CALIFORNIA STATE UNIVERSITY, FULLERTON

ACADEMIC SENATE **EXECUTIVE COMMITTEE** **MINUTES - Summer** **JULY 6, 2021**

Approved 7-27-21

11:30 AM - 1:00 PM　　　　　　　　　　　　　　　　　　　　　　　　　　**ZOOM Meeting**

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

➢ We need to agree to the Academic Appeals Board members. As we fix the UPS documents, the selection process for the summer board is in the UPS about academic appeals, not in the creation of the Academic Appeals Board, so that is one of the things we will fix.

For the board members, what it says in the UPS is Exec asks the three faculty members who are currently on the board if they wish to continue in the summer.　But the odd part is during the year ASI picks the student member, but in the summer, Exec picks the student member.　We may want to change the UPS so that ASI picks the student for the summer at their last meeting.

We did receive a name of a student and we will reach out to the student to ask if they are willing to serve on the board.

➢ We also need a name of a faculty member to serve on the Alumni Board.　If you know of any faculty member that works with alumni and would be interested in alumni relations and issues, and would be a good representative, forward the name to the Senate office and we will reach out to them.

• It would be nice to get one of our campus alumni faculty members to serve.

➢ We have our return to campus plan, but one of the things that concern me, especially as folks remaining online and people are enthusiastic about online teaching, etc., is there is Covid quarantine teaching and being enrolled, and then there is online education.　I think some of the practices that some of the students have been engaged in, in terms of camera off as well as multitasking.　I had several students that were at work while they were in my class and I feel if we believe in quality online education we need to make it normal online education.　All the things that we have done, students have enjoyed it because it's not normal educational context.

I think we have to start landing that plan of the quarantine Covid teaching and if we still want to invest and do a lot of online teaching and provide that as an opportunity, students have to realize there is regular online teaching that existed before Covid that is not the type of lenient style they have seen.　I'm worried we are going to get stuck normalizing our quarantine teaching as regular teaching for online teaching.

• Two things popped to mind when you mentioned that, one most definitely yes.　We mix these together a lot in some of our messaging.　I cringe a little bit every time I hear somebody say how high the GPA's were and how successful it was, because part of that was we extended the drop deadline, so anybody who was getting a low grade could just drop the class at the end, so our GPA's are artificially higher.　It's not a sign of success necessarily, it's a sign that those two statistics aren't comparable.　GPA's during Covid and GPA's outside of Covid were not the same thing, but they get presented that way at systemwide meetings a lot.　I've heard it on our campus, it's gets presented how wonderful it was because GPA's were great, it's lacking all context.　Part of that context is reminding people that online teaching is different then what we had the last year and a half.　I don't know if that is something that is going to go into the revisions to UPS 411.104 Policy on Online Instruction or maybe we should have the Provost/Student Affairs VP's send a message to students informing them it is different now.

- The Provost talked about growing our online, but growing it right in 2023. The key is having the right infrastructure, the ability to provide structure design from a faculty perspective and a professional designer to create quality online education moving forward.

- Our policy is important, the policy we have was designed pre-Covid, not post-Covid. I think we need to spend time this year, especially in fall, to make sure that we get the policy right and to make sure we have the right process and communication about online instruction.

- Another consideration is I was having office hours six days a week because students couldn't come for regular times. When I add it up, I spent way more hours with students then I ever have and I can't sustain that going forward.

- Regarding online classes, we have to make sure that faculty are trained and students are trained to take advantage of and use all the tools we have for it.

- The rules we have, do they have to have their cameras on? Is there a rule that the don't have too? Because the attentiveness and the attention in these classes was challenging. I think we have to have the proper training for both faculty and students to say we are giving a quality education.

- In terms of faculty training, the campus is now addressing diversity, equity, and inclusion, nobody is hired without some kind so skills or demonstration of commitment to diversity, equity, and inclusion. Because know we know that online teaching is the fallback in case of an emergency, would it be the case to provide some guidance to colleges or departments about the skill level, in terms of online teaching that we want faculty to come in with. If we are thinking ahead and being proactive about this, what kind of guidance does colleges get in terms of onboarding people and their online skills.

- We especially need to train faculty to use the tools that are available to them. One thing I noticed with faculty who were forced to teach online, is that a lot of them did not know the tools that were available. If a professor wants to teach online, there has to be some skill set level that maybe could be overseen by the college curriculum committee. Maybe we need a check list to provide those committees to ensure any online class is taking advantage of all the tools that are available on Canvas.

- The issue with cameras is the number one issue that I have encountered with my students, their reluctancy to turn their cameras on. I have to be generous and say that sometimes my students are in environments that they don't want me to see, they are paying attention, they just can't control what's going on behind them. So, I'm wondering if there is a way to easily provide them with virtual backgrounds? That might help some students to be willing to turn their cameras on. The students that want to take a class while driving or working is another issue that has to deal with changing or students' expectation when it comes to online education.

  - The new laptops IT is giving staff and the new laptop loaners allow for virtual backgrounds. The original loaner laptops did not have the capability for virtual backgrounds.

- We need to address DSS. I have had a problem when I have had two classes back-to-back and a student has required more time, so I am literally juggling zoom on my iPad and zoom on my computer to monitor one student that required more time while administering a test to another class. That is a challenge we need to work out. DSS during the Pandemic said they couldn't help us or handle the workload so they left it all in the teachers lap. If we are going to do more online classes, we have to get DSS to be involved, especially to help us during exams.

Q: The Provost mentioned thirty percent with online hybrid, have there been conversations on that?

