CALIFORNIA STATE UNIVERSITY, FULLERTON

**ACADEMIC SENATE
EXECUTIVE COMMITTEE
MINUTES
FEBRUARY 1, 2022**

Approved 3-1-22

11:30 PM - 12:50 PM   **ZOOM**

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

Regarding the upcoming police search, it is kind of listed in our UPS document as a position the Senate confirms the search committee members and the AS Chair gets a designee, but it also isn't, it's one of those gray areas. Over the last two searches, we have done it both ways, so there is no firm precedent on it.

- The Chief of Police position is now an AVP level, so we need to add it to the UPS document so it is official and the process is clear.
- That maybe something for the Constitution Committee to take a look at to clarify the language.
- For this search, we will add the faculty names to a revised agenda to be approved by the Senate.

Additional urgent business:

The Executive committee went into Executive Session.

III.   ANNOUNCEMENTS

➢ (Stambough) A message went out to the campus today informing everyone we will resume in-person instruction on February 7th.

IV.   APPROVAL OF MINUTES

4.1   EC Minutes 1-25-22 *forthcoming*

V.   CHAIR'S REPORT

➢ I am putting together two separate meetings with the chair, liaison, and designees for both the Faculty Affairs Committee and the Diversity & Inclusion Committee because the UPS document 210.002 that we received from Diversity & Inclusion Committee was significantly different from the one that came from Faculty Affairs Committee. So, I'm trying to get the people together aforehand before the document comes to the Senate and iron out the differences.

➢ Since we are returning back to campus on February 7th, future Exec meeting will be held in-person in LH-702.

VI.   PROVOST REPORT - 12:30 PM

➢ The messaging went out regarding our return to campus on February 7th. Messages went out from myself and it was timed for messages to also go out from VP Forgues and VP Oseguera. We wrote the messages together so there would be consistent messaging.

➢ I want to follow up on the discussion from last week specifically around the Equitable Pedagogy Module. You all got me thinking, but I have been pondering around what Alexandro mention that maybe there was something we could do, in the sense of positive affirmation for departments where faculty spend time on this and complete it. Could we have a certain percentage of completers within a department allow you to have some kind of designation, of some sort. I also was listening to some other folks talk about this and they said what would be meaningful was if departments had the money. I was thinking, what about combining those things? So, I'm running this rough draft by you.

Image there is an equity educator's designation for departments that have 80 percent of their faculty complete. We could go as late as the end of March, because that's the deadline for HERF Funds. So, if we go to the end of March and if you reach that, all faculty who complete that would have a badge, an equity educator type of badge. The department as a whole would also be listed on something accessible to students. We could use the same language from the module of what it covers. Some of our departments are really small, some are really, so I was thinking somewhere between $500 of unrestricted funds up to $3,000 for larger departments and that would be the incentive if the whole department could get to that completion rate.

- (Stambough) From a department perspective, one of the things that is going to make numbers difficult to compare are departments with a really low number of adjunct faculty and some with a really high number, particularly if it's adjunct faculty who teaches a singular course. So, is it a percentage of full-time faculty that could be full-time lecturer and full-time tenured track? Is that going to be different and how are you going to do that?

- (Provost) I would like to not be the one who decides that. I will tell you it's our lecturer and part-time faculty who have the highest rates of completion in this project.

- (Barros) You mentioned that some of the departments you would expect to be all over this is were not participating as much. I don't know the culture of the departments, but I wonder if there is a chance they would be more offended by this offer than less?

- (Provost) It's a good point and I'm trying to understand how could we celebrate completers, but also not make it look like if you don't complete this, you don't care.

- (Matz) When you start doing comparison and show casing different departments, what you're trying to achieve, you can do more damage rather than the reward that you are trying to acknowledge what they've done. It could be an embarrassment, especially to some of them who work hard in other areas, but maybe that particular area they didn't put the effort, or maybe they did and it still didn't come through.

