campus has created a vaccination certification dashboard, he encouraged everyone to look at it. He said it gives progress, both in terms of the September 30 deadline for some employees and all our students, and then the October 27 deadline for faculty. He said that the good news is that as we move to getting more and more people certified, we're in the mid-90s, in terms of percentages of people that once they're certified, we were verifying that they are fully vaccinated. He said that is one of our protective mechanisms, along with face masking, self-assessment and weekly testing. He thought there were emails coming out, reminding people to try and meet their deadline of October 27. And he noted that they're working with HR and IT to make sure that when you do certify, you're getting some communication back, indicating that your certification was counted.
- DFW rates: Spagna said he wished to give a shout out to Rosa Heckenberg, and the Toro Learning and Testing center, as they've been doing some amazing work, all during the pandemic and coming into this semester. Spagna said to take a look particularly at Chem 108 and Math 171. He noted the phenomenal work that's been happening on those fronts in terms of our DFW rates. Spagna said that it couldn't happen without faculty partnership, working with the staff of TLC and others. He said he particularly wanted to call out in Chemistry 108, Ken Rodriguez, who's the Chair of the department and the faculty team that's been working in the Chemistry department, and also Matt Jones, Chair of Mathematics and the work that's being done for Math 171, and so forth. Spagna said he also appreciates that Senator Malladi got to me with some additional analysis. He noted that we're looking at that as well. Spagna said it is ongoing work, it's not so much a question of which classes have high DFW rates, it's giving faculty the professional development of "what do you do when you're having students that are really struggling".

DFW Decreasing Report Classes for the AY 2018, 2019, & 2020



The chart represents the percentages of DFW of the classes we support with SI, tutoring, and study hall for the AY 2018, 2019, & 2020

The decreasing DFW from AY 2018-2020 were CHE108, 51% - 22%, 29 points DFW decreased and MAT 171 51% - 9%, 42 points DFW decreased
The rest of the classes supported with SI, the percentage was 41%- 3%, 38 points DFW decreased

The classes below are not supported with SI because their DFW is below 25%; therefore, we offer to provide Study Hall and tutoring the Fall, 2021 semester, those classes are: BIO 220, 250, & HEA 313

Classes supported the Fall 2021, semester with Supplemental Instruction (SI) semester are:
CHE 108, 110, 112, 310, & 312
CSC 121
MAT 102, 103, 132, & 153
OMG 321
PSY 230

- Spagna said he also wanted to give a shout out to Maria Grandone, and the University Advisement Center. He said what we've done in a switchover from pre pandemic through pandemic going from 8765 advising appointments, and then pivoting all the way to doing 12,528 advising appointments online and continuing to keep the support for students on Saturdays and after hours. These are all critical things that are part of our work in supporting students. Spagna said the key advising questions that students are asking about fall into the categories of General Education, Academic Planning, Major related requirement, Add/drop course procedure, Other, Academic Resources, Career Strategies, Personal Matters impeding Academic Success and Academic Probation/Disqualification.
- Faculty Advising Fellows. Spagna highlighted those who are the Faculty Fellows for this year and who've been working closely with the University Advising Center. Joshua Jeffers, Alexandro Hernandez, Sohaila Shakib and Nancy Roback. He noted that the former Faculty Fellows are still are very involved in this work going forward. Spagna offered his appreciation for all of them.
- Provost Spagna gave a shout out to Heather Butler in Psychology for what she does for the Transfer Student Experience and Career Readiness work. As part of that are also Michelle Martinez, Darrah Kuratani, Erin Barrett and Marco Carreon.
- Spagna also offered his appreciation to Keisha Paxton for all the work she does in University 101 with all of those faculty. He reiterated this is a partnership.

UNIVERSITY ADVISEMENT CENTER

Dominguez Hills First Year Experience and UNV 101 Faculty



Keisha Paxton, Psychology
Director, First Year Experience

- | | |
|------------------------|----------------|
| Sheryl Ryan | C. Hallenbrook |
| Donna El-Armale | P. Vieira |
| John Menary | Y. Fernandez |
| D. Kuratani | A. Kalaidjian |
| Joanna Perez | G. Rhodes |
| M. Buckley | Nancy Erbe |
| Avalos | Annmarie Perez |
| H. Weary | Sunhee Yoon |
| D. Crevecouer MacPhail | S. Taylor |
| M. Gutierrez | Jenney Hall |
| Sewart | |
| Sanchez Tapia | |

- Provost Spagna acknowledged the following faculty achievements. He said he wanted all to be aware that he “stands in awe of the colleagues that we work with on the campus,” Dean LaPolt, and Charlene McCord and Samantha Lee in the Biology department. Spagna explained that they are working in a group called the CSU Council on Ocean Affairs, Science and Technology

otherwise known as COAST. In their work with undergraduate students, there has been a 200% return in terms of research support for our undergraduate students through their leadership. Additionally, the Provost said he just received notice that Senator Crogman received \$750,000 for STEM education and minority science and engineering improvement program that he's put together from the USDOE. Spagna said "my hat's off to Horace Crogman and the great work he's doing." Spagna also highlighted the achievements of Kamal Hamdan, one for an extension of an Apple grant for working with local partner schools, including the community colleges, to do education and address learning loss. We had a \$250,000 planning grant a year ago, they were so impressed with the work we do at Dominguez Hills, they made it over a million dollars for this year. Spagna said that Hamdan also scored a USDOE \$5 million grant for the work he does as the Director for the Center for Innovation in STEM Education at CSUDH. Spagna said "our faculty continue to be our proudest components at this university."

