



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

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

Academic Senate Meeting Minutes

October 23, 2019/Loker Student Union, Ballroom A/2:30 – 5:00 PM

Approved 11/6/19

Voting Members Present: Allen, Andrade, Asatoorian, Brandt, Bono, Chaparro, Chhetri, Deng, Dixon, Eames, Fortner, Furtado, Gardner, Gasco, Griffey, Hill, Jarrett, Johnson, Kitching, Kulikov, Kuwabara, Macias, Malladi, McGlynn, Mendoza Diaz, Monty, Naynaha, Nguyen, Park, Pawar, Pederson, Raianu, Roback, Rucker (proxy for Supernaw), Skiffer, Stang, Tang, Willis

Voting Members Not Present: Benavides Lopez, Gray-Shellberg, Heinze-Balcazar, Kalayjian, Morris, Nicol, Price, Silvano

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

Voting Ex-Officio Members Not Present: Parham

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

Non-Voting Ex-Officio Members Not Present: Avila, Brasley, Figueroa, McNutt, Peyton, Poltorak, Stewart

Guests: R. Boroon, M. Britto, M. Dunbar, K. Dellacioppa, A. Kawakami, A. Sanford

2019-2020 Academic Senate Executive Committee:

Charles Thomas – Academic Senate Chair, Laura Talamante – Vice Chair, Enrique Ortega – Parliamentarian, Dana Ospina – Secretary, Salvatore Russo – EPC Chair, Katy Pinto – FPC Chair, Rita Anderson – NTT Representative, Kirti Celly and Thomas Norman – Statewide Senators

Recorded and Edited by SEW and the Executive Committee

Meeting Called to Order: 2:30 PM

Approval of Agenda M/S/P 10/23/19

Approval of 10/9/19: M/S/P

Academic Senate Chair Report:

- Council of Senate Chairs tomorrow, 10/24 at the Chancellor's Office. It is an opportunity for all the academic senate chairs to meet. This is the first of four meetings occur over the course of the year.
- Resolution 3397, which is an attempt by the Statewide Academic Senate to see what campuses were doing in terms of contours of an ethnic studies requirement. Unfortunately, we're not going to be able to answer their questions in time for their deadline of November 1st. Thomas said we have a GE assessment workgroup that is currently working on with issue. We're fearful that answering this survey would impede upon the actual thought process that's going on in that GE Assessment Workgroup.
- Basic Needs Survey - you may have seen flyers and sign boards, dealing with our Basic Needs Assessment. The Basic Needs Assessment is a way for us to determine what the needs are of our students as it relates to food insecurity and housing insecurity. We're asking all students to complete that Basic Needs Assessment. Now, we would encourage you to provide some time in your classes for students to complete this assessment. It takes about 10 to 15 minutes at most.

- Capital Campaign - the Capital Campaign is actually going to be postponed until the spring. But this is an opportunity for us to not only identify the problem, but also be a part of the solution. We are going to be collecting money and giving out pins and the pin basically says our Basic Needs Initiative for CSU DH. Thomas described that across the top it says, I donated to end homelessness and hunger on campus. Thomas thought this was an excellent dovetail to not only are we interested in addressing the problem, but we want to also be a part of the solution. Faculty, staff and students can certainly contribute to this campaign.
- Upcoming Events:
 - o Basic Needs Survey, which launched two days ago
 - o South Bay Economic Forecast, which is set for next week
 - o Town Hall For Curriculum Review Process, November 1 in the FDC from 10 to 12
 - o Budget Town Hall, November 5 in LSU.
 - o CSUDH Award Ceremony, November 17. This is where we're going to be looking at distinguished staff and so we have the Toro awards
 - o New Faculty Reception, November 13. From 5:30 to 7:30 on the fifth floor of the Library.
 - o Student Success Analytics Certificate Program will be starting up again. Our presentation will speak more to it later but it's a certificate specifically looking into our graduation initiative dashboards, This is the opportunity to look at distinctions between URM students, Pell students, First Generation as well as gender. Those are the types of ways in which we can slice and dice the data. We will also spend a little bit more time talking about that next time because the nomination period to be a part of that program is set for November 8, That program will begin on November 21.
 - o GE Assessment Workgroup – which is addressing how we're going to deal with our cultural pluralism and how we assess general education. This is set for December 1
- GI 2025 Conference – Thomas said there was a number of us there representing the CSUDH delegation. He noted it was a quite impressive opportunity for us to see how the Governor, as well as the larger system is looking at some of the initiatives that we're working on not only on this campus but more systemwide. The themes Thomas said he took away were that the Governor is big on the theme of lifelong learning, which is very similar to what we were are talking about here on this campus. Not only do you obtain a Degree here, but we need to be a part of once a Toro, always a Toro in terms of continuing that lifelong learning for that given student in our service area. Secondly, equity is more than just access, and that we are looking at equity as completion, not just access. And so providing access is one slice of the goal. But ultimately, we should be evaluating ourselves on the basis of how many of our students actually complete. And then the third is that I had an opportunity to speak with Stanislaus President Ellen Junn, who was a former Provost here. Thomas noted that he had an opportunity to ask her a little bit about our Joint Statement of Governance because it was her campus that initially passed one. Thomas said what Junn shared with him, which he found interesting is that it took her campus a year to come up with that language.
- EXEC 19- 14 will ultimately come back on November 6 as a second reading. However, at this meeting we are going to at least provide you the stakeholder feedback. We're not bringing this as a Second Reading, but rather as an opportunity for the Senate to provide input as it relates to the feedback we've received thus far from the various stakeholders.
- Next Senate Meeting will be Extended Education, Room 1213.

Discussion Item

EXEC 19-14 Joint Statement of Shared Governance, Vice Chair Talamante

Talamante shared the process of gathering feedback from all stakeholders. She noted it began with conversations with the President and Provost, requesting that first draft before they provided their feedback. It was brought to the Senate Retreat where all of the participants helped with looking at the statement from CSU Stanislaus, and providing their feedback and critiques as well as what they would like to see in our own Statement. This helped to inform our First Reading. From there it went to the President and the Provost. We also requested that Senators elicit feedback from their respective Departments, Programs and Divisions. We also got feedback from two of the Deans. It was taken to the ASI Board of Directors meeting on October 18th by the Senate Secretary, Dana Ospina who listened to their feedback. With regard to student feedback, the ASI VP Senator proxy Shuaib brought up at the September 25th Senate meeting, which helped guide us for the inclusion of students. Additional feedback from students was that they noticed that definitions of shared governance were coming out of AAUP, and that there was no reference to students in those definitions. Others noted that previous statements regarding shared governance coming out of the Chancellor's Office and from Statewide Senate did not address students and shared governance and that the model that we had started this from CSU Stanislaus also had not included students. Our goal in the Joint Statement of Shared Governance will remind us every year of our shared commitment and that Shared Governance is something that is dynamic, it is active, and it is collaborative.

Talamante then went through the feedback given to date line by line. She noted that the document names both the Senate Chair and Vice Chair in each of the comments, but not to the specific people who gave that feedback as it was the two of them who were drafting it.

Comments/Question/Suggestions

- Senator Stang – line 1 and 2 educating and employing (are we employing or preparing them for employment)?
- Professor Sanford - Line 61 “agreed” – uniform lines 124-127
- Senator Gardner – Line 90, this line should be inclusive of all faculty including librarians and coaches & impacts on budgets for education
- Senator Deng – Line #3 implement or enforce, separate policy from practice? To create and implement institutional policy and to manage the practice
- Mendoza-Diaz – line 90, per the Collective Bargaining Agreement faculty by definition includes librarians, counselors, and coaches
- Hill – lines 62-65 – it’s a philosophical document – so not necessarily something to agree on, let alone approve, the right word might be recognize
- Spagna – to make it a joint statement is crucial to agree on
- Macias – line 2 - employment may leave out certain fields – employment has certain implications, prepare for careers, or professional life in the 21st century. Some may be entrepreneurs.
- Monty – If the concern is about the language in first paragraph, you might look at the institutional learning outcomes. Mission leaves out employment and instead talks to personal and professional roles – look at institutional learning outcomes

Chair Thomas said this is not the sole opportunity to provide feedback. Senators can send us an email. We’ll take all of the comments and redraft for a Second Reading for November 6th.

