



**ACADEMIC SENATE  
MINUTES  
NOVEMBER 10, 2016**

**ASD 16-151**

**Approved 2-2-17**

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

**PLN-120**

Present: Armstrong, Barr, Basil, Bonney, Brusckke, Buck, Casem, Chavis, Dabirian, DeMars, Dries, Fidalgo, Filowitz, Fischer, Fitch, Fujita-Rony, Jarvis, Kanel, Kdeiss, Maddox, Matz, Mead, Meyer, Myck-Wayne, Oliver, Patton, Perez, Puri, Rodriguez, Sargeant, Self, Stambough, Stang, Stohs, Tavakolian, Tsang, Walker, Wang, Wood

Absent: Evanow, García, Gradilla, Hagihara, Holland, Lohman, Powers, Sedeño, Walicki,

**I. CALL TO ORDER**

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

**II. URGENT BUSINESS**

(Brusckke) We now have a president who has promised to, within the first hour of his presidency, deport anyone with a criminal record and within the first 18 months to deport all people without documentation. This is fairly urgent issue for our students. There are students who, on Monday, were planning on graduating in spring, and on Wednesday, were not sure if they will be here in January. This will affect a number of issues on this campus. We have a Titan Dreamer’s Resource Center, AB 540 students who are receiving scholarships, and we are going to have to act on this fairly quickly. My request is that the Senate Executive take this up and look up at all the campus issues on what we can do to support our students, staff, and faculty. If you have any ideas about things we should do, can do, or issues that need to be addressed, please email a member of the Senate Executive Committee, and we will try taking that business up as soon as we can.

- (Jarvis) Thanked President Garcia for sending out the email giving faculty and staff links so we can refer students to services.
- (Walker) Can the VP of Student Affairs or a member from Student Affairs make sure the links to the behavior intervention team and all of the relevant places we can refer students to get sent out to faculty again? And make sure it gets to staff as well.

**III. ANNOUNCEMENTS**

➤	The Drowsy Chaperone ~ The Broadway Musical	Sunday, December 4 <sup>th</sup> @ 2:00 pm
➤	\$ 1,205.00 raised for the Faculty Fund so far this year.	

Additional announcements:

- (Matz) Thanked everyone for contributions and donation to the Faculty Fund. I would like to ask for your help and support in identifying faculty who have lost immediate family members. If you would send that information to the Academic Senate Office, it would help us to respond appropriately.
- (Buck) On Wednesday, November 16th at 7:00 pm, two of our Senate colleagues Steve Stambough and Matt Jarvis along with two other colleagues from the Political Science Department will be on a panel at the Fullerton Library, Election 2016: What happened, what does it mean and what comes next?
- (Stambough) Next Monday at 5:00 pm in the TSU, there will be an event called “What Just Happened”. It includes students from both sides of the ideological spectrum talking about now that the two baby boomer candidates have gone through their election, what do a younger generation GOP and a younger generation Democratic Party look like?
- (Bonney) We are trying to finish search committees for two searches for which we hope to schedule the first meeting before the break. You will be receiving via email before the Thanksgiving break additional names of committee members we need to get approved. This will be for the search committees for the Provost, the AVP of Student Affairs, and the FDC Director. I hope to have the rest of the people we need for those committees by mid-week and I’m hopeful you will approve them and email your support.

**IV. TIMES APPROXIMATE**

11:50 AM – 12:30PM

**Topic: Academic Master Plan**  
**Presenter: Interim Provost Anil Puri**

We continued the AMP review systematically section by section for comments, correction, or questions.

#### Goal 1:

- (Fischer) Objective #6 was added, and I feel this is way more concrete compared to the other objectives and is covered by the phrase “incorporate high-impact practices” in Objective #3, so I find point 6 redundant.
  - (Jarvis) disagrees with Senator Fischer; it is distinct even if it overlaps.

