



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

Academic Senate Meeting Minutes

November 18, 2020

Voting Members Present: Allen, Brandt, Buffaloe, Chaparro, Chhetri, Chiappe, Deng, Dixon, Eames, Fortner, Gasco, Hernandez, Hill, Jarrett, A. Johnson, Kalayjian, Kitching, Kulikov, Kuwabara, Ledesma, Ma, Malladi, McGlynn, Morris, Naynaha-Gill, Nguyen, Nicol, Park, Pawar, Pederson, V. Price, Raianu, Roback, Salehin, Sanford, Skiffer, Spruill, Stang, Supernaw, Vieira

Voting Members Not Present: Gray-Shellberg, Laurent, Macias, Turner

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

Voting Ex-Officio Members Not Present: Celly (sabbatical), Parham, Thomas

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

Standing Committee Chairs Not Present (Voting Ex-Officio): Macias

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

Non-Voting Ex-Officio Members Not Present: Avila, McNutt, Poltorak, Roberson, Wallace

Guests: D. Brandon, D. Chonwerawong, A. Garcia, M. Grandone, S. Goncalves, J. Mancio, O. Navejas, A. Olschwang, N. Rodriguez, S. Valdez

2020-2021 Academic Senate Executive Committee:

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

Recorded and Edited by SEW and the Executive Committee

Chair Talamante called the meeting to order.

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

Chair Talamante noted a minor adjustment to the agenda moving the survey results from the Council of Department Chairs and Program Coordinators to a future meeting and asked for a motion to approve the amended agenda.

Agenda approved.

Minutes of October 28, 2020 approved.

Senate Chair's Report – Talamante informed the Senate she sent out the email regarding Ethnic Studies feedback from Dominguez Hills to the Chancellor, the Chancellor elect, the Board of Trustees, the Chair of the Academic Affairs of Statewide Senate, the Chair of the Statewide Senate, and a few others that you will see on the list as well as our campus. She said Senators should have that information in their email. Talamante believes that the DH resolution of opposition and feedback from DH that was sent from our campus has had an impact, at least at the Statewide Senate level. She said she did get confirmation from the Board of Trustees that they received the feedback.

Talamante informed the Senate that there is a proposal for a new school of Public Policy and Justice school as part of the College of Business Administration and Public Policy. She said that EPC Chair, Sam Russo can address the work that that committee is doing. Senate Exec is in the process of establishing recommendations for a policy for new schools.

Talamante shared [the Revised Core Competencies](#) that were sent out with the Senate materials. Talamante noted this is a challenge that we're going to need to address in our Ethnic Studies resolution. She said she's received

emails prior to the meeting asking where are Native American Studies in this resolution. Talamante explained that on our campus we have an Indigenous Peoples of the Americas minor, which is not the same thing as a Native American Studies program which is an Ethnic Studies program. Not having a Native American Studies program is a challenge for our campus. Talamante said during the First Reading, we are going to take feedback to address that. When we say Ethnic Studies departments or programs or units, these are programs that are based in Ethnic Studies disciplinary standards, pedagogy, theory and practices. In the Revised Core Competencies, they define Ethnic Studies faculty as those belonging to such departments, programs or units. Talamante displayed on the screen the criteria in terms of core competencies. In addition to the core competencies that are put forth from the CSU Council of Ethnic Studies and in collaboration with the Statewide Senate. Each campus may also develop additional course criteria. The criteria lays out committees being led and chaired by Ethnic Studies faculty, a majority of faculty from Ethnic Studies departments, units and programs and to meet the new ethnic studies requirement, these courses should be housed and offered within Ethnic Studies, departments units and programs. In terms of the learning objectives that have been decided upon, three out of the five must be in lower or upper division courses that meet are assessed to meet ethnic studies requirement. This would be in collaboration on our campus, should we decide to add to those these core competencies being offered that this needs to happen in collaboration with the Academic Senate, and that the such committees must be chaired by Ethnic Studies faculty, and that the committee's must be made up of majority faculty from Ethnic Studies, departments, units and programs.

Parliamentarian Report, Parliamentarian, Dr. Hal Weary

- Weary first reported that he would have to rerun the Non-Academic Affairs Staff Senator replacement election due to a question about the eligibility of candidates. His intention is to have rerun it and be able to report on the results at the 12/2 Senate meeting.
- Dean, College of Education Search committee
Results: Dr. Ken Sellickson, CNBS
- Dean, College of Health and Human Services and Nursing search committee
Results: Dr. Glenn Bach, CAH

Parliamentarian confirmed: Dr. Paul Duong Tran of CHHSN to serve on WSCUC Committee. We still need two additional committee members. Weary said he will be sending out another call for service for the two additional committee members that are needed for that particular committee.

Regarding the call for service for the search committee for the Dean of Graduate Studies and Research – Weary said he will be rerunning this election as there were a couple of candidates who were inadvertently left off the ballot. Senator Salehin said that his name was also left off. The Parliamentarian requested that Senator Salehin forward him the email.

Parliamentarian Weary requested that everyone utilize the senateparliamentarian@csudh.edu rather than his personal CSUDH email address.

Presentation

Credit/No Credit - AVP of Enrollment Management, Deborah Brandon

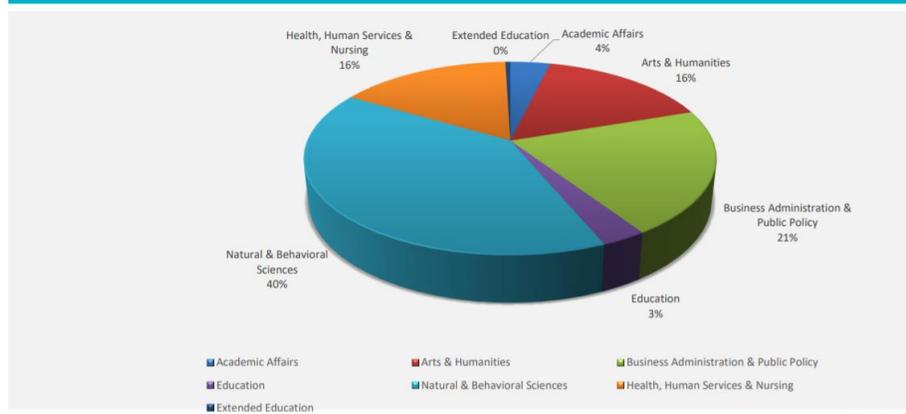
Brandon thanked the Senate for the opportunity to provide some data related to the grading policy under COVID-19 that was approved by the Academic Senate, but initiated by the Chancellor's Office, in light of the fact that we went to remote virtual learning in the middle of the term last year. Brandon explained what this policy did is it provided an opportunity for students, undergraduate, post back, and graduate students to determine if they wanted a grade of a credit, no credit, or if they wanted to withdraw from a course. It allowed them the opportunity through June 8, as per the Academic Senate to make these changes.

As it relates to withdrawals, there were 430 students who requested to withdraw from the course under COVID-19. We coded those students under COVID-19. There were 697 courses that were changed based on COVID-19.

Brandon noted in her presentation, she gave some courses in terms of the number. She described that there are 55 students who withdrew from an English course. And 153 students, of the 430 requested withdrawal from two or

more courses. It was about 1.7% of the students who requested this in the spring 2020 compared to those in the spring 2019, which is .4%. Brandon noted it's a relatively small number of students who requested the withdrawal under COVID-19.