- (Sheehan) I have concerns about the departments who have the lowest level of completion in this module and some qualms they have about the module. They feel this is a module that is tokenizing the very efforts of equitable pedagogy as ongoing dialogue and an ongoing effort in the university. I have been hearing a lot of these rumblings from people, especially the Researchers and Critical Educators (RACE) Group. Maybe these people have not been as vocal or communicative with you, but there are a lot of problems that are being seen with this module. I worry that there is some miscommunication going on with the numerous people on campus, who for various reasons have problems right now with this module. I want to see more people taking it, but I'm not sure how we accomplish that while there is this element of groups who are in dissent over it.

- (Dabirian) When you are trying to do compliance training of any kind, there are experts that don't want to take it, they don't have an extra hour or two to do it. We need a strategy for them to do it. Maybe there is an audit version, something for that group of people that are really research and done where they can take the course on a shorthanded way to still finish it and get it done, but it doesn't take one or two hours. How do we be more creative for experts to take the course?

- (Provost) The tricky thing is who is the expert?

- (Matz) For other programs that we initiate, perhaps the design could have been better. Rather than individually taking it, having groups work together so when you went through the different lessons you had a discussion. I think it would be much better received instead of a test.

VII. STAFF REPORT

No report.

Q: (Gradilla) Have we received anyone for the Humanities Senate seat?
A: (Staff) Yes, one person has contacted us for an application.

VIII. COMMITTEE LIAISON REPORTS

8.1 ASI Board [Stambough], T, 1-25-22, 1:15 - 3:45 PM, TSU Legislative Chambers
No report submitted.

8.2   Campus Facilities & Beautification Committee [Dabirian], F, 1-28-22, 11:00 AM - 12:00 PM, Zoom
- Quorum was confirmed
- Cotton Coslett was appointed as Chair for one semester and voted by acclimation.
- Jackie Drumm reported the AV Classroom upgrade are delayed due to supply/chain issues.
- Follow up on diversity and making our campus more welcoming.
- Sub-committee plans to meet and revisit ideas shared last semester and consider updates.
- Amir Dabirian will ask Senate Chair for any other work committee will be assigned in Spring 2022.

8.3   Planning, Resource & Budget Committee [Sheehan for Stambough], F, 1-28-22, 1:00 - 2:30 PM, Zoom
- The PRBC Committee met virtually on Friday, January 28 from 1-2:30 pm. Minutes were approved and the chair requested that college representatives gather feedback from their colleges on budgetary priorities.
- Vice President of Administration and Finance Coley gave a budget update presentation and fielded questions concerning facilities resources.
- Academic Affairs then gave a presentation - Provost Thomas explained the dilemmas of colleges having come to rely on carry-forward funds and introduced a strategy for long-term academic planning involving bringing on college academic resource managers and a plan for student-centered resource allocation.
- Both presentations can be found in this dropbox folder:
  https://www.dropbox.com/sh/tegyhazt3dr1itb/AAD3y0eh6wIyctedJa0IIy6Ya?dl=0

8.4   Student Academic Life Committee [Milligan], T, 2-1-22, 9:00 - 10:00 AM, Zoom
- There were 10 members on Zoom. (quorum)
- **Approval of the Minutes from the Previous Meeting**
  December 7, 2021 meeting minutes approved unanimously.
- **Guest Speaker**
  No guest speakers. Have guest speakers lined up for the rest of the spring meetings.
- **Faculty Senate request for report/recommendations based on assessment**
  SALC feel they should provide insight and not make recommendations. SALC believes that freshman and sophomores might not be aware of the resources available on campus. Students with disabilities is a concern.
- **Academic Appeals Process**
  Confusion in the policies and procedures. Weston Prisbey stated there is complexity in the policies. Suggest training for new faculty and part-timers. The length of time for the process and a decision can take up to a year. Faculty is nervous to report; feel it could affect their tenure. Setting up faculty and students for success. Recommendation to speed up the process.

