



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

Academic Senate Meeting Minutes
December 2, 2020
Approved 1/27/2021

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: K. Celly (sabbatical), T. Parham, C. 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.

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.

Amended Agenda approved. Agenda was changed to reflect that VP Franklin would be giving report on retention.

Minutes of November 18, 2020 approved.

Talamante read aloud the Land Acknowledgement Statement.

Talamante noted that she would be sending out some information that was shared among the senate chairs regarding workshops going on for putting together land acknowledgments.

Guest: CSU Trustee Romy Sabalius

Talamante introduced CSU Faculty Trustee Romy Sabalius. She provided some information about Dr. Sabalius' background.

Trustee Sabalius said he appreciated being at the CSUDH Academic Senate and warmly reflected on his prior visit to the CSUDH Academic Senate. He noted it was heartening to see President Parham attending the Senate. He said it's always nice when the President attends the Senate. Sabalius said it was also very good to see Provost Spagna at the meeting as well.

Chair Talamante addressed Trustee Sabalius regarding the decision making process of the Trustees and changes to Title V. Talamante noted it's a very controversial change and, in the creation of an Area F in the General Education plan and removal of three units from Area D from Social Sciences, I think that it would be useful for us to understand more of the process that went on there. **Sabalius** responded there was some misconception about the Board of Trustees meeting in November. He ventured that there were hopes among faculty and some students that the Trustees could in that meeting rescind the Title V change that was put into effect in July, and/or, make Ethnic Studies a free-standing requirement. Sabalius said that was not the case. What that Trustees meeting was a minor change to Title V to remove social justice from the previously title of the requirement, Ethnic Studies and Social Justice. He noted they could not in that meeting do something else because a Title V change is a change in the law that needs to be open for a 45-day public hearing period. He said it came to them as an information item in September where the Trustees heard the proposal. Then it was placed for public hearing after the 45-day notice period. That's what the Trustees were asked to act on in November. He believed that to cut Social Justice from the title of the requirement was very much what the faculty wanted. He noted that it was clear in the discussion in their July meeting, a very controversial and heated discussion, that Social Justice should not be added because that would broaden the Ethnic Studies requirement too far. Sabalius said he voted for it and the majority of the Trustees voted for it. He said he thought the two votes against it were merely a misunderstanding because they thought they were voting not only on the Title V change but on the title change. Sabalius went on to explain how it came about. He noted that when AB1460 was looming over the CSU, the Chancellor's Office and also the statewide Academic Senate recommended that the CSU come up with their own internal Ethnic Studies requirement in order to preempt the law, or if AB1460 would pass, then they would give the Governor a good reason to redo that bill, because the argument that the CSU had already acted, having an Ethnic Studies requirement in place. This explains the speed in spring, that the First Reading of the information item came to the Board in May, and it was passed in July. Sabalius noted that he did caution the faculty about the optics of it when the Board of Trustees passed the Title V changed in July, when the faculty was not around. But the timing was in order to come up with a requirement internally, before it's mandated by legislators, which forced us to act in that sequence in May, again with a 45-day notice period for public comment, and then was the action in July. Sabalius further explained when the Trustees put out their agenda 10 days before the meeting, the Statewide Academic Senate was in possession of the agenda item, which granted is very thick and voluminous. But at the Academic Senate meetings, the week before the Trustees meeting, there were no objections raised about placing the Ethnic Studies requirement

into Area G and there was also no objection raised about the reduction in Area D. That's why in July, the Trustees went forth with that recommendation and passed Title V as it is. Sabalius said he wished to remind the ASCSUDH that the Academic Senate in March passed a resolution that explicitly asked the Ethnic Studies requirement to be embedded in GE. He said subsequently, they changed their mind in November at a special meeting. They opposed it in response to the many concerns raised by the faculty and several resolutions from local campus Senates. But now it was in place, the law was changed, and it didn't have the desired effect, because the Governor signed AB1460 anyway. Sabalius speculated that the Governor probably had to weigh legislative intrusion into the curriculum versus the urgency of doing something to put this Ethnic Studies requirement into the books at this time in our difficult period over the summer.

As a sidebar, Sabalius noted that CSUDH President Parham conducted a listening session in response to the brutality and the racial violence that the African American community experienced. Sabalius noted he took part in it as a participant and as a visitor and President Framroze Virjee from Fullerton was one of the participants. Sabalius said it was a very important and very necessary listening session President Parham conducted.

Sabalius continued he was of the belief that when faculty realized, especially the Ethnic Studies faculty, that some allied disciplines felt thrown under the bus by having taken three units out of their out of social science area, very much related disciplines like Anthropology, Psychology, Sociology, then Sabalius said he thought the Ethnic Studies Council also changed their mind. Sabalius said that originally the Task Force on Ethnic Studies did recommend that the requirement should be in GE which created a groundswell of opposition that the Trustees got to hear in November. But by that time, it was too late to change. We could not rescind it. Many faculty members asked us to rescind the Title V change from July. Rescind is technically the wrong term, we cannot do this, it can only be done within 90 days of the passage of that law of Title V change which cannot be done. Sabalius asked rhetorically, what can be done? The trustees can change Title V again. At a minimum, it would have to take place in two Trustees sessions, with an information item, with a proposal for a public hearing period and then as an action item at a subsequent meeting. But the proposal had to come from the Chancellor's office.

Chair Talamante stated there was a question from Senator Nicol, who is also a member of the CSU Council of Ethnic Studies.

Senator Nicol said when they had a meeting with Alison Wrynn [Associate Vice Chancellor, Academic Programs], Wrynn told them that the reason, even if the requirement for AB1460 was placed in GE, she told us that they had to have the requirement as a lower division GE requirement because of the associate to transfer agreement. However, AB1460 is a CSU requirement. It is not a community college requirement. Nicol said it is intellectually dishonest to say that most CSU campuses do not have Ethnic Studies courses already on the books. Nicol asked why does it have to come from the community colleges, basically using associates to transfer invalidates the whole argument that this is a CSU requirement now. And it circumvents allowing us to have some curricular flexibility, which is the very thing that the Chancellor's Office said that they wanted to preserve. Nicol said she finds it confusing as to why the trustees would go along with making this a lower division requirements so it could fit into the community colleges, but we have up vision GE courses in Ethnic Studies at most campuses.

Sabalius replied that he's aware of the Chancellor's Office intent. Their justification for this is that they wanted to create a very clear path that is equal for every student from every CSU campus and at every

point of entry. That freshmen students and transfer students will all have fulfilled that requirement. And they believe the best way is to embed it in GE. Sabalius said he expressed the opposition of the faculty to that proposal very clearly at the Trustees meeting. He addressed Nicol's question as to why the Trustees went along with that suggestion. He explained there are 20 appointed trustees, and among them there's one faculty trustee who believes he understands the inner workings of our curricular creations, and there are two student trustees that have pretty good insight. But, he said, keep in mind that all the other Trustees are from outside of academia. They look at the proposal that the Chancellor's office brings to them in the form of the agenda, Report to the Trustees and slide presentation. They believe that what the Chancellor's office does is in the best interest of the system. And they do understand that that there is protest and critiques and objections of some faculty members and some students. But they heavily rely on the work of the Chancellor's office staff, as they should because they're not experts in education. And if you want any changes to the Title V change or to the GE or to the Ethnic Studies requirement implementation, it is not helpful to go to the Trustees. Sabalius said that some of his colleagues ask, that given he's a Faculty Trustee, why he doesn't convince the Trustees that this is a bad idea? To which Sabalius said he responded, he doesn't think he has the power to convince them because they have pretty strong, articulated proposals from the Chancellor's office staff and secondly, while you may wish now that the Trustees would interfere in the curricular matter because currently you like this. Sabalius said for the past three years, he has reminded his colleagues on the board, that curriculum and curriculum creation is in the purview of the faculty. And that should be a process of shared governance between the faculty and local administrations and sometimes system wide administration. The Trustee should not get involved into curriculum. And if you want the Trustees to get involved in curriculum now, what can you say when the Trustees come back one day and want to cut GE by one third, because our GE package is larger than that of most universities across the nation. Some Trustees regard it as an obstacle to graduation, as an unnecessary burden on the students, and as an unnecessary strain on our system. They argue we have 48 units and GE, plus now three units for the Ethnic Studies requirement, to them that is too much. If they decide now to come in and do curriculum, that is not the business of the Trustees. Sabalius said if you want to change this, and he said he knows that the majority of the local campus senates wants to change this, you have to continue to work with the statewide Academic Senate, the official voice of the faculty, and let their Executive Committee together maybe with a disciplinary faculties, the Council of Ethnic Studies, work with the Chancellor's office and keep trying to convince them to make what we currently have on the book better. Sabalius said but trying to bypass the Chancellor's office and going to the Trustees directly, wouldn't gather a majority among the Trustees. And secondly, again, you do not want the Trustees to get involved in curriculum. This is not what Trustees should do." **Talamante** asked, "Aren't they the only ones that can amend Title V?" **Sabalius** said, "Yes." **Talamante** said that we've been trying to be very careful about in terms of asking the Trustees to do what they can." **Sabalius** said, the Trustees don't come up with these Title V changes on their own. These Title V changes are worked out in the Chancellor's office and then presented to the Trustees and the Trustees have the legal authority to make it happen. He noted the Chancellor's office couldn't bypass the Board of Trustees in order to affect the Title V change. He further explained that the only body that can bypass the Trustees is the Legislator, as they did with AB1460. It has to come through the Chancellor's office, through the respective Vice Chancellor, in this case Vice Chancellor Blanchard of Academic and Student Affairs.