ASI Report, ASI EVP Ortega Martinez

Senator Ortega Martinez noted that he had attended several meetings in the week prior, however the main one that happened was with Team Toro Luncheon with President Parham and his Cabinet.

- Ortega Martinez noted that at that meeting, they spoke about what is going on with campus police in regard to connecting with students and bringing more transparency and communication between the student group and the campus police. Ortega Martinez noted that there are housing issues in the new residence hall, and he wanted to make sure that the President's Cabinet was up to speed on that.
- He said they also talked about the 80% face to face population planned for next semester. He asked, "How's that going to look like?" He referred to the anxiety that comes with students coming back on campus and likely professors may have similar concerns about returning to their classrooms to face to face and the self-assessment form was something that they spoke about.
- Additionally, they talked about the Toro Hour. One of the main concerns that the ASI Board wanted to bring up to the Academic Senate for future discussion is that on Tuesdays and Thursdays, many students have a lot of classes are on those days. As part of that, he noted that there are two to three hours labs and wondered how that is going to affect students who are taking a lab around Toro Hour time? He said that is one of the main concerns. He said they wanted to make sure that Toro Hour is not only to allow students but faculty as well to be interactive outside of classroom. He said they envision that everyone has the opportunity to interact with students, with other peers, and with colleagues.
- The ASI Board is almost filled with executives. He noted they're still looking for a Director of Legislative Affairs which is very important for the student population, and are looking for a College of Education representative, and a Business Administration and Public Policy representative.
- Ortega Martinez mentioned discussions about a rec center and that there will be important discussions about where they're going to get the funding to complete that project, and other aspects the President wishes to complete.

Chair Celly thanked ASI EVP Ortega Martinez. She said she was especially grateful that he highlighted one thing that she neglected to include in her report. She said that two weeks ago, the President spoke about the deficit in funding we have got. She thought he mentioned that he's got some money for rec/wellness Center. She thought she heard it was fully funded and what was not funded was the power grid. But, Celly said that the ASI Senator highlighted something that maybe we didn't know. Celly noted that the VP of Advancement was at the meeting and he would have ideas of how to do some sort of matching fundraising for the rec center.

CFA Report, Dr. Sarah Lacy, Co - President

Bargaining training meeting on September 30 at 5pm. Lacy said faculty should have received the email letting them know about that and other items. She noted that they highlighted how the CSU system has been spending less than it's allocated every year. And in the last five years, the system has saved over \$634 million more than it's spent and invested more than a billion in the market, which is money that it's not spending on students or employees. Lacy said they are very happy to see that the recall of Governor Newsome failed, and that the funding for CSU will continue.

Bargaining: At a standstill with bargaining right now. CFA is asking that:

- Student evaluations be renamed "student opinions" and expand the options for faculty to respond to student comments.
- Range elevation be linked to three-year contracts. Currently, when you get through your contract, you're not automatically range elevated.
- Librarian workload language be changed to recognize that they have flexible, remote eligible work.
- A standalone Academic Freedom article/statement be created.
- The Exceptional Service Course Release Program be made permanent. Currently we do have an exceptional service course release program, especially to honor faculty members that come from underrepresented backgrounds and the additional labor they do with advising.
- Counselor workload be matched to student volume and linked to national standards. Lacy said that right now they have more students per counselor than what is currently recommended by various professional organizations.
- Three-year contracts for coaches be established as opposed to one-year contracts they currently have.
- Alternatives to campus policing be established, including campus ombudspersons which is in line with student demands. Lacy said this somewhat reflects what the ASI EVP Ricardo had mentioned earlier.
- Parental leave be increased to a semester or two quarters immediately. 30 days of paid parental leave is insufficient. Lacy commented that as many who have taken it up before have found the CSU has rejected this. She said hopefully, we can continue to work on them with it. Lacy noted that they made sure to note that the reason they rejected it was not because of the cost, which she thought was interesting.
- Five-year contracts be extended to lecturers who complete a three-year contract satisfactorily. If a lecturer has a three-year contract, they complete it; they should then be promoted to a five-year contract.
- Policies to encourage interviewing lecturers for tenure track positions, as well as a reclassification pathway for lectures into the tenure track be developed.
- Raises: Lacy said they're asking for 4% retroactive for last year for all the additional labor that they did to get the campus ready to move 100% virtual, 4% for this year and 4% for next year; and a 2.65 SSI increase. She said that SSI raises have basically been nonexistent for the decade, and they be included to help with salary compression.
- The naming of a committee to investigate gender and racial pay disparities.