Provost Report, Provost Michael Spagna

- The Provost first provided greetings from President Parham. He noted that the President is traveling and they spoke earlier in the day. Spagna said that the President was comfortable with him sharing a little more feedback about the GI 2025 summit. First and foremost, there was a great celebration of

Senator Pinto at that event. There were two real standouts, one was the presentation by Michael Sorrell who is the President of Paul Quinn College in Dallas, Texas. Spagna said there were many moments throughout the summit which was livestreamed that we'll be breaking out, however, it was Sorrell's that is that many of us should see and talk about. Spagna then spoke to Governor Newsome's report which he said fell into three categories which kind of sets up a blueprint for us. Spagna noted that at one point Newsome said, "I want to thank everybody for what you do in the CSU system." Spagna noted Newsome received a standing ovation by everybody in the room and then said, well maybe I should leave now, because I won't have good news maybe later. Spagna noted that Newsome used an example that maybe we're all thinking about, which is setting the stage of expecting an economic downturn in the next three years, maybe sooner. And so the analogy he used is, we're in the plane, and we're 30,000 feet, we're descending, and I'm preparing the cabin. And he said he needs Higher Education to work with us in terms of preparing the cabin. And he then linked in three things

- The real need for regional partnerships, that's what modern universities particularly CSUs have to be about
- Intersegmental collaborations with our Community College and UC partners
- The idea of lifelong learning. So not just putting at the box of career or employment, but longer lifelong learning.

Spagna said for him those were key highlights of it. He noted it was a feel good moment for the entire group there and certainly, Dominguez Hills had a rightful place at the table. Spagna said that many of the table decorations featured photographs of our students. So as we walked around, we were well represented across the entire event.

- Spagna said there has been a paper that's been put out to the CSU Presidents about a regional enrollment strategy. It's not been shared internally yet with the Cabinet or with others, but we're looking forward to that. It will guide us as to what we do in the LA Basin with enrollment management with regard to redirection, enrollment surge, and so forth. So stay tuned for that in terms of a regional enrollment document that has been discussed at a Presidential retreat, and now it will come to the individual campuses for consideration.
- We are revamping our Office of Undergraduate Research, and Senator Terry McGlynn is the one that's really spearheading that effort. So to that it's not too early to think about our 15th annual Research Day, that's coming up on February 12, and 13th. A critical moment for us to engage in a high impact practices in our mentorships with students and with student research. He said he's heard from several Departments and Department Chairs, in many ways, this is where students come into their own, where they come out and they're able to present and really gain in terms of their public presence.
- Concerns with the construction about everything from ADA, parking and so forth. So we're being vigilant on that front. Actually parking lot #2, it was pointed out that we really needed CW Driver to change the parking signs and make sure we remove things so there are clear pathways for people that are in wheelchairs and have physical challenges. So CW Driver just put out some notices today that they're changing the signs to make sure we're ADA compliant.
- Dean Costino shared with the Provost some really nice information from a recent event she attended with other AVPs and Deans of Undergraduate Studies at the Chancellor's Office. The way Dean Costino reports it, Dominguez Hills had the highest Early Start participation rate in the System and we're commended for providing such high quality, integrated support for so many of our incoming students. Spagna noted it was a good moment for our campus.
- Untenured Faculty Organization (UFO) - Spagna said he's been spending time meeting with many different groups, most recently, the UFO. He said you've heard us talk a little bit at a leadership level of having a student ready University and aspiring to that. Spagna said he believes we need to modify

it and we've got to become aspire to be a more faculty ready University and an employee ready University. He said he's been hearing a lot of comments like, "I haven't had a key to my office in 8 weeks," "I don't have a chair," "my computer's not coming." He said we've got to be better on this front in terms of the faculty ready, so that the first experience when people come to our campus is not having to wait for essentials. He said he finds that in many cases when he digs a little deeper into it that people have tried to work these things out within their colleges and departments, but it hasn't been elevated yet to his level or other levels where he can do something about it. Spagna said he knows he's taking a risk, and wants it in the minutes, to go to him directly, He said if he knows someone is without a chair or a phone or a key, he's going to try and do whatever he can to get it to you immediately. Spagna said we should not live in that kind of environment. He said this is his commitment, to be a faculty and employee ready as well as student ready university.

Q&A/Comments/Asks

Senator Monty said with regard to the regional enrollment strategy he would push again, for a more flexible approach that would allow for spring admissions. Monty said we have a usually about 10 to 12% enrollment drop from fall to spring. If we can redirect some of these admissions from fall to spring. I think that will help a great deal at the university and would ease some of these burdens because we wouldn't be so overstrained in every area every fall semester going forward.

Senator Skiffer said in SBS the WIFI is horrendous. She said she has a brand new desktop computer for some reason her hardware keeps going out and this has been going on forever. She noted that she had to do advising with a student on the student's cell phone. So that needs to be fixed. The Provost responded that he's channeling without turning around and facing the VP of IT. Duly noted.

Professor Sanford said he wanted to follow on with what Senator Skiffer said about SBS. He noted he uses a lot of online technology with his students, and routinely will have a student coming up to him saying they couldn't take quiz, the WIFI went out. He said he needs the WIFI to work. It works in his office, if it feels like it, when it feels like it. It's hard to consult with students when they come to him and ask him to look at something but when he goes to Blackboard, it won't load because the WIFI is not working.

The other thing, Sanford wanted to speak to is another ADA issue, which is not directly related construction. He noted it is his experience that Facilities keeps parking its golf carts in the hash marked areas that say do not park here next to handicapped spaces. He said this has happened three times in the past week in the two small handicap lots near SBS. He said he came out to his car and couldn't get into his car because someone from Facilities had parked a golf cart right next to the door of his car in the hash marks. Sanford said someone needs to communicate to Facilities specifically to cut that out as it's been happening since the beginning of the semester.

ASI Report, VP Giron

Giron thanked both the Vice Chair and the Senate Secretary for doing a good job on covering their concerns. He said one of the things he did want to emphasize in the Joint Statement of Shared Governance in the second paragraph (lines 80-91) is the Board wanted there to be more representation of students. He said while they are thankful to be included in this Joint Statement of Shared Governance, they're discussing possibly writing their own.

Halloween Haunt is October 30th from 5 pm – 9 pm.

CFA Report, Dr. La Tanya Skiffer

- Reminder about the Bargaining Survey, we're tracking our results. You will be getting more emails from Jackie Teepen, CFA Field Representative. The survey can be done from your smartphone, you don't necessarily have to be on the desktop or laptop. The survey will likely close November 25.
- As far as range elevation for our lecturer faculty. We are still awaiting that list. As soon as you are notified, we would like to hold some sort of a workshop if lecturers are interested. Skiffer said having had some people who have had successful files discuss what they had included could be very beneficial. Essentially, Skiffer noted, you're just trying to ensure that they recognize that you remain current in the field. It's important that if you are eligible, you submit an application as our contract ends this summer. And so this is technically the last range elevation that we have on the table now, unless we're able to successfully bargain for another round of that. She said we have had a lot of lectures that have not applied and we know that there is a burden of work going forward. We want to do whatever we can to make sure to meet the deadline.
- Skiffer said they want to give a push for us as faculty following on the \$35 million in additional funding that we have for hiring tenure track faculty, and making sure that we stay alert and ensure that we follow the money. We are short and we need more people on the ground. We also are still looking back at the \$25 million they got in the last cycle. Along with those hires, we want to ensure that we reach out to have a diverse pool of candidates across all of our different categories, as well as ensuring that we reach out to those longtime lecturers here who might be eligible.
- We also encouraging Administration to ensure that we have an effective process for reaching out to lecturers. So our Lecturers Council with CFA has had some success with other campuses where once there are job lines available, they notify the lectures council with CFA and we announce it to our members.
- There also won't be any more general step increases (GSI) until the new contract. We're really looking forward to our bargaining campaign for that.
- CALPERS, we have had a successful action at CFA. CALPERS will no longer invest in private migrant detention centers [Applause]. Standing up and speaking truth, that's not where we want our retirement pensions to be invested. It's not in our value. Skiffer said we know that what was going on was wrong. Skiffer commented we definitely want to remind you that that is connected to our racial and social justice transformation and outside of anything to do with the Collective Bargaining Agreement.
- Skiffer spoke to a presentation given by Assemblymember Dr. Shirley Weber to CFA. Skiffer noted that Weber was able to speak to us very intimately about AB 1460, the ethnic studies requirement. She said that CFA is very much in support of this. The resolution that Statewide has put is simply calling for campuses to look at their current programs and to provide some sort of a picture of the landscape that we have. Skiffer quoted Assemblymember Weber, "That sounds fine, but the point is that we should be looking at our curriculum across ethnic studies and deciding on which courses we believe would be the most important and successful to ensure that all students are required to take." Skiffer went on to say, we as faculty are aware of what's going on in this country around racism, white privilege, white supremacy, and we need to deal with it. Students have to have that information as they move forward. There's a lot of misinformation with our young people. We need to have more education around ethnic studies and this is one way to do so. She said that Assemblymember Weber is happy to make an appearance with us if you'd like to hear from her, as she is the Author of this Bill. Skiffer noted that Weber is a former CSU Professor, so she's done her work in this area.
- Regarding new requirements to quantitative reasoning department. Skiffer noted that CFA is concerned that the requirement are going to push out students of color, particularly Black students and Hispanic students. Those requirements are going to be supposedly at the high school level, but require them to have a fourth year math requirement prior to entering the CSU. She said that CFA and