Senator Nicol asked, "What is the likelihood that the Chancellor's office, not the Trustees, the Chancellor's office would be receptive to suggested changes to Title V?"

Sabalius responded that in general whatever the Chancellor's office presents to the Board of Trustees, the Trustees will pass. Sabalius said with a new chancellor as of January, he encourages folks to keep up a strong collaboration with both the new Chancellor with Vice Chancellor Blanchard on the administrative side, but also with your local campus Academic Senate Chair, and the systemwide Academic Senate Chair Rob Collins. He said he knows CFA was very impactful in making AB1460 happen. But CFA is the labor representatives. They are in charge of working conditions, contracts, collective bargaining and labor relations and grievances. The official voice of the CSU faculty is Statewide Academic Senate, especially in curricular matters. Sabalius assured folks that Rob Collins, who's a member of an Ethnic Studies Department himself, is very keen to stay on the ball and in communication with the Chancellor's office. Sabalius said he cannot answer Senator Nicol's question, how's the likelihood, but he can give great assurances that the communication will continue. And the debate will be ongoing. And the Chancellor's office has been as receptive as he has ever have seen, at least in being available for discussions with the faculty. However, what they apply from the suggestions they receive, it's not always what the faculty wished. Sabalius said remember, there are also other faculty voices. The high unit majors are fine with the embedding of Ethnic Studies into GE because they don't want it to come out of their already stressed and limited high unit major unit courses. There are many voices to balance. **Chair Talamante** thanked Trustee Sabalius for his time and said the Senate would love to have him back in the future. **Sabalius** said he would be delighted. He welcomed emails from anyone with additional questions.

President Parham's Report

President Parham offered his appreciation of Trustee Sabalius for his visit. He offered a special thank you to the Academic Senate and the work that all continue to do on behalf of students, departments, and all other issues during these unprecedented times.

- Student Success remains the top priority for this administration. We are working diligently to try to figure out how to not only make better sense out of the data that we now get, but also try to turn the corner on some of the numbers. Some of them are moving a little, some of them are not moving fast enough. Much of what we do, and even a lot of new initiatives, are all designed to try to help us facilitate the student success piece.
- We've been doing a lot of work around the budget and trying to do our best to "minimize the pain." He said there is a lot of pain out there in the budget world and the fiscal realities are challenging all our campuses. He said ours is among that group, particularly as resource constrained as we have been and are now. We are doing our best to uncover every strategy. Parham asked others to join in appreciation of Vice President Deborah Wallace and her team who have been working nonstop trying to manage every bit and find every nook and cranny to try to stave off some of the pain. He said he's not prepared to announce anything at this meeting, but shortly he's hoping to send you some good news about what we'll be doing the rest of the year, relative to that. Parham said know that in addition to the entire Cabinet, who's been working feverishly on trying to make this happen along with their teams, our Budget folks have been spectacular on that.
- Parham said he understands there's some conversation going on about academic calendar delays in the midst of COVID. He said he'd like to do what I can to try to tap down some of the rumors and speculation and let everyone know what is true. CSU Presidents have been involved in consultation with the Chancellor's office over the last couple of weeks, and we have had access to some infectious disease specialists in the state and in the University of California, up in San

Francisco and other places who have informed our thinking about what is going on. What we know for sure, is that the second wave that everybody was predicting is not here yet. What we are experiencing now is what they are now calling a third surge in the first wave, which is about to get even worse. And if you look at the numbers in LA County this morning, that are skyrocketing. We are at 7,500 new cases today. That is three times where we were several weeks ago. It is skyrocketing. The threshold where they were looking at trying to implement new things used to be about 3%. Right now, the level of hospitalizations is at 12%. Which is four times where it ought to be. This surge that we are in is predicted to be very high over the next eight weeks. When we think about all of December and all of January, there have been discussions about whether or not campuses should think about changing their academic calendars. We have talked about it and met with lots of folks, he's not of the opinion at this point that this will require us to change our academic calendar. Parham said he does think there are two things we will have to implement. There'll be a memo coming out from me shortly, that will share that with the entire campus.

- We're going to be recommending that 100% of everything we do be virtual, for the next eight weeks, starting in the second semester. And so even though we have approved plans, and I have signed off on those, to give some classes, some degrees of freedom on face to face instruction, we're going to ask faculty to do an immediate pivot, and be prepared to offer that course, that experience or that co-curricular learning opportunity in a virtual format. They are predicting the surge is just going to be too heavy. Parham said we want to protect the health and safety of this campus community. He said more information will be coming out with some guidance. He said just about an hour prior he received a note from the Chancellor's office and so the Provost's office will now have it as well, which will provide general guidance about this issue.
- The other thing that will happen is because the surge is likely to be high and we don't know even what the implications are for people having just gone through Thanksgiving, because that's not likely to manifest for about seven to 10 days after the Thanksgiving holiday comes to pass. We're expecting a high degree of interaction for the Christmas holiday as well. And so what is going to go into place as a protocol that we are working with public health officials on, will require each of our campuses in the CSU system to engage in testing, to invite the people to engage in isolating themselves for a seven to ten day period, we're still waiting to see whether they're going to keep the threshold at 10 and bring it down to seven and then retest again, before you can step foot on campus. This will involve students, faculty, staff and the Cabinet. Those are the two things that I think are likely to be held over. But I think if we can commit to doing the 100% virtual, we should not have to manipulate our spring calendar in any way. And we should be able to open activity starting Tuesday, the 19th.
- Parham noted that a request came to his office that goes back to President Hagen's administration, providing a seat for the Academic Senate on the University Budget Committee. Parham said as he's studied the issue and taken time to consult with lots of people, including UBC, and other folk, he is satisfied that there is sufficient transparency on that committee, that there are faculty spots on it, that the meetings are open and transparent. So, he is not prepared to support that recommendation at this time. Parham said he thinks it is an open and transparent process and he wants folks to be free to engage in their roles and responsibilities unencumbered, in what he thinks is perhaps unnecessary oversight.
- We have been engaging, despite the pandemic, continued development activity. Parham thanked our new Vice President Scott Barrett and his team who have been working

feverishly trying to move us in some different directions with our development activity. We are involved in cultivating relationships with people with the campus. We're involved in trying to position ourselves for various asks, meeting with different foundations that are new that people are introducing us to and hoping in fact that we can assess the passions of that donor base and philanthropic base and align those with the campus needs.

- Regarding E-sports facility and what we're doing with that. Parham said he's reminding folks that E-Sports, for him is not an outcome but a strategy. He said he's not a gaming person and he respects folks who do. He said what he is clear about is that we have record numbers of enrollment, that we continue, as Dr. Franklin's data will tell you, to lose too many of our students. What we have done with student success being his and our primary priority, is put in a whole range of activities and interventions that are designed to try to arrest the number of students that we are losing. And that trend needs to be reversed in the other direction. We've been working on inviting faculty to better own student success. We have been modifying advising and what we've been doing. We have been trying to close the digital divide and make sure all our students have the digital loan materials and devices to be able to work with. We have been doing a better job of employing some of the data. Parham thanked AVP Olschwang and her group for the work in that area. We've been looking at putting in an early warning system that the Provost, Vice President Manriquez and Vice President Franklin have been working on. And all those have been working. E-Sports is simply one strategy, since lots of our students that are involved in the gaming culture. Gaming is simply one way to help meet students where they are and try to see if we can help them learn some of the hard and soft skills that are associated with better managing the rigors of a university education. Parham noted that there are things they're learning like coding, geometry, algebra and how to write the narratives for the avatars they create for their scripts for their characters in the game. They're the things that we are looking to teach. We think that those skills will be directly transferable into the classroom, where they will better be able to manage the rigors that faculty put forward in their syllabus. Parham asked if you hear people saying we're trying to create a gaming center just for gamers, please tamp down that rumor. Parham said that this should benefit hundreds and hundreds and hundreds of students, if we can walk them through this, to be able to teach them and meet them where they are. He noted that it is just one strategy in our whole quiver of things that are going on.
- President Parham extended a personal invitation to this Academic Senate body. He reminded folks that the Presidential Distinguished Lecture Series from March was postponed. Parham noted that we have been able to retain through his generosity, the instrumental stylings of jazz instrumental artist, Kenny G. And on December 9th, he will be the Presidential Distinguished Lecture for this year. Parham said that he asked if Kenny G would think about doing like one song instead of a panel, to which he decided to translate into a 30-minute concert. Parham said since it's holiday time, we're going to try to translate that into some holiday delight for everybody. Parham said he wished to make sure that everyone has a chance to attend on December 9th at 4 pm and would appreciate everybody out there, please feel free to share information. He noted that the nice thing about the virtual space, is we are not confined to a 456 seat Loker Student Union auditorium. With a virtual space, we can up those numbers considerably.