#### Goal 4

- (Fitch) It was felt that the Library was left out of the discussion of this particular area, and it was deemed important to many of our students and faculty as to some of the resources that need to be related to this.
- (Walker) Do we want to add a section about professional development for other things besides teaching? A separate objective.
- (Fitch) There are important kind research needs that faculty do. The Point in Objective 3, suggests it is teaching related. Obviously all scholarship in some way is related to the classroom; I think this provides a narrow definition and we could use a broader definition in how we think about faculty, scholarly and creative activity.
- (Kanel) To be consistent, were you going to get rid of the word reward in this section as well?
  - (Bonney) It did get removed from the goals; we can look at the objectives.
- (Fitch) When we were discussing the rewards, there was some discussion that staffing rewards might be different from faculty rewards. Faculty rewards necessarily should include some kind of support for junior/senior research grants for sabbatical, other kind of grants that use to come out of the FDC that seem to be disappearing.
- (Sargeant) It's not as aspirational as the other goals; it is very operational. If the AMP is supposed to be sending a broad overarching goal for our campus, this seems limited and narrow as a goal.
  - (Bonney) Would a word like encourage be better?
  - (Walker) Maybe it could start as “ongoing professional development is important to maintain high quality rigorous teaching.....”
- (Stohs) The goal is suggesting you should do this, and the objectives are all about support. I think the goal should be more to support faculty and staff in their ongoing professional development.
- (Fitch) Make sure when you do the support you include staff in there too, so they have opportunities for professional development should they choose to pursue them, and we provide the support for them to do that.

#### Goal 5

- (Fischer) The clause “who are experts in their discipline”. What about the idea of cross-cutting work and breadth of knowledge? My suggestion is to drop the parenthesis and it would read “...who are experts in their discipline, while also possessing a broader prospective,...”
- (Bruschke) My concern is with tenure-density, Objective #1. In the longer 77 page document we had it says “the current level of tenure-density is too low and concerted efforts to improve the campus-wide tenure-density should be maintained at a minimum. The University should strive to be at least at or above the CSU average tenure-density level.” That is a wonderful sentence that I find myself in support of. Getting this phrase into the document is long overdue and a huge win for faculty.
- (Kanel) Objective #1 says “...the institutional capacity for teaching and scholarship;” why don't we talk about service since it is a requirement on the RTP?
- (Casem) Objective #2, reflection of the student population does change over time, and I support the faculty should reflect that, but the faculty are here longer then the students. I was wondering how we reflect the change in student population when it changes faster than we do.
- (Dries) How do you decide diversity is accomplished?
- (Walker) I want something in there about tenure-density that makes a concrete recommendation, but not sure the average is the target we necessarily should be shooting for.
- (Puri) Perhaps the last part of the phrase could be “...as it relates to expectations for teaching, scholarship, and service at Cal State Fullerton.”
- (Patton) In Goal 5 the last line, it says “...to recruit and retain...”, but I don't see anything about retention in the objectives. Maybe we should have some objectives about retention.
- (Walker) Objective #1 would be better if we add something about meeting our access mission.