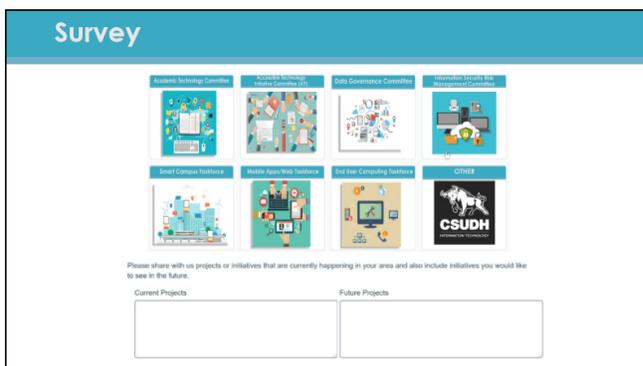
SQE, Students Support Quality Education, are going to be organizing around that and pushing back. So we're hoping to see that proposal get tossed.

- To Improve Program: Skiffer said they're getting a lot of students coming to office hours, and they are expected to map out their entire two years of education during that office hours visit. That takes time. She said it's suggested that there be some sort of additional training rolled out for faculty. Students are finding that they're having to go from one Advisor to another to try to figure out how to fix this paperwork here and it's likely going to take more than 10 minutes - 15 minutes. She said she's had students have to come back to help them finish and complete this. She said they're happy to see that there is a plan to help students graduate but they would like to see some support for that plan with resources behind it.

Digital Roadmap Roundtable, VP Information Technology, Chris Manriquez

VP Manriquez has meeting with individual faculty and departments, students in their areas and ASI and their leadership, clubs as well as divisional leadership groups talking about a digital roadmap round table. Manriquez explained that the digital roadmap is largely getting the campus set together on pace for discussing strategies, values, goals and understanding about where we want to go digitally and technically. Ahead of a Strategic Plan, setting some of the table for that and having an open dialogue around where are we with technology, what do we have, what exists, and what aspirationally do want to do. He said that there are three different things that we're more or less targeting during these discussions. He noted they had been rather robust discussions at the tables that have been at having the dialogue directly with faculty in their departments has been an eye opening experience for multiple reasons, not least of which is having discussions around technology sets that people would like to see that we don't necessarily have. So that's been particularly illuminating. Manriquez said we're after three different things. The first one is establishing a digital vocabulary. That way there's a common language that we have. The second thing is developing a change management structure around the things that happen with technology. Manriquez said that's important because we realize that technology doesn't go places by itself. It also means that we have a structure for the way that we develop and practice things on the campus and the processes we put in place so that the digital follows those practices. Because whether we know it or not, there are a whole series of systems behind the activities we perform at the institution. The third part is looking at and saying, how do we create an evenness of understanding of what we actually have? Manriquez noted that he's been in rooms on campus where students have told him it would be really great to have Microsoft available at home. He says he then tells them we've had that running for six years. What point is our communication not making it there? Or what places are they visiting that we're not necessarily. All these things are critical to what we're actually trying to do. He said we do have a governance structure and it does have faculty involved with as well as student voices at the table for adjoining governance committees. But there are task forces that will be moving into a community structure and they'll be putting out calls for faculty. He said one of the task forces that will be moving into committee is GI2025 because there is a rather substantial technical back end that allows us to achieve all the things that we've done with GI 2025, in addition to what the Advisors, the Faculty, and the rest of us have done towards those goals. Manriquez noted that this digital roadmap survey is not going to be taken over a short period of time. He noted that it is the first iteration of first discussions happening with this group. He said as we move forward, you'll be seeing that he's going around the talking to different groups on campus as much as he can. He noted that you'll see open sessions opening up for all, that he's meeting with students during the evening hours as well as the morning hours, as well as open calls for faculty because he couldn't necessarily get directly to them. He noted that because of what we're gaining on this, the timeframe on this is extended a little bit and they'll probably go into the next term. He said they had anticipated being completed this semester so we could role towards the goal portion, which is

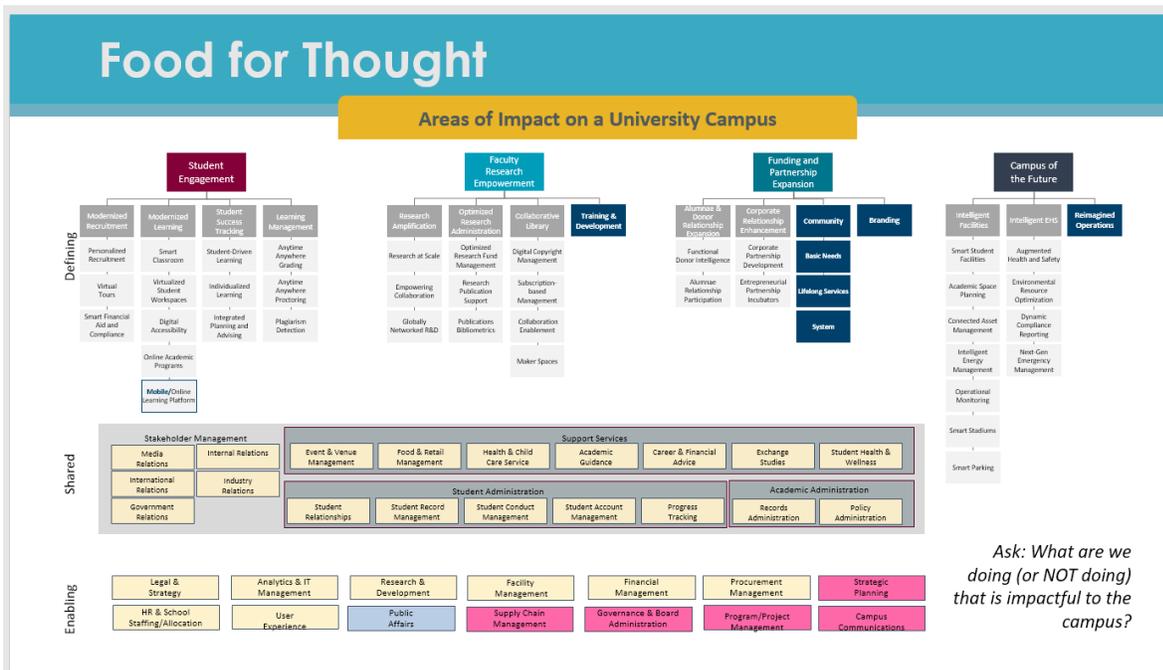
reporting back out what we discovered. He said in working with the Advisory Technology Group in determining two things. What is our capacity currently? What does it need to be where we want to go? He stated we're all going to be determining in the Strategic Plan, what that North Star is, and what we have to deliver based the Chancellor's Office and the mechanisms of doing that. He described that in stages 4, 5 and 6, are going to happen next term. He said that largely they're going to be putting into practice what did we discover through this process? How can we engage that with the Strategic Plan? The whole idea is we don't want to stay permanently in place of you know, technology that stays in place to have an issue both as a campus and in general practice. Manriquez discussed a few things that have done over the last six years in IT. He then spoke to the Digital Roadmap Building Blocks, noting that the components of this roadmap rivals the Strategic Plan in three parts. The first is the strategic technical priorities, established through the Strategic Plan efforts that the Institution is going to undertake. We do not establish those as IT. The second is the digital program areas and the third part, digital efforts. Those are basically the task items. He explained that each one of the governance committees that we have on campus has a whole series of activities that they're currently working on ([see presentation](#)). He described that he had asked the committees to distill down three to five things in three different horizons that they're currently working on. One is current horizon, the next is the near term, and then the following is future horizon or somewhat aspirational. The presentation shows each of the eight advisory committees, the ideas and activities that are currently underway in aggregate for each one of those items. He said that in each one of these groups, you'll see three time horizons. We are using the current presentation as what was at the end of the last term before the summer term. Since our campus does not stand still, we learned an immense amount of things and asked a number of questions over the summer with the growth that we experienced, as well as doing some work on strategic enrollment management, and a whole series of other committees that work on campus. These items are also yielded questions that are technology based or having digital back end but largely have a big concern that we need to say how are we going to deal with that with technology, as well as from a functional area: academic, instructional, Student Affairs, and so we've taken these as kind of action points and are going to nest those back into the committees for private discussion. This is not the only place these discussions are happening. And certainly some of them are university based discussions, but it's giving a place for these discussions to happen so we can understand the technology point. So let's begin as we begin to scale and as we begin to build out what our capacities are on the campus for the areas we want to grow and the areas we decide we don't want to go that route, we can have an around the table discussion on that's fairly open. Manriquez informed the Senate that following this meeting, no later than Friday, Senate will receive a brief survey.