Lacy noted that the CSU has countered for the pay raises with offering nothing for last year, 2% for this year, add nothing in writing for the future, but leaving it open that potentially they would consider it. She said they did approve a plan to increase pay for high level administrators have between 5% and 10% at each high-level administrators' next evaluation. Lacy commented that "Chancellor Castro, who makes more than the governor of California, was praising our current budget this last July as being

unprecedented and that we have more money than ever from the state and we have lots of federal dollars to spend on students” Lacy asked why faculty are being left out. She said she’s received emails from people pointing out that inflation is already at 5% and projected to be over 5% this year. Home prices are up over 15% in Southern California. She said it is not asking for too much, and that they’re honestly asking for very little.

Lacy said that the CSU has come back and are making their own asks and this is what the CSU is asking for.

- They're asking to reduce the standard for temporary suspension with pay for faculty and we're under investigation.
- They are asking to extend the period that a letter of reprimand stays in a personnel action file from three years to five years.
- They're asking to cap the number of sabbaticals granted and change the purpose of sabbaticals, and to limit chairs from taking sabbaticals.
- They want to extend the amount of time the CSU has to respond to grievances, but not extend CFA's time.
- Eliminate the ability of faculty to file grievances due to discrimination.
- Move the new faculty orientation MOU into the contract.
- They want to reword “leave without pay” to exclude part time lecturers.
- They want to restrict the use of bereavement leave to people whose partners are only legally recognized and if you don't have a legally registered domestic partner, you could not take bereavement leave.
- They want to decrease FERPING eligibility from five years to three years
- Increase faculty parking fees to match student fees. Lacy commented that at some campuses that will be a 500% increase.
- They also want to fold the language from the MOU around the catastrophic leave bank that was expanded to include faculty impacted by wildfires, they want to formalize that.
- They did suggest in the very last meeting something new to create something called a “professor of practice”. Lacy said it would be a tenured but not research focused faculty category. She said the CFA had a lot of questions about this and they didn't have answers yet and so we're waiting for more details on how to what this would look like.
- Lacy noted that CFA had already made a lot of asks about increasing stability and options for tenure track for lecturer faculty. So this is a different kind of option they're presenting, and they're waiting for more information.

Lacy reminded folks to attend the Bargaining training meeting on September 30 at 5pm, and encourage colleagues to do so as well. She commented that the things that the CSU has come back with are concerning, really limiting benefits, especially for some of the most unstable forms of employment on the campus.

Dr. Michelle Martinez, Director of the McNair Scholars Program

- Martinez said they are currently accepting applications for a fall cohort, and they have about 12 spots. She said they’re hoping to fill those with some really great students who are looking to pursue a PhD. She said that the McNair Scholars Program is a TRIO program, an equity program that is funded by the US Department of Education to serve first generation college students who are low income and very high financial needs. She said the program has become one that is very prestigious, and a noted honor for students in their in their move toward graduate school.

- Applications are due October 15. It's been extended a little bit because they are recruiting virtually. She said that it would be very helpful for anyone to help spread the word and get the applications out. She noted that they're sending an email right now to all faculty about the McNair program that has a fresh application that faculty can forward to students.
- There will be information sessions. The next one is on 9/23 at 9 am.
- Basic eligibility for students coming into the McNair program
 - o Cumulative GPA of at least a 3.0. They can have a cumulative GPA that reflects the work that they've done much better than it might have if they have old grades or something on there.
 - o We're looking for students that are sophomores, juniors, and seniors and most especially students who are able to spend a full year with us.

She wanted to be clear that it is not a scholarship program. It is a full participation program and students meet with them on a weekly basis. She noted that they have a full summer program that engages them in an undergraduate research project. They have meetings throughout the week that get all the different components of their graduate application process ready. And just about at every turn, they're helping them navigate what it will look like to transition from being students at Dominguez Hills to being successful graduate students. **Senator Tang** asked how each department can collaborate with the McNair Scholars Program office to really reach students. He said pre-pandemic there were flyers everywhere. He said a few years back he did go to their office to see if he could get an appointment to understand how he could help, but it never materialized. Tang wanted to know how to reach students with this message. He said for example, with the CISE program, he has offered 10 minutes in his class to advertise their program so that they can raise awareness. He said with these fantastic opportunities, he wants the students to know. He asked if there is any way faculty can help to really let our students know. Are there specific strategies to raise awareness and on a very individual level to our students? **Martinez** responded that she would like to engage faculty. The first thing is letting students know that they have the potential to do a Ph.D. program and encouraging them to apply to the program. Forwarding them an application and letting them know you feel they have the potential to succeed in a Ph.D. program. Martinez said that what really makes a difference is them feeling that there's an opportunity out there versus this is an opportunity they want to partake in. She noted that sometimes students come to her office first and then they're looking for faculty they can match them up. She offered that they would love to match up students with any faculty that want to be a part of mentoring students through individual research projects. She added that many faculty come to them with a scholar that they're recommending for the program. She asked if faculty have any students that they think would be wonderful for their program, send their names forth. Martinez offered that she could come to classes or department meetings to share about the program.

Chair Celly commented on why we are bringing informational items or continuing to bring informational items to Senate. She noted that Dr. Martinez spoke at one of the Community/Faculty Chats where we discussed graduate research and that office asked if she could come and present at Senate so that they had a robust pool of applicants for the 12 slots. Celly noted that it was time sensitive so that they had a few weeks to encourage students to apply. Chair Celly explained that some of the guests asked to speak. While they could do so in the informal setting of the Community/Faculty Chats, they have information that Senators should take back to their departments. Her decision to invite these informational items comes from feedback she received at a prior Senate meeting and heard in the Community/Faculty Chats. Celly said it is important to take the information back so that the communications flow is better. Celly said she believes that it's more likely that faculty will listen to a senate colleague and are more likely to open an email from the chair than University Communications or

even perhaps the Provost or the President. She asked that Senators elevate their voices as senators by taking the information and action items back to their departments.

