



**ACADEMIC SENATE
EXECUTIVE COMMITTEE
MINUTES
MARCH 22, 2022**

Approved 4-12-22

11:30 PM - 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

- Resolution in Support of On-line Hybrid Course Offerings for 2022-2023 Academic Year. There are a few courses that want to be offered in multiple sections, they can do one that is online or hybrid and the other one can be in person, because it's special. It's a course that has already been approved. This is something that will be coming up on the Senate floor.

III. ANNOUNCEMENTS

- (Casem) The Academic Standards Committee finished the revision to UPS 300.030 (Academic Appeals) and would like the document to go to the Senate for a first reading.
- (Matz) The CSU takes action to search and Title IX procedures, they have hired an outside consulting firm and they are going to be interviewing all the campuses and the investigation of what happened in Fresno.
- (Gradilla) I need someone to be the Senate Exec lead for Wednesday and Friday's Senate Exec meetings with the AVP of Student Success.

IV. TIME APPROXIMATE

11:45 AM – 12:00 PM

Topic: Land Acknowledgement

Presenter: VP Oseguera

VP Oseguera gave an update on the status of the land acknowledgement.

Once I became the vice president I reached out to our current students who are part of Inter-tribal Student Council, some alumni who identify as Native, and started a Native and Indigenous Advisory Board. We have faculty who are part of it. I reached out to a couple of different tribal elders, we have two tribes whose land we occupy, and the elders are part of this board as well.

The conversation was around how do we support our Native and Indigenous students on campus? We've been talking and having conversations about outreach to students, recruitment, retention, and efforts to make sure students who are here are getting the support they need.

A couple of different things have sprung up from having the conversation with those folks around accepting foreign language and how we accept foreign language credit. I am trying to work with the Chancellor's office to figure out if there are students from Indian High Schools who are taking courses in their native language, why don't we count those credits as their foreign language requirement. Often that is a barrier for them, because right now as it stands, it's the very traditional French, German, and Spanish. The Chancellor's office is open to it, we need to figure some stuff out on the back end.

We started with a small donation trying to endow a scholarship for our Native and Indigenous students. Some of the tribes have ample financial support they provide to students, but you have to be a federally recognized tribe. The challenge for a lot of our native students from California is they are not federally recognized.

We spent the better part of last year trying having conversations about why to do a land acknowledgement or why not to do a land acknowledgement and if we were to write one, what would it look like. We had a series of folks that came to present information to us about writing a land acknowledgement and the pros and cons of what that is. A few of us attended a session that was hosted by the federal government and the person who actually started land acknowledgements talked about how they regretted starting land acknowledgements because now it very performative and it's a way for people to assuage their guilt and institutions to make it sound really flattering when it isn't and yet there is no support or anything being done to actually support their Native and Indigenous faculty, staff, and students.

The advisory board had a conversation about whether to do it or not. So, we developed one, and in the process of that, still are struggling with whether it's something that we would want to put out, because of the performative piece. We do have one and vetted it through the different review boards that each tribe has. It's challenging with the tribes here in California because there are over twelve review boards and they don't all agree on things. The challenge of getting all twelve was a challenge, but I think I got most of them. They didn't have strong feelings of whether to do one or not do one, I think they were really interested and appreciated that we have spent more time talking and will continue to talk about how we support our students, and that's more important than a land acknowledgement.

Eventually what the advisory board would like to do is develop a website that houses all the information about what the university is doing to support Native and Indigenous students and a resource page for faculty.

Q: (Casem) Could that website additionally provide historical information?

A: (Oseguera) Yes.

Student Affairs has hired a coordinator to help support our Native and Indigenous students programming.

I know folks want to use something like this for commencement. I am having conversations with VP Saks that instead of doing something at every ceremony, we could do a land blessing which is very different from a land acknowledgement. If we did a land blessing before all of our commencements start and we could record it, so if someone is reading a land acknowledgement they could refer them where to watch the land blessing. We want to honor, but at the same time we don't want to be just performative.

- (Gradilla) We should avoid using the word blessing, because then we could get everybody wanting their religion to bless the land too, so we need to be mindful.

I want to commend VP Oseguera and the university for working on this the way they have; my comment is that we need to replicate that model with every single community because so many of the communities feel everything we do around diversity is performative. I think this has to be a strategy between community partnerships.