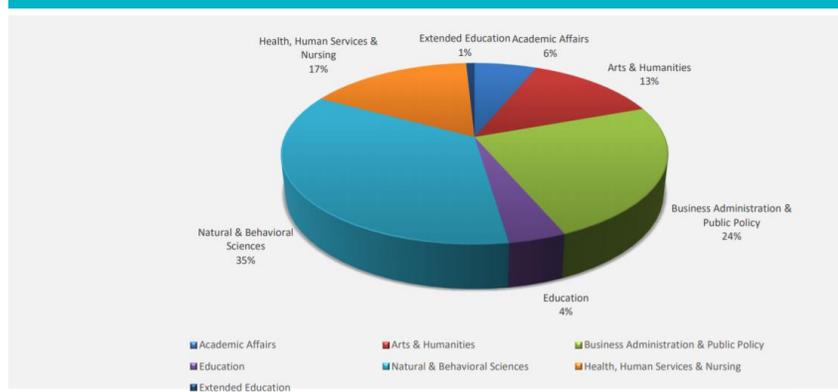
Withdrawals by Academic College



Brandon described the above slide as being laid out by academic college, in terms of the students who requested to withdraw, the largest one being natural and behavioral sciences college. She then said they also want to look at class level and to see if they were being taken disproportionately by a particular level, for example, were first year students using withdrawal more than others. She noted the chart shows you that it was juniors, who had junior level standing who were using withdrawals at the highest rate, not necessarily at a high rate but at the highest rate.

Brandon noted that there are 1098 students who requested credit no credit under COVID-19, 1570 courses and 474 students requested a no credit for two or more classes. The percentage was 3.8 compared to spring 2019, which is 1.4.

Credit/No Credit by Academic College



Brandon described the slide that shows credit/no credit by academic college. She said the distribution reflects the distribution of students on the campus. And on the following slide, it provides information by class level. She noted it's a little high in terms of credit, no credit, first year students, that tends to be the larger group who's taking advantage of the credit, no credit. Brandon reflected it could be the fact that this was their second term on the campus and moving to virtual, we don't know, this is what the data is telling us.

Q & A/Comments

Senator Hill asked if there was any comparison data for the breakdown by level that is, you know, slightly more juniors may have applied for this this year. But is that anomalous? Is it usually no juniors? **Brandon** responded she

could get him that data. I didn't look at it in terms of that aspect. But I can get you that data by level comparison by level.

Senator Naynaha asked if we look at the W's by class level, didn't the seniors have a higher rate of taking that W? **Brandon** said yes, it was 31%. **Seniors Naynaha** asked? "Yes," **Brandon** said, "you are correct."

Brandon offered that one of the things in terms of the summary, the exception policy was not used widely by students, given a small number of students that did take advantage of the opportunity under COVID-19, again, primarily by first year students. Students in the fall knew about the policy, whereas last spring, we were kind of thrown into it because of COVID-19. As we think about the policy moving forward, the Chancellor's Office provided the oversight last spring term for us, and they're not looking at doing that as we move forward this year. Students can petition if they want to change their grade, or do a late withdrawal, they have the petition process that will be in place for the fall and it's in place for every term while students are here at CSUDH.

Senator Hill said the petition policy is an extra step and an extra form and costs around \$15.00? **Brandon** said \$10. **Hill** said Okay, that's what we need to think about when we think about how the students might invoke it.

Senator Skiffer asked what are we doing to support the students around this? She noted we have this data and there seems some additional data that maybe needs to be collected from students but not necessarily the why. She asked is there anything that we as an institution can do to assist with this process for students? **Skiffer** suggested maybe an early outreach to them, providing opportunities for them to complete work that extend beyond the last day of the class, an incomplete grade might serve if there's oversight from faculty to make sure it gets completed. Has there been any talk about that? **Brandon** responded she would defer that one to the academic arena. In terms of that question, why I think it's a very valid question but not one that is within her purview to be able to answer.

Associate Dean Caron asked to make sure that he was reading the chart correctly. He asked the credit no credit, for instance, **Brandon** was saying that 32% of the requests for credit, no credit grading options came from first year students. **Brandon** said that is correct. **Caron** continued do you have the total number of how many of those are so out of our first-year cohort of 2350 students give or take, we're talking about how many? **Brandon** responded that number was 348.

First Reading

EPC 20-17 Fall 2020 Extension of Drop Deadlines, EPC Chair Salvatore Russo asked for and received a motion to bring EPC 20-17 to the floor, which was seconded. **Russo** provided an overview of the resolution noting it was brought about to address that this is different semester situation than last semester with the lack of assurance from the Chancellor's Office, CSU Statewide and from the federal government. He explained we're trying to still be equitable with our students, given the realities situation that we're living under. This is essentially to extend the drop deadline or extend the W date, the date by which a student can ask to drop a course and receive a W, rather than receiving a WU for the class or being barred outright from dropping the course. Students will be given until the last day of finals to receive W for the course. What we're looking at is, rather than under the policy last semester, where we were allowing students to see their grade before being able to request a change of a D, D- or F into a no credit. This semester the student would necessarily see the grade, but they would get to complete the course get into last day of finals to request for a W. We're going to give students a little more flexibility, recognizing the fact that this is not a normal semester. Even with the fact that students got a heads up going into the year that this was all going to be alternative learning. This is still not a site what students were coming to expect when they're coming to university. One point we have we would like to discuss with the Senate is making sure that students are given some sort of advising and the potential effects of choosing to withdraw from a course. Another point we also want to discuss which was brought up during EPC discussions is now under the spring 2020 resolution, ICs and WUs we're going to be suspended. What we're discussing at EPC was maybe that this should not be the case with this extended policy. If we're simply extending the date by which a student can request a W does not necessarily preclude a student being given a W for a course? What if the students simply stopped turning in any work or coming to class sessions or participating the second week of the semester? Normally, that's something that would require a WU. The student in this situation is not coming in and requesting a WU during the

finals period, but simply has disappeared, so to speak. And under those situations, in normal semesters, they've been given a WU. The question as why would they not be given a WU in this situation or an incomplete charged?

Questions/Comments:

Senator Johnson said regarding 3.5, with the WU last semester, we had issues where we were told not to give WUs. We're also told not to give Fs if they were withdrawing. Whatever policy is made, we need to be able to follow it out in the gradebook, because there were issues with that last semester. The other issue is with the incomplete charged should only be a grade that goes into place after that timeline is up of a year. If we can still give an I, an incomplete, it doesn't change the incomplete charged for a year. If we're not going to put in an incomplete charged this semester, when is that deadline going to be? **Russo** said that's why EPC initially left this in for discussion to bring to the Senate. He noted that EPC was thinking of striking that element and wanted to send it just to see what the voice the Senate was going to be. Last semester was idea that these are particularly extraordinary times. The idea of striking the IC and the W last semester seemed appropriate. Now, we don't necessarily think that's the case. **Senator Kuwabara** pointed out that in 1.1, December 11 is not the final course grade due date. For final course grades are due on December 16, at 3pm. **Senator Malladi** asked if an instructor gives an incomplete to a student and the instructor is no longer there to teach the course in the next semester, which professor is going to be responsible for resolving the incomplete? **Chair Talamante** responded she wasn't sure that's something that this resolution addresses. It would be a department level question to answer. **Guest Salvador Valdez** asked if there could be some clarification in regards to the extension of the process for the W because he said he knows currently, there's the requirement of a serious or compelling reasons and the starting on week 12 it's a serious accident or illness to be able to drop at that point. Would this allow students to request a W without having to go through that process and submitting documentation? **Talamante** asked if that would be a recommendation? **Valdez** it would be a question for clarification, would it be an extension of the same process that occurred in spring 2020, just an extension to include fall 2020, that the process would be the same or somewhat similar, or? **Senator Price** said regarding 1.1, she has quite a few students in several of her classes, especially the lower division students who are not posting regularly. She said while she has been able to communicate with many of them through phone calls, there are one or two she hasn't reached and she doesn't know what's happening with them and she is concerned there are some people who are falling through the cracks, that ending the policy of allowing a W past finals would be important for a few students. **Senator Hill** said re. section 3.5 and it seems the IC and the WU discussions could be decoupled. He said the former, that is the IC, could be addressed through clarification in the document and the latter, the WU, has real implementation issues as others have brought up.

EXEC 20-12 University Ethnic Studies Implementation Committee Resolution, Vice Chair Heinze-Balcazar asked for a motion to bring it to the floor. Given and seconded. She explained the resolution is to implement the committee for Ethnic Studies. Heinze Balcazar provided an overview of the resolution and spoke to the rationale. She spoke about the values and guiding principles to support decision making. She noted it includes the values and principles of equity, allowing for student voices, allowing for disciplinary expertise, academic freedom, and identities in strengths and values as well as program learning outputs is specific for these studies.

Talamante recommended that it be brought to the floor for feedback as while it was a First Reading earlier in the semester, it was tabled and then through some revision then based on what's been happening at the Statewide level and the Chancellor's office.

Questions/Comments:

Senator Johnson said her question relates mostly to Section 3.1 which essentially says this is going to become part of the university curriculum process, but it doesn't really specify that courses, which are added in the future, this sort of hints that this is the way we'll assess courses now, but what do we do three years from now, four years from now who has control over that? She said she wasn't sure GE is the best person to take that was those qualifications. We might want to have something in there that deals with that policy. **Senator Sanford** said his concern was around 4.1. He noted that when the Non-Tenure Track Faculty Advisory Board was created, it said, this person will be the chair, and it was the Non-Tenure Track, Senate Exec Rep. How are we establishing who the chair is on this

committee? How is that going to happen? **Senator Hill** said there is no mention of Native American and Indigenous Studies in the document, and there ought to be in fact, since this is Native American Heritage Month, it seems particularly stand out that that is lacking in this document. **Senator Gasco** said she also in concerned to see Native American studies courses missing from this document. Gasco said the Cal State system has very limited departments or programs devoted to Native American Studies. Even where you do find departments or where you find programs, they're multidisciplinary. Gasco said the idea that Native American's are missing from this document is shameful. **Talamante** responded that it's something that that we're struggling with in terms of the way that the document and the law has been laid out for naming Native American Studies, but we don't have a Native American Studies program. And we don't have one that is an ethnic studies program, although we have the indigenous peoples of the America. "Yes", Talamante exclaimed, "we're grappling, and we need to figure out a solution to that." **Senator Sexton** said regarding the student representation, she saw that there's an ASI Rep, but she also thinks it would be beneficial for the Student Rep or in addition to ASI for the student rep to be someone from the discipline as well. That way someone who knows the courses, firsthand can also speak from a student perspective. **Senator Nicol** said she wished to draw everyone's attention to 4.2.13. She said there has not been, nor has there ever been, any intention to leave Native Americans off. In fact, we were intentional in making sure that there would be representation from the Indigenous Peoples of the America minor. As everyone else has said, we don't have an American Indian Studies program on our campus. And so it is very difficult to pull from Ethnic Studies faculty who don't yet exist. Nicol said she wished to respond back to the intimation that Native Americans were left off, they were not. In fact, she said they were very intentional and concerned that we don't have an American Indian Studies program, Because the focus of AB1460 is on race and ethnicity. And she said you can't have a conversation about race and ethnicity in the United States without having a conversation about Native American peoples, and what they experienced in terms of colonization. **Senator Hernandez** noted he's from the department of Chicana and Chicano Studies. He said there are departments getting together and planning for how to implement AB1460. He said it's our hope that we can establish a Native American studies or American Indian Studies program, but one that is best represented by scholars that are Native American indeed. He said he truly hopes this is something that as a University that we can have in Tongva territory here in the Los Angeles area. **Senator Price** noted that it seemed like there was some presumption that there was something shameful. Price thought that there should be an apology. She said we all are just discussing things together. And no one should be shamed. **Talamante** offered she appreciates your input. And I do want everybody to know that these questions are being taken very seriously. And we understand the challenges of our campus. And the feedback today is very helpful. And we'll continue to work to make it better. She said she will make sure to bring together not only our Ethnic Studies faculty, but also faculty from our Indigenous Peoples of the Americas program as Exec refines the First Reading before we bring it back on December 2.

EXEC 20-18 Resolution to Approve By-Laws and Operating Procedures for the Council of Department Chairs and Program Coordinators, Vice Chair Heinze Balcazar

Heinze Balcazar requested a motion to bring EXEC 20-18 which was granted and seconded. She provided the rationale for the resolution explaining it's a resolution that changes the operation of the Council of Department Chairs and Program Coordinators (CDCPC). She read excerpts from the resolution citing that the ASCUDH which was established through Exec 17-11, the Council of Department Chairs and Program Coordinators and charged it with the mission to formulate policy recommendations to the Education and Faculty Policy Committees on May 10, 2017. The CDCPC has faced challenges to meet the mandate of recruiting/selecting two chairs and program coordinators of each of the five-state side academic colleges. Thus, the CDCPC seeks to achieve its mandate by recommending the reduction of the number of members for this standing committee. Heinze Balcazar then read through the resolution.

Talamante reminded folks that there was a charge and a resolution before for putting the initial committee together but not a fully laid out policy as be as being recommended here. She commented that this has been a difficult committee to fully populate and so the change in size is part of what we hope will address those issues. Talamante noted that we had not incorporated membership from the library Council, which is analogous to shared governance at the library level, which is slightly different than that of colleges.

Q&A/Comments

Senator Sanford asked if we were amending an existing charge? **Heinze Balcazar** responded yes. **Sanford** said he's assuming that what's being changed mainly is 3.1 and possibly 3.2 and 3.3. **Talamante** responded that when it was originally passed by the Senate, it was primarily just a charge. This is an entirely new document. There were some problems in the resolution itself about how elections would happen. **Sanford** offered his only edit is in 3.5. Point 1.1. I think there's a typo. The College of Arts of humanities should probably be "and" Humanities.