- (Kanel) Objective #2, maybe it would be better to say something like regularly monitor and assess the changing diversity of the student population and ensure the diversity of faculty and staff continue to represent or reflect that changing. And as far as retention, should we put something in there about supporting the diversity through programs?
- (Wang)
- (Wood) Following up on Senator Kanel's statement, here is some wording: monitor and adjust the diversity of the faculty and staff to reflect the changing student population that we serve.
- (Perez) I agree with the spirit of having diversity evolving and reflecting the student body, but making it contingent on only the student body, there is something larger that diversity should capture.
- (Fitch) We need another point that is specific on retaining faculty. I would like to capture supporting the diverse faculty we are hiring so they don't get burned out by the excessive demands made upon them.
- (Casem) Does this mean that one of the objectives is to build and develop the culture of Cal State Fullerton? Not only for our students, but for the faculty we have? We cannot address everyone's individual cultural, religion, ethnic, or sexual orientation, but maybe if we have a common place that supports and reaches out to every member. Maybe the faculty commons is a place we can reach out and support everyone.
- (Walker) There may be ways to work on the retention piece by looking carefully at Goal 4 & Goal 5 and seeing how those two could interplay. And it can be clear how the professional development piece works with the retaining piece.
- (Dries) In Goal 5, why do we have evolving/diverse? We use diverse 4-5 times, maybe we can clean this up a little?
- (Patton) Since this is kind of an aspirational piece, perhaps a statement about encouraging the development of communities of tolerance or diversity as a retention issue? Creating an atmosphere or encouraging a culture of tolerance and diversity.
- (Wang) Perhaps we can add one more objective and add inclusive of multiple cultures.
- (Wood) I don't like the word tolerate because I don't want to tolerate diversity, I want to embrace it.
- (Kanel) We did a survey a few years ago about diversity on campus, we never saw the raw data or responses. I would like to know in what way the organization or culture here at Cal State Fullerton influences people to not feel included. And does this lead to them not being retained? We need to get some real feedback in terms of what is the real problem; we are assuming there is a problem without really knowing if indeed there is a feeling of lack of inclusion.
- (Tavakolian) I had difficulty understanding Objective #2. Are we talking about overall or are we talking about hiring?
- (Perez) I think we are going in circles on what the appropriate articulation is of this aspiration because we don't quite have a robust definition of diverse that captures all these dimensions. I would caution to not have an aspirational statement that reduces it too demographically. Since this is aspirational making it more open and flexible. We don't want this conflicting with work that is on the horizon.

#### Goal 6

- (Buck) The word utilization is used 3 times; I would prefer to see the word used.
- (Casem) Objective #2, do we have the same issue with language when it talks about classroom lab space to be inclusive of studio space and other types?
- (Jarvis) We can improve by striking classroom/lab and add instructional.
- (Kanel) Would parking spaces be in this area?
  - (Bonney) I'm not sure if that belongs here or goes in or Goal 7.
- (Walker) Do we only want to talk about utilization of instructional space, or do we want to talk about relocation and utilization of space?
- (Wang) I wanted to emphasis faculty parking. If the faculty don't get parking, there will be about 30 students that will be affected. We are trying to get faculty on campus to do their research, but faculty don't want to come to campus because parking is too hard to find.
- (Fitch) I think it goes beyond classroom teaching. It's hard to have a community of diverse faculty and students when the parking and transportation situation to campus is so bad people are getting reduced to only coming to campus when they have classes. It makes it extremely difficult to do those kinds of building activities where you really would like to have people getting together outside of class. I see that as part of the university experience, and I see it shutting down because of the horror of the parking situation.
- (Patton) The goal says "...utilization of existing..." and I wonder if we really mean to allow to have a goal to search out new or future technologies, physical space, or funding sources? The word existing is a little restrictive.
  - (Bonney) Future growth is covered under Goal 7.
  - (Patton) Then perhaps remove the word existing.

- (Jarvis) As chair of CF&B this year and as a representative on the Parking & Transportation Committee, I strongly encourage all senators with ideas to email them to [mjarvis@fullerton.edu](mailto:mjarvis@fullerton.edu). If we can get statements that give us the aspirational goal that would be good.
- (Kanel) I'm wondering what the students perspective is?
- (Kdiess) It is kind of divided, it depends on what college you come from. It helps if the students are involved on campus in clubs or organizations. But there is that desire to network and make connections.
- (Bruschke) In Goal 2 and Goal 6, we were talking about online education. If half our policy is to encourage students not to come to campus, there is the tension with some of our broader goals.
- (Kdiess) From a student perspective an online class is really to save a trip to campus and also time. Because we are so impacted it makes it hard to get classes, so the students would prefer to take one online class over the summer or winter to get it over with. Sometimes it's not even about the learning. It's so we can get out in 4 years or 5 year if we are lucky.
- (Patton) The feeling is we haven't done enough to create communities that attach our students with faculty on campus.
- (Dries) Objective #4 what is a technology resource allocation methodology?
  - (Dabirian) It is about the policy and methods of allocating those resources
  - (Bonney) We will rewrite it so it is more clear