- (Oseguera) We do have that same model, we have the Black Care Excellence Group, and we have done a lot to recruit African American students. Where we are having the gaps, we are getting them in, it's the retention. We are failing after the second year; those students are not staying. One big difference is money, scholarship money. Chico, Humboldt, and Dominguez Hills have a lot of money they have been able to fundraise for scholarships. We started one with the Black Care Excellence Group, we have \$150,000.00 we raised just last year for our students. We are giving that scholarship money to first year students and continuing African American students.

Q: (Stambough) We have a 12:30 pm time certain regarding the WoMen's Center, any updates?

A: (Oseguera) I shared the list of where things are, the different resources, and where they have landed.

- (Dabirian) I think it is important that we mention the Adult Re-entry Center will open after spring break and the space will be available for students to come.
- (Oseguera) Yes, we were finally able to identify staff who were going to spend some time in the center from the Veterans Resource Center, to provide the services for the Adult Re-entry Center.

Q: (Matz) We thought Adult Re-entry and WoMen's Center, have the lead be Adult Re-entry rather than the WoMen's Center. How do you feel about that?

A: (Oseguera) I just don't want to give any false impression that there is any services or programs that would be in that space, that are related to women's programming. They have all been shuffled to different areas.

Q: (Stambough) Since the space is going to be open, would it be possible for the Women and Gender Studies Program to arrange to use some of the space?

A: (Oseguera) Yes. Anyone is welcomed to use the conference room, they can book it.

Q: (Matz) We have so many changes now and areas under different programs. What are we doing about communication and getting the word out? How are we handling that?

A: (Oseguera) I have been wanting to wait until once we are settled of what it is, to send out a communication to students, but we did send out a communication to students previous. We are required to send out two notices per year about Title IX and the Executive Order, and imbedded in those messages list where the services are now. I don't know if anyone paid attention to it at the time. So, I think now that we know what it is, to send out a very different message. We are working on a draft of that message so we can send it out to students, faculty, and staff.

- (Matz) We need more than messages, we need charts in different places where people could look at them and find it. We need a variety of how we are advertising it.
- (Oseguera) We have done a QR Code that students can walk up to and it tells them where things are.

Q: (Walsh) This is not any different then where we started when people started circulating the petition, the outcome is actually the same, that we have disbursed services to several different places, there is no centralized place for women. So, how is this going to satisfy rest of staff and faculty on campus who are very upset? I don't see how that is going to do anything, because we haven't made any movement towards their requests.

A: (Oseguera) I agree. I don't have the ability to undo that, we have to follow the Executive Order. There is room for conversation if there is something that is truly needed on the campus that we don't have, if there is a gap, that's where we can have a conversation of the best ways to fill that gap.

12:30 PM – 12:50 PM

Discussion: WoMen's Center

Kristin Beals, Rebecca Dolhinow, and Karyl Ketchum joined the meeting to discuss the closing of the WoMen's Center.

Chair Stambough informed them that the space would re-open on April 4th and the primary focus will now be on re-entry. The space would be available for partnerships with groups or departments that develop programming that's an academic program.

Kristin Beals and Karyl Ketchum expressed their concerns and disappointments of the closing of the center and the manner in which it was handled without a word to students or anyone in Women and Gender Studies, and the misrepresentation of it. It was also stated this new direction could in no way substitute for a Women's Center. Students dealing with issues of sexual trauma, where do you go with those students now? You could walk them over to CAPS, they would get an appointment with a counselor every couple of months. We used to walk them over to the Women's Center, if go there now, it's a page of links you could send them too. This is not us being responsible, this is us shirking our responsibility, primarily to our women students.

Rebecca Dolhinow informed Exec that outside of Title IX, a lot of students have said they don't feel there are spaces on campus in which they feel are safe organizing about sexual violence issues and that is one of the things that they really want to be able to organize about and to have meeting and groups to deal with. The Women's Center was the space in which they felt most comfortable in doing that in. That is one of the campaigns that the students are most concerned about right now.

Q: (Dolhinow) In regards to the partnership programming, who is going to be directing it in terms of how we create partnerships? How they are ok'd? How they move forward? Will that be in Student Affairs or will it be mutual?

A: (Stambough) It will be in Student Affairs because they control the space. Structurally one of the problems that's really kind of difficult to come up with is we have two different budget lines ideally. There is some academic programming that Student Affairs really isn't interested in doing, they think it's Academic Affairs. Then there are Student Affairs type services that Academic Affairs doesn't want to get into. This is caught in that, because everybody kind of pulls away and that leaves nothing there, I think that's how we got where we are. There is faculty, student academic center stuff that would take place at a women's center, that part could come out of Academic Affairs. There is stuff that is much more Student Affairs, that could come out of Student Affairs.