Community Wellness, Dr. Tiffany Herbert, Interim Director of Student Health & Psychological Services; Dr. Molly Lancaster; AVP Dr. Matt Smith, Dr. Zachary Ritter, Interim Associate Dean of Student, Bianca Bisi, Manager of Student Support (CAH)

Dr. Tiffany Herbert, Interim Director of Student Health and Psychological Services

Herbert introduced herself, noting that she is a clinical psychologist and currently serves as the Interim Director of Student Health and Psychological services. She noted that she was the former chair of Africana Studies. Herbert shared a [flyer](#) from Student Health and Psychological Services regarding what it offered at the center from support groups, mental health first aid training, and health services such as physical exams, screening tests, etc. Herbert said what she really wanted to share was their philosophy around caring for students and their philosophy around wellness and wellbeing. She noted that the Student Health and Psychological Services is not an urgent care or an emergency drop off center. It is the hub of wellbeing for the campus and they work together in partnership to bring wellness to the entire community. Herbert said at the health center, they offer health services and psychological services as well as a number of groups and workshops that they offer to students. Herbert highlighted some of the tools that are offered to faculty and encouraged them to take advantage of them such as YOU/CSUDH - an online platform that faculty can access through myCSUDH which is a wellbeing software. She said it helps in the eight dimensions of wellness including mental health wellbeing, financial wellbeing, nutrition, and fitness. Herbert noted that it is an opportunity for faculty to engage students and themselves through the platform to help promote a community of wellness. Herbert said they believe that through these sorts of resources that faculty can begin to start the conversation about health and the classroom environment can become healthier in nature, and that a flow of referrals and things like that can be made to her department and to the CARE team an easy transition. She noted that they are starting back up Mental Health First Aid training. Herbert also spoke about the Toro Wellness Hub which is a new initiative. She said they were getting calls from faculty, staff and students and the TORO Wellness Hub provides an opportunity to join forces with HR. The Student Health Center and HR decided to create one central wellness hub. This hub will offer resources and possibly highlight faculty research and initiatives, bringing into the fold of faculty from Kinesiology and other areas to host walking events or different events around campus and find that information on one platform. Herbert said if anyone has any questions, to contact her directly. She said she addresses faculty regularly regarding how to manage student concerns, how to address mental health issues, and educating the campus community about how to do that in a compassionate way, in a diligent way and in a way that protects and supports faculty and also gives students what they need.

Chair Celly invited Dr. Molly Lancaster to speak about her work as it relates to Community Wellness.

Lancaster said she's worked closely with the CARE Team and also members of the Psychological Services staff Josephine Lara and Dr. Wallace, one of the counselors. Lancaster said she and others have been working to develop a mind and body center on campus. She noted that she did some research during COVID, with a second wave of data coming out soon and that they are seeing that students are experiencing psychological distress. She added that there is also a segment of students who may not be comfortable walking into a counseling center and they might not be comfortable with mental health counseling for whatever reason. Lancaster said offering other options is a response to a large number of our students who indicated that they are interested in mind and body services as well. She noted that some of their research was looking at interest in mind body interventions, things like

yoga, breath work, relaxation techniques. She noted she is getting numbers near 70 to 80% of students who are reporting that they're interested, or very interested in these types of modalities. Lancaster said that some of that is offered through Dr. Herbert and her team. Lancaster said she is looking to expand that and also include some culturally differentiating services and programs as well. She said she received an instructional related activities grant for this year, and she is restructuring right now a wellness speaker series, which will focus on yoga, meditation, and other alternative modalities, which are great complements to all the other wonderful resources on campus. She said her hope is to make well-being and mental health, emotional well-being as accessible as possible for all students. She asked faculty if they had students who are interested in leading any of those sessions to let her know. She said they're really interested in getting students involved in running these events as well. Staff and members of the community that you think might really resonate. She said she is currently lining up the spring agenda, and they will be hosting hybrid events, with both on campus events that will also be streamed virtually, to increase accessibility. Chair Celly asked if these services would be open to staff and faculty and administrators as well. Lancaster responded, "Yes, it's open campus wide." **Celly** thanked Lancaster for her work and willingness to share that collaboration across divisions. She said she believes it is going to turn out to be vital. Celly appreciated other members of the DH community who have been contributing to the health and wellness in the past few years at the Faculty Development Center, including Senator Ma, Dr. Roya Azizi and staff member Ms. Susanne Walker.

AVP Matt Smith said they will be sharing a little bit about what's going on with the CARE Team and the really great things that are happening with the Basic Needs Program. And then they'll finish off with some conversation around self-certification and then the Toro Hour and kind of how the self-certification and Toro Hour tie in to the idea around community wellness and students thriving on campus. He invited Bianca Bisi to speak.