Parham noted that 12/1 was Giving Tuesday, and he's prepared to make out his check that he's providing to that, but he encourages the Academic Senate as well to think about Giving Tuesday on behalf of the campus and all the students who are in need on the campus.

Q&A/Comments:

Chair Talamante asked for two points of clarification regarding the surge that's going on right now with the COVID-19 cases. She thanked the President for making her aware of this in their meeting last week and meeting again with her that morning. She asked is the Chancellor giving a directive or an advisory regarding how campuses will deal with this surge? And in terms of the face-to-face classes needing to be ready to pivot for online, what is the timeline, you expect that they would be online? **President Parham** responded it is an advisory to the presidents, but it has some strong directive language. Parham said he believes that he is parroting what comes from our public health folk who are really giving us the news and up to date data to say, "this is no joke, we need to tamp it down." Parham said of course, we're just going to try to do our part to try to help that out. Parham said in terms of the timing of it, the prior week when he spoke with Chair Talamante, they were thinking that they would delay the start of the spring semester until February 1 and then think about putting everything for an additional couple of weeks on a virtual and nothing face to face. Parham said but since having studied it a little more and looking at the guidance, he does not think at this point that he is prepared to recommend or suggest that we have to modify the academic calendar, if we can go virtual 100% starting the 19th of January. He said he anticipates that that will take about two weeks. But again, he does not have the crystal ball and doesn't know what the next stage of this is. But the numbers are going through the roof right now. And we are just shy of I think having this whole state go on lockdown. If that happens, then we may have to extend it, if the numbers get better, we make it some guides to say we can kind of tamp it down. But at this point, the Best thing he can do is move in a two-week interval to say if we do it for two weeks, that will cover the eight week surge that our infectious diseases experts are saying we're likely to be in, as that is going to be the critical period. And then we have to reassess once that comes. The only other wild card is spring break and what we decide to do for that, but the President said, he's not prepared to make any commentary about what we should do in March this early. He said they'll want to wait until we get into late January, or maybe first couple days of February, before we decide what to do with that, because we'll be able to see what the health trends look like in terms of incidence and prevalence, data, infection rates and mortality rates. **Talamante** commented as she and the President discussed earlier in their update meeting, if he could loop in the Senate on those discussions and get a Sense of the Senate for anything that we might need to make decisions about.

Senator McGlynn said the Biology department is wondering about going 100% virtual during the surge, we have a couple students who have previously approved research projects that involve some time in the lab, you know, plants that need to be watered and so on. And so, does this mean 100% virtual for all of that too? Or could individuals be working in a lab as they you know, under the conditions that have already been set up? **President Parham** responded it is going to be 100% for everybody virtual is what he thinks the guidance or recommendation coming down from the Chancellor's office is going to be. But again, that depends on what the surge data says and what public health does. Every plan we put forward will be signed off on by public health officials, and so we'll see what they say but what they're trying to do is protect the health and safety of everybody. We think that that's going to be the guidance going forward. Parham said he signed off on the number of plans that took our numbers up about 8% for the spring, partly because they were doing a lot of clinicals and other things that were going on. But again, all that is subject to change because of the health conditions that are going on right now. Parham stated that one thing he will not do is compromise the health and safety of our campus community, not one faculty staff or students in that mix. Even if it means we have to make adjustments and modify how we do what we do, even our research. **McGlynn** thanked President Parham. **Parham** then acknowledged McGlynn, noting that he didn't have a chance to congratulate

him personally. Parham said know that your president does look at stuff like that and takes great pride in what our faculty produces. **Talamante** explained this was in reference to Senator McGlynn's new book that is going to become, I think, a model for doing STEM work.

Senator Roback asked about the gaming center. She said at the risk of stereotyping gamers, is there going to be an effort to make sure that there are types of games or activities that have broad appeal to both men and women? She explained she's not saying that all gamers are men, but she does think that it's probably a majority. She said she wanted to make sure that if we're offering this educational resource, there's going to be some attempt to think about how to bring more women into the gaming center and make it a comfortable environment and things that they're going to be interested in so they can have those same educational benefits. **Parham** responded excellent question and comment. He noted there won't be some attempt, it is built in with great intentionality, the diversity and inclusive excellence parts of it. Parham said the other piece that is different at Dominguez Hills that doesn't exist on probably 95% of the gaming spaces that are just like jumping up like crazy across the country at university campuses is that he's insisted that this is an academic institution. He described it as a four-prong model. Only one element rollback would be gaming. The second element will be academic and research components of it. The third element will be an entertainment component where we want people who are not sophisticated gamers to be comfortable with being able to come in and learn. He explained if you don't even know how to turn on a gaming computer, there will be times for you to be able to do that. Oh, all that focused on also the diversification of that, including women. The fourth element is a community component. He said that some of the testing that they were able to do this summer without even having the center in place, is we work with a couple of kids from Compton Unified. Parham thanked Ruben Caputo who's really been leading that effort on our behalf. Parham noted that Caputo brought in the kids and tried to use the model that we employed to be able to teach them the hard and soft skills that would make them better able to manage the rigors. And Parham reported, it worked flawlessly.

Senator Sexton said she's worked in the Master's in Social Work Department and their students have an internship, so when we go 100% virtual, are we also talking about students who are in internships for academic credit?

Senator Ma said regarding the game center, which is going to be built in the Library behind the Information, Consultation and Service desk. Ma noted they have a lot of concerns about this location. She said because firstly, the Library does not have enough seats for current students. She noted that lots of students come to campus when the campus is in good times. They need a quiet study place. She said while she appreciates the importance of the game center, it does not feed into the environment. In addition, the Librarians and their team are proposing a better use of the Library space, which we are going to propose.

Guest Dellacioppa expressed her support for the gaming center. She noted that her 10-year-old daughter is always talking about creating her own games and if Dellacioppa didn't have the experience of being close to a younger human that has a completely different conception of what gaming can do for her and learning, she wouldn't have realized. She noted it has an immense potential for creativity and Dellacioppa believes we can all intergenerationally learn from each other. And I hope that that spirit is infused in this conversation.

Parham responded that as far as the MSW program again, part of that 8% that Vice Provost O'Donnell put together for us included the acknowledgement that folk would be involved in clinicals.

But Parham said he thinks that the sites that people are going to be going to outside in the neighborhoods and communities and hospitals and agencies, etc., are going to be subject to some of these same kinds of provisions and restrictions, this is a statewide problem. This is not an individual campus problem. He said he would be very surprised if there will be facilities that will be open, in the same way that locking down restaurants and agencies and healthcare agencies, etc. Parham said he thinks the same thing is going to be happening for sites where students are out doing clinicals. But also, he would expect that for each who have teachers doing classrooms or social work students doing other agencies, that there has been a very thorough and deliberate and intentional inspection of those facilities to make sure that they are employing all of the public health advisories in helping to ensure the health and safety of their clientele and our student interns who are working in those facilities. He said he can't imagine that, given the state mandates that are coming down, that they're going to be any different than what we're doing here on campus. We're going to have to find a way to modify that and work with it.

Parham thanked Senator Ma for her feedback. He said relative to the gaming piece one of the challenges we have is we are resource constrained campus and one of those resource constraints is space. He said we have walked this campus over and over and looked in every nook and cranny of the space we have and have determined that it happens to be the best space for a couple of reasons with the model. What we also want to do is invite folk to remember that in the traditional realm of the way libraries have been used, this is a new generation of learners who are looking to use space in different ways. He said contrary to the opinions expressed, he thinks that this is going to be very compatible with what folks want to do in library spaces. And the fact that it has both a community component, and an academic and research component, and not just the competition component is going to help it align very well with that space. But I will take your critique to heart and appreciate that. President Parham thanked Dr. Dellacioppa for her support for the gaming. He said while he is not a gamer, what he is clear about is the numbers of students who are dropping off the cliff on this campus are way too many. And anything we can do to try to arrest the number of students we are losing is what the President said he wishes to employ. This is simply one arrow in the quiver we're trying to employ. And that's what we're going to try to do and trying to get as much as we can underwritten to try to help us in support of our students.

ASI Report, VP of Academic Affairs, Blake Anger

Anger announced that she would be graduating in nine days. She introduced the person who would be taking her place, Jonathan Mancio. She invited Mancio to introduce himself. He introduced himself as Jonathan Molina Mancio, a third-year business finance student with a minor in English language and linguistics. He noted he is currently the College of Business Administration and Public Policy representative for ASI. And I look forward to potentially working with you all for next semester. Anger thanked the Academic Senate for everything that you guys did for the students this semester. She said hopefully ASI can continue to work with the Senate next semester and during these unprecedented times do what's best for the students. Both President Parham and Chair Talamante congratulated Anger for upcoming graduation and appreciated her for her strong work ethic. Talamante stated she was a “model representative”.

CFA Report, Co-President Senator Dr. La Tanya Skiffer

- We are proceeding with the course cap grievance. She noted when we add students to our already jam-packed courses, it takes time away from all students, as well as affects the work available to our lecture faculty. She asked if anyone had any issues with students being added to courses, make sure to reach out to her and Jackie Teepan. Skiffer said there are also

issues around PTEs and the data that faculty are receiving. She said they'll be asking faculty to report out on faculty members who might have lost their jobs due to course evaluations. She said they're looking for a resolution on that matter as well.

