CALIFORNIA STATE UNIVERSITY, FULLERTON

ACADEMIC SENATE MINUTES October 14, 2021	ASD 21-116
	Approved 10-28-21

11:30 AM - 12:50 PM   **PLN-130**

Present: Alcala, Badal, Barber, Barros, Brown, Bruce, Bruschke, Casem, Childers, Choi, Dabirian, Fry-Petit, Ghosh, Gradilla, Hallett, Jarvis, Jefferies, Kanel, Kleinjans, Matz, Meyer, Mitchell, Miller, Parry, Salvador, Self, Sheehan, Stanley, C. Thomas, E. Thomas, Tsong, Valdez, Valencia, Virjee, Walicki, Walker, Walsh, Wood, Wynants

Absent: Bauer, Fidalgo, Garcia, Graewingholt, Milligan, Nair, Stambough

I.   CALL TO ORDER

Vice-chair Gradilla called the meeting to order at 11:30 am.

A moment of silence was observed.

In Memoriam

➢   David O. Thorsen, Professor Emeritus of Music [died October 10, 2021, age 94]

II.   URGENT BUSINESS

No urgent business.

III.   ANNOUNCEMENTS

➢	Academic Senate 2nd Special Election to fill vacancies in: • Academic Senate – Part-time Faculty seats • Faculty Research Committee – CCOM seat	eVoting will take place: M, November 15, 7:00 am thru R, November 18, 4:00 pm
➢	CSUF College of the Arts Fall 2021 Select Events	flyer in Dropbox folder
➢	Welcome new Senators: • Su Swarat (ADMIN) • Rosario Ordonez-Jasis (EDUC) • Phillip Kopp (SOC SCI)	

Additional announcements:

- (Dabirian) The part-time faculty will receive a stipend for serving on the Senate, so those of you talking to them, make sure they know.
- (Meyer) SpongeBob, the musical, opened last night to a sold-out audience; it closes this weekend. If you want to see SpongeBob, I encourage you to get online during this meeting and get a ticket because there's only a handful left for the entire run.
- (Walicki) I know we have a moment of silence when former professors pass, but I wanted to tell you who Dr. Thorsen was. He was the founder of the Department of Music, and he was the first chair. If you go into the Performing Arts Building, the Choral Room is named after him. We wouldn't exist as a school of music without him, and he's incredibly important. This weekend there is a choral concert that I would like to invite you all to on Sunday, it's dedicated to his memory.
- (Dabirian) Change your password. You have until the end of this month to change your password, or you will be locked out of the system. Please do not wait until the last minute to try and change your password.
- (Kanel) I would like to follow up on the last meeting when I brought up the parking of maintenance vehicles in the parking lot. I contacted interim vice president Coley, and he was wonderful; it immediately got solved that day. I want to express my public appreciation for the competence and willingness.

IV. APPROVAL OF MINUTES

M/S/**P** (Matz/Brown) Motion to approve ASD 21-109 Academic Senate Minutes 9-23-21. Minutes approved unanimously.

4.1   ASD 21-109 Academic Senate Minutes 9-23-21 (Draft)

V. CONSENT CALENDAR

The consent calendar was approved by acclamation.

5.1   ASD 21-106 Revisions to UPS 100.001 - Academic Senate Bylaws

5.2   **NOMINEES TO COMMITTEES**

NOMINEES TO GENERAL COMMITTEES – *SENATE NOMINEES* – 2nd SPECIAL ELECTION, FALL 2021

FACULTY RESEARCH COMMITTEE (10 faculty - Tenured Professor Status)
AS Nominees: Jiwoo Park (CCOM)
Continuing: Steven Chen (CBE); Zair Ibragimov (NSM); Lana Dalley (HUM); Daniela Rubin (HHD);
Dennis Siebenaler (ARTS); Maqsood Chaudhry (ECS); Barbara Miller (Library);
Jennifer Goldstein (EDUC); Carter Rakovski (SOC SCI)

