



**ACADEMIC SENATE
MINUTES
NOVEMBER 3, 2016**

ASD 16-148

Approved 11-10-16

11:30 AM - 12:50 PM

PLN-120

Present: Barr, Basil, Bonney, Buck, Casem, Chavis, Dabirian, DeMars, Evanow, Fidalgo, Filowitz, Fischer, Fitch, Fujita-Rony, Gradilla, Holland, Jarvis, Kanel, Kdeiss, Lohman, Maddox, Matz, Mead, Myck-Wayne, Patton, Perez, Powers, Puri, Rodriguez, Sedeño, Self, Stambough, Tsang, Walker, Wang
Absent: Armstrong, Bruschke, Dries, García, Hagihara, Meyer, Oliver, Sargeant, Stang, Stohs, Tavakolian, Walicki, Wood

I. CALL TO ORDER

Chair Bonney called the meeting to order at 11:30 AM.

A moment of silence was observed.

In Memoriam

- Harry L. Norman, Emeritus Associate Vice President for International Programs and Dean of UEE

II. URGENT BUSINESS

(Casem) Would like to bring up an issue of safety that seems to be increasing. Small trucks and electrical vehicles that our support personnel are using seem to be increasing in number along with the number of foot traffic we have in the central areas of the campus. A suggestion is perhaps those vehicles, anything where it is motorized whether it is electric or not, be limited to transiting along the peripheral of campus rather than straight through the center where we have the highest level foot traffic.

Chair Bonney will refer this to VP Kim.

Question:

(Kanel) Last year we began to discuss removal of At-Large seats and having it be constituency based. I noticed we haven't brought that up at all this year and I was wondering because it was on the Statement of Opinion and majority of faculty was in favor of eliminating At-Large seats I wonder where are we with that? Are we going to be bringing that up on the agenda this fall?

Answer:

(Bonney) We had discussed this issue at several meetings last spring and at the meeting on May 5th, there was an opportunity to continue discussion, which was declined by the Senators, nobody made an effort to table it, so it expired as all business does at the end of the year. There is a procedure laid out in our Bylaws for bringing something to the Executive Committee for putting on the agenda that is available to anyone who wishes to do so. Otherwise, we have a huge number of documents in the pipeline, somewhere between 26-30 documents that are in our committees moving for consideration here, so it is going to be a busy year.

- (Kanel) To follow up on what you said about we have a lot of UPS's. I was wondering in light of the number of business items we have ahead of us, in future meeting to minimize the amount of time of presentations, perhaps have people give us PowerPoint presentation so we can read them and review them and be prepared to ask questions if we have any to reduce the amount of time spent on presentations and more time spent on doping work of the Senate?
- (Bonney) That is a reasonable request, we will see if we can do that.

III. ANNOUNCEMENTS

➤	The Drowsy Chaperone ~ The Broadway Musical	Sunday, December 4 th @ 2:00 pm
➤	\$ 1,105.00 raised for the Faculty Fund so far this year (Matz).	

Additional announcements:

- (Bonney) The Cubs won the Major League Baseball Championship
- (Matz) We received another \$100 to add to our Faculty Fund, the total is now \$1,205.00.
- (Bonney) Congratulated Senator Gradilla who help to organize The Day of the Dead activities that was an extremely good performance yesterday.
- (Perez) The Men’s Cross Country took third place in the Big West Conference Championships in Hawaii this past weekend, the Women took fourth place. The Women’s Soccer team will be going for the fourth consecutive time to the Big West Tournament tonight at Long Beach defending their title. The Men will be going for the third consecutive time to the Big West Tournament on Saturday; we are hosting on Saturday night.

