



**ACADEMIC SENATE
MINUTES
FEBRUARY 25, 2021**

ASD 21-27

Approved 3-11-21

11:30 AM - 12:50 PM

Zoom

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

Absent: Lucas, McLain, Reneau, Valdez

I. CALL TO ORDER

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

II. URGENT BUSINESS

- M/S/P (Barros/Brown) Motion to adopt a Resolution Condemning Racism and Anti-Asian Violence in Society. Motion passed by acclamation. The resolution was read by Dr. Mikyong Kim-Goh, Co-President of the Asian Pacific Islander Faculty and Staff Association (APIFSA). The resolution was adopted by acclamation.
- (Casem) In the Provost's communication with the campus, she's emphasized that we will proceed towards a hopeful fall reopening, assuming that everyone who wishes too, has been vaccinated. I know there have been various forum discussions about Cal State Fullerton's role in being a vaccination site. I have a concern that we're missing out on an opportunity to serve our community. A recent publication on the CSU Website indicates that eleven of our sister campuses play a role for their communities. There, there was a statement about more to come within that article. Today, there was a forward from the CSU from FEMA talking about the role the CSU's could play in a site. So, I would just ask that the Provost perhaps consider the role we could play. We are freeway close, and we have lots of parking spaces. Can the campus do more, not only for our community, in s of faculty, staff, and students, but also for our local community as a way to mitigate the health inequities that we are starting to see in terms of the distribution of vaccinations?
 - (Virjee) We have volunteered our campus to be a vaccine site to the county and some health care providers on multiple occasions. The Orange County Office of Health told us that we would not be a vaccination site because we were too close to the freeway, and that would cause a back-up on the freeway and also because Disneyland was close enough that they didn't need two large vaccination sites so close to each other. We then pursued being a vaccination site with one of our health care carriers because they are doing it independently of the county, and we are still pursuing that with them. Less our campus community think that we are neither interested nor wanting to do this; it is something that we have sought out and tried to be able to do. That's hard for you all to know when we don't become one of those sites, but it is not for lack of trying, and we will continue to offer ourselves up for that process. As the vaccine becomes more available and ubiquitous everywhere, now you can go to your local Walgreens and do it as well; there will come the point where there won't be such a rush to these super vaccination sites. They will be smaller sites, and we may be able to do it for our campus community. But we are keeping our pulse on the issue, and we will continue to offer ourselves up to serve our community.
 - (Meyer) I find it ironic they didn't want us because too close to Disneyland. Still, earlier this week or the end of last week, they added the Anaheim Convention Center, which is my memory, serves me correctly, is across the street from Disneyland.
 - (Matz) As I understand it, they are closing the Disneyland site and opening the Anaheim Convention Center, so there won't be two competing.
- (Wood) The chairs of Public Health Departments at universities throughout the CSU and UC system have drafted a statement encouraging individuals to get vaccinated. There is a log of useful information in there. I will post it in the chat, and if it is helpful to you in any way, please feel free to reference it.
- (Gradilla) Thanked VP Forges and HRDI for sending out notices that we could have those letters. Folks are quite stressed in terms of the multi-region approach to try to receive a vaccination.

III. ANNOUNCEMENTS

➤	Online Education and Training Online Best Practices Webinar Series – Spring 2021	Flyer in Dropbox folder
➤	When to Call for a Welfare Check	Flyer in Dropbox folder
➤	Welfare Check Guide	Document in Dropbox folder
➤	Black Publications – CSUF Black History Month Edition http://www.fullerton.edu/aarc/black-history/index.php	Flyer in Dropbox folder

IV. TIME APPROXIMATE

12:00 PM – 12:20 PM

Topic: New Fee Structure for Summer/Intersession

Presenter: Chris Swarat and Karen McKinley

(Chris Swarat) We are here to talk to you about what we think is an exciting change to the summer session. I want to clarify three points of clarification, and we are only talking about summer. The Winter session is not going to be discussed today. Different principles and policies guide it, and we can talk about that at another time. There is a reference to fees. We are just looking at self-support summer tuition, campus fees are not a part of this, and as far as I know, they aren't changing, but it's not under our purview. The focus here is predominately on self-support summer. The state support summer, which we help administer and Karen will speak about a little bit, is governed by some different principles and policies. Summer is 80 percent plus self-support.