#### Goal 7

- (Walker) In Objective #1, Infrastructure enhancement sounds like we are working on existing structures. This needs to be clarified.
- (Stohs) Delete the word enhancement.
- (Fitch) I disagree with getting rid of the word enhancement, I think it is a significant part of this document.
- (Wang) Why isn't research part of this?
- (Stohs) Objective #1 rewording suggestion: "Develop a 5-year and 10-year plan for enhancing the infrastructure related to academic, general and student use".
- (Mead) I would say enhancement and expansion plans.

#### Oxford commas:

Objective #1: "Develop a 5-year and 10-year plan for enhancing the infrastructure related to academic, general, and student use."

Objective #2: "Recommend and adopt strategies to secure funds for new programs, infrastructure projects, and technological innovation."

We have a lot of "ands" in Objective #3, I would suggest breaking it up into two objectives.

- (Walker) Objective #3 last sentence doesn't make sense given that the structure of the AMP has taken on such an aspirational kind of vibe. Seems like we are trying to align a physical master plan with an aspirational academic plan.
- (Fitch) Can we get a chance to look over all the corrections to this document, and if there are issues we can comment via email?
- (Puri) I appreciate all the wonderful comments we got on the document. I will talk with my co-chair and we will try to send it to you before we finalize the document for any additional last changes that might be needed.
- (Mead) Where does this document go from here?
  - (Bonney) The document will go to the President's Advisory Board, then come back for reception by the Senate in December, and then to the President for her final signature.

## **V. APPROVAL OF MINUTES**

- 5.1. ASD 16-141 Academic Senate Minutes 10-27-16 (Draft)  
M/S/P (Stohs/Walker) minutes were approved unanimously.
- 5.2. ASD 16-148 Academic Senate Minutes 11-3-16 (Draft)  
M/S/P (Walker/Oliver) minutes were approved unanimously.

## **VI. CONSENT CALENDAR**

M/S/P (Fischer/Jarvis) Consent Calendar was approved unanimously.

- 6.1 ASD 16-125 Proposed name change: "Department of Geography" to "Department of Geography and the Environment"
- 6.2 **NOMINEES TO COMMITTEES**

**NOMINEES TO AD HOC COMMITTEES****ASSIGNED TIME FOR EXCEPTIONAL SERVICE**

Nominees: Charles Tumlinson (ARTS); Ryan Nichols (HSS)

Confirmed 11/3: Chiranjeev Kohli (MCBE); Cynthia Gautreau (EDUC); David Naish (ECS); Gloria Monti (COMM); Jennifer Burnaford (NSM); Carl Renold (HHD)

**NOMINEES TO SEARCH COMMITTEES****DIRECTOR OF WRITING ACROSS THE DISCIPLINES**

Nominees: Mark Goodrich (ARTS); Andrea Becker (HHD)

Confirmed 11/3: Todd Cadwalladerolsker (NSM); Peter Evanow (COMM); Stephen Mexal (HSS); Fernando Rodriguez-Valls (EDUC); Teeanna Rizkallah (MCBE); Michael Shafae (ECS)

**ASSOCIATE VICE PRESIDENT FOR STUDENT AFFAIRS**

Nominees: Thomas Fujita-Rony (HSS); Joe Albert Garcia (HHD)

**DIRECTOR OF THE FACULTY DEVELOPMENT CENTER**

Nominees: Irene Matz (COMM); Amy Cass (HSS); Shelli Wynants (HHD)

**PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS**

Nominees: Ioakim Boutakidis (HHD); Merri Lynn Casem (NSM); Gregory "Chris" Brown (HSS)

**VII. CHAIR'S REPORT – Written report distributed to campus 11-8-16.**

With meetings only a week apart there is not much new to report. The Board of Trustees Meeting at which the trustees presumably will discuss the possible tuition increase is scheduled for 15-16 November. A significant contingent of CSUF students will attend to make their voices heard. As Amanda Martinez reported at our meeting last Thursday ASI's Government Committee has prepared a resolution on the proposal for a possible tuition increase and will present the resolution to the ASI Board at its meeting on 8 November.