Senator Vivian Price asked if this committee, as counsel, the charge is to advocate on behalf of department chairs and program coordinators to improve their own situation. Is that correct? **Heinze Balcazar** responded yes. **Price** said isn't the charge also something about how to share information to help other chairs in other departments and understand best practices? Also even discussing the structure of administration. She commented the charge seems limited. **Senator Johnson** asked as these are mostly two-year terms, if you're elected for two years, but you cease to be a chair in the second year of your service, do you also to cease membership on this committee? **Senator Brandt** said in the College of Arts and Humanities' Chairs Council, they questioned whether chairs that have recently cycled out of their chair duty could still be eligible to serve on this, as chairs are already overburdened with a lot of work. And they believe that could help perhaps increase membership. **Senator Sanford** said regarding the charge, it looks to him as if items five and six are part of a charge. And maybe they should be moved up so that the membership and voting procedures happen at the end of the policy. **Sanford** asked if there was a reason that the charge designates the meeting time as Monday from 2:30 to 4:00? He asked if that shouldn't be something that the committee determine? **Heinze Balcazar** responded the last three years it has been difficult for the members of this committee to meet and it was thought specifying the time/date may help to know the schedule in advance.

Provost's Report

Provost Spagna discussed the following:

- Retention Efforts: It's very timely that we're discussing this today, because you will hear in a little while a request from AVP Alana Olswang to try and join the larger expertise in building our bench about how we can make data actionable on the campus. Spagna said the more people we have they're involved in that the better off we are as a larger infrastructure and a campus.

One of the persistent challenges we have at Dominguez Hills, is that we are still hovering around 76%, 77%, 75% retention of our first-year students. We are losing about a quarter of our first-year students and if you follow the data, there's a significant portion of that 25% that don't continue to seek any post-secondary education. What can we do over a 10-year span to increase our retention rates? He said there's been a lot of work done on this front of which many at Senate have been involved with. Currently, we have a recognized committee, it's a student success committee co-chaired by Kim Costino and Dang Chonwerawong. We have made retention our number one priority, particularly for first year students. We are trying to have a big, audacious goal of hitting 90% retention. If we can keep students with us through the first year, there is great expectation that we will ultimately be able to ensure that access and completion will give our students opportunity. It can't just be access alone.

When we've done some of the analysis of first year students, we find that there are two key things that rise above everything else. One is the somewhat staggering amount of our first-year students who receive at least one non-passing rate in their first year. The good news is that in the past year, that number was 61%. Now I say good news, you take that with a grain of salt across the system, it's about 47% of first year students have at least one non-passing rate in their first year. We must improve on that. Two years ago, the percentage of DH students was 80% had at least one non-passing rate. How we address this, how we think about it, we're currently at 61%. These are larger conversations about how do we work together across all divisions to try and work forward? And how do we support students going forward. Spagna said to Senate, "I will say to you what I say to new faculty every year they come in, I am not nor would we ever ask you to change standards to reduce expectations. But, he added, he thinks we need to work as a quality care system

for when we see students struggling in the first couple of weeks for three weeks of the semester, what do we do to reach out, to support those students, to move them forward? That's why we all came to Dominguez Hills. Spagna said the other thing that's even more worrisome to him is that when you look at the number one quality of what represents student's success in the first year, can we get them to take 15 units? Can we support them in taking a full load? If you take a full load in your first year, there's a great opportunity for success. When you look at the figures across the system, 45% of first year students take the 15-unit load. Out of our students, 13% take that 15-unit load. That is not a simple solution for us. There are many reasons why our students don't take a full load; a lot of it's financial, a lot of it's how we support students. He said we need to keep driving down home on that in terms of how do we get students the support, so that on the other side of this pandemic, they're not taking three buses to get to classes, they're not having to work three jobs to be able to do this. But anyway, those are things we're going to be looking at in more detail. Spagna said there are four strategies going forward that we'll be asking everyone to participate in. 1. What do we do for the first-year experience? How do we inculcate a sense of belonging with our students that's been even more challenged during the pandemic? 2. How do we really take advantage of the Toro Success Collaborative? It's progress reporting. When we're looking at students that aren't turning in assignments and they're not attending in the first two weeks and within the first four weeks, where they're starting to have difficulty that we see on assignments, and by midterms, what are we doing to intervene on that front? 3. Thinking about our DFW rates and what are we doing to try and think about that and reflect on it? 4. What are we doing to reduce institutional barriers.

Spagna thanked all of those who are really taking the time to reach out to students. He said the number one challenge for us during the pandemic is customer service and quality customer service. He thanked them for reaching out to students to answer questions, trying to get them pointed in the right direction. He noted we still have a long way to go on that front to reduce institutional barriers and students be successful.

- Upcoming College Town Halls – Spagna noted that there was a very productive meeting on November 16 involving Chair Talamante , ASI Leadership, Student Affairs leadership to talk about college town halls, that involves student voice. Spagna briefly spoke about the larger scale university town hall that had been held the prior week. He noted there were three questions posed to our students, which he believes is important to keep at the front of our minds. 1. How are you doing? 2. What are we doing? 3. Where do we need to improve and what are we not doing so well? Spagna said now we're looking to determine how do we drive this down to departments and colleges where those conversations can be authentic, productive, and ultimately be durable. The Provost said the pandemic has created a crisis which requires more communication and on the other side of the pandemic, we should keep this communication going. He noted that these are not conversations need to be ongoing. Quality conversations that bring forward that kind of teaching and learning opportunities across campus.
- Spagna noted that they've been what's happening on the overall enrollment, and what we're seeing with applications. Information from the Chancellor's Office is that system wide it looks like our undergraduate submissions on applications as of November 11 were down 4.6%. The transfer submissions were down 8%. The freshmen submissions were down 3%. He said there has been declining enrollment at community colleges. And now this is transferring into what we're going to see with transfer students coming in. Data on applications for Dominguez Hills is not yet available. But we're monitoring this carefully.
- The Provost concluded his remarks by acknowledging ASI VP Anger's efforts. He noted she has in several senate meetings been bringing forward issues from a student's perspective and student perspectives about things ranging from class offerings to waitlist to a whole variety of things. And she just received feedback from Dean LaPolit that based on her feedback, they were able to open additional sections for students in the biology and health science departments that are going to help with majors that are consequential. He said he the message he wants to put out there not just to ASI leadership but to all. As soon as something arises on a student's radar, we need to immediately get to department chairs, to Dean's, associate Dean's, we don't

want to wait in between for our Senate meetings to have this. When something's come up, we're working to solve it proactively to benefit students.

ASI Report, ASI VP Anger

Anger noted she would be graduating in three weeks. She expressed that it's been an amazing experience being in this role and advocating for the student body on the Senate floor. She introduced Jonathan Mancio, the ASI CBAPP representative shadowing her.

Anger said the prior week, she participated in the Connecting with Students webinar where CSUDH students were able to share their concerns, struggles and successes. It was an amazing event where administration and faculty were able to hear live experiences students were facing.

She believed the main takeaway is students don't always know what resources to use, or how to reach that resource. If we keep advertising campus resources on social media platforms and at the forefront of Student Educational platforms such as Blackboard, then we can help students who are struggling with getting connected in this virtual environment.

Anger noted she also attended Academic Access and shared her input about a symposium bringing students, faculty, administration and advisors together to discuss the concerns from faculty and students to alleviate difficulties and have a successful virtual academic spring semester. Anger explained this symposium would be an intimate conversation at the college levels with Dean's and Associate Dean's leading the conversation. She encouraged everyone to participate and encourage students to participate as well. The only way we can be successful during these unprecedented times is if we work together as a Toro nation.