Q: (Stambough) Is there a way to put those together so we could have this?

A: (Dolhinow) That is what we want, we want both, we want to create a new thing!

- (Ketchum) Who do we talk to?

Q: (Walsh) Have you met with the Provost and the President?

A: (Beals) We meet with the Provost next week, we are not on the President's calendar yet.

- (Dabirian) Now that the center is opening and the space will be available, my recommendation is to have Dean Fontaine, the chair of Women and Gender Studies, and VP Oseguera to start partnering together to see what is the next step, to move forward. Maybe we can move forward into something greater than what we had before.

Executive Committee was provided with a list of sixty-three items of which the WoMen's Center provided and would like Student Affairs to identify where and when the services are now going to be handled on the campus. Chair Stambough will review the list to VP Oseguera and share the answers.

V. APPROVAL OF MINUTES

M/S/P (Walsh/Matz) Motion to approve EC Minutes 3-1-22 and 3-8-22. Minutes approved.

- 5.1 EC Minutes 3-1-22
- 5.2 EC Minutes 3-8-22
- 5.3 EC Minutes 3-15-22 *forthcoming*

VI. CHAIR'S REPORT

- I hope everyone enjoys spring break.

VII. STAFF REPORT

- No report.

VIII. COMMITTEE LIAISON REPORTS

8.1 Diversity & Inclusion Committee [Gradilla], T, 3-15-22, 1:00 - 2:00 PM, Zoom

No report submitted.

8.2 Assessment & Educational Effectiveness Committee [Casem], W, 3-16-22, 1:00 - 2:15 PM, MH-141

- The committee met on Weds March 16th – a quorum was present.
- The committee reviewed and discuss the use of the Crosswalk Template document as a supplement to the accreditation report for departments and programs. The purpose of the Crosswalk Template is to help align the contents of an accreditation report with the requirements of the PPR. The committee expressed concern that the addition of yet another document would add to faculty workload. The committee approved the use of the Crosswalk Template by departments and programs that go through accreditation on a voluntary basis.
- The committee will take up the evaluation of the PPR Guidelines at our April meeting in advance of the distribution of the document to departments undergoing PPR in the next academic year.
- Su Swarat shared information about the upcoming Assessment Forum (4/8), progress on finalizing the annual Assessment report for the campus, work on the interim WASC report.

8.3 Writing Proficiency Committee [Walsh], F, 3-18-22, 9:00 - 1100 AM, Zoom

- February Minutes approved
- Presentation by Bonnie Ferrier on the Writing Center's Language Policy Ally Program including a video. Committee discussed the advantages and barriers to training grad students outside African American Studies and English in the 6-unit program.
- Committee discussed proposed changes to questions on Curriculum. It was agreed to expand on the question about % of final grade derived from writing. And, further clarification on when and how feedback is given. Teeanna will work and language and circulate to committee.
- Reviewed COMM 351 again. Agreed to approve contingent on removal of statement about "standard English."
- Reviewed COMM 377 again. Return to instructor for more clarification on revision process.
- Approved COMM 435
- Approved COMM 438T
- Approved HCOM 300 if feedback is made more explicit to when and how

8.4 Faculty Affairs Committee [Barros], F, 3-18-22, 10:00 - 12:00 PLS-256/Zoom

Committee reviewed the following documents:

- UPS 210.001 - Recruitment and Appointment of Tenure Track Faculty. I updated the committee on this document. It is currently under review by Natalie Bersig for human resource compliance. FAC plans to revise the document in accord with this review, vote upon it, and forward it to the Academic Senate (AS) for consideration. The timeline for these activities will be determined upon receipt of Ms. Bersig's feedback.
- UPS 210.002 - Tenure and Promotion Personnel Standards. I updated the committee on this document. Dr. Rebecca Dolhinow, Chair of the Diversity and Inclusion Committee (D & I), and I have been in regular contact, both via email and via meeting. Both D & I and FAC seem to be in agreement regarding the most recent revision of this document, with the following exception: D & I is in favor of a university-wide grandfathering clause for personnel standards used in the retention, tenure, and promotion process (i.e., wherein individuals are evaluated based on the standards in effect during their hiring/ promotion) whereas FAC supports individual departments making this determination. Dr. Dolhinow and I, along with member(s) of our committees, believe this is an extremely important point of disagreement that merits AS debate. FAC will vote on the latest revision at our next meeting on 4/15/22; Dr. Dolhinow and I plan to discuss a joint memo for submission to AS as soon as possible after this vote.
- UPS 211.000 - Responsibilities of Departments and Department Chairs and 211.100 Appointment of Department Chairs and Vice-Chairs. At our final 2021 meeting, FAC prioritized review of these UPS. One of the primary concerns was that, for Chairs applying for promotion to Full Professor, there is no clear evaluation system that accounts for the unique contributions Chairs make. Our goal in reviewing was to develop a set of questions for the Academic Senate to discuss. During the meeting, we developed this set of questions- these will be forwarded under separate cover before FAC's next meeting.
- UPS 260.102 - Sabbatical Leaves. Our charge from AS was to consider prioritizing research-focused activities in the evaluation of sabbatical applications. FAC concluded that doing so may be in conflict with the Collective Bargaining Agreement (CBA; see Article 27.1 of the CBA, which differentiates research and scholarly activities from, e.g., instructional improvement, in describing the purpose of sabbaticals). Moreover, relatively few applications for non-research activities may be submitted; thus, the need for research prioritization may be minimal. FAC did, however, make revisions to this document 1) to align with the latest CBA and 2) to continue CSUF's current procedure of determining sabbatical eligibility based on number of semesters of service, rather than number of academic years. These were unanimously approved; this revised document will be forwarded to D & I in accord with the workflow process developed by the Senate Executive Committee.

8.5 Academic Standards Committee [Casem], F, 3-18-22, 1:00 - 2:00 PM, MH-141

- Quorum was present.
- The committee completed their revisions to UPS 300.030 - Academic Appeals.
- The revised document is ready to be brought to the Senate for consideration and feedback.

8.6 Graduate Education Committee [Sheehan], F, 3-18-22, 2:00 - 4:00 PM, Zoom

- Stephanie Nguyen from Grad Studies gave a presentation on the new TDA system for graduate students. The committee requested that Grad Studies offer an orientation for department chairs/grad advisors.
- Elaine Frey gave an update on the Grad Studies Center grand opening - happening the week of April 5th - <http://www.fullerton.edu/graduate/services/index.php>.
- And the Titan Grad Slam - <http://www.fullerton.edu/graduate/events/gradslam.php> (April 21st)
- Binod Tiwari announced opening of Undergraduate Research Center on second floor of library, asked how Grad students could be involved/took recommendations.
- Went over Elaine Fray's expanded revisions to the memo draft for UPS 411.106.
- Summer EIP concerns - Education masters is considering cancelling an entire fall cohort because MSEDAD courses (which the cohort takes mainly in summer) will not be offered as extensively as necessary due to faculty not wanting to teach at 75% pay. MSEDAD courses were not on the list of exceptions EIP sent out to faculty.

Additional report:

- (Casem) I received an email from Hannah Fraley, chair of Student Academic Life Committee (SALC), the committee has been discussing UPS policies regarding academic dishonesty and academic appeals, so she asked me to visit the committee as chair of the Appeals Board. She expressed concerns that SALC raised about timing between accusation and when students find out they have been accused of academic dishonesty informed.
- (Stambough) The interim WASC report is almost exclusively about Graduate Studies. Su Swarat reached out to find someone from the Senate who is familiar with Graduate Studies. I was thinking of having the Graduate Education Committee pick somebody off their membership get representation on their.

IX. UNFINISHED BUSINESS

9.1 Chancellor Resolution

- (Walsh) Regarding the earlier draft resolution on Title IX, I met with Sarah Bauer who reviewed current policy and practices. And after reviewing the revisions to EO 1095 and 1096, I believe that the draft resolution is not needed, it is redundant. Sarah and I did agree that at some time we should consider recommendation of a campus Ombudsman. She pointed out that there are a number of instances that don't rise to the level of a Title IX violation, but are nonetheless disturbing for students. Examples are being persistently mis gendered by faculty or having racially disparaging remarks. This is not urgent because Title IX staff now handle these informally, but it might be a consideration going forward.

X. NEW BUSINESS

10.1 Revisions to UPS 260.100 - Assigned Time for Exceptional Levels of Service to Students

(Casem) Line 88: remove the wording "excess enrollment" and replace with "curricular development". Considered friendly.

This document will be added to the next AS agenda as a new business item.

10.2 Revisions to UPS 411.600 - Policy on Service Learning

This document will be added to the next AS agenda as consent calendar item.

XI. ADJOURNMENT

M/S/P (Dabirian/Walsh) Meeting adjourned at 1:05 pm.