Bianca Bisi, Manager of Student Support - Bisi said they've been working together to revamp and give a facelift to the CARE program and the Basic Needs program. She said at other CSUs, most campuses who have an emergency response team for behavioral intervention are focused more on that type of crisis emergency preventing such as an active shooter and preventing disruption in the classroom. At Dominguez Hills they do that, and they've decided to take it to the next level. They've added to emergency response was more of a long-term post care case management. She said what that does is it really speaks to a restorative justice context and recognizing that every behavior is motivated by a basic need. She explained that if a student is expressing or exhibiting concerning behavior in the classroom, there usually is some reason underlying it. She said they look at the student from a holistic perspective and pair that student with long term case management to prevent any future situation. Bisi continued with the Basic Needs update. She said they are working on a new space that is going to be located in the Fieldhouse. She noted that they're going to be able to provide refrigerated and frozen items as well as adding a golf cart to provide more storage and supplies to campus. She noted that students are going to have access to "shopping with dignity". They will have their own choice and be able to pick their own grocery items. Bisi offered the following links if a student is in need of any of these services.

- SPS: <https://www.csudh.edu/sps/scheduling-an-appointment/>
- CARE: https://cm.maxient.com/reportingform.php?CSUDominguezHills&layout_id=1
- Basic Needs: https://cm.maxient.com/reportingform.php?CSUDominguezHills&layout_id=4
- Title IV: https://cm.maxient.com/reportingform.php?CSUDominguezHills&layout_id=50
- Career Center: <https://www.csudh.edu/career-center/contact-us/>

AVP Smith offered appreciation for the support that they've received from our CARE teamwork. He noted that there's often a difficult balance that he's aware of that faculty may be trying to find when trying to support students who are in crisis or who are going through difficult times and trying to balance that ethic of care and love with academic rigor. He said that they've gotten such an amazing response from faculty, an overwhelming majority of who are willing to work with them in supporting students. He said they appreciate that collaboration and support from everyone. Re. Self-certification - Smith said that for students enrolled in face-to-face courses, as of this 9/22, they have about 75% of students in face-to-face courses who have completed their self-certification. He explained that part of that 75% is 12%, which is in progress, meaning they have submitted and there's follow-up needed. He said they're continuing to work hard to continue to get 100% of those students in face to face classes to complete that by September 30. Smith said that with all students, they're at 50%, who have completed the self-certification. Some strategies to help them get to 100% are:

- In person presentations during face to face classes, and those will run through September 30.
- A phone banking process where they're calling all students who are enrolled in face to face classes who have not completed self-certification, we're going to be re-calling them to remind them of the need to complete that by the September 30 deadline. Smith said they have a vendor who is going to call students starting the 30th through early October, to follow up on any students who have not completed.
- They'll have a call center set up for students who are having issues

Smith said they have volunteers across campus who are going to be helping to make phone calls between the 22nd and 29th. Starting on the 30th, the vendor will pick up making those phone calls over the next few days.

- They plan to start that student conduct process with students on October 1, so that they can go through that process of possible disenrollment if they don't complete it in time.
- They will also be looking at placing holds on students accounts in early October, so they cannot register for spring semester until their self-certification is in place.

Regarding Toro Hour: Smith explained that during the summer the Toro Learning and Instruction Team were having conversations about what faculty, staff, and students said based on surveys. Smith noted that one of the things that ASI had been really advocating on for a few years was around TORO Hour. Smith noted that these two things came together because most faculty, staff, and students said they missed being together on campus, being able to engage in community and have some great kind of casual non planned dialogue and conversation and build community with one another. Smith explained that the idea of Toro Hour came back up. A discussion was held with members of Senate Exec where they brought forth the idea of an exploration of having Toro Hour on our campus again. Smith said the agreement was to hold time on the spring semester calendar for a TORO hour every Tuesday and Thursday from 2:30 to 3:45. He noted that they needed to have some wide consultation with students and faculty when everyone was back in the fall, to decide if they were going to keep that time and move forward with it, or release that time and allow classes to be scheduled during that time if the feedback is that this is not a direction we should go. He noted that they're working on that and the ask is not just do it for the spring semester, but also to look at doing it for four semesters so that we can really assess the impact and the efficacy of the of what's happening during that time to see if it's meeting our goals. And if it does, then it's something that they can explore continuing for the long haul. And if not, then they can go back to scheduling classes as usual. Smith said that ASI will be leading the conversation and coming to Senate Exec and Senate about those conversations.

Contact Information

- Dr. Matt Smith
 - AVP Student Life
 - mattsmith@csudh.edu
 - 310-243-2277
- Dr. Zack Ritter
 - Associate Dean of Students
 - Zritter@csudh.edu
 - 310-243-2801
- Dr. Tiffany Herbert
 - Director of Student Health & Psychological Services
 - therbert@csudh.edu
 - 310-243-3818
- Bianca Bisi
 - Manager of Student Support
 - Bbisi@csudh.edu

COVID Safety Communications, AVP, University Communications & Marketing, Myla Edmond