IX.   UNFINISHED BUSINESS

9.1   Faculty Committee Assignments for Standing Committees/Misc. Boards/Committee, 2021-2022
- ➢ (Stambough) We had someone else who withdrew from the AVP of Student Success Search Committee, so we need to come up with a name and get someone right away so we can put them on the AS agenda for Senate approval.
  - Executive committee worked on names of faculty to ask to serve on the AS Standing Committees and search committee 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.

Additional unfinished business:

➢ (Stambough) Let's talk about where we are with UPS 411.104 Policy on Online Instruction, that is on the Senate floor. Procedurally, in terms of parliamentary procedures, right as we were leaving on Thursday, Senator Childers made what seemed like a friendly amendment, but was viewed as unfriendly. So, his amendment, ended up being an amendment, to an amendment, to an amendment, which we will have to rule that one out of order, because you can only go out two different degrees. Senator Dabirian made an amendment, that is the main one on the floor, then there was an amendment by Senators Wynants/Kleinjans, so we will probably need to let Senator Childers know that his amendment can come back up later.

- (Dabirian) Procedurally, one option would be that I withdraw my amendment. Once I withdraw my amendment, then all the subsequent amendments would go away and we go back to the main motion. Then I can make a new amendment with the new proposed language and changes, which is inclusive of the amendment changes that are currently on the Senate floor.

  Q: (Stambough) Is it possible for you to withdraw and then make a new amendment or would it be best to place the amendment with someone else?

  A: (Dabirian) I can put myself back on the speakers list and make a new amendment or Sean can make the new amendment, he also worked on the amendment.

  o (Matz) I had Jon Bruschke look at your grid and had some clarification changes, so if we could clean it up, then he would be in favor of it too.

  o (Dabirian) If you send me Jon's changes and I will incorporate them to clean up the language.

- (Dabirian) I am also meeting with Mark Filowitz and Rob Bodeen this afternoon to see what are the possibilities and what is their recommendations of what goes in the class schedule and what goes in the syllabus. Whatever the recommendation is, I am going to put in the document and share it with you.

  o (Walsh) That's great, I want to hear what they have to say. But from a faculty chair perspective, when you are doing the schedule that means two-thirds of your staff you don't even have assigned to a class, so you going to make up some schedule which means two-thirds of your faculty who may have commitments elsewhere do not have freedom to decide which classes are in person and which are online. I think if it were some type of release right around registration so students knew the dates, that would make sense, but a year and a half ahead of the time is really just a lot of make work, revisions and amendments.

  o (Stambough) We would have to check and see if they could do that type of release right around registration time, which would be much better.

  o (Dabirian) I checked with scheduling on possibilities and we can always put attributes to identify dates. The question is what is feasible? To update the classes attributes right before registration time, it would be hell for the departments.

  o (Gradilla) I think it is important when you meet with Mark and Rob to really think about language that students will understand. The students struggle with the different categories, so if they could be hyperlinked or they can hover over it and there is a pop up a bubble to explain what it is, I think that's going to be critical. I also worry about if we have an expansion in hybrid classes that primetime classroom will be empty and not used, and then people in need of in-person aren't going to have the best classroom. So, I think that is a conversation that is going to need to happen, in terms of what classes get priority over those who have hybrid classes.

X. NEW BUSINESS

10.1   University Honors Director

➢ (Stambough) The UPS says we need three members of the Academic Senate Honors Board Committee to be on the search committee, which is kind of a strange way to do it, because a lot of times the people on the board are people who are thinking about being director, so we are pulling from the same pool.

- (Dabirian) There aren't a lot of choices, so why not ask the board members to see who is interested in serving on the search committee?

10.2 Revisions to UPS 270.103 - Staffing of Graduate Courses

➢ (Stambough) This document is not ready, but with minor edits we can clean it up and get this document ready for the Senate floor.

• (Walsh) Line 35: restructure the sentence to read "Graduate courses should be taught by tenured or tenure-track faculty". Considered friendly.

Document will be added to the AS agenda as a new business item.

XI. ADJOURNMENT

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