California State University Dominguez Hills  
Academic Senate Minutes  
September 26, 2012

**Voting Members Present:** Barab, Blackaller, Carvalho, Chai, Dales, Davis, Dellacioppa, Ernst, Fawver, Ferris, Furtado, Ganezer, Gasco, Han, Hill, Holguin, Jacobs, Jones, Kalayjian, Keville, Kravchak, Kulilov, Monty, Oesterheld, O-Quinn, Peyton, Salhi, Thomas, Victor, Wang, and Whetmore.


**Non-Voting Ex-Officio Members Present:** Bergmann, Bersi, Bradfield, Bragg, Furusa, Joshi, Maki, Parham, Rodriguez, Saks, Torrecilha, Wen, Wilkins

**Non-Voting Ex-Officio Members Absent:** Borrego, Gordon

**Guests:** Peter Kim, Laura Robles

**Executive Committee 2012-2013:** Jim Hill, Chair; Vice Chair, John Davis, EPC Chair, Janine Gasco; FPC Chair, Hamoud Salhi, Parliamentarian, Matt Jones; Statewide Senators, Pat Kalayjian and Kate Fawver.

**Recorded and Edited by MLB and the Executive Committee**

**Call to Order**  
2:35 p.m.

**Approval of Agenda**  
Amended  
MSP

**Approval of Minutes from 9/12/12**  
MSP

**Time Certains:**  
2:30 p.m. President’s Report-Dr. Hagan-Dr. Hagan was not able to attend senate.

2:50 p.m. Provost’s Report-Dr. Torrecilha:

Torrecilha reported that the Director of Nursing Search is underway and the College of Natural and Behavioral Sciences Dean Search will be meeting soon. The 19 faculty positions will be advertised soon and we are considering a larger more explicit add in the Chronicle of Higher Education.
Torrecilha presented the following report titled: Proposed First Year Experience

First Year Experience

Ramon S. Torrecilha, Ph.D.
Provost and Vice President of Academic Affairs
CSUDH students are:

- Diverse, driven, resilient,
- Have diverse interests, and
- Take radically different academic paths over their undergraduate career.

The First-Year Initiative:

- Seeks to provide a cohesive, unifying experience for all freshman that transcends the major and extracurricular activities.
- Increase student persistence and retention by engaging them both in and outside of the classroom.
- Build a sense of community among undergraduates.
- Enhance student engagement and learning by integrating the classroom experience and the co-curricular experience.
- Strengthen students’ affiliation with the university beyond graduation.
- Invest in students’ success.
First-Year Initiatives generally incorporate one of more of several common components:

- General education courses with small class size,
- Freshman transition lectures and activities,
- Learning communities,
- Mentoring, including peer mentoring,
- Interaction with faculty outside the classroom setting.
Krochalk said that in Health Sciences she met with students as freshman and transfers as well. She said they talked to them and found out what their experiences were and they gave us wonderful insights. Krochalk said that maybe we could hold some small focus groups and do the same kind of thing. Dales said that we need to be sure that we include the library in the mix and how the library can be integrated into the course work. Torrecilha said that we are talking to faculty about their past experiences. Whetmore talked about when he was the undergraduate dean a few years back and how they put together a first year experience that included University 101. Whetmore said that he would locate the data and share it with Provost Torrecilha. Torrecilha said that we have many freshman students that need development Math and English. We can have them take development Math and English plus one extra course which would be 9 units and the second semester if they have moved out of the development Math and English they can take 9 units and students will be given an element of choice. Fawver said that this model does not include University 101 and she finds it shocking that the data has disappeared. She wanted to know the timeline and asked if it was for fall 2013. Torrecilha said that we will spend this academic year discussing this and having faculty look at pairing up courses for a pilot next academic year 2013-14. Fawver suggestion that the Education Policy Committee should be involved in this and that we should set up benchmarks for student success and someone should take the task of data collection. Torrecilha said that this goes beyond data it goes to scholarship of learning. He is hoping that Dominguez Hills has something to say about assessment and research component. Blackaller said that this is a good idea and an opportunity to be creative—it might be more difficult to get people to agree what a CSUDH learner is. Ganezer said that we need students with problem solving skills in quantitative reasoning for math and science majors. Fawver wanted to know why University 101 disappeared even though the academic senate endorsed it. The data shows that the retention rates were high with University 101 so why is it not included.