I would like to share a presentation that showed what we are considering, which is a change to the self-support summer tuition structure we will implement this summer. We will move it from the current tuition bands, which have students paying for zero to six units or seven and above units, and move to a per-unit tuition structure, which is more aligned with basically what everyone else in the CSU does. But more importantly, our purpose is to help support student success, access, and course scheduling flexibility.

Chris shared a slide put together in coordination with the Office of Assessment & Institutional Effectiveness (OAIE), which showed what this impact would mean for our students.

(Karen McKinley) I shared a slide that showed the self-support summer session tuition was through summer 2020 and the per-unit tuition that the President approved for us to implement at Cal State Fullerton summer 2021. This new per-unit tuition does only applies to the self-support summer session.

Of the summer session program, about 80 percent if offered in self-support so that these per-unit tuition rates will apply to most students. We hope that having per-unit tuition will encourage students who never came to a summer session at Cal State Fullerton to take a class with our faculty and be on or virtually on our campus engaged with the university in the summer term.

The outliers on the chart's right are very few; yes, some students are taking crazy unit loads. Above the nine units, the per-unit tuition exceeds the former structure of the part-time, full-time tuition. We don't have a lot of those, and they are very few in numbers.

The issue you may wonder about looking at the graph is the six-unit takers. The bulk of the summer session is undergraduate, so they will potentially pay more than they have been. It's about \$250 different from the six-unit undergrad tuition to six units per unit tuition this coming summer. We have increased our partnerships with Financial Aid to ensure that the messaging reaches students about what is available in the summer. That includes leftover Pell Summer Session Grant, which is grant funding provided directly from the summer session program to ensure that students know and use that. We always give some recession grant funding from the program, and it's not always all distributed. Working with Financial Aid to make sure the criteria and deadlines are clear and communicated to eligible students. It follows eligibility similar to SUG.

The summer session's re-envisioning is really to continue what we've always done, focusing on what the students need and will come and take in the summer. The per-unit tuition should increase access for students who want only to take one class. We've been working carefully with colleges and departments to think about classes that maybe we haven't scheduled before or haven't scheduled enough sections of.

Q: (Jarvis) If we're going to do this, can we also work on switching our messaging on the graduation initiative stuff away from 15 units per semester to 30 units per year?

A: (Swarat) We have included some of that consideration in our thinking, but I would defer to Provost Thomas or Senator Filowitz to weigh in from a divisional perspective, where we see that fitting into more extensive scale plans.

- (Provost) That's precisely what we are doing. While we've had success at the 15 each semester, we have gotten that feedback, so we switch to 30 across the year or a finish in four for those who start with us as Frosh. You will see that reflected on banners and messaging, and so will our students. The great thing is if we can know that the classes they need will be offered in summer, which is what we are now really working towards, we can make good on the promise to our students that they will find the courses in the summer that make that year-round focus the focus for finishing.
- (Fidalgo) I'm concerned about the fact that it seems that the planning for this summer has been based on the regular parameters of enrollment, and lots of things have changed this year. Many students who were not willing or eager to enroll in classes online are taking all classes online, and they are much more accustomed to it. There are departments like Modern Languages, whose students are not the wealthiest, who need to take some classes, but we don't have enough enrollment to have 25 students. We might have ten students or 12 students. Those students also need those classes like everybody else to graduate. Our courses have continuously been canceled. Enrollment is low, but I'm assuming that as a university, high enrollment and other classes can justify offering some classes for these types of students who are not always the most visible. I was hoping this summer the new circumstances would be factored in, but I don't see it.
- (Swarat) We've been working closely with each of the colleges, and we work through the dean's office primarily to ensure we could address some of these needs you referenced. As we pointed out, a self-support summer is self-supporting. There are ways for us to address larger concerns within a college and within the division, and we need to come up with some collective ways of handling that. We've tried to do that historically. As we transition to a per-unit tuition structure, we will continue to evaluate that and try to do our best as a collective here within Academic Affairs to support our student success by offering classes that students need.
- (Fidalgo) What I'm finding out in my classes, in my department, is that our students, because they don't have the long commute now, are taking six classes, they are working 40 hours, and while they are online with me, they are taking care of a kid. So, the proposal that Senator Jarvis made is exceptionally sound. Still, it only works if the students we serve, in particular, I'm talking about my students, can get into the classes if they are not canceled.
- (Casem) Two concerns, one is our ability to support students who are trying to graduate. We typically offer some 400 level courses that are critical for students who wish to graduate, and historically those don't meet the 25. I understand we will try and balance with some of our lower-division courses, which do. Still, there's a point where I won't necessarily be able to balance because I'm trying to support too many of these other upper-division courses. The same kind of difficulty is the concern for historically high-impact courses or field-based courses in terms of the balancing act. Geology has its field camp. We have the Southern California Ecosystems Research Program (SERP). By their nature, because of the intensity of the research experience, limits to five or six students, and I have to find bodies from somewhere to balance it. I understand the economics if we can think about ways to support it, at a minimum, helping our graduating seniors. If there was any kind of flexibility, any ideas creatively. My big concern is I've got to be able to provide those courses, and I would have to lose something like the SERP Program after all these years. Any ideas would be great.
- (Swarat) We have been talking with each of the dean's offices about these areas of need to explore their priorities and the best way for us to support those. I will say the concerns you've raised have been brought up in two different Senate subcommittees, and we have ongoing conversations with both the Extended Education Committee and the International Education Committee because study abroad falls into this arena as well. We have a joint session coming up with both the EEC and IEC next week, and we hope to continue to explore from the faculty's perspective where there are those needs and then consult with colleges and our Provost to what makes sense for the division.