Edmond introduced herself and said she came to Dominguez Hills in April of 2021 from the UC system where she was managing communications and marketing for the Education Abroad program system-wide. Edmond described the different methods used to share information surrounding COVID. She noted that they wanted to be sure that the information was specific and relevant to repopulation and did so by breaking it into six separate messages. She noted that the open rate was between 30% and 40%, with one video they sent out being at a 60% open rate. She asked the support of the Senate in elevating these messages to colleagues and students. Edmond noted that email is not their sole tool for communication. She said there are also tutorials. She invited folks to revisit the [Toros Together webpage](#) as it had been revamped. She said they refreshed Toros Together with a lot more information, and put it into categories to make it easier to find exactly what you're looking for. One new addition they have is a COVID dashboard that provides information about where we stand with self-certifications. She noted that it is not yet complete, they still want to add stats on face-to-face percentages and will get them added soon. She said the other tool that they're trying to integrate is the CSUDH homepage. She noted that for a long time, they weren't updating that to coincide with some of the important messages. She noted they're also utilizing social media, because they're aware that email is not going to be the only ticket, nor is the CSUDH homepage going to be the only source of information. Social media is another way to contact and reach out to the broader community. Edmond offered to share a presentation talking about some of the stats. She said she is very interested in partnering with folks and if anyone has questions or suggestions, to let her know.

Senate Parliamentarian Gammage, Election Results

Search Committee for Director of Student Health Services:

- Dr. Katie Johnson (Student Health & Psychological Services)
- Dr. Erin Merz (CNBS)

Instructionally Related Activities:

- Dr. Joshua Jeffers (CAH)
- Dr. Margarita Villagrana (CHHSN)

Education Policy Committee (EPC): CNBS representative:

- Dr. Yea ji Kim

Education Policy Committee (EPC): CHHSN representative:

- Sarah Underwood

Education Policy Committee (EPC): University Library representative:

- Hannah Lee

Faculty Policy Committee (FPC), Non-Tenure Track Representative

- Dr. Molly Lancaster (CHHSN)

Online Hybrid Learning Committee (OHLIC):

- Dr. Kaitlyn Breiner (CHHSN)

Task Force for Assessing Teacher Effectiveness

- Tessa Withorn (Library)
- Dr. Roger Oiyuan Jin (CBAPP)
- Kathryn Dowse (CAH)
- Tracy Becerra-Culqui (CHHSN)

University Faculty Advocate

- Ryan Bowles Eagle

Chair Celly asked Parliamentarian Gammage if, based on today's results, the EPC and the OHLC would be at quorum so that they have the right number of members to conduct their work? **Gammage** replied, "Yes."

Open Mic: (Q & A/Comments)

Statewide Senator Talamante said a question from her department around shared governance and how the 80% mark for spring was determined, and the role of Senate and the Senate Executive committee in making such determinations. Secondly, Talamante asked, in terms of the Toro Hour: As a department chair and not as an executive member, she said they've had nothing come to them via scheduling and they have classes scheduled. She pointed out that she had just turned in all the updates for their schedule. today. She noted they were due in their college with the online modalities, which was a big pivot because they didn't know there was going to be a 20% threshold when they turned in their pilot forms earlier in the month. She said as a department chair, there's going to be a lot of scrambling already going on and then what will they do now if Toro Hour moves forward? She said they have faculty who are arranging their schedules on many levels; both tenure, tenure track and non-tenure track faculty.

Provost Spagna said the short answer, is that this is the President's decision of the goal of 80%. face-to-face. He said that he would suggest involving him in terms of what were the variables and what level of consultation and consideration did he have to reach that 80% goal. Spagna added that it is the President's decision and this is his goal for us going forward into the next semester. He noted that at the last senate meeting the President shared that one of the things that's weighing heavily on his mind is the welfare of our students. The Provost commented that this was true for him as well. He said that students are really struggling right now. **Vice Provost O'Donnell** said with regard to word about Toro Hour spreading and whether the schedulers are aware of the blocked time that Dr. Talamante's recollection is exactly right. He said they are holding a spot pending this discussion with Senate. That hold was essentially a voluntary one enacted over the summer after meeting with ASI leadership and Senate Executive leadership. It conceded that the full campus community hadn't yet been asked. He said he did communicate to the schedulers to hold that spot to the extent possible. He noted that they have heard of exceptions in different colleges that say, they can't hold that spot this spring either because they didn't have enough notice, or because they have labs that can't be moved, or they have a highly sequenced high unit major, where the schedule is already jammed too tight. He said every conversation they've had with ASI so far has taken into account the fact that it wouldn't be waterproof. **Chair Celly** said that was a concern in the summer when it was brought to the Senate Executive Committee meeting. Celly said procedurally what this means is students would need to take the lead and bring it back for consideration. Celly noted that this issue had come to Senate in recent years, where the faculty have fully supported the concept of a Toro Hour, but the operational details needed to be ironed out. She pointed out that there are many operational details including how we will trade off the time to degree against the benefits to students of an open hour. Celly said to Vice Provost O'Donnell that her understanding from the Vice Provost's response is that students should be working on it this semester, and that they have a proposal

to move in good time for fall 2022 and we could be doing that resolution work literally as we hit the ground in spring 22.

