



ACADEMIC SENATE MINUTES April 22, 2021

ASD 21-61
Approved 5-20-21

11:30 AM - 12:50 PM

Zoom

Present: Badal, Barber, Barros, Biesiada, Brown, Bruce, Bruscke, Casem, Childers, Choi, Dabirian, David, Filowitz, Forsgren, Ghosh, Gillespie, Gnanlet, Gradilla, Graewingholt, Jarvis, Jefferies, Kanel, Linares, Lucas, Matz, McLain, Meyer, Miller, Nair, Perez, Reneau, Self, Sheehan, Shoar, Stambough, Stohs, C. Thomas, E. Thomas, Valdez, Virjee, Walicki, Walker, Walsh, Woo, Wood, Wynants, Zarate

Absent: Fidalgo

I. CALL TO ORDER

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

The Senate observed a moment of silence.

In Memoriam

- Darren Ridgeway, Information Technology Consultant, College of Health and Human Development [died: April 4, 2021]

II. URGENT BUSINESS

No urgent business.

III. ANNOUNCEMENTS

➤	Online Education and Training Online Best Practices Webinar Series – Spring 2021	Flyer in Dropbox folder
➤	Celebration of Life Service for Jack Bedell St. Paul Lutheran Church, 111 W. Las Palmas Dr., Fullerton, CA Livestreamed on Facebook: St. Paul Lutheran Church-Fullerton, CA	Saturday, April 24, 2021 11:00 a.m.
➤	Donations in honor of Jack Bedell	https://give.fullerton.edu/bedell
➤	All-University Elections, Spring 2021	eVoting: April 26 - April 29, 2021

IV. TIME APPROXIMATE

12:20 PM - 12:50 PM

Topic: Equitable Pedagogy Module (EPM)

Presenter: VP Dabirian and Provost Thomas

VP Dabirian, Provost Thomas, Dean Kirtman, and Kristin Stang gave a PowerPoint presentation on Equitable Pedagogy Module (EPM); the slides covered the following:

- Introduction of the Equitable Pedagogy Module (EPM)
- What is the Equitable Pedagogy Module About?
- Course Overview
- Faculty Experts and Content Reviewers
- Equitable Pedagogy Module (EPM) Development Timeline
- Training Module Development Timeline
- Communication Strategy

Q: (Casem) Has there been any discussion or thought about creating learning communities? I'm imagining cohorts of people participating. I understand it's asynchronous and online, but certainly, there is value to our newest faculty members being part of a class. Is there any method where we can imagine that working?

A: (Stang) The new faculty will also participate in the same eight-session more extensive scale activity next year. The feedback from our early-career faculty members this year was very positive, and I'll meet with them again at the following four modules. We see this as a building block. We offer programs already, and we haven't developed any other curriculum. We will get feedback this summer. We certainly want to enhance the work we're already doing. Still, it will be a focus to think about what next steps we have to build on the particular things that were represented in this training and tie it into either existing programs or create new ones. So, I'll take the faculty learning community's suggestion to heart. One of the things we wanted to do with this module was to allow it to be on-demand. When we're asking every faculty member to participate, that is a critical piece that they can do based on their schedule and time; that was part of the moment without the facilitator. But certainly, we will think about learning communities and other options to bring people together to talk about the next steps.

V. APPROVAL OF MINUTES

M/S/P (Miller/Stohs) Motion to approve ASD 21-55 Academic Senate Minutes 4-8-21. Minutes approved by acclamation.

5.1 ASD 21-55 Academic Senate Minutes 4-8-21 (Draft)

VI. CONSENT CALENDAR

Consent Calendar approved by acclamation.

6.1 ASD 21-57 Revisions to UPS 292.000 - Faculty Leadership in Collegial Governance Award

VII. CHAIR'S REPORT

[2-page report](#)

VIII. PROVOST REPORT

[3-page report](#)

Q: (Casem) The Chancellor's office documents seem to address more international travel. In terms of the domino flow, does President Virjee need to get information from the Chancellor related to local or national between states kind of travel?

A: (Provost) My paragraph in the report is meant to accompany some much more specific information that's coming from campus. It's just the nature of the thing is that my paragraph sort of made it out first. So, keep your eyes peeled. You will soon see the email telling you, like chairs and faculty, what comes next and what the process will look like here.

- (Shoar) I would first like to thank the Provost, President, and all involved in coming up with these post-pandemic equity programs for faculty. I think it's a testament to how everyone is trying to take care of the faculty and making sure that we come back strong.

