



**ACADEMIC SENATE
EXECUTIVE COMMITTEE
MINUTES
OCTOBER 26, 2021**

Approved 11-9-21

11:30 AM - 12:50 PM

LH-702

Present: Barros, Casem, Dabirian, Gradilla, Matz, Milligan, Sheehan, Stambough, Walsh

I. CALL TO ORDER

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

II. URGENT BUSINESS

There is a search committee meeting on Tuesday, November 30 that ends at noon. Do we want Exec to start later on that day? If so, do we start later and go later or end at regular time?

- Let's start the meeting later and get through as much business as we can by 12:50 pm.

III. ANNOUNCEMENTS

➤ (Dabirian) Change your password.

IV. APPROVAL OF MINUTES

M/S/P (Casem/Matz) Motion to approve three sets of minutes. Minutes approved.

- 4.1 EC Minutes 9-28-21
- 4.2 EC Minutes 10-5-21
- 4.3 EC Minutes 10-12-21
- 4.4 EC Minutes 10-19-21 - *forthcoming*

V. CHAIR'S REPORT

I have my one-on-one with Fram tomorrow, so if you have and items you would like me to bring up with him, let me know. I will be discussing social media and our strategic plan with him.

Our Strategic Plan will be hitting the end of the five year soon, so we will be developing a new one. We had to fight over several meeting to have anything about educational quality in there whatsoever. We should probably start thinking about ways to have input and maybe help shape what that process might look like before it gets started and presented to us.

- (Dabirian) It's not on the radar at the moment, from the Cabinet perspective. 2023 is our timeline, so I would say in 2022 is when we would get started. You can ask Fram what he envisions as far as the structure goes and how do we integrate Senate into the process.

VI. PROVOST REPORT

One of the main things my office has been working on is the reforming of the GI 2025 Committee, that is launching this week. Vice Provost Zarate is doing the final reach out to those committees to make sure they are willing to serve. We have three committees that will be focusing on advising, administrative areas, and the classroom, the teaching and learning that takes place in the classroom.

The Chancellor's office not only had the GI 2025 convening virtually last week they also released all the information for the campuses. Our campus is making great progress on four-year and six-year for fresh students and two-year for transfer students we are much closer to goal.

What I'm trying to do in this environment is to stay focus on things we know will help and help all students. So, the resetting of the GI 2025 group is really important. It's not just to get together to talk, it's to address the five to six things in each category and to do the work centering on the colleges to make that happen.

I am also focused on the five things the Chancellor's office has shared with us that are going to be very important this year to show that we are doing. Those five things are re-enrolling students who are not here anymore. That is on the GI 2025 list and also part of our current activities. We lost students in the Pandemic, how do we re-enroll them? We can capture them at a certain point, but after they have stopped out too far, then it becomes an administrative barrier to be able to finish them out. Other than the degree in HSS, which is run through EIP, the options for them are difficult because of our system. We have to focus and improve that.

The other piece they are asking us to make sure we focus on is to make sure we improve on is expanding credit opportunities in summer. That is why we changed the summer fee structure last year for students, it is why we are following the CBA this year with summer to ensure that we are, for the most part, we are offering courses in summer that students need. In addition to that, we are also needing to create degree road maps for every student. We have degree road maps, we don't have them being used by every student. We will be bringing people together to solve that problem which sits in between design of a great system and advisors and students who don't see that system as meeting their needs or don't know that we have that system.

In addition to that, we will also be looking at high DFW courses. We have a dashboard on this campus that tells us what our top courses are that have high DFW rates. You can both look at it from pure DFW rates or you can look at it the inequity in DFW rates based on disaggregated student population. That list is something I have shared with the deans and asked them to talk with their chairs. What I would like to do is come up with some programs that will help us help the faculty. I would like to have ideas about what kind of program we might run in the summer.