O'Donnell responded that he thought that was accurate. He added, "It is pretty urgent as we have a very long lead time on our class schedules and we should try to turn this to some kind of official action promptly." **Chair Celly** said to the ASI EVP that they return to their work with Student Affairs to come back to the Senate with a proposal so that Senate can see where it would make sense and how we could work this. She commented that the reduction in DFW was so high in the high impact high unit majors that would be a much accelerated path to graduation. She added we wouldn't want to upset that unless there's a substantial benefit and all agree with the benefit.

Senator Sanford directed his question to AVP Smith. He noted that it was said that we are working on telling students if they don't get vaccinated and upload the information into the dashboard by September 30, then you're going to have some difficulty coming back in the spring and we're going to put a hold on your account. He asked what should professors do? He noted he had a student email him saying he had been exposed to COVID from a family member so he would be staying home for the next two weeks. Sanford said he wondered if he himself had been exposed. He wanted to know if they should report if a student informs them they have COVID. Additionally, he said he had a student tell him he wasn't going to get vaccinated. Sanford said he sent the student the campus protocols. Sanford noted it was late August when he sent them to the campus protocols. He said the student stated they had no intention of getting vaccinated, however they hadn't dropped his class. Sanford said he is also concerned with students who ignore distancing rules in the classroom, especially when they lean forward and ask to speak with him and even though they're masked, he said he is still concerned. **AVP Smith** responded that for a student who believed they may have been exposed, he would suggest reminding them to continue to test during that time, and if they have questions, they can reach out to the COVID safety email and we can support them through that process. Smith said while the student gave themselves a two-week timeline, it may or may not be necessary, based on numerous factors, especially if they're testing. Smith said in terms of the student who says, "I'm not getting vaccinated", it's important to note that what we're saying that what students have to do is complete their self-verification certification. He noted that not everyone will be vaccinated right now, we know that about 88 to 90% of all students who are completing that self-certification are vaccinated. But then we also have students who have religious exemptions and medical exemptions. Smith said so if a student says, I'm not getting vaccinated, they still need to complete their self-certification. And if their religious or medical exemption is not approved, and they refuse to get vaccinated, they don't need to drop the class, student affairs will take action on their end. He said right now we're planning to see what is going to be allowed? And what is it that we're actually going to do and how long it's going to take us to do that. And so we're working through those details right now, right now, the plan is to drop those students and place a hold on their account for spring semester. But they do have to go through a process to get there and they will go through that process as quickly as possible on their end to make that happen. **Celly** said she wanted to make the point that at least the RT PCR testing, which is the testing that we have on campus is costing nothing but a drive thru or a walk there. If you're on campus, they're allowing you to walk up and you also have to schedule an appointment. Celly said she had hers and "they're very gentle".

Senator Johnson directed her questions towards AVP Smith. She noted that she asked several of her students in her synchronous class how many of them had submitted their paperwork for verification of vaccination or exemption, they all had. However, Johnson said about half the class told her that it showed as status pending. Johnson asked how quickly are those are being cleared up. Her second question had to do with the dashboard. She noted that it said about 49% of our students have self-certified, then it says that 87% of the students have certified as vaccinated, six tenths have medical

exemptions, and 2% have religious. She asked if the number of exemptions is that the percent of the students who have certified or is that counting as a percent of our overall student population? **Smith** said regarding how quickly those will be reviewed and completed, they're going through that process as quickly as possible and the health center is working as quickly as they can to get through those. He said they first have to go through those individually and verify the information that's being submitted and make sure it's accurate. And then they get the information and send a confirmation email to those students. He said it does take them some time to be able to do that and we began that process after students had already begun submitting. He did admit that there was a backlog that they're working through. **Dr. Herbert** said that they are up to date in terms of checking vaccination records. Part of the challenge has been that what they see sometimes is that students may leave out a portion or people may leave out a portion of the attestation, meaning they don't put the dates in or the vaccination card date doesn't match the dates that they've put in, or they never check a box. She explained that when there's a little gap there, when they say in progress, those are ones that we need students to update a little additional information so that they can check. The Health Center is checking every record, just for peace of mind here. When there's an upload, they're checking the dates, they're checking the card, and they're checking what type of vaccination for the accounts of the people whose status says "in progress." Johnson asked whether faculty need to ask the students to go back and check that once again. Herbert said they will receive an email letting them know that they're missing information and their record is incomplete. We would like them to go back in and check that their dates are in properly because the Health Center is not allowed to update someone's record. **Smith** said part of the challenge has been that students are trying to upload a PDF, which isn't allowed. He asked faculty to please remind students to that if they're having issues with their upload to make sure they read the instructions, because it gives them the appropriate formats for them to upload that and a PDF is not accepted. **Statewide Senator Norman** offered praise to staff who are managing all of this. He noted that he had Anna Lisa Garcia come to his class the day before and she informed students to just use their phone, as the phone will save it as a jpeg. He said another point for any faculty who are also students, they need to certify both in the student portal and in the faculty portal. **Senator Nicol** offered her appreciation for the CARE Team. She recently came off the CARE Team. Nicol said she was glad to hear that Dr. Eagle will be serving as the faculty advocate. She believes she will be a great addition. Nicol commented that she believes that faculty need to utilize the CARE Team for interventions with students to help students as opposed to looking at being punitive, which sometimes happens.