IV. TIMES APPROXIMATE

11:45 AM - 11:50AM

Topic: California State Student Association (CSSA)

Presenter: Amanda Isabel Martinez

Amanda Isabel Martinez is our representative to the California State Student Association (CSSA). She gave us an overview of the following areas:

The Mission of CSSA	How they achieve the CSSA mission	Key Milestones
Changes with the structure of CSSA	How they Advocate	How they participate in the University
CSSA Strategic Plan	CSSA Victories	How to contact CSSA

11:50 AM – 12:30PM

Topic: Academic Master Plan

Presenter: Interim Provost Anil Puri

Chair Bonney gave an overview and the layout of the development of Academic Master Plan. This was a suggestion that came out of the PRBC in the spring of 2014 that we would need some kind of master plan to help guide future strategic planning that would help us to identify what our university goals were.

Provost Puri gave an overview of what the purpose of the Academic Master Plan (AMP) and how it fits in with the Strategic Plan. AMP is a broader document that provides a roadmap, especially of issues that are important to the University that ought to be considered while making specific plans for infrastructure, faculty, or other areas. You can view AMP as a bridge between Vision and Mission Statement and more specific plans whether it’s Strategic Plan for the University or whether it’s an infrastructure plan, or any other plan.

The AMP was reviewed systematically section by section for comments, correction, or questions.

Introduction:

(Mead) The campus discussion was on March 18th not March 15th.

Goal 1:

- (Walker) #2: Don’t we want to do that for undergraduate programs too?
- (Fitch) Are these in order of priority or just laid out as goals?
 - No they are not in any order of priority.
- (Fitch) Are the objectives the kind of things we would do to try to reach these goals?
 - Correct
- (Fischer) Objective 1 leaves out writing skills. Maybe it should say effective written and oral communication.

- (Patton) At the end of the goal it mentions “engagement with local and global communities”, but I don’t see it reflected in the any of the objectives.
- (Wang) In the objective first item at the end it says “professional preparation”, I think that actually belongs to whatever is down there because the GE is not for professional preparation.
- (Walker) I like the preparation that students get in GE that helps them with their profession with regards to lots of things. Professional preparation comes throughout their degree program. Their degree program includes the major and GE, so let’s leave it in there, it’s important.
- (Bonney) Senator Patton, do I take your point to be you think it should be a little more pointed reference somewhere in here to the local and global engagement?
 - Yes, in particularly the word engagement. We do have global awareness, but awareness is not the same as doing something.
- (Gradilla) We mention “success in academic, personal, and professional,” and I don’t see personal laid out in any of the objectives.

Goal 2:

- (Fidalgo) Objective #2 it references the phrase we were discussing in Goal 1 of community collaboration and partnership. So maybe we might want to move it up to Goal 1.
- (Casem) Objective #2, it mentions field based, but there is also laboratory research based. I don’t know what my students do gets represented by that language.
- (Walker) make sure we are using the right term of WASC language for satellite or campus for the Irvine campus in #1.
 - (Bonney) It’s a satellite because its less than 25 miles.
- (Fitch) I am completely in support of the goal and the things under the goal, but I’m not sure that I completely get the connection between what the objectives are and the goal of supporting students’ success by leveraging multiple facilities, locations, and technologies.
- (Jarvis) I’m troubled by the language in phrase B “offer students choices of locations and teaching modalities”. I’m a little concerned that sort of implies students say “I want to take all my classes online and your department thinks that Pedagogy inappropriate.” The focus on student’s choice of location and teaching modalities (a) doesn’t seem to fit the way we offer stuff down in Irvine versus here for location and (b) doesn’t seem to fit the way we choose the modality of teaching.
- (Dean Knutson-Miller) I am a member of sub-committee 1. Goal 1 and 2 evolved from the original questions, Goal 1 being more focused on what we will teach and Goal 2 being more focused on the where and how we will teach.
- (Puri) The way I read the last part of phrase B “offer students choices of locations and teaching modalities”, is not that the students are telling us how or what we should be offering, we are giving them the choice to take an online class, a face-to-face class, go to Irvine, or learn here.
- (Gradilla) Perhaps it should be offer student’s opportunities opposed to choices. Opportunities give you more of a selection. I think labs need to be mention for those in the Arts. Studios and other spaces that students in the Arts do their work in.
- (Myck-Wayne) There is a lot in Objective #3. I wonder what the intention is. Maybe put it into two objectives?
- (Walker) Objective 2, we might want to think about what are the specific things we want to call out? Maybe we don’t want to call anything out at all.
- (Fitch) Separate the student success and data collection in Objective 3.