ASI Events

- Election applications are currently open until January 29, 2021 by 6pm. If you know any student who may be interested in becoming a student leader, please refer them to asicsudh.com/election. She noted that CBAPP Representative Jonathan Mancio and Dean Wen are hosting an open forum on November 19, at 2pm.
- There is a CNBS and CBAPP survey going out to students asking how prepared they are in the department for the upcoming virtual semester. Please encourage your students to participate.
- Elector workshop is Thursday, November 19th, 2020 from 3 – 5 5pm is a workshop that trains college women to run for student government and future political office. However, it is open to all students.

CFA Report, Senator Dr. La Tanya Skiffer

- Reminder: add the basic needs information to your syllabi . There are a lot of hardships out there and we want to make sure that we get that information out to our students.
- December 3, 4 - 6pm faculty end of semester event
- Bargaining: disappointing information Skiffer reported faculty should have gotten an email from Dr. Charles Toombs, who is the Statewide CFA President. What is currently known is there's been a diminishing of what the Chancellor's Office has proposed. Skiffer described it as a power grab, seeking to limit faculty rights. They have proposed and put on the table that they'd like to discuss temporary suspensions and reprimand changes to our CBA article. Skiffer noted that CFA is opposed to that. She expressed there's so much more going on that we can be addressing and looking at ways to further punish faculty doesn't seem to be in our best interest, the article is sufficient as it is. Those reprimands, what they like to do is increased the length of a temporary suspension for faculty. She noted it is something that CFA will fight aggressively to ensure that does not happen. In addition to that they proposed changes to our sabbatical article. If any of you have benefited from sabbatical, you know how vital it is for faculty to recharge their batteries to really dig into that research. Those who are going to be going up for full professor and get a sabbatical in between, it can be invaluable to have that time to work. What they like to do for the sabbatical proposals is to include the final report in the permanent file, something that CFA does

not believe to be necessary. She added sabbatical should be something that is done voluntarily by the university to encourage faculty to utilize it rather than something punitive. Regarding reprimands, their proposal is to have a reprimand stay in the personal action file forever.

- The next bargaining meeting is going to be November 20. The CFA statewide website, bargainingideas@calfac.org. If you have ideas regarding our bargaining proposals, please send them there. They are monitoring those proposals. And we are in the process of laying out what our campaign will look like. We've been delayed because of COVID, we were fortunate enough to get the one-year extension, so it's not too detrimental.
- The last Board of Trustees meeting, there was a lot of contention. Skiffer said essentially on the table was the issue of executive pay increases. There were students, faculty, staff, and community leaders that spoke out about the serious problem that we're seeing with our executives. She noted we are losing faculty at an alarming rate, particularly our most vulnerable faculty there have been 900 lectures loss who have lost work in the CSU since this has started. But the Chancellor's Office instead of addressing that has decided to increase our new Chancellor's salary by 30%, The figure she shared amounts to a \$147,000 raise, while we're laying off faculty. Skiffer said this means that our organizing efforts need to be ramped up the only way we win these types of fights is if we come together with solidarity. If we have money to give a person \$147,000 in a raise, who's already making over six figures, then we can do better by our lecture faculty. She said they also know that they voted to give two new presidents campus presidents a 10% raise. Skiffer said when we're talking about these austerity measures, we need to remind them of the reserves that they clearly have that they can apply to bettering our institutions and serving our students. And without our voices, these egregious and unconscionable raises will continue. Campus administrators were concerned that even though we have these problems in our budget, that campus president should not be should not suffer because of it. They heard a lot from the community about that. The SQE students were outside protesting in front of the Chancellor's Office during this whole event. And they're protesting this these issues as well as some of the concerns that they have, which is the militarization of our police forces, and that they want Chancellor's Office to invest more of our student tuition in student spaces and Student Resource Center.
- Re. the credit, no credit, and the withdrawals and the drops, etc. Skiffer said that faculty has a lot of power in those situations. She encouraged faculty to reach out to colleagues to really think about how we approach the issue of our students final grades, and to do our best to do as little harm as possible given we are still in a pandemic, and students are struggling and suffering.
- Thank you to members for all of the volunteering done during the election season. We really kicked butt we have still several tight races that we're waiting for results on. Our local efforts were very encouraging, and we plan to continue it throughout the next cycle. We still have a bunch of races across the nation and CFA will be involved. If you're interested, please reach out to us and similarly, when you are reaching out to CFA use the CalFac address so that we don't commingle are very important work with our campus business, you have no privacy or confidentiality when you send things to your CSUDH account.
- Congratulations for celebrating Native American Heritage Month. It is vital. We have the power to bring a Native American study program to our campus that is within our purview, that is within our ability. And if we make it a priority, it will happen. Skiffer said she was very impressed to hear us talking about it. Let's not just talk about it, let's be about it, and make that happen for our Native American colleagues. If you are not a member, or you know, someone who's not pleased join, we need all hands-on deck. The more we are in solidarity, the more power we have. And power means that we have the power to do what's best for our community. I implore you guys to get involved.

AVP of University Effectiveness Planning and Analytics, Alana Olswang provided further details on [student success analytics certificate program](#) opportunity.

Olswang noted it was the third year DH would be participating in what is the Chancellor's Office fourth year for this program. She explained that the Chancellor's Office has two different sets of dashboards that they've created. Many of those statistics that the Provost was mentioning earlier, are ones that we can find on that dashboard. She noted it has a real opportunity for us to learn a lot about ourselves and a lot about ourselves in the context of the CSU and other campuses. Olswang noted that it is what they are titling professional development at the intersection

of equity and evidence. She explained that in spring, there are eight (8) meetings and they're each two hours on a Friday afternoon. There is one hour of a webinar that is presented by an expert, who gives a mini lecture with some discussion from a CSU campus. The topics include becoming student ready, how to measure impact, looking at the student journey and how they navigate transitions, how we as a campus can help students overcome barriers, and looking at post-graduation success. After watching a webinar for an hour and look at one or two dashboards, then we talk about what this means for our campus. Through the course of the semester, we shore up some ideas and then create an action research project.

What does that look like in practice? We've talked about course redesign - we can use these dashboards to see do student GPAs change after redesign. How has major migration impacted chairs and others ability to understand and predict what's going to happen with scheduling? We can look at what different factors most impact retention? Where do we see intersectionality of student characteristics influence and retention? Olschwang noted we talk a lot about how we know that first generation is our largest equity gap, but what happens is some of these first generation and Pell eligible, and from a certain race or ethnicity, is that group of students measuring it above or below the average for our campus. And what does that tell us what we can be doing to better serve different groups of students? And we also had looked at other types of equity gaps, and then not to be so deficit minded all the time, we also looked at where students thriving, and in what cases are students excelling and what we learn about that.

The first cohort looked deeply at looking at that reverse equity gap. In what classes are students from under resourced groups, where are they outperforming other students, and we did some interviews with faculty teaching those courses. The second cohort was really struck by how many resources are available and how these are not well known. And so pre-COVID we were excited and had a great plan about pushing this out, including it in the blackboard sites through the Faculty Development Center. Due to other COVID demands, we had a pause that.