The first reading of the Academic Master Plan at the 3 November meeting was very productive. Thanks to all who contributed to the discussion. We will send out a draft with some of the recommended changes by the end of the day tomorrow for your review. Senators are welcome to comment on the revisions at the 10 November meeting. We also will conclude at the time our consideration of the remaining sets of goals and objectives. If senators wish to bring proposed language for any portions of the Goals and Objectives they are encouraged to do so. While the discussion at the 10 November meeting will focus on Goals and Objective 5, 6 and 7 we can still look back to Goals and Objectives 1-4 if the senators have additional comments to make. Please review those Goals and Objectives carefully so we can continue to enrich and improve the document with the senators' perspectives.

A review of the projects that have been sent out to our committees indicates that there are approximately 30 existing UPS documents and perhaps another half dozen proposed new UPS documents that are currently in the Academic Senate's committees. While several of these will arrive at the senate before the end of the semester, the spring promises to be busy, and we may need to schedule additional meetings to accommodate the amount of work coming from the committees. To the extent possible we will make the PowerPoints of those making presentations to the senate available prior to the meeting so that the senators can prepare.

We continue to be engaged in searches for administrative positions with on campus interviews for the Dean of the Library 3, 4 and 7 November, likely on campus interviews for the Associate Vice President of Academic Human Resources in early December and search committees for the Provost and Vice President of Academic Affairs and the Associate Vice President for Retention under construction.

Finally, as announced our colleague Laura Loman is taking a leave of absence from her position in the School of Music and resigning from her seat on the senate so there will be a special election for the COTA constituency. Petitions are due in the Senate Office 18 November, and the election will be conducted 5-8 December.

**VIII. INTERIM PROVOST REPORT**

No report.

**IX. STATEWIDE ACADEMIC SENATE REPORT - Written report distributed to campus 11-8-16.**

[7 page report](#)

(Stohs) I'm on the Fiscal and Government Affairs Committee for the Statewide Senate, and this year we are going to try visiting local California Representatives. On our website there are about 11 California Legislators listed as tied to Cal State Fullerton. Of those, there were 10 elections; 5 new people and 5 incumbents kept their seats. If anyone in the Senate would like to join us as we visit some of these elected officials, let me know. This is one of our goals for the Statewide Senate this year.

We had a meeting last week Wednesday-Friday, and we discussed the potential tuition increases, a difficult situation.

**X. ASI REPORT**

(Kdeiss) On Tuesday our resolution to oppose the tuition increase came to the Board. There were a few amendments made to the resolution, and it was passed. I will have Dr. Bonney send it out to the Senate.

A few of us will be going to the Board of Trustee next week on November 15<sup>th</sup> & 16<sup>th</sup> to voice our opposition to the tuition increase.

- (Bruscke) It might be something this Body would like to consider; a resolution in support of the student's opposition to tuition fee increase.

**XI. CFA REPORT**

- If you haven't taken the bargaining survey please do. The survey was sent out again earlier this week.

**XII. FIRST READING**

- 12.1 ASD 16-16-117 Revision to UPS 100.250 - Definition of Academic Unit
- 12.2 ASD 16-150 Revision to UPS 210.020 – Review of Tenured Faculty

**XIII. NEW BUSINESS**

- 13.1 ASD 16-130 Revision to UPS 411.200 - General Education Guidelines and Procedures: New and Existing Courses
- 13.2 ASD 16-132 Revision to UPS 230.020 - Policy on Faculty Office Hours

**XIV. ADJOURNMENT**

M/S/P (Dabirian/Stang)