Goal 3:

- (Fitch) I would be happier if we said something more like focusing on surrounding communities and not mention the service areas.
- (Powers) I’m bothered by this as an objective --that we must focus on the CSU service area. It is something that we must do right now, but why should this be an objective as something that we want to do.
- (Patton) There is a line in Objective 3 about stimulating scholarly environment, and I wonder if we should think about defining success as producing well-rounded productive members of society. At least shape the goals that we define student success a little more broadly.
- (Fidalgo) When you read the objectives, it’s mostly about admission. The access to success has to be based on having the resources, the space, the faculty, the materials, and all the things that lead to success. And there is very little about that in the objectives.
- (Fujita-Rony) I don’t see anything about advisement in this goal and it seems this would be the appropriate place.

- (Gradilla) Objective #5, I think the last part is what we want to focus on. The lead into it doesn't clarify we want to help close the opportunity and achievement gap for students. That should be the focus and some other supporting statement.
- (Buck) I have question about Objective #1, actively and intentionally recruiting students. Which students are we actively recruiting and why? I don't know how it would be addressed here and how important it would be to address it.
 - (Puri) At the moment we don't have an enrollment policy or structure in place at this university. We are thinking about what type of enrollment management system we should have. The AMP will not specify what the shape of the student body should be that or where we should admit more students or fewer students, that should be a specific enrollment management plan that will specify that. Those change over time as the demand for different programs changes, society around us changes. What AMP is saying is be intentional about recruitment of students.
- (Walker) The intentionality part is the important part, because that is what we don't do now. We don't pay attention to the class we are trying to put together; we don't think about what that looks like.
- (Casem) Would it be appropriate to say to maintain the diversity that has been the historical make-up of our campus?
- (Fitch) I'm assuming these numbers aren't in order of priority either, but if they were, some of us would strongly recommend putting Objective #3 at the top. That seems to be what we really want more than anything else.
- (Kanel) Do we want the make-up of our Cal State Fullerton Community to mirror the diversity of Orange County, which is the area we are supposed to be serving? Or do we want a different kind of diversity make-up that reflects the community?
- (Patton) My understanding of the purpose of the document is to define what our core values are, and I am kind of missing core value in most of these. In the section where we are talking about successful students, I think it is appropriate for us to talk about the individuals we would like to help develop or the end goal of this. I would like a statement about what our core values are as an institution, how we would train and develop what we see as model students. We are missing a vision statement about our core values.
- (Perez) (1) Pedagogy is mentioned in multiple goals under the objectives. I would like to see pedagogy be more central in terms of not just motivation for faculty to work on the creativity of their pedagogy, but something that is and open to multiple pedagogies that capture diverse learning styles and backgrounds of students. (2) I don't see mentorship mentioned in any of the objectives.
- (Fitch) The service area is a bit broader than just Orange County. So it would be appropriate in recruiting students from those areas as well.
- (VP Eanes) From the standpoint of shaping a class, not the size, but the designation specific to discipline. We have specific disciplines that are struggling. That is also at the genesis of our conversation.