- End of semester celebration - December 3, 4pm to 6pm.
- Skiffer reported that they had a great day of collective action on November 19, against white supremacy. She said there were many campuses, particularly Cal State LA, taking the lead. She thanked everyone who participated. Skiffer noted there would be others following in the new year.
- CFA held an unemployment workshop on 12/2 just before the Senate meeting. Many lecturer colleagues attended. Unemployment benefits were a very hard fought for benefit for lecturer faculty. She mentioned that there were times that CFA had to go into litigation to ensure that our lecturer faculty were eligible for those resources during their breaks. Professor Claudia Mendoza Diaz wanted to ensure all lecturer faculty that were eligible over the winter break, also spring break and summer vacation are encouraged to apply. She noted the state of California is offering a \$300 additional benefit on top of what you're otherwise eligible for.
- Skiffer spoke about the issue of lecturer faculty layoffs that was reported at the prior Senate meeting. She noted that CFA president Charles Toombs at statewide mentioned that they are seeing about 900 lecturer faculty that have lost work since this pandemic began. Skiffer described a pushback on campuses. For instance, Humboldt State is organizing faculty actions around their layoffs, because they are one of the campuses experiencing it to the largest degree, cancellations and course cuts, which can sabotage the whole goal of our university, which is student success.
- CFA did have a bargaining session at the Board of Trustees on November 20. Some of the issues on the table include complying with counseling accreditation standards by hiring more counselors; implementing a three-year standard in the coaching field for job security; and permanently awarding the cultural taxation award of the exceptional levels of service and making that a standard because that work does not go away. CFA will be continuing to push those discussions with the Chancellor's office. She noted these proposals fit with CFA guiding values of rights, respect and justice.
- CFA is in the process of building our next bargaining campaign. They have a tentative date of December 17. Send your bargaining ideas to bargainingideas@calfac.org which will help structure the proposals that CFA advances for the entire CSU faculty. They've set up a new resource for bargaining resources to keep us alert which is www.CFAbargaining.org. It provides negotiation updates as well as both sides report proposals that are put forth before each meeting, as well as some research topics that they are doing in preparation for bargaining.

On behalf of CFA, Skiffer commended faculty on maintaining a high degree of education for our students even though we're in the pandemic. She said they know that it has been difficult, and CFA hopes that there is going to be some sort of relief soon once we receive this vaccine, and then be able to reopen our campuses. Skiffer said they have everyone's back at CFA.

Chair Talamante said thank you for always holding the lecturer workshops for unemployment benefits during the break between classes. Talamante encouraged those who are department chairs and program coordinators, and those who are not department chairs and program coordinators, to take that message back. Amplifying the message really helps. "Secondly", Talamante said, "As it relates to our non-tenure track faculty who have lost classes in the spring and will not be eligible for benefits, they may still have

work here but don't have the six units required for benefits. Can we share any resources and does CFA have advice in this area?" Talamante noted she would also be asking our human resources and to Dr. Skiffer she asked, "What kind of resources should they be looking for to bridge that gap?" Talamante also asked, "If non-tenure track faculty are teaching in winter session, or in spring intersession, does that help them retain their benefits?" **Skiffer** replied that at this time benefits are tied to fall and spring teaching workload, the six units in each division. She noted that's what they have been complaining about, is that they are going to see people even if they don't lose the entirety of their work may lose benefits for this. She said they're continuing to hammer that point home and there's likely some unemployment benefits that can be associated. She said they can have a conversation and assist them with applying for those benefits as well. Skiffer said she believes that Statewide is trying to talk to the to the Chancellor's office about how we might mitigate this two-class requirement versus one class requirement. Skiffer said right now it's up to our CSU system to really fill in the gap and the demand for classes is there. She added that's why it's so important that we don't tolerate this creep in class enrollments where we're seeing classes that are capped at 40 moving to 50. Skiffer said she'll bring back whatever information she finds about how we might be able to mitigate this.

Second Reading

EPC 20-17 Fall 2020 Extension of Drop Deadlines, EPC Chair Sam Russo

Chair Talamante noted that Associate Vice President of Enrollment Brandon is on the call whom they have been collaborating with to make it as workable as possible. Brandon can be available to address any questions. Motion was made and seconded to bring the resolution to the floor. **EPC Chair Russo** explained some of the changes that had been made since the First Reading. In the rationale they added further explanation as to why the policy is being proposed. They wanted to make it clear that this policy is going to be in compliance with Title V and how the solution they're proposing is essentially one that's going to both be equitable to our students, but also forewarning what could happen when students elect to use this option. They have extended the drop date to 12 23 2020. After further consultation with EXEC and within EPC, the majority consensus was that students get the option to see the grade before requesting to get a W for the course. Also new in 3.6, they are going to let faculty have the ability to offer a WU for that semester for a student who, for example, simply stops turning in work in the first week of the semester. But should a student wish to have a W instead of a WU, then they should be able to present compelling evidence explaining why it is they disappeared from the course. And should this be due to the COVID-19 situation with lockdowns and shutdowns we're experiencing in California, that should be read favorably during the appeals process. Russo continued that in 3.7, they are requesting that all ICs be extended for a period of six months. So that if a student for example, was given an incomplete last semester, if the work would have been due this semester, we ask that an additional six months be granted to students so that they continue to have an I rather than an IC. Russo said these are really the only changes that substance which were made to the document. **Chair Talamante** noted that one of the things that had come up as a question previously was about WUs last semester and not awarding those. Talamante said she spoke with VP Brandon and asked if we wanted to include an amendment to what's here today to set up in PeopleSoft for faculty to be able to award a W to those students who have disappeared during a global pandemic and a massive economic recession, that that could be something that we could consider today and PeopleSoft would be able to support that. **AVP Deborah Brandon** noted that if we choose to extend the date to December 23 the thing that we need to be mindful of is that we will run satisfactory academic progress the beginning of the year because we don't want to do anything during the holiday. But it will delay that by about a week in terms

of students getting that information if they're not making satisfactory academic progress. It should not impact negatively the start of the term or the end of the term processes. **Senator Kuwabara** said that her department requested that acronyms be spelled out. And one of the other suggestions was to remove the word lockdown, because technically speaking, we do not have a lockdown down yet. **Senator Kuwabara** made a motion to make those changes which was seconded. There was no discussion on the floor about that motion. The question was called. **Secretary Ospina** asked for clarification on the specific terms. IC = Incomplete Charged, WU=Withdrawal Unauthorized. A quick electronic poll was run for those Senators in favor of amendment. 49 were in favor, two against and no abstentions.

Senator Sanford asked regarding having the ability to enter a W to PeopleSoft to this point, Sanford said he has not been able to enter a W for students, only a WU. **Talamante** said this would be an exception. **Sanford** asked can we make sure that happen? **Talamante** said we'd have to have an amended amendment and added a portion to the recommended policy to do so. **Sanford** said then he would move that we add that to the policy so that it can be done so that faculty have that option. **Talamante** said she would that be a replacement or modification of 3.6? **Brandon** said or it could be that the information is sent to the registrar's office and they could change those to a WU to make it much more convenient. It may be a simpler solution than having the faculty do it. She noted they would also be coding these students as COVID related in terms of why the change and they could track it. **Senator Sanford** noted it had been discussed heavily in EPC and this was the solution they came up with. He said as far as they knew, faculty didn't have access to assign a W. They believed that under this policy, the number of students who would file to change their WU to a W would probably be about the same as the number of students who had applied to change a D or an F last semester to no credit, which he thought was about 400 something students. **Chair Talamante** asked AVP Brandon if she was suggesting that we would have the faculty just award the WUs and that we could write into this policy recommendation that for this semester only, that those would be changed by the registrar? **Brandon** responded that they would need to know that that WU needed to be changed to a W because they wouldn't want to massively change all of those. Because some of them may be the right gradings for that. Brandon said that the registrar's office would be prepared to be able to make the changes that needed to be made instead of the faculty because we have to track it in our system, that it is COVID-19 related, why we're making that change. **Talamante** asked if we allowed faculty, could they have the choice of W or WU in PeopleSoft? **Brandon** said we wouldn't be able to track it that way and then we don't like it. She said she would prefer that the Registrar's office do it because they do need to track it as a COVID-19 change. It would not make sense to an independent person who might look into it. They would wonder why we have a whole lot of W's, without that code of COVID-19 related to it, it would look really strange. **Sanford** asked what would the process be like? What would we need to put in the policy? Either replacing 3.6 or adding an additional section. **Brandon** responded we would not question it, we would just make the additional annotation that it is a COVID-19 within our system, just like we coded all the students who took the credit no credit or who withdrew from a class. The reason we were able to pull that data, we coded it as a COVID-19. **Dean Costino** said that they worked on this last semester when they did the no credits and the WUs. The solution they came to was to have students complete a form requesting it. Faculty would assign grades as they normally would, if a student wants to take the W instead of the WU, they complete this very simple form, it goes directly to the Registrar's office, and then the registrar makes the change and codes it as a Covid change. Costino continued they had an online forum, an online FAQ and instructions for faculty on how to handle this, so that we could keep it all in place. Costino said since it is already all in place, it makes sense to her to just do what we did before. We tracked it, everything worked. She added she doesn't necessarily want to spell out the

process in the policy document. She said, "Policy is policy, process is process." She said that when they put the implementation committee together, it will include members of EPC and AVP Brandon. **Talamante** asked if Senator Sanford still wanted to proceed with his motion? **Sanford** responded that since there is an appeals process in place, it could say "the appeals process established in spring 2020 for COVID-19", we could just add that verbiage in there and say, "The process is already there. This process remains the same process that was used in the spring. And now we're going to use it in the fall. But for changing a WU to a W." **Costino** added that the only other thing about this process that is important to note is that it removes the faculty approval from doing this. Students submit the form, they don't have to get a faculty signature, they are entitled to make the change by virtue of this policy. **Talamante** asked if the wording, "The appeals process established in spring 2020 will be utilized, does that match what you're suggesting Senator Sanford?" **Senator Sanford** responded that if we need to refer to the specific process, he would say, "established in spring 2020 for credit, no credit or CNC." He said this way it will be clear this is the one we're talking about, "will utilized to achieve the appeal or to process the appeal." The words, "to implement" were suggested to which **Sanford** agreed.