A: That is still the number I hear when I talk with her, that is the number she wants. We had to have a number in order to build the infrastructure, that is why she came up with a number that is realistic and also a gradual expectation of our students moving forward. That is the number she came up with and she thinks that is doable within two years.

Q: Do we know how that is comparable to other universities?

A: We don't. Everybody is pressing a reset button right now.

- We also need to think about having Academic Standards or University Curriculum update the technology requirement language we have for both synchronous and asynchronous classes.

Q: Do we want to put the AA/AS Re-Imagining General Education retreat in the spring and do the intentional look of what online is going to look like in the future for the AA/AS fall retreat? We can discuss this when we get to agenda item 8.1.

- As it was put in the chat, I also remember there was a Chancellor's Office policy about not requiring cameras. I remember at the outset of this being told that we could not require our students to turn their cameras on, for a variety of reasons. That might be an issue that we need to take up at the fall retreat.

  - It was when they discovered the initial divide. They said because of the bandwidth we don't everyone to make that a requirement. They didn't say don't do it, but if you are making it a requirement, they said you have to provide them the right equipment to be able to do this. It was strongly recommended against.

    Q: So now that online is an opt in scenario, then we could require it, correct?

    A: If you do, you still need to do accommodations. Whenever you do any requirement to a course, you have to make sure we have accommodations and that can be very complicated.

III. ANNOUNCEMENTS

➢ (Dabirian) All the laptops are in for faculty and ready for pick-up.

Q: (Stambough) Are these for the docking stations?
A: (Dabirian) For the docking stations and if they need an upgrade.

Q: (Matz) Are the charging stations in?
A: (Dabirian) Yes, every classroom will have a charging station in it. Facilities are installing them over the summer. Each classroom will have twelve charging stations.

IV. APPROVAL OF MINUTES

M/S/**P** ((Matz/Barros) Motion to approve Item 4.2 EC Minutes 6-1-21. Motion was approved.

4.1   EC Minutes 5-18-21 - *forthcoming*
4.2   EC Minutes 6-1-21
4.3   EC Minutes 6-15-21 - *forthcoming*

V. CHAIR'S REPORT

➢ We have reached out to have someone come in from Parking, the new interim vp of finance is going to arrange that. Someone is going to come talk to us about parking at the end of July.

➢ We will bring in Sue Swarat in August to talk about assessment and provide some clarity on programs, on their online component relative to WASC.

VI. STAFF REPORT

No report.

VII. UNFINISHED BUSINESS

7.1   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 for the August 26, 2021 Academic Senate meeting.

7.2   Setting Goals and Priorities for Academic Senate 2021-2022

Exec continued discussing various ideas and issues they would like the Senate to work on this academic year.

VIII. NEW BUSINESS

8.1   AA/AS Annual Retreat, Fall 2021 - Date / Topic Re-Imagining General Education

(Stambough) I posed a question earlier do we want to do Re-Imagining General Education in the fall or move it to the spring and have the Re-entry Reimagining in the fall? It's not just our retreat, so I would have to clear this with the Provost to see if she thinks it's a good idea because it's a change from what we agreed to in the past. If we want to do Re-entry Reimagining, we would need a couple volunteers for a tiny working group to put together the theme and basic outline for the retreat.

Volunteers for retreat subcommittee:

Walsh, Sheehan, Casem, and Gradilla

(Stambough) I will let everyone know the outcome after I speak with the Provost. Then we will need to figure out the date, time, and location for the retreat. Given the topic, it would probably be a mix of hybrid and in person

- (Dabirian) Maybe we should ask the TSU now. We have also held retreats at the Marriott.
- (Stambough) We will reach out to the Marriott for possible dates.

8.2   SOQ Committee Report 2020-2021

(Stambough) What can we get out of the SOQ Committee Report? What do we want to do with it? Who do we want to send it to for any action items?

Suggestions:

Send to the Assessment Committee, then send it to FAC to look at it for the RTP aspect of it.

8.3   Revisions to UPS 411.104 Policy on Online Instruction - *forthcoming*

Suggestions:

- (Stambough) A cross committee subcommittee to look at the document.
    - Ask the chairs of the FDC Board, IT Committee, UCC, and Academic Standards to identify one person to come together and work on this document, along with one member from Exec.
- (Dabirian) Have the Provost come and talk about Project 2023 so the UPS is built on what we need that outcome to be.
- (Dabirian) Have the committee interface with Sue Swarat to make sure whatever we put is kosher with WASC, so it doesn't trigger substantive change.
- (Walsh) Bret Foster probably should be on the subcommittee.
- (Barros) I wonder if it's worth getting someone from the Diversity & Inclusion Committee? The recommendation about cameras that came from the Chancellor's office, they were specifically preoccupied with that issue, so it might be worth having somebody to raise those concerns in those conversations.
    - (Dabirian) Or have an invitation for someone from that committee to come talk about it, you don't have to have them as a member on the subcommittee. You can use it as a topic to make sure it is included in the policy. Same thing for DSS, we need to make sure the issues with DSS are included in the policy.
- (Dabirian) I will serve on the committee as the ex-officio.
- (Gradilla) It might be a good idea to also have the vice provost on this committee as ex-officio.

8.4   Revisions to UPS 261.000 Faculty Emeriti Status
8.5   Reimagining PRBC: UPS 100.201 - Planning and Budget Process

IX. ADJOURNMENT

M/S/**P** (Dabirian/Matz) Meeting ended at 1:00 pm.