- (Casem) In regards to the summer course offerings, sometimes summer isn't about the courses that students need, sometimes summer is that space where students can be deeply engaged in activities they cannot conduct during a regular academic year. If we tie that into course offerings, then those tend to be the smaller courses. It's a different way of looking at what summer means for students. It's enriching and transformative, but it's not going to be supported by EIP given their structure.
 - (Provost) That is exactly what you should be raising. That is an issue for your department and an issue for your college and other colleges.
- (Casem) The second thing I wanted to mention is response to your road map. I feel strongly that part of what needs to happen is students need to wonder and get lost a little bit and if we lock them into a roadmap, I'm concerned they are going to miss out on an opportunity to discover they belong somewhere else. I see it time and time again when I do my academic advising, so the roadmap needs to have a lot of detours in it. I'm good with the roadmap, but students need to be able to explore.
 - (Provost) The degree planner, the map, cannot be the solution. The map is the transparent relationship that we have with our students where we confirm for them that degrees are completable. The map has to be a tool between the advisor and the student that has mandatory points of contact between the advisor and student so you can sit with the student and talk about their plan. It's that human interface between them, it's part of our advising bigger picture of how our students succeed.

Q: (Walsh) You mentioned team teaching as a possibility in summer to bring a couple departments together. How would that work here?

A: (Provost) I have a small group that is looking at it.

(Stambough) There was some concern on communications about WASC and Distance Learning. Communication seems to be really uneven across the colleges. Different messages are being heard in departments in different colleges about what is happening.

- (Walsh) It seems the Deans walked away from the meeting with four different interpretations of what departments should be doing. Department chairs are really anxious because some of them have been told to immediately change their programs.
- (Provost) In a meeting where all the deans were and Su was explain all these pieces, we had deans who were having different reactions. Two things that are in fact true at the same time, 1) there is no emergency, we are not having an accreditation emergency, those don't exist. So, we don't need to do anything. We did have one dean possibly two who shared in the meeting that they talked to their colleagues across the system and many of their colleagues were, just in case for the future, going ahead and applying to be able to teach as an online or distance learning program. My take away from Su was there was no problem with doing that. We don't have to teach online, nobody's obligated too. If a Pandemic happens again obviously WASC would create this. Just because you can, it's not difficult now to apply for that. If you have over fifty percent, if it's possible for a student to come through, to apply for distance education approval. So, I'm not surprised to know there was a college or two where the dean left and said let's go ahead and do that because I think that's a good idea for our college to have in the pocket. But what I said to all the deans was, this is not a strategy, so whether or not you decide as a college to apply for this, you as the dean are

still responsible for having an online learning strategy. How your degrees produce quality education is quite different from checking a box on an accreditation process we might one day need. Is there something that I can do that would help the right information to get to chairs?

- (Walsh) To tell them they do not need to encourage departments to stop teaching online. Some departments were told they were teaching too many classes online.
- (Provost) I don't believe there is a reason to do that, unless pedagogically a dean says you are teaching too many classes online and I am concerned about our learning. From an accreditation point of view many institutions, the large ones, all of their degrees have applied for the distance learning approval just in case.
- (Matz) I understand that most of the colleges do not understand. It would probably be helpful that when we are explaining it, we have some type of visual they can relate too, so they understand it.
- (Provost) I think it would be great for Su Swarat to come to chair's meeting in each college and repeat the conversation and answer the questions that come up. And overall, we go back and make sure the deans know it's no accreditation emergency.

VII. STAFF REPORT

- Those of you who have not completed Doodle poll to meet with Dean/AVP of Extension and International Programs Candidates, please complete it by tomorrow.
- As of this morning, no one has requested a petition for the vacant Senate seats in the scheduled upcoming special election. Petition are due on Monday, November 1.

VIII. COMMITTEE LIAISON REPORTS

8.1 Diversity & Inclusion Committee [Gradilla], T, 10-19-21, 1:00 - 2:00 PM, PLS-360/Zoom

- The committee discussed various ways to frame the updated UPS 100.006 (CIVILITY). After a great discussion, it was clear that this "civility" document needed to capture expectations and be aspirational. And with that realization, we concluded that this was not a HR document. (Channeling the logic of Sean Walker) I reminded the committee that we have federal, state, CSU, CBA and campus protocols to deal with heinous and awful acts of discrimination. So, the document that is developing is a mix of "community standards" and a modern "rules of engagement". There was also the awareness that this new civility doc needs to be mindful of not having it used against advocates who have to engage in dissent and "courageous" conversations.
- The committee also voted to send to the constitution committee the request that starting next semester the committee meet TWICE a month (two Tuesdays 1-2pm) in order to get all the work done on D and I. Some of the second meetings would be "inactive" unless activated.