He noted that the survey will present boxes like these so that as each person goes through the [slide deck](#) you can see it see the different banks that those committees are working on. He said if you feel really inspired and want to comment about each one of those, terrific. If you only want to make comments on in one particular area, you can click on the black and white box that says CSUDH and you'll be presented

with two open boxes that represent on the left looking at it what is happening today and is really great or not really great and needs to either be scaled up to say this could have an impact for the campus. Or there might be something that you think there should be a different way that we can approach this. He noted that the other box is the aspirational such as here's things that I've seen work with other campuses and we get that here? Or you may have seen an advertisement and you think this would be really great to have here. Manriquez said he realizes some of may be asking isn't there a fixed budget why are we asking these questions? Our campus is in the process of actually looking at, where in the past applying to a specific budget, we really now we need to begin budgeting to apply. He said we've heard the President talk about this before, but really having a plan for our Institution of where it need to go and then begin sourcing types of funds on how do we actually get it. This is all part and parcel of that one.

Manriquez said he had been asked when he did the presentation earlier, if he had a kind of a thought sheet on areas that have visual impact at different higher level institutions. He said if you did a survey of about 1000 institutions, these are all the areas that have digital impact across those thousands of institutions generalized. He said it's not an attempt to reorganize the institution. This is not an attempt to create boxes where we don't have boxes. This is a thought piece for food for thought to say I thought this might be an area that we can have an impact.



Q&A/Comments

Senator Malladi asked if we have a centralized server where we can do installation of software. Malladi brought up the example of MathLab rather than instructional software in a virtualized environment? **Manriquez** said the answer to that is yes, we do have a few items running on campus that are virtualized, in order to scale a virtualized environment or to grow it, it's going to take another investment and that's been proposed by other fellow faculty colleagues on the campus to have virtualized infrastructures. So we do have one in place. We can scale it to some places, but right now is not universally. **Malladi** asked if it was accessible to faculty. **Manriquez** responded it is accessible to faculty. They make a request to be able to get into it. But the labs that it's provisioned out to or those labs that can use it are within three fixed

locations. **Senator Hill** asked if IT has been in the new science building yet? Hill said in his College's Chairs' meeting, that the certificate of occupancy should be available within a couple of weeks and then a few weeks of recycling air, we'll be able to move in. Hill asked are going to be in there doing stuff before that or after that. **Manriquez** said correct. We've had teams in there measuring and specking out WIFI. He said he does not have an exact date, but will get right back to you as to when WIFI will be running up in the building, which was part of the build infrastructure. **Senator Kulikov** asked if Face Recognition will be available soon. **Manriquez** replied there are mechanisms that can be used to do facial recognition if you have an iPhone. There have been some concerns around security, particularly in academic environments of making that available to have access to academic systems. Because in order to have visual recognition, there are certain identity characteristics that must be stored on our systems. So there's still a lot of discussion on utilizing those internally. I can tell you that it is possible. However, there's still a lot of discussion around making that available as a service.

Sustainability Presentation, Ellie Perry, Sustainability Coordinator

Perry explained she's been at Dominguez Hills for two years as the Sustainability Coordinator. The concept of really using our campus as really a living laboratory to help enhance our academic programming here on campus. Perry offered the definition of sustainability as being development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Perry said as a society, we're not being very sustainable. You know, if you do projections, people estimate that you will need four planets to satisfy the average American in terms of our lifestyle. Perry noted a lot of sustainability is trying to integrate the triple bottom line to our operations, especially in campus perspective, really looking at how are we supporting people, the planet and profits simultaneously and not looking at it through one lens at the exclusion of the others. She said to that end it makes for a very interdisciplinary subject. She said she basically went through all of the interactions the Sustainability Department has had with faculty, including hosting tours, doing lectures, having volunteer interns, having to come out on field trips. She said she's worked with earth science, biology, and ecology, which seem to be the obvious ones. However, Perry noted, they've also had tours for Hospitality Management, they've worked with Philosophy, they work with Communications, Marketing, Chemistry, Human Services, Public Policy, Chicana/o Studies, and Kinesiology. She noted that's just the tip of the iceberg. She said she could go even deeper into this in terms of working with every department on campus. And it just the two years alone we've had 300 students plus served and counting when it comes to interacting with sustainability in their coursework.

Perry talked about why Sustainability is important.

- Respectful of the planet and passing on to future generations
- Culture Shift – when students are coming onto campus, it's part of their experiences as a Toro, they learn to be more responsible global citizens and learn to integrate sustainability into their daily lives, regardless of what professional they decide to enter into
- Motivation to integrate sustainability formally into our curriculum.
- Achieve national recognition for sustainability efforts - to move up in that we need to see institutional integration of sustainability into the curriculum and academics. Perry explained we did achieve Bronze with STARS, a program of Association for the Advancement of Sustainability in Higher Education ([AASHE](#)) based on what we were already doing. But to really move from Bronze to Silver to Gold, and Platinum, we need to have a hard push from the academic side.
- Opportunity to add high impact practices
- Opportunity to add service learning
- Opportunity to integrate the workforce development into classes

- Sustainability is hands on which is a way to add hands on projects to existing coursework and get involved with the campus
- Helps with engagement
- Graduation initiatives
- Making sure students are part of the culture of the campus

Resources Available:



The graphic features the CSUDH Sustainability logo on the left, with the text 'Facilities Services Resources' to its right. Below the text are two small images: the top one shows a person in a red shirt pushing a wheelbarrow in a garden, and the bottom one shows a group of people gathered around a table outdoors. To the right of these images is a list of resources:

- **AASHE Membership (campus-wide):** aashe.org
- **Living Laboratory Services:** Native Gardens & Campus Urban Farm, Net Zero Center
 - Volunteering/Service Learning
 - Tours, possible lecture topics
- **Volunteer & Academic Internships**
 - Sustainability Club (Torolink)
- **Data:** utilities, energy, water, recycling

- Facilities Services does pay the AASHE membership fee. This means that any, any member of CSUDH can go to AASHE.org and create a login which gives access to all of their curriculum hubs, their resource guides, presentations, and workshops on how to integrate sustainability into the curriculum. Perry noted that last year, only one person actually logged in and used it.
- Living laboratories – you can create, support, operate and maintain a living laboratory that you can take students to where they can conduct research.
 - o Sustainable Landscape Committee – who has a connection with the seven or eight native gardens on campus that are currently student and faculty run. Those are designed you living laboratories to actually have native spaces on campus that people can study.
 - o Campus Urban Farm - . The Office of Sustainability maintains operations for the campus urban farm
 - o Net Zero Energy Site - outdoor picnic table shelter that's been converted with solar panels, battery storage, water capture, all sorts of cool new technologies and it's available as well.

Perry then spoke about the volunteer opportunities. She said they offer volunteer and academic internships, and they've created a peer to peer train the trainer model where interns are responsible for running the club as well and the club is specifically designed to make sure that anyone who wants to volunteer is channeled through the club, to be able to jump right in on our hands on sustainability projects. They can actually apply that for academic internships, volunteer internships that help satisfy those requirements.

Perry discussed the campus' carbon footprint noting that it's similar to a small city. Questions we face such as how are we getting into compliance with our Zero Waste goals? How do we address our billion dollar a year energy bill. She noted these are questions that we face on the services side, which is a great opportunity for faculty to send students to Sustainability and actually look at the data to see if we can come up with solutions. She pointed out that they do track our data very carefully and that they have data monitoring software that they could give access to. Perry said explained that a lot of sustainability is about understanding and affecting user behavior. Some questions for students could be do they know what's recyclable? Why or why not? Why are you not utilizing the Farmers' Market, do you not like your veggies, is it too expensive, what's going on? What would make you more likely to recycle and be more

sustainable or bring your reusable water bottle? Perry challenged the faculty to use these as possible research questions for students.