Senator Raianu said right before that it states that the students should be able to present compelling circumstances linking, they're unofficially dropping the course due to COVID-19 situation, but there was no such a requirement for compelling circumstances last semester. **Talamante** said we can address that but their needs to be a second to Senator Sanford's motion to engage this discussion. There was a second to Senator Sanford's motion. **Senator Thomas** asked to Call the Question. **Talamante** said just to be clear, we can vote to accept this or reject. And then you can make an amendment to this. Clarification was asked about the new wording. Does the new wording contradict the existing policy? If it's talking about that we're using the appeals process established in spring 2020, when that appeals process was inherently different, because they didn't did not require compelling circumstances? **Talamante** asked AVP Brandon to clarify. **AVP Brandon** responded that the compelling circumstances was COVID-19 and they didn't ask for a whole lot of detail. It was COVID-19; they went to a virtual environment; they were not comfortable; they lost their job. She said COVID-19 was sufficient. **Talamante** explained that they would now vote on the proposed amendment. And if someone is not comfortable with it, then vote no. And then we can take the next amendment suggestion for an amendment if it's accepted, or it's rejected. An electronic poll was run which tallied 26 in favor, 9 against and 14 abstentions. **Talamante** stated with that, they have passed this modification and she was ready for the next speaker. **Senator Kulikov** asked how does this policy impact the ability of the students who uses this late withdrawal to get financial aid? **EPC Chair Russo** read a portion from the rationale that addressed that concern. "The student has the possibility of being billed and not meeting SAP standards. The Fall term's potential effects will depend on the number of units the student is enrolled in and the classes completed with a grade. A student's SAP status could be affected when their unit completion is less than the required by receiving a W." He said this is the risk of the student decides to go all in on the W's. It's an option that's available and students need to be advised of this, should they request to seek this option. **Kulikov** then said then basically, students are limited in using this opportunity. **Russo** said that would be his understanding.

Senator Eames asked if someone could speak briefly to how the information will be passed to students, whether it's on the faculty to let them know or how the information will be distributed. **Provost Spagna** said they discussed this a little earlier today. They would be poised on several fronts. One would be through frequently asked questions that we used last semester and Dean Costino and Donna Cruz are all over that and we can reach out to Reza Boroon to put it on Blackboard. Additionally, Dr. Grandone,

the key person in Advising who is at this meeting would be able to work with us to get that information out. **Senator Raianu** said he would like to point out that there is a contradiction in point 3.6 that needs to be resolved. That, plus the students do not have to present any compelling reason, or circumstances, if they get an F. And they have to do that when they get a WU and the F, and the WU are equivalent. He said he was making a motion to eliminate the contradiction. He said it cannot be both, it cannot be that they have to be able to present compelling circumstances. And that the thing that we just voted now that the appeals process is established in spring 2020 will be utilized. **Talamante** asked if his suggestion was that we eliminate everything after the withdrawal? **He** said, “No, I'm not suggesting that. I am saying that we cannot keep both. We either keep this and revote on that and reject it.” **Talamante** said that would be a motion to take out that part. **Raianu** said he's just saying that this needs to be resolved. **Talamante** said that would be the process, somebody would make a motion to eliminate that or to... **Raianu** said if nobody makes a motion, we just go on with the contradiction in there. **Talamante** I'm asking you if you would like to make the motion. You're a senator. **Raianu** responded he would like to have the option to eliminate one of these two. **Talamante** asked which one are you suggesting we eliminate? **Raianu** replied eliminate that part which says “should they be able to present compelling circumstances linking they're unofficially dropping”. The motion was seconded. The question was called.

Interim Dean John Price said there's a very big difference between this semester and last semester. Last semester everything was completely normal. They had no expectation of being shut out of campus. It happened to them in the middle of the semester. For all students this came as a complete shock, but many of them were not prepared. And we allowed this, the thinking was that getting rid of the unauthorized withdrawal was a response to that because it was not in their control. This semester, they started the semester knowing that they were going to be online. It's something they should be either able to continue the class or they should be able to present some real reason why they were not able to. It's a very different situation. Senator Sanford called the question again which was seconded because Chair Talamante had missed Dean Price's hand.

An electronic poll was run, the results yielded 34 in favor. Six against and 10 abstentions. The motion carries to eliminate the contradiction. **Associate Dean Martinez** said he wished to point out that if the process stipulation for the spring 2020 is going to be followed, then there is a contradiction on 3.2 because there were no signatures needed for this petitions. **Talamante** thanked Martinez.

Senator Jung Sung Park said she wanted some clarification on WU. If a WU grade may have an impact on students for their financial aid in the future, then can faculty members give WU grade without consulting with students beforehand, because there could be future impact? And if faculty members cannot reach out to the students, because many of these students may have not submitted their assignments and maybe even disappeared from the class. How can the consultation be made? If the students agreed to receive WU, wouldn't it be easier for them to just file W instead of the faculty member giving them WU? **Chair Talamante** responded this is what was just covered in 3.6. Seeing no further comments, the question was called to vote on the amended resolution and seconded. An electronic poll was run.

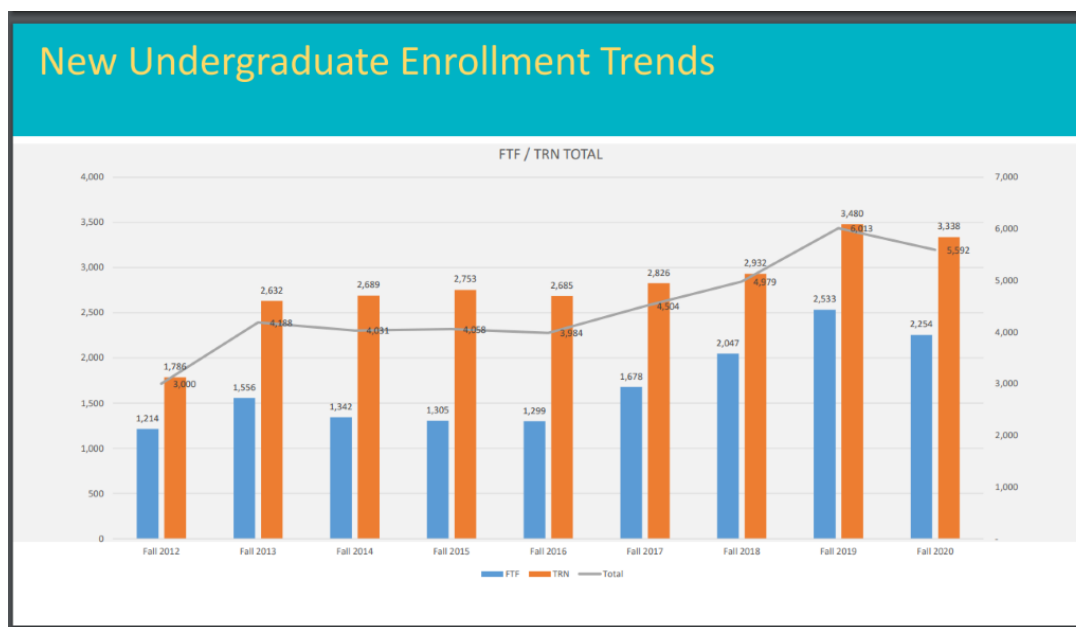
Resolution passes, 42 in favor, 0 against, and 6 abstentions.