There are also opportunities to use the dashboards as a springboard for conversation. These conversations in this program led to further explorations that we're still working on that require data from our office to kind of dive that level deeper. Participation serves two purposes in that way. It begs the question is something going on and then we must dive a little bit deeper to find out some of those answers about where and why and how is that happening? We had started, and we're continuing to explore core sequencing. We're not just looking at DFW's, but what is a true bottleneck? What does that look like? How can we understand this better? And how do we compare on some of these different metrics with other schools? And what do we know about probation? How can we make it easier to understand that?

The dashboard has four different areas. When we talk about the GI 2025 goals, when we want to see how we are doing. The faculty dashboards really follow a line of inquiry of what any faculty person or chair might want to know, in actionable ways. And the graphics really help you see the impact. right up front. It's not just kind of looking at data and wondering, what would I do with this, it's very clear what you can do with information. There are some historic insights, and then some key findings about equity.

Olschwang then described the benefits of bringing together a cross functional group. She said one of the takeaways from the first cohort was that it's not often that people in these roles would sit at the table talking about student success together in that way, for a couple of hours. In addition to what we were able to learn and how we could look at data, we looked at it together and understood from different points of view and perspective, what you know, what that could mean and, and learn from different offices.

Olschwang emphasized that participation is a commitment and will take many hours of the spring semester. For those who are interested but unable to set aside the time, there's a few different ways that her office can make the data available. She also suggested exploring the dashboards on your own, feel free. You must log in, because information that's not yet ready to be released to the public. She said if you want to explore some key points, let's say your program review is coming up next year, and you want to get ahead on that, her office is happy to help you with that. Another scenario is if you want to look at ways that you might be able to improve your program and course, she said she is happy to help with that as well. And if you want to dive into a question and you want to follow a line of inquiry, we're happy to support you with that.

Olschwang provided links to find out additional information.

More Information

Student Success

Analytics Certificate Program 2021

To Express Interest

<https://baseline.campuslabs.com/csudh/ssacp21>

To Learn More about the Program

<http://calstate.edu/analyticscertificate>

Explore Dashboards & GI2025

- CSU Student Success Dashboards
<https://calstate.edu/dashboards>
- CSU Student Data/Analytic Studies
<http://asd.calstate.edu/dashboard/enrollment-live.html>
- GI 2025 Program
<https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025>

<https://baseline.campuslabs.com/csudh/ssacp21>

[Graduation Initiative 2025 Dashboard \(calstate.edu\)](#)

Chair Talamante noted she was part of the second cohort. And, and it was a real eye-opening program, we have a lot of data that is provided in those student's success analytics dashboards. She said there's a lot of benefit if you are a department chair, or if you are a part of your program committee and looking at your own Student Success data. And the CSU dashboards have a lot to offer on top of campus labs. It is challenging, and if you do want to be part of it, you must really make the commitment because there are a lot of homework assignments. But that's what helps you to be able to navigate through the dashboards provided by the Chancellor's Office.

Q&A/Comments

Senator Price noted that the Provost mentioned in terms of retention, that financial is a big factor when it comes to student retention. Price asked about family obligations, do we ever test for that? Price said there's some things that maybe can't be fixed in order for people to take 15 units. **Olschwang** noted they had done a couple of surveys last semester looking at how caretaking up and down, the family hierarchy, how that was impacting students and their ability to carve out space in their own home, to be able to have the time to do the work that they needed to do and the way that it might be affecting them, psychologically or, or another ways that just makes it more difficult to get work done, and focus and concentrate. She said they did have a couple presentations and can send them to directly if interested. Olschwang offered to put it on their website and share a link for that.

Olschwang said she's also excited to talk about the President's Challenge Award that in conjunction with Senator Malladi and Senator Celly that they're working on and they just closed a survey that is called a Thriving Quotient. Their goal was to look at resilience and took it a step further to look at thriving. That includes using an instrument that's been developed on different campuses. And so, we'll be able to get at for this semester, what's going on with our students. They'll be looking forward to sharing some of that with Senate. The other piece is that they've linked it with student performance and progress data. They're not just looking at survey data, they're looking at, based on how students reported they're being affected by this, what is their GPA? How able are they to complete the courses that they're taking? Who's coming back and who's not.

Senator Park said with regards to the dashboard data, she asked whether information on minors is available, because up until this point her program has only a minor degree offered. It would be very helpful if we could have data on minor students as well. Park said regarding senator Price's comments in spring 2016, she conducted a Student Assessment online survey, and according to that, the family obligations are very important factors that affected student's performance and sense of sort of belonging to the campus community, because they just don't have time to spend time on campus, with their classmates or colleagues because they have work obligations as well as family obligations. And especially in certain sort of groups with certain cultural backgrounds, which really emphasize the family obligations as one of sort of mandatory things for family members to fulfill. That pressure is even stronger and has a stronger impact on their performance, as well as other types of social engagement.

Olschwang said the data from the Chancellor's Office is mostly at a department level or the university level, but the data for our own institution. Yes, we do have data on minors. **Senator Norman** said he would like to formally request from Olschwang that the data regarding family commitments be made out you know, widely available, there is interest in that. He said also wanted to observe that he thinks this is really important as we work towards building a, a student ready campus, he's been surveying my students on the number of hours per week, they spend doing this, caring for family members, as well as to have them look at the, a typical day. And then the amount of time they spend commuting, not necessarily the miles but the time. He said with that information it helps us better understand how to customize education in a way that's going to maximize our student success. He said he applauds her efforts on what they're doing in AVP Olschwang's office by making more of us data literate, and we can all work on disseminating information so we can make better decisions to serve our students.

Senate Committee Reports

EPC Report, EPC Chair Russo

- EPC is working on the extension of the W deadline for students this semester.
- EPC is continuing to work on the administrative graduation policy.
- EPC is working on the GE Learning Outcome policies coming with the reconfiguring of GE, working in close in hand with other members and stakeholders cross committee on that as well.
- EPC is also working on the program discontinuance policy. He said they're looking forward to getting the both of those at the start of next semester.
- Timeline for First Reading for establishing a new school policy: EPC is on a fact-finding information gathering phase there. They're hoping to pick that up either at the next meeting of EPC, which would be during Thanksgiving week. But we're trying our best to get this done as quickly as we can. Talamante noted that they're working at bringing a resolution by the end of February, early March. But they're also working to arrange a town hall so that the proposal can be discussed at a university level.

FPC Report, FPC Chair Terri Ares

- FPC has broken into multiple workgroups
 - o FPC is looking at a revision of the RTP policy.
 - o FPC is continuing to work with the Non-Tenure Track Faculty Advisory Board on their proposed resolution to address teaching assignment standardization.
 - o FPC is continuing to work with sabbatical policy which had been they've gotten lots of comments last year from Senate.
 - o FPC is also working on the chair policy, which would include responsibilities training, appointment process, compensation evaluation.

Non-Tenure Track Faculty Advisory Board (NTTFAB), Chair and Senate Executive Representative Rita Anderson

Anderson offered on behalf of the Advisory Board, the first ever on this campus appreciation. She said they've had two meetings to get to know each other and tools to organize themselves. They've invited management to come to their meetings and provide some answers to questions that are on the table and that have been floating around. Anderson thanked ASI VP Anger who posed the question, "Why when I go to register, do I see staff?"