**Action Item:**

**Exec 12-14 Resolution in Opposition to Proposition 32, “Political Contributions by Payroll Deductions.”**

RESOLVED: That the Academic Senate of the California State University Dominguez Hills strongly opposes Proposition 32 “Political Contributions by Payroll Deduction. Contributions to Candidates. Initiative Statute,” a proposed amendment to Chapter 5 of the Government Code; and be it further, RESOLVED: That the Academic Senate of the California State University Dominguez Hills distributes this resolution to:

- The “No on Proposition 32 campaign”,
- the Board of Trustees,
- the CSU Chancellor,
- campus Presidents, Provosts, and Senate Chairs,
- the California Faculty Association,
- Academic Senate for the California Community Colleges,
- Academic Senate of the University of California,
- the Governor of the state of California, and
• the California Legislative Leadership.

RATIONALE:

Proposition 32 “Political Contributions By Payroll Deduction Contributions to Candidates. Initiative Statute” prohibits unions, corporations, or government contractors from using payroll-deducted funds for political purposes. It also prohibits unions and corporations from contributing directly or indirectly to candidates and candidate controlled committees. Proposition 32 permits other political expenditures to continue unrestricted, including corporate expenditures and special interests (e.g., super PACs) from available resources not limited by the payroll deduction prohibition. Finally, the California Legislative Analyst estimates that the approval of Proposition 32 “Political Contributions by Payroll Deduction Contributions to Candidates. Initiative Statute” will require implementation costs to state and local governments potentially exceeding $1 million annually.

Proposition 32 unfairly singles out teachers, nurses, and firefighters and limits their voices in their areas of expertise and issues that matter to the citizens of California.

Approval of Proposition 32 would deny CFA, the collective bargaining representative of CSU faculty, CSUEU, the collective bargaining representative of CSU staff, SETC, the collective bargaining representative of CSU carpenters and plumbers, as well as numerous other California labor unions in both the public and private sector the ability to collect money from members through voluntary payroll deductions. As payroll deductions are the primary way unions raise revenue, it is clear that Proposition 32 was designed to erode the ability of unions to advocate on behalf of their members, while leaving intact the ability of corporations to use the vast resources at their disposal to influence the making of public policy.

Carvalho said that he is concerned about voting in favor of this because his department might not be in favor. Bradfield said that he strongly supports the resolution in opposition of prop 32.

Update on Board Education Policy Agenda Item #3 Upper-Division General Education-Amended-Kate Fawver.

At the September 2012 BOT Ed Policy Committee planned to consider a presidential proposal to eliminate upper-division general education and reduce lower division general education to 40 units. The proposal was changed at the last minute after protest from system faculty.
I.  Amended Proposal
   A.  In lieu of the previous proposal, the board discussed an amended proposal to Title 5.
       1.  All four-year bachelor's degree programs shall require no more than 120 semester units (180 quarter units), wherever feasible, to complete.
       2.  Bachelor of fine arts and bachelor of music programs would be permitted to continue the 120/180 unit minimums and maximums of 132/198 units; however, they must follow the process outlined below.
       3.  Five-year degrees (bachelor of architecture, landscape architecture) are not included.
   B.  Objective:
       1.  “Reducing the total units required will result in increased student access, even during the budget crisis....Degree-completion SB 1440 pathways will increase in number. Effort is intended to improve grad rates, protect academic quality, and support students' efforts to obtain an affordable education.”
C. Timeline: By January 2013, all campuses will submit program-by-program confirmations that every combination of degree and concentration will be reduced to the aforementioned limits by fall 2013. (these shall include “hidden” units – prerequisites, co-requisites, credit-bearing campus specific graduation requirements. (p. 2) For DH, an example is ENG 350.
1. Report shall include program unit requirements before and after the campus review and, when necessary, specific reasons for exceeding the 120 semester/180 quarter units.