NOMINEES TO SEARCH COMMITTEE
DEAN FOR THE COLLEGE OF HEALTH & HUMAN DEVELOPMENT
Nominees: Mikyong Kim-Goh; Traci Statler; Joe Albert Garcia; Jose Cervantes; Elaine Rutkowski

NOMINEES TO STANDING COMMITTEES

FACULTY RESEARCH POLICY COMMITTEE (10 faculty)
Nominees: Ilda Cardenas (L/A/C)
Continuing: Jennifer Yee (HUM); Jessie Peissig (SOC SCI); Deanna Jung (HHD); Richard Parry (CBE); Nikolas
Nikolaidis (NSM); Kiran George (ECS); Heather Denyer (ARTS);
Gavin Tierney (EDUC); Elise Assaf (CCOM)

NOMINEES TO AD HOC COMMITTEE

ELECTRICAL ENGINEERING AND COMPUTER ENGINEERING MERGER PROPOSAL
Nominees: Doina Bein; Pratanu Ghosh; Jidong Huang; Pradeep Nair; Laura Chowdhury

VI. REPORT

1. [Chair's Report](#)
2. [Provost Report](#)
3. [Statewide Report](#)
4. [ASI Report](#)
5. [CFA Report](#)

VII. NEW BUSINESS

7.1   ASD 21-110 CSUF Resolution on Course Retirement AY 21-22

M/S/**P** (Walsh/Casem) Motion to approve ASD 21-110 CSUF Resolution on Course Retirement AY 21-22.
Motion passed.

- (Walker) Line 11: add the wording "for spring of 2022". Considered friendly.
- (Walker) Lines 24-25: remove the wording "there is a subset of courses intended to be offered only occasionally" and replace it with "the work required to create a new course, department plans, and curricular rotations and having accurate information to students." Considered friendly.

VIII. DISCUSSION ITEM

8.1 UPS 411.104 - Policy on Online Instruction

Senator Dabirian gave an overview of the proposed revisions the IT Committee has made to the UPS 411.104 and also presented a PowerPoint presentation that covered:

➢ The Process
➢ IT Committee Recommendations
➢ Definitions of Terminology
➢ Faculty Assignment to Teach Online Requirements
➢ New Course Proposals Process

Q&A:

Q: (Walsh) Currently, the process for approval of hybrid classes requires them to be approved for fully online. Some departments have courses we want to offer as a hybrid that we never wish to provide 100 percent online. Can there be a distinction made in the approval process for those?

A: (Dabirian) I asked James Hussar, and he said they added one now to Curriculog. There is a drop-down option that says hybrid.

Q: (Sheehan) Is it possible to get a copy of the proposed changes.

A: (Dabirian) Yes, I will send you all the PowerPoint presentation.

Q: (Tsong) I appreciate the flexibility for the experimental courses. Are there any limits on how many terms it can offer? It takes a year and a half for the approval to happen; we might have to offer two or three times.

A: (Dabirian) You can submit it at the same time. I think it's up to three semesters.

▪ (Walker) I think it's longer than now, I don't remember the exact number, but it's three years.

Q: (Kopp) Speaking about the training requirement, we talked about this in my division. Are we talking about one course or a certificate? Maybe some more specificity in the requirement.

A: (Dabirian) We did not want to do that because we had a lot of arguments from the people that some people taught online for years, and they are up to date on this, and they could show evidence that they are up to date to their department. Our FDC offers a lot of courses on current online pedagogy, and there are a lot of courses that exist, so we just left it to the department at this point.

Q: (Walker) Can we align this policy with the WASC Distance Education Policy that's in the Substantive Change Guide? It sounds like what we want to pay attention to is what WASC calls online is in people's curriculum, so we can keep people from accidentally going over that and having a substantive change. I don't believe that definition aligns with what's in this policy now.

A: (Dabirian) This policy defers directly into the WASC standards. It says anything online needs to look at the website to make sure it supports it.

▪ (Walker) But our definition says twenty percent, and I believe the WASC definition substantive change is fifty percent, so we are making it a burden for faculty to do things and more work for people for approval.