Anderson noted that one of their Advisory Board members, Mike Grimshaw who is the coordinator and he does all the sandbox presentations pointed out he is the oldest member on this Advisory Board, and he doesn't have a lot of time. Anderson said that Grimshaw asked when you give your report, ask the senators and management to work with the Advisory Board members that represent each college and help us to get the answers that we have on our table? Anderson highlighted that they are having a meeting on December the 11th. They're still organizing but hope to be fully up and running spring 2021. Anderson thanked the Provost, the Vice Provost and President Parham who will be joining us on December the 11th.

Statewide Senate Report, Statewide Senator Thomas Norman

Norman said they had a very productive Statewide Senate. We've been working towards getting additional dedicated seats for contingent faculty, as we have in our campus at Statewide. And we got within a vote. It was very close. He noted these types of issues, you need to look at the long term. He said even though it failed, there's even talk about maybe we can make a few changes and go at this again in January. Norman thanked DH for being out front. He said it was the example of this campus that helped change the minds that this can work. And Norman said he was able to articulate things he's seen that other campuses are realizing, that is a voice, we maybe should privilege.

Norman noted he's proud of a resolution Faculty Affairs author that was passed on ensuring and requesting support from the state that we have culturally responsive, anti-racist mental health services and wellbeing. This is critical to our success, it's never been more critical than during the pandemic, and we're awaiting the Chancellor's Office support. That's an area where we can work and lobby together.

We also had a successful resolution coming out of our Finance Government Affairs Committee on calling on the Chancellor's Office to consult us for the academic implications of system wide fiscal decisions. He said he's long been a champion on this campus and making sure we can meaningfully participate in the budget process. And it's another example where he got to talk about Dominguez Hills doing things very right. Norman said the administration here should know he is trumpeting it; this is a good model. We're getting good information. The system wide Senate wants that. We know when we visit and we also appreciate working with CFA that's when we work together coordinated message, Norman said he thinks the legislators hear us we get more support, we get more dollars.

Norman noted that they recognized the outgoing Chancellor with a resolution. And then they ran out of time. They had one other resolution that prevented them from getting to the other six resolutions. Norman commented that normally break on Fridays at 2:30, they went till 5 pm on Friday. They then had a call a special meeting last Friday, 11/13 from 5 – 7 pm. Resolution 3452, the substitute, out of the work of the Council on Ethnic Studies prevailed. Norman said he was very honored to have Dr. Talamante to work with us and for her voice to be heard. He said he thought that vote would be closer, we worked very hard with folks behind the scenes on that surveying people trying to get folks and we went into the meeting, thinking where maybe one or two votes ahead of what we needed. But it was not as close a vote. There were some amendments, but we were successful. The desire to make sure that what our campuses were saying in terms of ethnic studies in campus, how campuses should have primacy, how we should really look to it being not a general education requirement and having that mandated, but instead try to fit it better the campuses. Some failures and some successes.

Norman said he's been working to try to increase our voice and senate voices in Sacramento. One of the ways you can do that is with the legislative analyst office, they prepare reports that influence a lot of the legislators and in how they're going to vote on budget requests which are important. They came to Senate. It takes a while to get these people willing to come in and speak to the Senate. Normans said he would love to see our Senate perhaps try to do this in the spring or next year to invite folks via zoom, to participate. Norman said he really wants to give them credit to their representatives who came with a list of questions on what do we need given the pandemic? Norman said he thought that was an innovative practice. He said he wanted us to think about as something we might we do. He said he knows we've had senate panels on campus where we've participated, this might be a different way to really get some of the folks who can get influenced the amount of money we receive, to see the great work we're doing and see how deserving we are. Chair Talamante said it was a good educational experience to be able to serve as a proxy at that special meeting. And it went from 5 pm to 7:45 pm, in order to secure that vote. She said she thought that the substitute resolution for the one that had been provided, from Academic Affairs was a far superior resolution and really listening to the chorus of campus voices in terms of what points of opposition there have been to the proposed implementation plan. She said she thought it's unfortunate that while we were able to influence statewide with all of the campus Senate's responding, that we were unable to influence the Board of Trustees. She said as a historian, she was very happy to have all of those records available for so for those who stood up and tried

to create a better opportunity for our students to learn without taking away from other departments and programs offerings within GE, noting that it has been one of the major stresses about this creation of a new area F.

Open Mic:

Senator Pederson said she's emailed about this before. The report from the NTTFAB today, she wanted to reiterate her concern that the election we have now discovered was not held appropriately, that the ballot did not in fact go out to the NTTF mailing list because of the fact that the Parliamentarian didn't have permission to email out to that list and that's why there was only seven people who voted and that was election. Pederson said she wanted to raise that concern as for her, if she had been elected in election held that way, she wouldn't feel comfortable with that. Pederson said she didn't know what action, if any, we want to pursue as far as like re holding an election, or just perhaps decide we'll do it again next year, instead of doing two year terms because of this. **Chair Talamante** responded she was not entirely sure about those details of what Pederson had presented. Talamante said we need to go back and have this conversation post our meeting today to see what exactly happened in terms of Non-Tenure Track Faculty Advisory Board election. Talamante said that the co-chair Rita Anderson can speak to questions about who is on list that has been what we have had the most information about is that the non tenure track faculty listserv is not completely up to date. **Pederson** said that we had a back and forth email, and we both updated the listserv and confirmed the fact that there's certain types of listservs, there's a list of people who are allowed to send emails out to them. And we confirm that the Parliamentarian was not on that list at the time. And that has been resolved now at the time, that's why they that's why the ballot didn't go out. **NTTFAB Co Chair Anderson** said we've been working with Cheryl Koos and her team to resolve this concern and she's been engaged in emails with Kara Dellacioppa. **Talamante** responded she needs time outside of this meeting for us to be able to follow up.

Senator Malladi asked regarding the email received from General Counsel John Walsh, about some class action lawsuits and the federal and state levels. Malladi asked if he needs to discontinue recording going forward?

Statewide Senator Norman said he actually had a meeting with the members from the General Counsel and IT system wide, because that hit my desk about two weeks ago. And yes, you absolutely could choose to stop recording. But if you do record via zoom, you will no longer be able to delete, while this is in discovery. But you have no obligation to record unless one's opposed by maybe a particular ADA requirement, but most of us would not have that requirement. **Senator Malladi** asked is there any background that can be shared. **Norman** said there's at least two class action lawsuits, which and discovery they're trying to the plaintiffs are trying to establish the education being received as inferior to prior to going to virtual, so they're looking for tuition discounts, or waive tuition. This appears to be a legal maneuver to increase costs in the system, it is very costly, maybe to put pressure on settling it. The likelihood of it being accepted by a judge is probably lower than 1% he's heard but it is a tactic that is being used. Norman said thankfully the General Counsel that's his interpretation of the research done.

Senator Vinovich said his department is very concerned about an issue we're having with the curriculum process and UCC. Their degree proposal was not approved by the college curriculum back in April. So they filed an appeal with UCC, which we had successfully accomplished in the past. UCC upheld the college committee's decision, and recommended that they resubmit the proposal, but that they had to start the entire process all over again, meaning filling out new forms taking another entire year to go through the process. And they don't understand the reason for this. Why can't they pick up from where they were and make any needed revisions, instead of having to start the entire process all over again, especially considering that the proposal was submitted over a year ago in October, long before the new curriculum rules went into effect. Such a delay will only cause unnecessary harm to our students who are counting on having this degree option for their graduation. We need to fast track this proposal. by picking up from where they are currently in the process. They're happy to make any needed revisions from this point on, but not to start the process all over again. And they're bringing this to Senate because this needs to be addressed, causing this delay and having them start all over again. It's a waste of faculty time and labor. And most importantly, it's hurting our students. **UCC Chair Caffrey Gardner** said if there are any questions about the memo, she's happy to meet with him to go through it. Also, for the benefit of Senate and digital media arts, any decisions made by UCC about program modifications, or new programs can be appealed to EPC, as well.