Presentations

Enrollment Management Fall 2020, Retention from Spring 2020 & Extensions of Graduation Dates, VP William Franklin

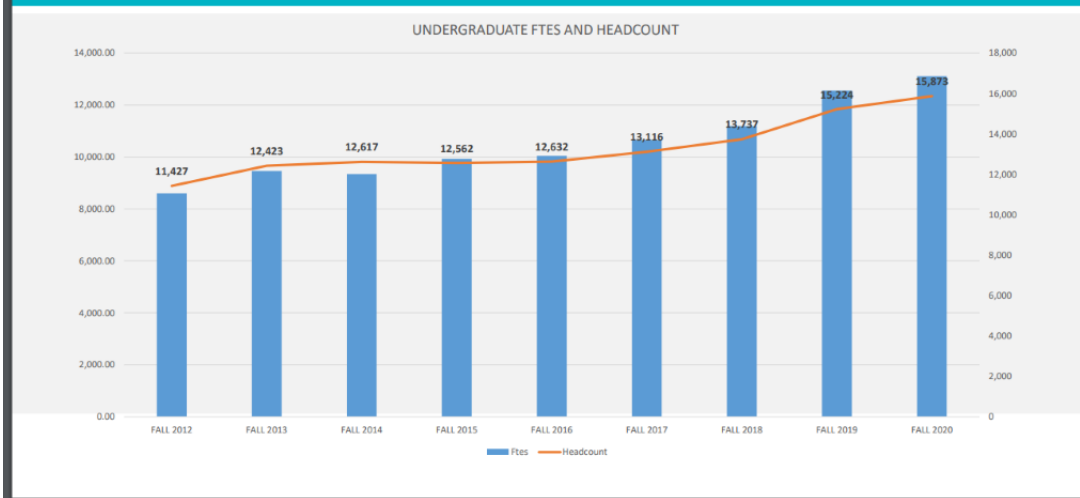
Franklin said there was a lot of speculation around Fall 2020. Having passed census and barreling our way through the finals, looking at Fall 19 and Fall 2020 enrollment, some of the assumptions we made in Fall 2020 will be some of the same assumptions you'll see us make for Fall 2021 as we face these triple pandemics and what they may be doing, and then looking at what we know and then some of the next steps that we want to take. We have been in an enrollment increase and that's good news compared to some of our sister campuses. Since 2015 things have been going in the right direction.

We anticipated that Fall 2020 would decrease, we did not experience the same kind of new student decrease that we anticipated, because we had no way of knowing, COVID sort of turned everything upside down. But we did have some decrease it was not a precipitous decrease. Those are the numbers that panned out for Fall 2020 of our first-time students and of our transfer students. But if you look at fall 2020 you also will see that our undergraduate FTE and headcount is up. That means that even though we had a decrease in the numbers of new transfers, and new first-time students and new graduate students, we had a larger number of students who decided to continue with us. And we left nothing to chance. We tried to woo our new students and re recruit our continuing students.



Franklin said he credits all the colleges, all the Associate Deans, all of you as faculty, and the senators, Associated Students, the Student Affairs team with Dr. Brandon. Franklin said you all really reached out and help us ensure that we had a lot of unknowns, and we tried to make some of those unknowns known. And it really did help in terms of looking at our undergraduate FTEs and our headcount. Again, so many of our sister campuses to the center, Central California and to the north are experiencing some very serious enrollment declines. And, and that's at least today, not our narrative, and not our story. And this is a better story to tell. And I'm delighted to share that 15,873 in terms of our Fall 2020 headcount.

Undergraduate Enrollment Trends



Franklin then spoke to the profile of who the Fall 2020 students are. The majority of our students are first gen; the majority of our students identify as female, with 30%, identifying as male and eight students who are non-binary. We try to ensure that we track all that data. 70% of our students are full time, those are students who are taking 12 or more units. The racial and ethnic background remained pretty much consistent. Our LatinX population increased by 1%. And our African American population increased by about point 5%. And everything else sort of remained relatively the same. First gen is who we are in our fabric. And understanding that and beginning to move our student success models to ensure that we embrace it is going to be some of the things that the President is really expecting in terms of some of our student success pieces that we're raising up. The headcount remained the same. That's what we really do want in terms of what happened between Fall 19 and Fall 20 and the differences in terms of both headcount, our FTEs and our mean unit load, all those things moved north. Some of the assumptions that we made about new enrolling students: our sister campuses because they held to their impaction, we knew that that might increase our numbers of students. Most of our students wanted to remain local, even if they got accepted out of the area. COVID had them choose us as opposed to moving up north or anywhere else. Our redirection acceptance was clear and that added some students but not a whole lot of students. Those guidelines that the Chancellor instituted early, the CSU was the first in the nation to say that Fall would be primarily virtual. That did help some students who wanted to have that and helped parents ensure that that was going to happen. And that mode of instruction was important. You all positioned us that there's a value to this degree, there's a return on the investment, don't delay and that helped us increase in terms of our newly enrolling students. Some of the things that led to the decrease. UCs and CSUs went deep into their waitlists, deeper than normal. A lot of students at CSUs and in CSU Dominguez Hills specifically did not request a gap year. Many of our first-generation students didn't know what a gap year was. And as a result, they didn't really defer enrollment. As much as we thought that might be an issue, the mode of instruction was important. Childcare availability, those students who are parents, who had no one, who had to become teachers, they had to decline enrollment and decide to stay home with their children. And then there are some folks who understood the psychological impact of being seniors in high school or at the community college and doing virtual learning, and just decided that's not going to be for me this semester in terms of Fall 2020. And these are some of the same factors that will impact our Fall 2021 as well as Spring 2021. For our continuing students, some of those same factors that led to increasing enrollment for new

students also led to increasing that enrollment for our continuing students. Again, the mode of instruction was primarily for our continued students that became an issue for our students clearly, so many of our students decided let me just stop out I can't do this. Some of the course offerings were important for students and for the most part because MUL is up and our FTEs are up, students got the courses they needed in a way that helped them make the decision. And it did not lead to that much decrease. The assumptions for our continued students mirror those assumptions for our new students. And lastly, there's so much unknown as it relates to Fall 2021. But spring 2021 is beginning to come clear. We're feverishly working on and taking nothing to chance on the fall to spring continuation rates and looking at Fall registration and ensuring that students are getting registered. We're really looking at doing the forensics on those holds that are out there, the advising holds, the financial holds, and making sure that we can remove those things so our students can get back registered for Spring. We're also looking at the application pool. The CSU has decided to keep the entire system applications open through December 15. November 30 the system is realizing close to 96,000 applications less than last year. That means that we're seeing the impact of COVID and certainly giving students more time is not enough. At CSU Dominguez Hills, we're leaving nothing to chance, Dr. Brandon and her team are looking at making sure that our students who have applications in process, we can get the kind of assistance that they need to get those applications complete, we really do want to ensure that we're again, wooing our new students and trying to re-recruit our continuing students. And so those future areas of Spring 2021 and Fall 2021 are important for us.

Q & A/Comments

Talamante said I know you listed as some of the reasons why the enrollment went back up as students who needed to extend their graduation deadline. Do we have percentages on that? **Franklin** said we can certainly provide that. I think you all know that. Dr. Brandon is one for numbers and one for making sure that things are coded, and things can be counted for those reasons. And so, we can certainly look at those students who decided to extend their time here for a lot of different reasons. Some of it was not COVID related, some they just needed to extend their time. We can certainly make those available and that would be a really good metric to look at. **Provost Spagna** said that one thing to add and it's his own personal hypothesis, we're watching very carefully with Vice President Franklin's help; why are applications so far down, and this is for next year for Fall 2021. Spagna said his thinking is that because the vaccines are over the hill, because we know help is on the way, students might be saying, "I want a full college experience, we're not that far away from it, I'm going to hold off for a semester or a year." The balance for DH as a campus is that there would be a major financial impact if enrollment dropped precipitously. We must re recruit our existing students and woo new students and really focus on social mobility. We want our students to have degrees like ASI VP Anger so that when the economy starts going up, they're ready with the degree. If they time out for a year, they're a year away from being in the workforce with that college degree that has precipitous, positive trajectories in terms of the money they can make to recover. Spagna said I just wanted to put that out there and we're monitoring it carefully. **Talamante** said the extension of the application deadline email she just saw, is December 15. We may see some changes in that enrollment yet. **Franklin** said because our applications are down but that's not unusual because systemwide they're down. But again, we're leaving nothing to chance and making sure that we get those students. Franklin referred to the new Innovation and Instruction Building and said we want it to be filled with our new students in Fall 2021 as we raise up candidates and vaccines and continue to do all the things that we're doing to ensure our safety, we definitely want to ensure that our students have a positive experience come fall 2021. Franklin thanked the Provost for sharing that. He said he thought it's a good assessment of where we are and why we're here.

Interim Dean Price noted that Graduate Student applications are up right now. **Brandon** noted that they're actually up in the system 25%.

[Retention, Advising, and Learning, Director University Advising, Dr. Maria Grandone](#)

Director Grandone first read aloud the mission statement of Academic Advising for CSUDH. She noted this is very much a collaborative process that will help them identify their most comprehensive path for academic success. They offer to our students generally advising, overall education requirements, degree audit, registration, schedule planning, addressing questions about policies and procedures, and then academic probation and disqualification.

Grandone described the different student interventions they currently employ.