Perry talked about the outreach and programming they offer such as user education and different events that can be offered as extra credit opportunities and motivate students to get out there, participate and engage with our programming and with the campus. She offered ideas such as Earth Day or October Sustainability Month, March Race to Reduce Month

Next Steps:



- Formation of a cross-college task force with formal representation in the Sustainability Committee charter (in progress)
- Fill out self-reporting survey for sustainability activities live at: <https://www.csudh.edu/sustainability/campus-initiatives/academics/>
 - Bonus: you'll receive a letter that will be looked upon favorably during the RTP process
- Look at how curriculum can be directed to make a real difference on our campus. Take advantage of our resources!

1. Perry challenged the faculty in terms of institutionalizing sustainability as something you put into your curriculum is really thinking about maybe calling for the formation of a cross college task force or advisory group, and looking strategically at how to integrate and take advantage of sustainability in terms of adding this to courses. Perry spoke to the Sustainability Committee they're chartering right now and would like to see that task force represented or at least representation from an academic setting, to make sure that they're hearing the voices of faculty and getting guidance on how best to support faculty.
2. Perry said they would like to track any efforts to integrating sustainability on campus in terms of curriculum. She pointed to their [current survey](#) and encouraged faculty to respond. She said if you want more classes, for example, if you're integrating sustainability already. She noted it's a very short three question and will help with the AASHE academic inventory and efforts to report on how well we're institutionalizing sustainability.

The **Academic Senate Chair** said he appreciates that we're interested in pursuing those platinum dreams of moving up in terms of AASHE. He agreed, this is an opportunity for us to solve real world problems on our campus and come up with questions. He noted that as we move towards Student Research Day, we can see that there's almost any question that could ultimately solve our own sustainability problems on the campus.

Q&A/Comments

Senator Andrade commented that she wonders if some of the reluctance to recycle has do with a lot of things that have the recycle symbol are not actually able to be recycled. Especially since we're now unable to send our recycling wherever we used to send it. She said as a consumer, she's confused and suggested maybe there could be a little more education on what's actually recyclable. **Perry** responded that she believed that's an interesting policy discussion as well. She explained China basically shut down the market for recycles, where we used to be able to send to all of the plastics that we had and all these materials. Recycling is based on a vendor willingness to buy things that we're recycling. So if that market is flooded it's reducing the marketability of the material. Suddenly, no one wants to buy all these tons of paper because China is not taking them anymore, therefore there's no demand. That gap is going to be harder and harder to find vendors willing to take our recycled materials which will put the squeeze on us.

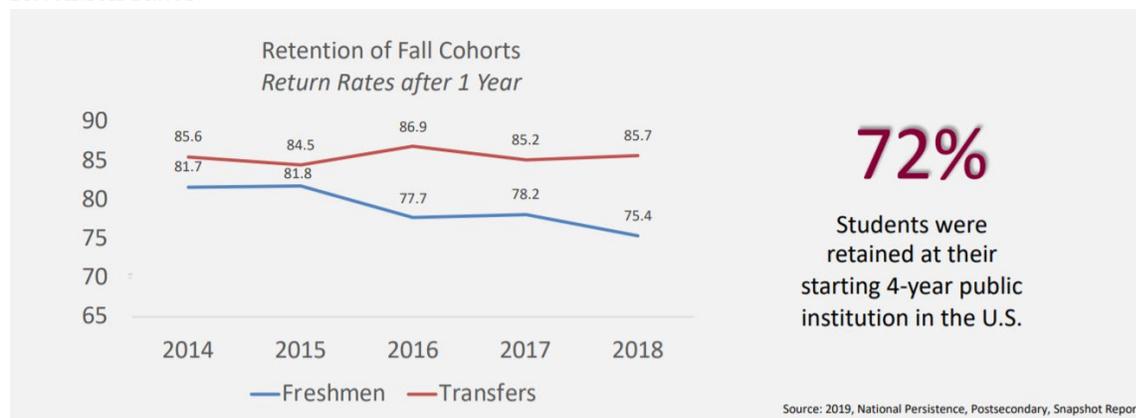
We'll need to move higher up the hierarchy to reduce and reuse, and really emphasizing the fact that reduce, reuse, and recycle is a hierarchy. You start with reducing reuse, and you only use recycling as a last resort. That's an interesting culture change and an interesting policy discussion on how do you actually achieve that? **Senator Naynaha** said another issue on campus is that much of the time is when students, faculty and staff are approaching recycling receptacles, they're overflowing and you can't fit something into it. Naynaha said it makes it hard to do our due diligence on a regular basis. **Perry** responded that on the Facilities side, she's been asking for a second recycling coordinator for the last nine months. She said we only have one full time staff member whose only job is to pick up recycling. Picking up that many recycling bins campus wide is a tough job to do alone. Until we can get that second staff person, they're needing to ask themselves, how do we play smarter? She said they're looking at trying to pilot interesting waste technologies where you can put ultrasonic feel sensors and actually go pick up as soon as we know its full as opposed to having our one person try to go out and guess when it is full, empty it and then find out two days later, its full again. She noted these are all interesting points of research with the ability for students to get involved. **Senator Celly** thanked Perry for the enthusiasm she has brought to this area in the last two years. She understands that there are resource constraints and appreciates it all the more. She said she just signed up for the AASHE and wanted to clarify that the account is in fact CSUDH Foundation. **Perry** responded that surprised her as Facilities paid for it. **Celly** said she supposes the next step is to try and find out if we can bring sustainability easily into the curriculum. **Senator Pederson** said one of the things Perry spoke about was changing the culture. One issue Pederson observed is that when she would park her car, she would walk by numerous people sitting in their cars that were running for anywhere from 10-30 minutes with their air conditioning on. Pederson said she's making the assumption that it is partially due to a lack of space on campus for students to sit and work quietly or enjoy some quiet time. **Perry** responded that she said in terms of adding livable spaces on campus? How do we make this more welcoming, and it is one of the big thing that we've been working on the Sustainable Landscape Committee that we've been tracking our trees on the context of urban resiliency. How do we provide shade for pedestrians so we're not sending students out into an urban heat island? She that could be another question of how do you green your space, make it more comfortable and encourage people to get outside? **Senator Hill** said besides the actual availability of space that you might have or might not have, have you thought about having interns start a culture campaign for education, so that people will realize that sitting in the car for half an hour between classes really is problematic. **Perry** responded that's a huge challenge we have in the Office of Sustainability because we're responsible for trying to change the culture on so many different fronts, such as how do you get people to bring reusable water bottles? How do you get them to stop leaving their cars on for? She said it's kind of an unlimited field and it's why we need everyone. This way it's not just on the Office of Sustainability to make sure we as Toro's are being sustainable, we really need that message to go out in the courses that students are coming here to attend. She said anything the Senate can do to help with that. The more people we have on the ground to help us with that, the better it will be on all these topics. **Chair Thomas** said perhaps this is an opportunity for marketing faculty to get involved in terms of coming up with marketing efforts to change some of these cultural things. **Senator Pawar** highlighted that there's going to be another tour of physical plant coming up? **Perry** responded that next Thursday is the central time plant open house trick or treat tour, if you ever want to check out the four miles of campus tunnels that we have underground, we have an annual open house happening on Halloween. **Pawar** encouraged faculty to go on the tour. She said she didn't believe people have a good sense of how much this campus is doing in its sustainability efforts. She noted that her students loved the tour and are planning to go again. **Senator Monty** recommended that that one way to begin changing the culture is that during student orientation provide students with a reusable, CSU DH water bottle as part of their welcome to campus package. **Monty** said his question is about the lawn are there any plans for it? **Perry** responded