Senator Sanford said at their last NTTFAB, they discovered that in addition to originally leaving the NTTF senators off the charge, it was brought to their attention by several people on the NTTFAB that we ought to have student input to on what's going on with Non Tenure Track Faculty and how that affects students. Sanford asked if Anger would be willing to come to the December 11 meeting, and talk with us about the possibility of getting a student representative into the charge as well. The meeting is December 11 at 10am. **Anger** said they can have a student representative there at that meeting. She said she does not need to come present but can shoot Senator Sanford an email with the student information.

Senator Dr. La Tanya Skiffer stated if there was over a year wait for a UCC proposal, and we've been talking about those the notion of institutional barriers, that's a real serious concern. She said she's not sure how we address that, but our students are dependent on our curriculum modification and proposals. Skiffer offered that anything CFA can do to help that committee, she's available. **UCC Chair Caffrey Gardner** said we appreciate the support. And sometimes where timing can get slowed down is in the meetings of the college curriculum committee. She said that UCC has done some roadshows with all the college curriculum committees this year and if anybody has any questions, they're happy to attend meetings, and assist in terms of speeding up the process.

Senate Exec NTT Representative Anderson said since the NTTFAB election happened, and they were made aware that many non-tenured folks did not receive the ballot, it's been about three and a half or four weeks that she's been attempting to find out what is going on. She asked why it takes so long? Can anyone share the quickest way to get answers to pressing questions like, why aren't people getting a ballot to vote? **Chair Talamante** asked that Senator Anderson to detail the steps that you've already taken? **Anderson** said she's been in communication with our Parliamentarian, to email Cheryl Koos, to contact Michael Foo. She said she's been in regular email communication including with Reza Boroan about the listserv. Anderson asked who can help us to be sure that it's up to date each semester? Whose responsibility is it and who on our Advisory Board should we be talking to within our colleges it? Anderson said those are the emails that have gone back and forth for two and a half weeks? **Talamante** asked if Vice Provost O'Donnell could share. She noted he has been a co-chair of the Non-Tenure Track Faculty Implementation committee. Talamante said she wondered if he could help us with that process as well or shed any light on this conversation in terms of how we might best move forward to set up something that is institutionalized across the colleges. **O'Donnell** said in a parallel discussion, he's been in touch with some of the same folks about updating list servers institutionally. O'Donnell said ASI VP Anger has been in that conversation as well. We're looking for college based automated updates of which students are in which colleges so that the Dean or an ASI rep would have an email address like current majors in CAH, for example, and be able to send a list knowing that the emails behind that listserv are all just pulled automatically from PeopleSoft. He said it should not be as labor intensive as it is sounding. And he said this question of how does a list serve to the lecturer faculty get updated automatically, so that it's not up to Senator Anderson to bug someone in it for two and a half weeks to just try to get a simple answer. O'Donnell said we're in the same boat and you were right to guess that I was working on something analogous.

Dean Costino said she wished to provide a quick update. We have now finally, a signed contract with Coarse Leaf, which is the online curriculum management system. And we are starting the implementation process right away. That means we will implement the new catalog through Course Leaf for this next coming year. The April catalog gets released in April, we'll be in Course Leaf and then curriculum review will happen through Course Leaf after that. Costino said we've been working for well over a year on streamlining the curriculum review process for this online move. It will be once we are in that system, it will be completely transparent, you'll be able to go in at any time and look up any proposal and see where it is in the process.

Senator Dr. La Tanya Skiffer said regarding Senator Anderson's issue, that's an issue that we've struggled with at CFA as well, with getting information to our members if it's coming through our DH website. Skiffer said that offline they can talk about some, some back workarounds, but also CFA maintains their own list, as well. Skiffer offered that she would be happy to have one of their representatives send it out to our Non Tenure Track Faculty list, which is possibly more up to date than the universities. Anderson said they're very concerned about the listserv and getting information out so thank you everybody for your support and for helping us to resolve this.

Senator Nicol said she wished to go on the record and publicly thank statewide Academic Senate for their support. She noted 20 out of 23 campuses opposed the Chancellor's Office implementation of AB1460, which we were pressing for free standing requirement for ethnic studies. And the Chancellor's Office with the approval of the Board of Trustees overruled the will of the Statewide Academic Senate as well as the Council of Ethnic Studies. Nicol said we're disappointed but not surprised but wanted to really thank the statewide Academic Senate for their support. From the Council's perspective, we felt as if we were being pitted against each other in the way in which the deliberations were happening. And it was good to know that our colleagues in Statewide Senate and 20 of the 23 campuses really did support just making this a free-standing graduation requirement as opposed to this cumbersome, complicated mess that we now are having to deal with. **Norman** responded he wanted to acknowledge and thank Faculty Trustee Romey Sabalius also took what we said. He stayed in all the meetings, listened, and tried to advocate to convince the Board of Trustees unsuccessfully. But, you know, I think we might direct some appreciation to his efforts as well. Talamante said she would second that as he was instrumental in his comments at that special session.

Senator Park said she wished to echo Senator Nicol's comments and add that we very much appreciate our own CSUDH Academic Senate support for the CSU Ethnic Studies Council's decision. Park asked is the current existing way of reaching out to our student body if we need to make an announcement about new events or new programs and other things? Park commented we used to have the student listserv, but they are long gone and she wasn't sure whether we have any alternatives. And if not, then what is the best way to reach out to our students? **Provost Spagna** said we're working on both of these fronts. He said it's the idea of how do we get the ownership and updated list that emerged? **Chair Talamante** said it's a slightly different question. faculty don't have access to being able to send information out to students for events, or they can only send to their majors or minors? And is there somebody in Academic Affairs that can send out when you have a broader announcement? **Spagna** said he didn't think we needed that level of bottleneck. Spagna said he'll pursue it. He thinks the idea of having to channel everything through individual areas, where he would rather have access to be able to send something out to students. He said he would rather not add a layer of kind of complexity of you have to forward it to the Office of the Provost, the Office of the Provost has to send it out. Spagna said he wrote listserv down about 500 times during Open Mic. We're pursuing this with our colleagues. This is important. It's important for us to build the community.

Senator Sanford said on behalf of the Non Tenure Track Faculty Advisory Board, and all the Non Tenure Track folks we represent, he wished to thank specifically Senator Norman for bringing this up at the Statewide Senate and for pushing to get us representation of the Statewide Senate. Sanford said thank you all for supporting the fact that we need a Non Tenure Track Faculty Advisory Board that we need a Non Tenure Track Committee that we need Non Tenure Track people here in the Senate. Sanford said it's making a huge difference to Non Tenure Track folks. **Statewide Senator Norman** said he has a quick request for January is to maybe have Senator Anderson or Senator Sanford to come to Statewide Senate as "an expert witness". He said he would really love to have the body hear from folks and maybe you can sway a vote.

Meeting adjourned.