Goal 4

- (Wang) I would like to have the faculty to be more inclusive. Just put faculty member and not list them out.
 - (Lohman) Our intent in including those specific sub-types was to make sure we were being explicit in our intent to support our lecturers whether part-time or full-time. I'm sure we can come up with a solution.
- (Myck-Wayne) It's really vague. What is "reward" faculty? And "support" can be so many different things to so many different people. Objectives have to have some way that we can measure them and maybe the committees are going to get to that, but half of these are so un-measurable in ways that trying to keep up with how you know if we have been successful will require a whole different department or something else.
- (Walker) I would like to see parallel language about professional development for research scholarly and creative activity.
- (Kanel) I would like to know what kind of "reward" is going to be offered?
 - (Lohman) To clarify, our intent was things like RTP and lecture evaluation to make sure we are truly giving credit for the work that will be needed to help on the previous goals supporting students.
 - (Kanel) Maybe crediting might be better than reward because "reward" is dependent on the person's desires, so it's not a reward unless *I find it a reward*.
- (Mead) Are we trying to impose a purpose here that might be somewhere else? Maybe some of the specificity may not be as important in this document as it would be in a strategic plan or a budget recommendation.

V. APPROVAL OF MINUTES

5.1. ASD 16-141 Academic Senate Minutes 10-27-16 (Draft) *forthcoming*

VI. CONSENT CALENDAR

M/S/P (Walker/Chavis) Consent Calendar was approved unanimously.

6.1 NOMINEES TO COMMITTEES**NOMINEES TO STANDING COMMITTEES****ASSESSMENT & EDUCATIONAL EFFECTIVENESS COMMITTEE**

Nominees: Erin Hollis (HUM)

Confirmed 8/25: Teeanna Rizkallah (MCBE); Janice Myck-Wayne (EDUC); Joel Lanning (ECS); Emily Erickson (COMM); Debra Noble (ARTS); Adam Glesser (NSM); Ioakim Boutakidis (HHD); Jennifer Trevitt (SOC SCI)

FACULTY AFFAIRS COMMITTEE

Nominees: Ying-Chiao Tsao (COMM)

Confirmed 8/25: Betty Chavis (MCBE); Laura Lohman (ARTS); Kathryn Dickson (NSM); Zakyi Ibrahim (HUM); Yuying Tsong (HHD); John Patton (SOC SCI); Joel Lanning (ECS); Adolfo Prieto (L/A/C/E); Vita Jones (EDUC)

STUDENT ACADEMIC LIFE COMMITTEE

Nominees: Ying-Chiao Tsao (COMM)

Confirmed 8/25: Phoolendra Mishra (ECS); Karen (Kyeung Hae) Lee (HHD); Rebecca Dolhinow (HUM); Jamie Tucker (ARTS); Jennifer Chandler (MCBE); Debra Cote (EDUC); Paula Hudson (NSM); Kristin Beals (SOC SCI); Mike DeMars (L/A/C/E)

NOMINEES TO AD HOC COMMITTEES**ASSIGNED TIME FOR EXCEPTIONAL SERVICE**

Nominees: Chiranjeev Kohli (MCBE); Cynthia Gautreau (EDUC); David Naish (ECS); Gloria Monti (COMM); Jennifer Burnaford (NSM); Carl Renold (HHD)

NOMINEES TO SEARCH COMMITTEES**AVP GOVERNMENT AND COMMUNITY RELATIONS**

Nominees: Garrett Hart (COMM)

Confirmed 10/27: Kathleen Preston (SOC SCI); Kavin Tsang (HHD)

VII. CHAIR'S REPORT – Written report distributed to campus 10-28-16.

As the end of the semester and, perhaps more significantly, the elections come closer we are grateful for the imminent fall break.

At the 27 October meeting President García and Vice President Kim delivered a presentation on the fiscal state of the university. Vice President Kim's PowerPoint is available in the Academic Senate Dropbox account for those who were unable to attend this meeting. In summary Vice President Kim report that while we are managing in 2015/16, academic 2017/18 is less certain. The bottom line is that with a governor who appears disinclined to provide the CSU system with the funding necessary to provide the access he promotes and to achieve the 2025 graduation rate he wants each of us must contribute to the lobbying effort. As President García emphasized we can write to our local politicians, our state representatives, and the governor himself. We can speak out in our communities and contact anyone we know who may have influence in Sacramento. With a likely gap of \$170 million between what the CSU has asked for and what the governor appears to be willing to provide the stakes are high.