that the Sustainable Landscape Committee trained everyone to bring their new plants for landscape to us for approval with the threat that we will complain a lot if they don't listen to us. She noted that the North lawn is actually example of that. Apparently part of the Information and Instruction Building there will be new landscaping. That lawn has had a lot of flooding issues. **Professor Sanford** said as a follow-up to Senator Monty's suggestion that we give each student a water bottle, it might also help if we have more of those filling stations. **Perry** responded that while she might be ruining the surprise, but she just received confirmation from VP Coley that he's going to he's basically approved the idea of retrofitting every single drinking fountain on campus with a filling station. **Senator Chhetri** said he had two projects in his class, one was to map the recycle bins around the campus and the other project was to collect data on a recycle survey in their classes. He reported that they found that we don't have enough trash and recycle bins around the campus and if you in some of the parking lots, we don't have enough trash bins. Because of that survey, now we have more trash cans around the campus. He said that he and a few students, went to couple of classes and do collect the survey and found that many students are not sure which trash to throw in the recycle or which trash to throw in a trash bin. Chhetri thought that it would be helpful to have training for students on sustainability or recycling related in the beginning of the semester or during orientation so that students will know. **Senator Roback** said that she was recently part of a [CSuperb Ideas Lab](#) at Cal State Fresno, looking at the food health environment nexus and the sustainability of our diet choices. We're planning a group of CSU professors from different CSUs to create a food sustainability center and we're doing an initial education intervention where we'll be instituting a module on sustainable diet choices and then measuring the success of that intervention in terms of changing student behavior. The more data we can get, the better. If anyone is interested in instituting a module like this, we're going to try and run it next semester and use that preliminary data to try to get more funding. Just wanted to toss that out there for anyone that's interested. And then also mention in the creation of the center, we're trying to find some behavioral scientist to help us study how we can we can best change human behavior, because ultimately, for all the sustainability issues, that's really the hardest part is changing human behavior. If there anyone who is interested in being involved in the center or this project or implementing this module in their class and helping us collect this data to get in touch with [her](#). **Perry** said to add on to that, Morgan Kirk, the Basic Needs Coordinator has funding coming in to do more cooking education. The Office of Sustainability has been partnering with our faculty liaison Jenny Hall, using her CSU Chancellor's Office Basic Needs grant to pilot cooking demonstrations. So it comes back to that question of even if you put kale in a food pantry, people aren't taking it and why is that? What can we do to break down that educational gap? Perry continued here's a lot of interesting conversations from different areas that are all kind of converging next semester. **Senator Celly** brought up the use of reusable clamshells to use for meals. **Perry** said that is a program that we current use, if you go to ToroFresh, this semester we started a pilot of the first reusable container program here on campus. If you go to Toro Fresh now, you can request the reusable container for a one-time fee of \$5. You can take that container back with you for your food, and then once you're done with it, with the dirty container you can hand it back to them and they'll give you a coin instead. And then you can redeem that coin the next time you come in when you ask for a reusable container. **Senator Kulikov** asked for a place to dispose of old batteries. **Perry** said that if you call the recycling coordinator, he has battery buckets. If you want somewhere to store them and when they're full, you can call and they'll pick them up. Additionally if you just want a place to bring them, you can go to the Visitor's Center and they have a bucket there.

[Retention Management Report, Interim Associate Vice President of Retention, University Academic Advisement & Learning, Dr. Maruth Figueroa and Associate Vice President, Office of University Effectiveness, Planning & Analytics, Alana Olschwang:](#) **Figueroa** said began with a snapshot as to what the Fall 2019 enrollment looked like. She noted we've had a 16% point growth from

five year, we are now at 17,027 students on our campus. This represent a 15% increase in our first time freshmen for Fall 2019. We are currently at 2533, and a 20% increase in our transfer students at 3,727. We're over target by 14% on our projected annual resident FTE. One thing to note is that with all of the increases, the mean unit load of our students has increased to 13.13 from 11.02 in 2014. This has been a tremendous lift from the entire university, from our faculty, to our advisors to the students support that is wrapped around and ensuring that our students are successful. We have had lots of growth, but we're also seeing that our students are increasing the number of units that they're earning. Additionally, as we remain at the only unimpacted campus in the LA basin. We are open to our community and ensuring that we are also reflective for who our community is our institution. We have seen a 10% increase over the since 2019 in our URM. We are currently at 77% of our historically underrepresented students this semester. In addition to that, you also see that our first generation students have also increased we're at currently at 56%.

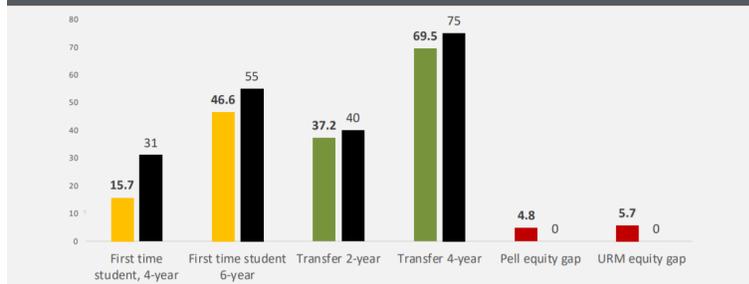
Retention Rates:



Figueroa then spoke to our one year return rates after one year. She noted that this slide, is a point in time snapshot, but notice that Dominguez Hills is above the national average currently at 72%. She said when you look at our 2018 cohort, we all know that retaining students from the first to the second year is critical. She said our data also demonstrates that we have made significant progress as a university in our year to year retention. She noted when we look at the 2015 cohort, our third year retention rate is 65.48, which is the 10% point increase from 2009. The opportunity that we are presented with, is how do we get ahead given our expected growth in students for the next year? She noted that something that also, resonated with the Dominguez Hills team as the GI 2025 symposium is that access without completion is not opportunity. And so we take that very seriously and making sure that we are providing not only the entry access, but supporting them along the way.

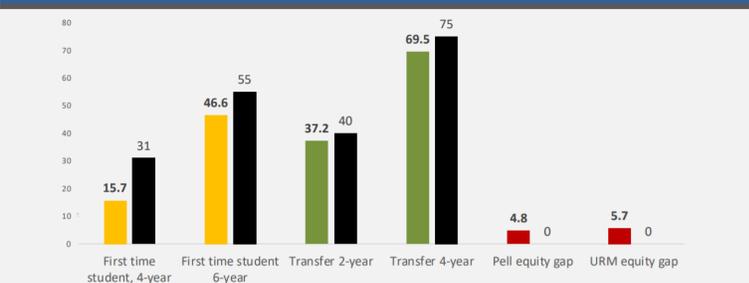
AVP Olschwang discussed the following slide noting that in terms of our GI 2025 metrics, this is what our progress looks like. The black bars that are shown are the goals that the Chancellor's Office set for us that are intended to be reached by 2025. There are four major areas, the first time students who were expected to have completed in four years and the first time students who are expected to complete in six years and the ones who started right now are the cohort that are going to be counted on the 2025 clock.

Progress Towards Graduation Initiative 2025



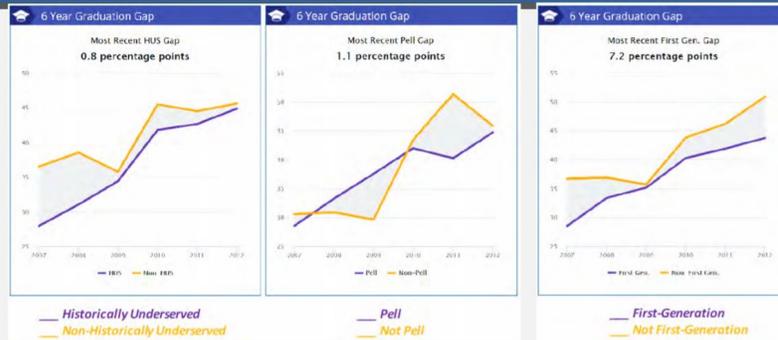
She noted we are on track at 37.2% to reach the 40% of students who are transfer students completing in two years. And then we're also on track at 69.5% of the transfer students completing in four years to reach up 75% goal. The Pell equity Gap is saying that students who are Pell eligible vs. not Pell eligible, is there a gap in the equity of their completion rates. And so for the first part of our experience in 2025 initiative, those were at or below 1%. There's been an increase in this last completion year. Olschwang handed out [a flyer](#) that came out when they first the GI2025 initiative as she thought it illustrate how can we affect these numbers? She noted there are themes around looking at enrollment management, looking at financial need, looking at the data driven decision making and the other two are student engagement well being and administrative barriers. Olschwang said we are going to be convening working groups [similar to the Chancellor's Office's working groups] on our campus to unpack these subjects further so that we can determine while those may be great and has worked on these other campuses, we know that things are not the same here and we need to do some more studying to understand how we can serve our students better. Olschwang also provided [a handout](#) entitled CSUDH GI2025 Technology Ecosystem. She noted that this has all of the different systems to help you better understand how you can maximize the use of the system. She noted that this is a resource that can help you understand how to access and use the available data to better inform your practice.