Nicol asked with regard to Senate, is there a policy agenda for Senate for this year? She said while she understands the need to talk about COVID and repopulation, but there are some educational policy issues, some faculty policy issues, and issues related to non-tenure track faculty that seem to be getting missed, because of the hyper focus either on COVID, but also on creating new committees as opposed to making the current committees functional. Nicol said she hasn't heard anything from EPC in terms of policy. Nicol said an item that is up in her college is the need for a post tenure review process. She said they would like for Senate to be given a policy agenda, because she feels as if time is being wasted. **Chair Celly** said that Senator Nicol's point is well taken. Celly noted that Senator Nicol was the past Faculty Advocate so that advice is particularly well taken on using the CARE Team. Celly said that FPC will be coming up with resolutions shortly. She explained that EPC was not fully populated for a variety of reasons and finally quorum was reached as a result of today's election. Additionally, the OHLC was working over the summer on quality criteria for quality online classes for curriculum reviews. While it's not directly policy, but it's indirectly policy. Celly explained that that work came to a halt pending the repopulation of that committee. She said that they are fully populated now and awaiting a co-chair. Celly said there has been a few populating issues for committees that has delayed that work and she

appreciate Senator Nicol's question and takes it to heart. Celly said given the September 30th deadline, she did feel it was useful use of time today, which is only a preview of the deadline coming as we scale up to repopulating more fully. Celly said she thinks the work that we can do as senators and as a senate body is taking this back to faculty so there's not a flood of questions coming one up on the same matter. We communicate and we help administration communicate better with our faculty as well, in the interim period between the end of classes December and the beginning of classes end of January.

Senator Price asked AVP Smith if we can't reach a student because there's no phone number or that student they're not responding to email, is faculty supposed to fill out a form for the CARE Team? She said she did contact somebody, but was told that wasn't a CARE Team issue. if somebody can't make the September 30 meeting what do they do to stand up for faculty rights and bargaining? **Bisi** said there's a link directly in the [presentation](#) to refer the student. She said if you don't have access to the phone number on the referral, go ahead and leave it blank as they have access to student records. And sometimes they can do some kind of work through in the system to get a different phone number that's on file. She said they will be able to make contact and they also have the student's course information in the worst case scenario, if they don't have a number, they can go through other professors. Bisi suggested that Dr. Price send her an email and they will make sure that they address the situation with the student. **Celly** what she learned at the Toro Team Learning and Instruction meeting on September 21 is that as the calling is happening, one of the suggestions is that they record every bad number so that they capture those bad numbers, and attempt to rectify that so that we have student phone numbers, and are able to reach them that way. **AVP Smith** said yes, they will be exploring if it's a possibility for them to know which numbers aren't working and then we'll try to contact those students to have them update their information

Celly noted that with regard to a policy regarding post tenure review, it has come up in many of our meetings actually with administration and in a couple of colleges. She stated the post tenure review policy is not new this year and should definitely be on our work agenda for Senate.

Senator Kuwabara said with regard to Toro Hour, her chair is concerned. Kuwabara asked is there a timeline that we'll be discussing this during the Senate? And then when would it be finalized in the sense of a piloting, because schedules are in for spring 2022 and they are actually teaching during the proposed time. **Celly** said that it is not going to be work of academic senate unless the students come up with a proposal working with the Division of Student Affairs, to present the Senate with why this is important and they then would come before the whole body. She editorialized that they've lost the window of opportunity during the summer through no fault of the student leadership as they did not have a fully constitute. She said they were not able to conduct elections and fully populate the ASI Board. And so they have not been able to get to any kind of consensus on what they wanted to do with Toro Hour. The ball is still rolling and until it lands, it's not going to come before the Senate. Celly said if they had to do anything meaningful for with it, it would have to happen this semester, so that it's read and voted on at the very beginning of spring so that those decisions are made before the registration deadlines and the schedule deadlines for fall 2022. Celly continued that at this point they are expecting it's not an ask for one semester, it's a program alternative for four semesters so that it's piloted, and all the consequences can be assessed during that time. **Kuwabara** asked if the pilot would potentially start from the fall of 2022. **Celly** said her understanding is that it is not a hold for spring 2022. She said what she is understanding is that there was only 20 classes that had been scheduled during those hours of all the classes for spring. So she wasn't sure if O'Donnell was saying it's still technically possible to pilot starting in spring? **O'Donnell** said he believes so and thinks it's still worth pursuing and that we

have a big enough hold, even given that number of exceptions in the spring semester that we could begin testing now. He continued that he thought it would be easier to learn by doing so he would not recommend stepping away or delaying for another semester if it can be avoided. **Celly** responded to a question in the chat from Senator Pederson and said that 2:30 to 3:45 is the time slot held.

Parliamentarian Gammage put forth a motion that the chat log transcript be accepted into the minutes of the meeting. The motion was moved and seconded. A verbal vote was given by the Senators. **Celly** said for the record, she stated something that was in the Zoom chat, Tuesdays and Thursdays from 2:30 to 3:45 is on hold for Toro Hour for this spring, pending action from the students and Student Affairs and what they would like to see done with this time. There are known classes that will be exempted and cannot possibly move forward for what for whatever sets of reasons amount to about 20 of them as of Friday of 9/17.

Meeting adjourned.