Looking to the near future, on 3 November the members of the Academic Senate will engage in an extended first reading of the Academic Master Plan. The document, which is in the Academic Senate Dropbox, and which also has gone out to the campus community as a whole, addresses the four big questions articulated in the original charge to the University Committee whose subcommittees performed the work on this project. What will we teach? Whom will we teach? Who will teach? How will we support the AMP? As you will see the AMP report is a spare, visionary document with broadly stated objectives intended to guide strategic

planning across the campus. The document includes appendices comprising the earlier drafts by the subcommittees and additional supporting documents complementing the AMP's succinctness. We have allocated 40 minutes for this conversation.

On 3 November we also will have the opportunity to hear from Amanda Martinez, the CSUF representative to the CSSA. And we finally will have the first reading on the new UPS that defines an Academic Unit. As some of you may recall the Senate requested the Executive Committee create this new UPS in response to a concern about the so-called homeless courses.

Finally, the Executive Committee has been asked to nominate faculty to two new search committees both of which it is hoped will have their first meeting prior to the end of the fall semester. Student Affairs will be searching for a replacement for Vijay Pendakur, Associate Vice President for Student Affairs, who was charged with focusing on issues of retention and student success. We also have been asked to nominate faculty to the search committee for the position of permanent Provost and Vice President of Academic Affairs. We will keep you apprised of developments in the process.

VIII. INTERIM PROVOST REPORT

At the last meeting of the Council of Deans, they adopted an important goal to meet the schedule class needs by expanding the offering for Friday and Saturday weekend classes. The Council of Deans voluntarily agreed to increase by 25 percent over the current level the classes that are being offered for fall 2017. This does not require faculty members to teach on Saturdays, it's voluntary. I don't know about Fridays, we are leaving it up to the Department Chairs and Deans to figure that out.

Q & A:

Q: (Jarvis) Is that going to be an incentive to add our a requirement on the department scheduling to schedule a certain number of their classes?

A: This is a goal that the colleges have adopted, but how to implement it is up to the departments and colleges.

Q: (Wang) When I was department chair I was asked by Provost Cruz to do that and I deliberately put a slot of about two hours so I don't schedule anything because I had department meetings I needed to schedule. Now what's happening is there is no place to find a slot where everybody is available and I don't know if that violates any faculty rights because if you schedule a meeting that I cannot attend, it looks like you are violating my faculty rights. The department chair needs to be careful to look at that.

IX. STATEWIDE ACADEMIC SENATE REPORT

No report.

X. ASI REPORT

(Sedeño) ASI is continuing efforts to address responses from Breakfast with the Board. Amanda Isabel Martinez had a goal to register ten percent of the students to vote which is approximately 3,900. She hit 2,913 students to vote or confirmed they were already registered to vote, which was a great effort.

(Kdeiss) A resolution in opposition of the tuition increase came to our Governance Committee last week was passed. It will be coming to our Board of Directors next week.

XI. CFA REPORT

- If you haven't taken the bargaining survey please do, we are trying to reach 20 percent return. Fullerton is leading the way, we are at 9.6 percent.
- We believe we have reached a settlement on the final part of the contract, which is unhinging range elevation for Lecturers from SSI's. We have a plan that was approved by Board of Directors last night, but the Board of Trustees has to approve it.

XII. FIRST READING

11.1 ASD 16-16-117 Revision to UPS 100.250 - Definition of Academic Unit

XIII. UNFINISHED BUSINESS

12.1 ASD 16-120 Revision to UPS 411.201 - General Education Breadth Objectives and Course Development

M/S/P (Walker/Fitch) Motion to send this document back to the GE Committee, motion was approved unanimously.

XIV. NEW BUSINESS

13.1 ASD 16-130 Revision to UPS 411.200 - General Education Guidelines and Procedures: New and Existing Courses

13.2 ASD 16-132 Revision to UPS 230.020 - Policy on Faculty Office Hours

XV. ADJOURNMENT