UAC STUDENT INTERVENTIONS

- **Dominguez Hills First Year Experience (DHFYE)**
 - Summer Transition Program
 - Freshman Advising for Successful Toros (FAST)
- **Dominguez Hills Transfer Learning Community (DHTLC)**
 - Summer Transition Program
- **California Promise**
 - Thru in Two
 - Finish in Four
- **Strategies Towards Educational Progress & Success (STEPS)**
 - Supporting students on probation and at risk of disqualification
- **Charge On To Graduation**
 - Supporting students prepare for graduation
- **Returning Toros**
 - Supporting discontinued students return to complete their degree
- **Sophomore Experience Program**
- **First Generation Toros Program**
- **Exploring Toros**
 - Supporting undeclared students

The Dominguez Hills First Year Experience where they work in collaboration with ETE and EOP; a Summer Transition Program, Freshmen Advising for Successful Toros. These are workshops where there is a continuous conversation of what they learn at New Student Orientation, because there's a lot that has been thrown at them during this short period of time. They also have a Transfer Learning Community for our new transfer students. They have the California Promise with the Thru in Two where they recruited over 540 students. For the Finish in Four, they almost have 300 students that have pledged to graduate in four years. There is a Strategies Towards Educational Progress & Success (STEPS) workshop and this is for students that are most likely either on probation or at risk of disqualification. The students will participate in this process as an opportunity to not only gain a better understanding of how they can go back in status, but they also will receive one-on-one advising and a student success plan that will help them reach their goals and be more at the forefront of their ultimate goal on getting back to status. Charge On to Graduation is one of the initiatives to help Junior students get prepared for their senior year and graduation. Returning Toros supports students that have been either discontinued or they want to return to complete their degree. Some of the new programs created during COVID to support online advising are: the Sophomore Year Experience; First Generation Toros Program, which just had this past month a phenomenal weekend retreat with the students and their families; and Exploring Toros a program for those students who are undeclared.

Our professional staff supported students by building on the excellence of the work that they have already done on campus, but really pivoting very quickly into this online environment to meet the students where they are. And so very practical developmental advisement with advisement student learning outcomes. They do have a student advising syllabus, where they work with the students to help

them understand what this whole advising process looks like, because advisement is really teaching. It's teaching the students to navigate not only the policies and procedures, but also how to navigate not only their college experience, but their transition to potential future careers.

The Appointment Campaigns, the Intentional Outreach that they offer, and then a new area that they've been exploring is the integration of with Academic Advising and Careers, which is academic advising and careers. Collaborations they started this year are the Advising Academy Institute, which will be the development not only for new advisors on campus, but also opportunities for our faculty fellows, any faculty interested in advising as well as being able to update skills. Grandone noted that advising is very much a profession. They are affiliated with an international organization that provides the core values for the work that they do with students. They're very well organized when it comes down to providing the step-by-step process on how to developmentally work with students so they can grow into their own confidence in regard to their own journey on campus and beyond. They have a University Advisory Council that meets monthly. We have virtual interactive videos for different areas and aspects of student development. They have successfully implemented remote work tools with Office 365 MS Teams. This is a great opportunity for advisors to share with each other questions that they might have about processes and policies. They do a lot of Zoom sessions, not only from eight-to-five, but we have sometimes you know, late evenings and weekends to expand the opportunities for students to connect. Toros Success Collaborative, what used to be EAB has been enhanced, with great opportunity for the students to do their own self service for creating their own appointments. They are utilizing social media and the students are responding very well to that. Re. special student population support include: the Toro Dreamers Success Center, the Toro Guardian Scholars, First Generation Students, disAbility, students who most likely need a little more opportunity to connect with an advisor and a little bit of a longer time, not your typical 20 to 30 minutes. There are advisors who are trauma informed so they're able to work with students on their specific needs.

Grandone shared what the student advising learning outcomes look like which are divided by freshmen, sophomores, juniors, and seniors.

Student Advising Learning Outcomes (SALOs)

Freshmen
students will be able to...

- Identify their general education and major advisors
- Access the Academic Requirements Report (degree audit) and identify the six graduation requirement areas
- Review the academic roadmap with their team of advisors
- Access, navigate, and utilize the information and tools located in the MyCSUDH student portal
- Locate and utilize the University Catalog and Academic Calendar
- Identify and utilize university resources
- Understand financial aid stipulations and how they are connected to grades, units completed, and enrollment
- Make connections between how course curricula prepares them for future career goals and to become lifelong learners

She noted that's what they utilize as part of their workshops and interventions. She then described the Student Success Collaborative, which students can access through my.csudh.edu to set up their own appointments with their assigned advisor, or the first available advisor. Grandone spoke about their work

on early alerts which they're now calling progress reports. She noted it has been an incredible opportunity to collaborate with faculty. Faculty can write reports about the students, where in some cases where they see students not attending class or falling behind and they immediately connect with the students to determine the next action. Do they need to just connect them with resources or do they need to meet with them? Grandone noted that this is what they were utilizing during the Fall semester where three alerts went out during the Fall semester and faculty provided feedback, and then Advising provided feedback at the end so they knew exactly what Advising was recommending to students to work on.



Re. student success, as President Parham mentioned, from the onboarding, new student orientation, retention and sense of belonging. While we understand that we have a strong sense of belonging on our campus, with COVID, being able to create community has been a little bit more challenging. Academic support, particularly faculty connections, faculty advising has been an incredible piece as well. Students are really craving interaction and opportunity. Financial Aid is definitely a challenge for a lot of students towards that pathway to providing opportunities for internship, and in doing the next steps for graduation. Grandone said the quality of advising they understand is the most single powerful predictor for satisfaction with the campus for students at a four-year institution. They understand advising is critical to their success.

Grandone then spoke to a few of the academic policies that had been impacted during this time.

ACADEMIC POLICIES IMPACTED

- **EO 1037** Grading Symbols, Minimum Standards Governing the Assignment of Grades, Policies on the Repetition of Courses, Policies on Academic Renewal, and Grade Appeals
 - Resolution: AA 2020-02 Spring 2020 Grading Modification in Response to the COVID-19 Pandemic: No Credit and/or Course Withdrawal Options
- **EO 665** GWAR Requirement
 - Resolution EXEC 20-10 Temporary Suspension of GWAR In Response To COVID-19
- **EO 1038** Minimum Requirements for Probation and Disqualification
 - Resolution- Students did not face disqualification
 - Students who have GPA that would have been subject to DQ were supported with workshop intervention and Student Success Plan

She noted they were able to communicate that with the students. With EO 1038 for probation and disqualification. She said the resolution was not to have students face disqualification, but rather have one-on-one opportunities with advisors very early on and to have a student success plan and follow up advising. She noted this demonstrated how quickly they pivoted to this environment. They had to put these main pieces together within 72 hours after being told they would not be coming back on campus. They need to communicate to students the hours that they would be available for accepting advising sessions. They utilized Zoom, telephone, emails, and the Toro Success Collaborative appointments. Grandone said they now have extended their hours to include Saturday once a month.

Q&A/Comments

Senator Nicol asked how do you document your interactions with students and then follow up with them after you've given them a recommendation? **Senator Pederson** asked regarding the option for a faculty member to issue an alert. What happens when a faculty member does that, where does it go and what follow up is there? **Senator Sanford** asked how do we reach out to students' advisors? **Chair Talamante** noted extending EAB (Toro Success Collaborative) access is part of the solution. She said in her department, they've worked to get all their faculty access to the Toro Success Collaborative.

Grandone responded it was true that not everybody has access yet to the Toro Success Collaborative and they're working on that. For following up with students, every time that they meet with a student, they do have notes that they keep in the system in the platform, and those are what we call advising notes. They share with students their options, and these are the options that are provided. Either they have asked students to follow up with a faculty member and or give them resources. Within two weeks, they'll do another follow up with the students through an email. Sometimes students will either communicate in response letting them know all is well or I will be making an appointment with you again. She said they are constantly in communication with students. If they're unable just to get in touch with them immediately, or the student feels more comfortable with a peer coach, they will just address some of those questions in terms of, "how do I get to those resources in this virtual environment?" Students know the resources, are there, just don't know how to best approach them in a virtual space. **Talamante** clarified Senator Pederson's question saying that Senator Pederson wanted to know how are we able to track that the student actually met with the faculty member or went to the Writing Center or went to the Toro Learning Center? **Grandone** responded they do not yet know if the student has attended those resources or has connected with a faculty member because those are the components that had been already been put in place to make sure that is part of the Toro Success Collaborative experience. But that's their goal that all these pieces will be connected, and they'll be able to see the full course of how the student is engaging on campus. To the last question, what happens when a faculty member submits an alert. That alert will go to either advisors depending on what it is. If it's related to class, like the students not performing well in class, the student might be just struggling in class, she noted that she might see something that she's not sure what it is, but she believes they need to see an advisor, it will come to an advisor; either a tutoring center person or an advisor. From there, they'll do the follow up and will help students set up an appointment. They are proactive in reaching out to the students and those notes are being sent to the faculty. She noted that faculty need to be in the system for them to receive the updates. They need to go into the platform to be able to view what was discussed with a student.