Progress Towards Graduation Initiative 2025



AVP Figueroa said that the limitations of the analysis does not show the year to year progression on our campus. As you're looking at the data, it's also looking at the data, it's also looking at this is where we are at this point in time and given the targets that we have set for. Additionally, as you look at the red areas as well, when we look at our student population and our demographic being Pell Eligible and URM, this was also baseline with our 2010 cohort. Our numbers given that we have a high representation in those areas are low. As we continue to increase and going back to looking at our fall 2019 cohort, we're looking at more URM students, were looking at more Pell eligible students, we are looking also at more first generation students. Figueroa said she wanted to make sure to point that out that we are looking at a point in time currently, as compared to our baseline here, and it does not show our year to year progression on our campus.

Graduation Initiative 2025



Olschwang noted that this slide is to help you unpack a little bit on those gaps. It does show some change over time. On the left, it's a little small, but this has been historically underserved, and gives you the historic look from 2007 to 2017. There was some fluctuation but that gap is really closing. And the same goes for, for the Pell. Although the fluctuation is a bit wild, so I don't know that we can sit tight and know that it's going to stay close in that same way. She noted that the right column which speaks to first generation. This is an area where there is an opportunity to give a lot more attention. These slides have a lot of predictive information for us. The number one most significant factor in helping us to increase student completion really sits on our DFW rates. There's a lot of information in these dashboards that can really help us understand this. And the other really big power in these dashboards is that we can go ahead and see what's going on at our campuses. What we have learned from this is that last year our students DFW rate was around 69% of students had at least one DFW in their first year, this year, it's gone up to 76% of students have at least one DFW in their first year. The other really significant data point is that if a student gets two or more on DFWs in their first year, they're much less likely to complete. This is definitely something we need to do something about. There are people on campus who are starting to address this. **Figuroa** said some of the things that are we're already undertaking on campus. Advising needs assessment will begin November 13 through the 15th. She noted that this is going to provide us an opportunity to reflect on our current practices, and more importantly, as we look at our next incoming class, how do we sustain the work and how do we scale the work? Where can we streamline efforts, where do we collaborate, what are collaborations look like? What are opportunities that we can engage in? How do we remove roadblocks? She noted that the Graduation Innovation Team has been meeting since 2015 and have been looking at policy and eliminating roadblocks. Now taking another look at what are some of those other roadblocks that our students are encountering. Utilizing technology to maximize student support. Technology is critical, but not in replacing the valuable face to face interactions that we have with our students. But actually giving us more time to have that face to face. How can we streamline and automate some of these processes and procedures so that we are engaging with our students more time face to face? Further, how do we intentionally engage in conversations about careers with students, not necessarily career, what about postdoc, what about entrepreneurship? How do we engage with our students and ensuring that they know how to use their degree and be successful beyond Dominguez Hills, beyond advising and in partnership with faculty, identifying those course that are high DFW. In the Learning Center, we have done tremendous work and really shifting the culture in the Learning Center in partnering with faculty and identifying those DFW courses. As part of the Strategic Enrollment Plan, academic support programs came as one of the priorities. How do we baseline some of these positions to be able to support the students? How do we baseline the funding for our tutors and our supplemental instruction, which also helps in retaining students on our campus. The work that we're doing retains our students, which means they're working on campus, they're here longer, they're meeting with faculty and

staff. There's mentorship opportunities that help them engage beyond. Lastly, given our student population, they're all working. They're working more than 30 hours. And so if they're working on campus, we're also providing that financial support to our students. Figueroa continued, with regard to First Generation students, how do we engage with faculty more informally? She said she knows there's existing formal places where faculty mentor students, but how do we also capitalize on our personal narrative. As faculty and staff, how do we meet our students and really empower them to about their first generation identity. A critical project that came out of the CSU Student Success Analytics program. In that process we discovered that there are some forces where URM students are actually performing better than non URM students. That's something that we're hoping to continue that conversation this year with the cohort from last year, but also engaging the new cohort. This is about really engaging everybody in that conversation. Retaining our students is everybody's job, ensuring that our students are successful. It happens in the classroom with the faculty, but it's also it also happens outside. It happens when we're walking around and, you know, engaging with students and it happens with the staff and our advisors and then also our student leaders play a critical role.

AVP Olschwang said her office has been busy expanding and developing dashboards for faculty. If you have questions about your program, about enrollment, about admissions funnels, about retention completion, and you want to be able to with a click of a button look at how it's different from any combination of these variables that we're talking about with Pell, sex, race, ethnicity, and First Generation. You can use those for your college, for your program, you can add programs together, that's available for you through your portal at My CSUDH.edu. They also have some hands on data workshops going on in October and November. Olschwang said if the workshop timing doesn't work, they'll make it work for wherever possible. She pointed out that there were several people in Academic Senate Meeting who participated in the CSU Student Success Analytics Certificate program. Last year a group of 14 people got to attend as one of 8 campuses. This year there are 20 campuses. We've got a spot again and some information has gone out to the Deans and AVPs. The first meeting for that is November 21 but it actually begins in the spring. She pointed out it's not just about data because they have other CSU experts to present through the course of the workshop. They talk about implicit bias, about using videos to help students transition, they have got a developing program logic models. It's things that you could use in your own program and your research as well. She provided [the URL](#) for the GI2025 Symposium that happened last week which included some fantastic speakers, a few of which were incredibly inspirational, including Paul Quinn University's President. She noted a lot of what was discussed was very just useful, to help understand how to do process mapping, how to incorporate coaching and advising. Olschwang encouraged everyone to take a look.

Chair Thomas reiterated the advertisement for The Student Success and Analytics Certificate. He mentioned that he and Dr. Katy Pinto were part of in the last cohort. He noted that in the next Academic Senate Meeting we will spend a little more time meeting to discuss how we can drill down with equity gaps; how we can drill down with DFWs and debrief in order to identify what are the top 10 courses that have achievement gaps. He said we'll also be looking at which are the top 10 courses that have positive achievement gaps? And what can be learned from that? Therefore, it is important not to look at data for data sake and rather to look at data for the purposes of asking, why that is occurring? He encouraged Senators to talk to Dr. Pinto or myself as nominations are on November 8, 2019. Contact Dean, Provost, & AVP Olschwang to be nominated to join CSUDH team for CSU Data Analytics Certificate.

Q&A/Comments

Senator Monty commented that he agreed with Senate Chair Thomas and was thankful for the presentation as he has previously used the tools frequently as a department chair and serve as one of the

primary advisors for students in the program. However, in regards to the data that was just shared, his concern is that after a significant increase in the first year freshman retention, there is a consistent decrease over the last three years. It increased by 6.3% since 2014, and that correlates positively with the dramatic increase in the mean unit load taken by first-time freshman. 12 units first semester, for first time freshman should be a rule. In addition, this correlates positively with a dramatic increase in the number of students getting two DFW grades, which I think is problematic. Secondly, in terms of the DFW rates, we could be more mindful of our scheduling and our advising at orientation in helping freshmen build their schedule their first year. He noticed that many of my students were getting into composition, quantitative reasoning, and then something like Philosophy 120, or History 101 or Africa Studies 205 or Anthropology 205 or Chicana/o 205; if you look these courses up, everyone of them have DFW rates over 20%. Monty asked why would you want a student who is a first time freshmen enrolled in their first semester in four courses with DFW rates over 20%? He suggests to the Freshmen is to Composition and Quantitative reasoning and then found in Area C & D courses that had the lowest DFW rates and printed those out gave it to the students to try to steer them in that direction. He said we'll see what it does for the student, but it just seemed like a reasonable thing to do. Monty believed if we could scale that up it certainly couldn't hurt to have students taking fewer courses with high DFW rates in their first term in term, in addition to all the other things that we do in order to improve pedagogy and student support to bring the rates down. **Figueroa** said with regards to student orientation, the Committee started having those conversations about how do we envision New Student Orientation specifically when it comes to advising. It is a jam packed schedule for our first time freshmen. We want to make sure that they're walking away confident about the schedule that they have, and that they understand the courses that they're going to be taking in that first semester. And so really rethinking about what do we want orientation to look like and what role does advising have, and how do we increase the amount of faculty interaction that we have during that first impression that they get from our campus. **Chair Thomas** thanked Senator Monty for providing yet another advertisement for data driven decision making. Because in essence, what he did is he was able to look at the data and was able to then provide information to students based upon what we've seen in the past, you might not want to take these four classes together because of the DFW rate. He noted this is an example where we can use the actual data to provide intelligence to our students. **Spagna** said yes, that was a great illustration of a Department Chair looking at the data and using it to inform. He said he wanted to reinforce that when you drill down a little more in the dashboard, look at the gaps that exist for Pell eligible vs. non Pell eligible and URMs. It's a totally flipped paradigm. If you look at the first year freshmen, you wind up seeing those gaps and they've expanded a little bit. When you look at the transfer students, it's reversed. Our URM students are performing higher than non URM students in Pell eligibility gap, and in terms of URM gap and non URM gap. **Senator Hill** said one of the things that came up in the NBS Chairs Council was that if you're looking at how to be proactive, not overall in your program, but for your course, W's are a lot different than D's and F's in how you would deal with that. And the suggestion was that we should start not only considering for our own sake within a course, but trying to promote to the Chancellor's Office and other outside bodies that that needs to be disaggregated at some level somewhere. Hill continued that he's knows the official numbers for the Chancellor's Office are the DFW rates, but he believes there's a question here, have we got the disaggregate D and F from W locally. How would we get that? **Olschwang** gave the analogy is that these dashboards are first course and when you're continuing on your meal, then you can let us know what your line of reasoning is. Right now we're working with a faculty member on his studies and interrogate the difference between F versus W and looking at how that differs by section, for a course without over time. We do have those data, the data is in our system. So it's just a matter of matching the data to what your question is. Olschwang added that there's been a lot of requests that their office has had about potential correlations or relationships between certain classes or certain programs