▪ (Dabirian) So are you recommending that we expand on the WASC section of this and be more specific to give faculty an easier time understanding the WASC aspects of this?

▪ (Walker) That is partly what I am saying, but I am also saying I feel the usefulness of the distinction between hybrid and online from the perspective of WASC is irritating from the faculty member's perspective because that means that somebody who wants to have their exams given online. It takes up twenty percent of their class, and now they have to get it approved. So, it seems like aligning those two things would allow the faculty more freedom to experiment with things online and let the departments and Academic Programs more easily track where things are a problem. We need to think about substantive change because the program looks like it might be going online versus where faculty are just innovating. It's not a programmatic decision to turn it into an online program.

▪ (Walker) On the training, I would get feedback from the chairs and deans because they are making the decisions about qualifications.

- (Gradilla) There are two things, many of our adjuncts who also teach in the community colleges go through very rigorous standards, so acknowledging those certificates as proof, as opposed to just Cal State Fullerton. The second one is, I'm a big fan of innovation and experimentation. It should also be documented on the SOQ that it was an experimental course because it will be our untenured faculty doing the experimental and innovative. I want to ensure they don't get penalized for crashes and burns that they thought would work online or a new pedagogy or technique. We should protect and encourage people to be innovative and experimental.

- (Kanel) I want to address the issue of the training. Could you put in there something like or demonstrate comparable experience as evidenced by previously taught courses? That would cover the community college issue. Also, for the experimental classes, I think the people doing that should also have that kind of training or evidence of competence practice before they can even do an experimental class.

Q: (Bruce) I love the idea of training people in online teaching, but as I read it, something popped into my head, are we going to be codifying a double standard for training in teaching? So, you have to have the training to teach online, but you don't have to have the training to teach face-to-face? I wondered, maybe one answer to that is to focus on setting up standards for the courses approving each online course, so we are thinking about the course rather than the faculty member.

A: (Dabirian) I think that is why we put the evidence, usually if you are teaching a particular course, the chairs get evidence of your teaching in that course. We just want the chairs to look at the evidence; that's why we went away from training. We said they have to have proof of current teaching online. Teaching it in community college is evidence that you have taught it online successfully.

Q: (Jarvis) We are referring to WASC in this. Last year many epithets were said by me about WASC and their guidance on this. For example, no more than fifty percent of a program be online. Fifty percent of a program is insanely vague. Can you comment on to what degree WASC will be doing that? I see this program is focused on online instruction, and it's primarily focused on a course. I'm a little more worried about programs. What is a program? GE, major, entire kit, and caboodle? So those definitions on a programmatic curricular level, can you speak to if WASC is clarified on that and if we have any guidance, and if we need a separate document on a curricular perspective instead of a course perspective?

A: (Swarat) We just received some new guidance from WASC on Friday. In WASC definition, the program refers to degree programs, a BS, a BA, which includes both GE units and your major units. This is a substantive change from a WASC policy perspective. I would imagine there will be more discussions and more guidance coming from the Chancellor's office and WASC. I hope we will have more information coming back to share with the campus.

- (Valencia) You mentioned that it would be stated in the syllabus the response time to students. I don't know if we need to be more specific about the response time. In person, the students are less stressed out about guidelines because it's obvious they cannot ask you many questions. Still, I think online it's important to limit the time we are answering and replying to emails and the demands of students to answer at 3:00 am. I believe it is important to discuss it with the union too.

Q: (Bruce) Are we going to mark these online classes some way in the TDA or in some other way? We need to count how many are for each program. Consider the possibilities for the institutional research if you have them marked in the long term.

A: (Dabirian) Currently, the TDA does not mark them. The modality is not marked. But some things are possible to be marked in there as an online course when you take it. This question came out several times in the last couple of months.

(Dabirian) Thank you all for the input. If you have any additional comments, send them to me via email, and I will forward them to the UCC.

IX. ADJOURNMENT

M/S/**P** (Dabirian/Brown) Meeting adjourned at 12:55 pm.