Vice President, Academic Affairs Provost Spagna's Report

- Provost Spagna began by saying he wished to build on Dr. Grandone's report. He noted that one thing that he appreciated that Senators Sanford, Nicols, and Pederson brought up is that they have faculty leaning in and saying how can we help? How can we work jointly? He said as Dr. Grandone said they need to build those in that they're tighter connections, and so when faculty make an alert, how do they know where it goes? And how do they jointly celebrate the success of a positive intervention? Spagna said they've got to move forward on that. He said they will be discussing going into the spring semester, how do we encourage people to make sure that we're getting students feedback as to how they're doing in a class early in the semester. He noted they still have students that will say I don't know what my grade is and I'm going into the final. How do we encourage colleagues to do that? Signature assignments and early opportunities to reach out and work on that front. That's going to be very important in terms of the Toro Success Collaborative.
- Project Attain: The other thing we're working toward is something called Project Attain. He said the retention numbers have not been good. For the last 10 years we were losing 25% of our first-year students. We're interested in exploring something that we would call Toro Attain, which is those 25% of students that stopped out or left us, we want to get them back. We want to reclaim them. How do we get them back to finish their degrees and get them out in the workforce and thriving in life? We're going to take that on and will be having some meetings to discuss what that looks like and how we could help.
- Operation Jumpstart (Provost's term) is his commitment, along with Interim Dean Price to work with the system office about how we jumpstart faculties' creative activity and research trajectories. We're going to need resources to do this. Spagna said he was able to get the latest book that came out of the CSU and all the campuses are featured within it. He noted that three of our colleagues were featured very positively in it. One was Devon Tsuno and Art, who's doing the Praxis City Arts program with the city of Carson. Heather Kitching from Occupational Therapy, who is really connecting spirituality as a key component to health. And then finally Jen Broadman in Accounting, who worked with student Nathan Castro, who's introducing financial literacy and after school programs. The Provost said kudos to all of them and kudos to our faculty and CHHSN that are coming forward to crowdsource and support colleagues.
- [2020 Social Mobility Index Report](#) The Provost reported that out of 1,449 institutions of Higher Education, Dominguez Hills ranked number 10. This is measuring the extent to which colleges or university educate more economically disadvantaged students with incomes below the national median at lower tuition and graduates them into good paying jobs. Seven of the top 10 are CSUs.
- On the research front and creative activity, a year ago in 2018-19, we received 20 new awards to the extent of \$13.5 million. This past year in 2019-20, we received 31 new awards to the tune of \$15.7 million. We're receiving more in awards, productivity, and support for our faculty. And so far to date, we've received 29 awards, resulting in \$8 million. The work we're doing there, we need to jumpstart that agenda and get you all back into a place where you can do this work and one of the reasons why you became a professor.

The Provost shared that his final word of the meeting is the word gratitude. You've been heroic. You've taught all of us, me included, what it means to be resilient. He encouraged the Senate to

practice self-care. He said to take on that virtual oxygen mask during this winter break. He said, “we've done astounding things, we will continue to do it together as a community.”

Parliamentarian Report, Parliamentarian Weary - Results from most recent elections:

Non-Academic Affairs Staff Senator replacement position: Alex Marositz (Information Security and Compliance Office) (for spring 2021 only)

Dean, Graduate Studies and Research Search Committee: with 12 candidates, the three candidates who were elected were Dr. Shapiro, Dr. Dane and Dr. Vieira

Parliamentarian Weary reported that there will be another election on 12/3 for the Data Governance Committee. He noted we'll have two candidates that we will need to confirm

There's the WSCUC Accreditation committee. We still need an additional faculty member to fill the seat for that committee, which is headed by Vice Provost Ken O'Donnell.

Faculty Policy Committee (FPC) is looking for a replacement for spring 2021. We need a faculty representative from CBAPP.

Educational Policy Committee (EPC) - two open seats for the EPC, we need two representatives. 1 from the College of Education (COE) and 1 from the College of Arts and Humanities (CAH). Open to all faculty.

Forthcoming is a call for service for the Online and Hybrid Learning Committee.

There is an open call for the University Student Learning Outcomes Assessment Committee where faculty will receive one dedicated course buyout for their service. We'll need two faculty representatives: 1 from CNBS and 1 from CAH.

Academic Senate Chair Report, Chair Talamante

Talamante thanked Senator Pederson for continuing to press forward about the process at the beginning of the semester and the elections for the Non-Tenure Track Faculty Advisory Board. Talamante said she has already apologized to our Parliamentarian, and she wanted to apologize to Senator Pederson and the entire Senate. Talamante said looking back at the issues, she felt she hadn't stepped in when she should have. We didn't have a long enough window for that vote; therefore, we didn't have a robust response. She said people were elected, and they're doing a great job, and it's no reflection upon their qualifications and the job that they're doing. Talamante noted that there weren't enough people who actually voted. While there is a listserv issue, she explained that upon reflection she should have called that election and said, we need to do it over, we need to have a longer window. Talamante explained we are trying to figure out how to address this. We've talked about it at the Executive Committee. And there's real reticence to end terms for people who were brought in for two years. She said she did ask to talk to the non-tenure track advisory board, and she's been invited to their meeting on December 11 to seek their input. Talamante said that the good side of this is that it also made her aware about how to do these elections, electronically. We really need a week to week, such as Monday to Monday or a Wednesday to Wednesday. And was the timeframe for all the elections in the spring. Talamante said the Parliamentarian intentionally provided information for this is how many people voted as well as the percentages of the allocation of those votes. Talamante stated that they've been working on a Senate Handbook to have them in one place for folks coming new

into the position. She acknowledged that the role of a Parliamentarian is an incredible amount of work, and felt she did not onboard as well as she could have.

Summary of feedback was provided with all the information that was gathered from our campus and all the CSUs regarding the Ethnic Studies implementation and that Trustee Sabalius spoke to us about. In the results, there is consensus from the campuses that collectively they do not believe the CO has set up a good implementation, reducing Area D by three units.

Indigenous Peoples of the Americas Inclusion in Ethnic Studies requirement implementation planning: Part of what we're hearing from different folks who are specialists, is that Indigenous Peoples has become one of the preferred ways to address our Indigenous populations and programs that study and teach about this part of our citizenship in the United States. We're going to continue to meet with Ethnic Studies and Indigenous Peoples faculty. Some of the things that have been shared is that the program learning outcomes of our Indigenous Peoples of Americas has strong overlap with the program learning outcomes [core competencies] that were recommended by the CSU Council of Ethnic Studies. Talamante said they really want to come back to [the current Ethnic Studies resolution] and bring enough people together, so that we can find good solutions on our campus for making sure that our students benefit from an education about Indigenous Peoples. Part of what was brought out in discussions so far is the special relationship we have with the Tongva peoples. And that they have been extremely supportive, happy, and proud that Dominguez Hills created an Indigenous Peoples of Americas program. There have also been discussions about how we can work within what we already have on campus to strengthen it, perhaps as opposed to creating another department, and to then bring it in line for being able to offer with an Ethnic Studies disciplinary framework. Bringing in that expertise there's a current hire [for the Indigenous Peoples of the Americas minor], and although that wasn't part of the position description, it is on the minds of those in process. This is all in conversation. We don't have details yet. Talamante said she wants to make sure that Ethnic Studies faculty and Indigenous Peoples faculty know that we need to bring those conversations together again. And that we're going to find a good solution by collaborating and looking at what we already have and what we need. Talamante said she would keep the Senate posted.

Talamante asked the Senate to consider taking the [survey](#) about supervision of undergraduate and graduate student research, scholarly and creative activities across the CSU. Talamante said if you click on it, it'll show the purpose of the study, the time it takes, and who is running it. She noted this is something that is on the minds of faculty who oversee undergraduate and graduate student research and scholarly and creative activity and the support given—yet not counted in workload.

Ask Teddy: Talamante said in her meeting with CIO and VP of Information Technology Manriquez, one of the things they discussed was the value of the use of Ask Teddy. This helps towards creating a more robust and artificial intelligence response.

At the January 27 Senate meeting, we'll be addressing other aspects of the Senate anti-racism and equity agenda. She noted that at the fall retreat, there was a retreat table on that topic, and Senate Exec will be looking at some of that feedback. She said she had shared the retreat feedback on this topic with both the Provost and the President, which led to the President asking if we could do a President-Senate forum that helps us to pinpoint collaborations that we have in place with local agencies and organizations who are committed to fight for civic, social, and environmental justice for African American communities.

We talked to CFA about doing a kind of anti-bias or anti-racism session in Senate as part of that first meeting, and we'll have more news for you in the new year on that front, as well.

Talamante thanked the Senate body. She noted the work we do is not easy and not easy to be on the Senate floor and have the Chair interrupt because of time. She agreed that some of the processes for how we amend the resolution on the floor are frustrating, and they take too much time. Talamante thanked Provost Spagna for the work he's been doing with the Academic Affairs Council and Academic Affairs Council plus for helping us to move forward resolutions. She highlighted that every resolution the Senate has moved forward this semester is now in place [except for FPC 20-14 Evaluating Faculty Performance Disrupted by the COVID-19 Pandemic]. That is a timeline that we so much want to keep going.

Talamante apologized for keeping the Senate late, and said she'll try to make it up to the Senate in future meetings. She expressed her appreciation for the Senate. She said it is a job "I love dearly" and one that she will look forward to passing on. She invited folks to think about that. She explained that this semester and next semester with being a department chair as well as Senate Chair wasn't the most ideal scenario. However, initially there weren't those looking to run for senate chair during a pandemic last spring. She thanked everyone again and wished everyone a well-deserved break.

Meeting adjourned.