and GPAs, retention and completion. She noted that they're in the process of creating a more robust model than they've had previously in Institutional Research. She said their intention is to do some regression and some more predictives so that we can tease out answers to is it because of class size, is it because of tenure density and what are the factors that are most strongly contributing to these different things that we care about? And for who and when. She said they really want to bring forth more sophisticated analyses, it's just taking a little more time than they initially thought. **Senator Griffey** said he also teaches in the UC systems and is a member of the University Council, American Federation of Teachers and they have a new slogan that is faculty equity equals student success. He said he likes the phrase for two reasons. One, it raises some of the issues that you're drawing upon of class size and living wages for faculty being essential to student success, and not just peripheral. Oftentimes, student success is described as something that is about increased in intensive forms of student surveillance combined with a whole host of wraparound social services and advising. But that takes the teaching itself as a kind of black box, which is especially problematic ones, when classes that may have high DFW rates are also the ones where we're most likely to max out fire code regulations and assigning lecturers to do the teaching. The second thing it does is it brings up the question of teaching quality. If we don't take teaching quality and academic advising by faculty into account, the default of this kind of strategy is Cs get degrees. But we don't want to fall into that. He believes that is what many schools are doing. And I hope we can think about ways in which we talk about what happens in inside the classroom as an essential rather than peripheral element to this framework. **Spagna** said compared to the other 22 campuses, our students are the most at risk is they get one DFW to not retake the class. So what that argues is that our students don't come in with a level of resilience. Where are they going to get that resilience, they're going to be in your classroom. And if you're in a place where you can support them with learning environment and all the rest, it could be that simple interaction that keeps them connected. **Griffey** added he believes that there's like 23 GSI initiatives, one for each campus. Seven of them recognize that increasing tenure density is an essential part of that. Griffey said it is his understanding is CSUDH is not one of those seven, and might want to reconsider that. **Senator Celly** said she would like to emphasize and build on what Senator Griffey said as it relates to tenure density. We might want to try and see if we want to prioritize leading the conversation in the CSU around what it means to have a more full time faculty body and how we define tenure density regardless of how the Chancellor's Office defines it. Celly said secondly, with regard to what Dr. Figueroa said when she spoke about narratives. It might be a good idea to think a little bit about investment in narratives, in narratives like hers. The narrative of their peers, recent graduates. Short clips on the website showing first generations talk about their narratives. How do you become a Dr. Figueroa? Lastly, language around URM is changing. She said she recalls when Provost Spagna first came on board, and he didn't like the term underserved minorities and now we're using the term underrepresented minorities as is the Chancellor's Office. The language is changing to traditionally underserved students. And that's shifting the onus from the communities back to what has happened in the history of the country. We might want to think also about whether we want to be the change in that area. **Figueroa** said she agrees with regards to the language. In the slides she said they did their best to ensure that we were using gender neutral terms, you can argue about underrepresented minorities, whether that's the appropriate term. She said just so you know, some of these were captured off of the definitions that are used at the Chancellor's Office. When we captured the images we were unable to change them. **Senator Pawar** said since her department was mentioned, she felt it warranted a response. Philosophy 120 Critical Reasoning is a GE basic skills Area A course. Senator Monty mentioned steering first year students away from it because it has a high DFW rate? She said she does not need a dashboard to tell her that the course has a high DFW rate. It's been high since before she came to this university in 2002. She said what she needs is funding for course redesign; for training faculty, and to pay stipends to our part time instructors, so that they can have that training too. As much as she appreciates the data, that's not

what she needs and it's not what her department needs. She said her department sees over 1000 students a year come through this course. So it's an issue for the entire campus. **Chair Thomas** said he's going to have Provost Spagna respond, but before he does he wanted to point to the fact that this is getting another example of where data based decision making is providing fruits. Because to the extent that we are saying we'll steer away from a particular course, you're saying, I need to redesign the course. And so for us to at least know and appropriately allocate resources, it's a positive for the conversation. **Spagna** responded, "Amen to what you just said." He continued, tying into what Senator Celly said, what he said was that we still use this notion of underrepresented minority students, whereas it really is underserved students. He said when you look at under serving our students, it means it costs more to serve our population at Dominguez Hills than it does it at SLO. That means then you would have to transfer resources to make sure that Dominguez Hills does a better job at educating students and it would come your way in terms of that. We just have to craft that narrative as a strategy. Spagna said the Chancellor's Office is listening. There has been internal conversation of even changing the way we define this, but they have run the numbers. And this is costly, and it results in having to redistribute resources. But that's where we are because in order to really serve the population of the state of California, we have to do exactly what you're talking about. And that does take money to redesign it can't just be done on people's backs where we just kind of figure it out. Spagna said he really appreciated the comment. **Professor Sanford** said going back to the issue of disaggregating the W from the DF and also to follow on with these kids are coming in and they don't know how the system works yet. One of the things he said we need to recognize about the W rate specifically is that it is often a strategic decision by a student to decide they're taking six classes and then after not doing well, decide to drop. That W still goes on the record. Sanford suggested maybe we should disaggregate it in a couple of ways. First in the data. And second, he said he believes we're stigmatizing DFW. Sanford said there are times when we say that if you do that you're a bad student or if students get these D's F's and W's, it's the teachers fault. But perhaps the W as a strategic decision on the part of the savvy student. He said recognizing one of the reasons that the transfer students are may be doing better could be they are coming in with a skill set. Perhaps giving students the skillset of not just how to take a class but also the skillset of how to know whether they're going to be able to do well in this class at this point in their student career. **Chair Thomas** noted that these discussions are getting at the hidden curriculum that many of our students don't know about and need help understanding. **FPC Chair Pinto** encouraged folks to take the training for the Data Analytics Success Program to help better understand the institutional barriers. **Senator Roback** said that all first year students do have a mentor or a coach might be helpful to partner incoming freshman with outgoing seniors for a direct mentor. **Figueroa** noted that all of our first year students do have a coach or a mentor to help them to unpack the hidden curriculum. **EPC Chair Russo** asked the following question. If when they take surveys do they include hours worked outside school? If we're looking at DFW rates? Do you look at graduation rates? Please make sure you're actually measuring this, otherwise that data isn't going to tell us that much. **Figueroa** responded, yes we do and the data is in process. **Senator Raianu** said he noticed in the Math Department that the already high DFW rates increased dramatically when enrollments started increasing. **Figueroa** said the Toro Learning and Testing Center works very closely with the Math Department in looking at the data. She said she would have to take a look at the data and will have to get back to you as I look at the data with Dr. Jones. **Senator Kuwabara** said that office hours is a high impact practice that most students seem to shy away from. She said she thinks the majority of them are trying to solve their questions themselves. Can we create some sort of campaign to demystify office hours? **Figueroa** said it's a conversation that they continuously have. Students may sometimes see asking for help as a negative. One of the things that they continue to talk about is how do we normalize asking for help and also how do we demystify these office hours? She said she appreciated the idea of creating some sort of campaign. She said the peer mentors and our peer coaches are telling them to go, this is how

you approach a faculty, and they [faculty] are not scary people. But it's thinking about it creatively. So how do we how do we maximize and capitalize on that creativity and engage our students in coming into office hours?

Chair Thomas said they would have to cover the report backs from the Senate Retreat at the next Academic Senate Meeting.

Meeting adjourned.