However, I am a little concerned and quite disappointed that all of these beautiful, supportive measures exclude lecturers. As a sixteen-year lecturer, I guarantee you that the pandemic affected me just as much as any of the full-time faculty. I would like to invite the Provost and the planning team to consider some supportive options for lecturers as well, as we are held to the same teaching standards. We teach the same students, and we are struggling with the pandemic just like everybody else. Often lecturers are overlooked, although we make up an enormous amount of the faculty on campus. I want to bring to your attention that when we talk about faculty on this campus and support the faculty, I invite you to please remember that lecturers are a big part of that. We deserve the same recognition and the same appreciation. I am very blessed as my department chair, and my department is incredibly supportive of us, but we don't all lecturers have the same resources. We often have to share offices with others that don't allow us to be to do zoom simultaneously, so many different things. It was just so wonderful to see how you guys put so much effort into recognizing that, but that we lecturers were left out. So, I just wanted to bring that to your attention and ask that you consider an additional measure, an additional notation somewhere that recognizes and provides some of these resources for lecturers.

- (Provost) I appreciate that comment, and I do take it to heart. This particular set of programs was focused primarily on the RTP process and looking especially at barrier steps where there may have been faculty in that process which lost time. When you hit the barrier steps for that particular set, that specific trajectory can have a long-standing impact, which was the primary focus here. There will soon be informed about programs this summer, support, teaching opportunities, and things that will help our faculty continue to have professional development.

I also want to thank you, it is our faculty, our lecturers, and our tenured faculty, and we are in partnership. I try to look at ways to improve the conditions for everyone, and sometimes it's not possible to do that at the exact moment, but I will keep your remarks with me and appreciate the way you framed that.

IX. STATEWIDE ACADEMIC SENATE REPORT

[2-page report](#)

X. ASI REPORT

No report submitted.

XI. CFA REPORT

[6-page report](#)

XII. FIRST READING

M/S/P (Gradilla/Valdez) Motion that we use this as a first reading.

12.1 ASD 21-58 New UPS 100.XXX Diversity, Inclusion, Equity, and Social Justice at CSUF

- M/S/P (Walker/Valdez) Motion that we move this from first reading to an action item. Motion passed as amended.

Back to the main motion

- M/S/P (Bruschke/Walsh) Line 133: insert the wording "While this document informs the direction of campus personnel policies, it shall not itself be controlling in specific disciplinary actions or negative personnel reviews unless incorporated into specific policies."
 - (Zarate) Replace the words "be controlling in" to "lead to." Considered friendly.
 - (Casem) Make this statement in its paragraph. Considered friendly.
 - (Walker) Move the statement to begin at line 130. Considered friendly.
 - (Gradilla) Change the word "document" to "policy." Considered friendly.

Back to the main motion

1. ASD 21-59 Diversity & Inclusion Committee Report on ASD 19-99

Q: (Valdez) Question centered around creating an affinity space for faculty of color; I don't know the legality of it. If it can't be housed in HRDI, where can that space be housed?

A: (Stambough) I don't know. We can pose that question and bring the report back to the Senate. You and I will follow up on that immediately after the meeting.

- M/S/P (Walker/Stohs) Motion to endorse the report and include in our endorsement that Executive Committee should study the document, refer the recommendations to appropriate committees, as well as discuss the requests of Senator Valdez. The Executive Committee will report by December of next year to the Senate. Motion passed.

XIII. NEW BUSINESS

13.1 ASD 21-47 Resolution in Support of Equitable Funding

M/S/P (Zarate/Casem) Motion to adopt ASD 21-47 Resolution in Support of Equitable Funding. The motion passed as amended.

- (Wood) Line 28: add the wording “for our students.” The motion was considered friendly.
- (Stohs) Line 22: add the word CSU. The motion was considered friendly.
Line 27: add the word FTEs. The motion was considered friendly.
Line 30: change the wording to read “the CSU system.” The motion was considered friendly.
Line 33: change it to read CSUF campus employee, CSU Chancellor, CSU Vice-Chancellor, CSUF ASI President, and CSU Board of Trustees. The motion was considered friendly.
- (Matz) Since this is going to a broader audience, it would be helpful to have FTEs the first time mentioned spelled out and then the acronym. The motion was considered friendly.
- (Stambough) Line 27: add the wording “by the CSU system.” The motion was considered friendly.
- (Kanel) Line 34: add the ASCSU Senate Chair to the distribution. The motion was considered friendly.

Suggestion:

(Meyer) to make it easier reading for those who might not be as well-versed in the funding history. I recommend that we attach the last several years’ worth of CSU system budget distributions on a per-student basis. They have that as something handy attached to this, so they don’t have to look it up.

13.2 ASD 21- 45 Revisions to UPS 320.020 - University Writing Requirements

13.3 ASD 21-52 Revisions to UPS 330.164 - Posthumous Degree and Recognition

13.4 ASD 21-56 Revision to UPS 100.001 - Academic Senate Bylaws

XIV. ADJOURNMENT

M/S/P (Dabirian/Matz) Meeting adjourned at 12:50 PM.