8.2 ASI Board [Stambough], T, 10-19-21, 1:15 - 3:45 PM, TSU Legislative Chambers

ASI Board of Directors met on October 19th. The Board is meeting in-person only. The Board heard a report from HRDI from David Forgues, Bobbie Porter, and John Beisner about issues ranging from social justice work to campus re-opening. The Board also approved the nomination of the new member from the College of Engineering and Computer Science and the ASI Elections Coordinators.

8.3 Assessment & Educational Effectiveness Committee [Casem], T, 10-20-21, 1:00 - 2:15 PM, Zoom

- The meeting was called to order at 1:03pm with all but one member present
- The committee met through Zoom.
- Main order of business was a discussion of plans for the work of the committee for the academic year.
- The goals are based on the following language from UPS 100.001
 - Review and evaluate program need in the area of assessment of student learning periodically and report these needs, along with any resource recommendations, to the Academic Senate and appropriate administrators;
 - Promote avenues through which best practices on assessment may be shared.
- Based on the UPS, the committee identified the following two goals:
 - Push for minimum standards of support for dept/program level assessment teams
 - Push for some standard of measurement rigor (e.g. can we develop PD for relevant methods of measure reliability)

- In their discussion the committee recognized the need to include PBRC in any action related to providing resources to support assessment activities on the campus.
- The committee agreed to start by addressing the second goal of establishing minimum standards for assessment to produce high quality data. There was an extensive and thoughtful discussion of what completion of this goal would look like and what limitations exist. Chair Boutakidis will reach out to committee members to establish a working group to begin to address the goal.
- AVP Swarat gave a report. The office of Assessment and Institutional Effectiveness received several quality applications in response to the Assessment Inquiry Grants call and the Assessment liaisons will be selecting the winners. Assessment annual reports are due in November. GE assessment will begin in November and will be addressing the learning objective of Oral Communication.
- The WASC interim report will be due in 2023. The focus of the report will be on the Graduate Program.

8.4 Curriculum Committee [Gradilla], F, 10-22-21, 12:00 - 2:00 PM, Zoom

No report submitted.

8.5 General Education Committee [Walsh], F, 10-22-21, 2:00 - 4:00 PM, Zoom

- Chair Childers called meeting to order at 2:02 with a quorum.
- Committee approved minutes of 10.8.21
- Discussion of NSM's request for waivers in four of the five Math tracks which exceed 69 units. Waiver approved.
- Committee used the template to review AFAM 103 for G.E. Category A3. Consensus: return the proposed course to instructor to incorporate lower level skills for a developing undergrad course. Rosie will meet and discuss and reiterate that the committee is eager to approve this important course with minor changes.
- Committee used the Z overlay template to review WGS and approved it for Z overlay.
- Brief discussion of the G.E. PPR which Greg and James will work on. All members encouraged to get comments to the Chair.
- Mark Filowitz gave an update on the WASC confusing direction on on-line programs. Su Swarat will be seeking a waiver through Summer 2022 while the dust settles on what WASC really means by 50% of a "program."

8.6 Planning, Resource & Budget Committee [Barros for Stambough], F, 10-22-21, 1:00 - 2:30 PM PLN-130

PRBC met on Friday, October 22nd. The meeting was held in person and there was a quorum. The main item of business was a presentation about budgetary issues and priorities within the Division of Student Affairs. Some questions arose about programs like the IRA program but those are in a separate category. Follow up will occur. In addition, some additional work is being done in relation to partnerships surrounding advising and admissions. The committee is also revising the policy on administrative restructuring so the process is more in line with the policy concerning the creation of administrative/academic units. A small group was formed to draft the language.

Additional Report:

(Dabirian) I presented the online policy to UCC and they will now take it on and review the document.

IX. UNFINISHED BUSINESS

9.1 Faculty Committee Assignments for Standing Committees/Misc. Boards/Committee, 2021-2022

Exec continued working on filling AS Standing Committees and Misc. Boards vacancies. An email will be sent out to faculty asking them to serve. Once we receive an acceptance, the faculty member's name will be added to the consent calendar at the next Academic Senate meeting.

9.2 Committee Task Force

(Stambough) Waiting on this from the Constitution Committee.

X. NEW BUSINESS

10.1 AA/AS Spring Retreat - GE (Discussion item)

10.2 Review of Retreat Materials

XI. ADJOURNMENT

M/S/P (Dabirian/Walsh) Meeting ended at 12:55 pm.