D. Phase 1 For degrees and concentrations requiring 121-129 semester units (181-192 quarter units), campus faculty will need to adopt strategies that will allow the remaining bachelor degree programs to be completed with 120 semester units or 180 quarter units, wherever feasible by Fall 2013; by March 2013 program reductions shall be published in 2013-2014 catalogs
1. Reducing number of units in major
2. Campus specific requirements
3. Systemwide general education requirements

E. When program units exceed the 120/180 unit limit, a request for a chancellor's exception shall be submitted.
1. Exceptions to the maximum 120 may be for professional accreditation, licensure/professional preparation, or similar externally imposed standards.
2. If the exception is not allowed, programs are subject to chancellor’s action to reduce unit requirements.
   a) Double counting requirements
   b) Adjusting the number of required major courses and units to achieve consistency with comparable CSU programs
   c) Adjusting campus-specific degree requirements (language requirements)
   d) Adjusting course and unit requirements for upper-division GE courses

F. Phase 2. Degrees and concentrations requiring 130 or more units shall complete a similar process by January 2014 for fall 2014.

II. System Responses:
Academic Senate, CSU (ASCSU) is collecting data on the impact of the proposed change at the campuses. The ASCSU Academic Affairs Committee expects to develop a resolution pertaining to this agenda item in time for the November Board of Trustee meeting. The Committee meets on October 12th, so time is short. Responses should be sent to the chair of the Academic Affairs Committee, Darlene Yee-Melichar (dyee@sfsu.edu<mailto:dyee@sfsu.edu>) and chair of the ASCSU, Diana Guerin (dguerin@calstate.edu<mailto:dguerin@calstate.edu>).
Please assist us in this process by forwarding this message to the department chairs of the programs listed on the attached Excel spreadsheet. We are seeking department chair/faculty responses to the following questions:

1. What steps have you taken in recent years to reduce program degree requirements to 120 semester/180 quarter units? Please list GE and campus requirement alternatives already in use in your program, such as waivers, exceptions, substitutions, double counting, etc.

2. What is your best professional opinion on what it would take to get your program down to 120 semester/180 quarter units? This could involve waivers/modifications of campus requirements, waivers of lower division or upper division GE requirements, major requirements, open or targeted electives, courses to design or redesign, and others.

3. Reflecting on your last accreditation experience (if you had one), are there issues identified there that would be of concern if you are required to reduce to 120 (180 quarter) units?

4. Are there programs similar to yours that require only 120 (180 quarter) units? If so, does this make 120/180 units a reasonable goal?

5. Are there other accreditation issues that are pertinent?

6. Please share the justification that you submitted to the CO during your last program review for the need for more than 120/180 units in your program.

7. Please be sure to include degree and concentration names and a faculty contact (email address) when responding.

Gasco as if there was a reason for this, she wanted to know the purpose. Fawver said that degree completion is a reason and the effort will improve grad rates, and protect academic efforts. Monty wanted to know if this item will still be on the BoT November agenda and the answer so far is yes. Fawver said that between now and then we need to figure out what the appropriate response will be. Gasco believes that there is a problem with the way grad rates are calculated. Hill said that this is definitely something senators need to take back to their departments. Fawver does not have a position on this yet.
Senate Chair’s Report-Jim Hill

Chair report, 2012-09-26

- Thanks for refreshments to the President’s Office this week; this is an ongoing arrangement for the rest of the semester.
- Follow-ups from last meeting:
  - GE & the Board of Trustees:
    - [Senate had authorized exec to write a letter to the board on behalf of the whole body.]
    - The agenda item in question had actually changed before any action was possible.
    - November still has a related action item on the agenda: Restricting all majors to 120 units across the system with some room for exceptions.
    - Exec still believes this may require action on our part, but a well-reasoned action before the last BoT meeting was impossible. Aiming at a crafted response well before the November board meeting will allow us more time for consideration.
    - I have asked the statewide list of senate chairs about their perceptions of "local feelings" about this. [No data as of this meeting]
    - You will hear more on this from our statewide senator, Kate Fawver.
  - Advising & graduation (not the "graduation initiative")
    - A few senators brought up issues around advising and graduation checks; the president proposed that perhaps a task force could be brought together to look at this problem.
    - The current thinking is to separate tasks and have a larger task force addressing advising as a whole and a small one to specifically address the issue of graduation checks.
    - ...things are moving along...
  - RTP & PTEs: The recurring issue of low return rates for online PTEs comes to a head as the current RTP cycle gets into full swing.
    - Exec has suggested a letter from [me] to the URTP committee chair, and CC'ing basically the whole chain of RTP reviewers.
    - This letter (which has had a quick view from CFA faculty rights team) does not call for any new policy or in fact for any specific action.
    - The letter simply brings the problem of low return rates to the surface and reminds the URTP committee (and by CC, all the levels of review) that departmental standards are the standards to which each level must adhere.
    - I will explicitly ask for the senate to endorse this letter, but it still stands as a letter from me to the URTP chair.
- New information: The CO has communicated (citing an Orange County Register article) to campus presidents that faculty need to be careful about "crossing the line" in political advocacy
of Prop 30. More details will follow from the Provost's office.

- The CITO search is moving forward. There is a large pool with several strong candidates.

Parliamentarian Report

- Elections:
  - University Curriculum Committee-there was 1 faculty needed; Laura Robles was nominated; Laura Robles was elected for the 2012-13 academic year.
  - Academic Affairs Facilities and Space Committee-there are 3 faculty needed; one from CBAPP; one from CAH; and one from CNBS: Ann Choi was nominated for CAH; Jackie Barab was nominated for CNBS; and we are still requesting nominations for CBAPP. Ann Choi and Jackie were elected MSP.

EPC Report-Janine Gasco-Gasco reported that her committee has been working on the Student Grade Appeal Revision, collecting feedback.

FPC Report-Hamoud Salhi-Salhi said that his committee will be meeting and he will have a report at the next senate meeting.

Statewide Senate Report-Kate Fawver and Pat Kalayjian-Kalayjian said that Fawver pretty much covered everything.

CFA Report-David Bradfield-BRADFIELD said that the BoT ratified the contract. He said that the chapter is happy to provide educational speakers and informational materials to faculty, staff and students for any appropriate educational forum for the upcoming election. Torrecilha reminded the senate that promoting political positions in the classroom during election campaigns is prohibited by the chancellor’s office. Bradfield added that faculty know the difference between advocacy and education. Bradfield said that the CFA hopes that the administration understands and respects the difference between academic freedom censorship and I think they do.

Open Forum:
Whetmore brought up the letter that Hill passed around the senate regarding PTE’s and the current RTP cycle. There was a discussion about our online PTE situation. Martin said that he was in favor of collecting data to find out how other campuses are doing. He said that nationwide the return rates are 50%. He said that San Diego State is over 70%. Martin said that initially one email went out to students
about the PTE’s. He said that now the email is repeated several times. Chai from Nursing said that it takes a while to get the numbers up, she said that she is at 50% and it has been about 4 years. Martin said that we cannot go back to paper because the machine is broken and now is gone. We did a sense of the senate vote in favor of endorsing the letter Hill wrote. MSP

Kravchak publically thanked Dr. Gus martin for his service in Academic Affairs and welcomed him back to the faculty.