- (Kanel) I know that summer school hasn't traditionally counted towards FTEs, so sometimes there is a hesitancy for a chair to want to offer summer classes, even if it will help students graduate in summer because it could deplete the FTEs for fall. Since it's going to state funding, is there any movement towards allowing these students in summer to count towards FTEs at all?
 - (Swarat) We try to work with colleges to assure that scheduling is done appropriately to address any FTEs related concerns for the college. Still, we don't decide on the stateside-related concerns for department chairs as they allocate budgetary resources to support instructional needs across fall and spring terms. We try to coordinate based on those needs, and colleges ultimately shape the schedule, working with their departments and not us. We provide feedback, we are working with OAIE to give as much data as possible to help address the scheduling needs, but we don't make those determinations on our end. We try to work with the colleges to ensure that summer will not negatively impact FTE needs within the standard academic year.
 - (Provost) Right now, it's a bigger conversation and not one we can have here, and there are ramifications for changing the way we do it. Some campuses do it that way, and some don't. We will continue to talk.
- (Ghosh) We have a few departments that are offering laboratory courses. Due to the Covid-19 social distancing restriction, we restricted the enrollment criteria to 15 students last fall. You are saying the fee of 20 to 25 students will be the minimum enrollment criteria in summer, which will be a significant challenge for our students. If we want to take more students in the lab due to Covid-19 social distancing, it would be a considerable challenge for this summer. Can you give some insight regarding that? Our students are in dire need of completing those labs for a graduation requirement, especially for senior students; some of them have just one or two labs left. If they couldn't take it this summer, they will be in a real big challenge for graduation completion.
 - (Swarat) We are working with the colleges to try to address those concerns. Right now, outside the per-unit tuition fee change, this is a perennial concern. Maybe more so given the social distancing requirements that you are referencing. We have here to maintain a 25 minimum enrollment average across the college, allowing us a little flexibility in spaces of need. This needs to be coordinated very closely with the colleges. That is not something we can make on a per course basis.
 - (McKinley) We are working closely with the dean's office in each college, looking at what the department has in the schedule and the overall college schedule to ensure that the average is there. Regardless of Covid, some labs will never have 25 students in them, so we don't want to harm student success by not offering them. It's a balancing, and that's why we want to use an average.
- (Matz) I understand you're saying that most students take only three units more economically efficient for them per unit. But if they carry six units, according to my math, they are paying \$255 more. Is that correct?
 - (Swarat). Yes. In the old structure, some students benefited, primarily six-unit takers, and anyone below six units was paying a premium. Students who went well beyond 12 units, which weren't a large number, also benefited greatly. This levels the playing field, but there are a few students, the six-unit takers being one, which will pay more. That's why we're collaborating very closely with associate vice president Elizabeth Boretz and the Academic Advisement Center, and the Financial Aid Office to make sure the messaging to students is appropriate. Hence, they understand there is aid available, both leftover Pell, which won't work for every student, but does work for some. Also, traditionally we have offered summer grants that are disbursed through the Financial Aid Office. We don't make any decisions about who gets it, which keeps us separated there. We hope to increase that again over time. Those grants have traditionally not been entirely handed out to all the students that need them. Through this coordinated effort and shaping communication, we hope that those students who might be affected by this change, those six-unit takers, can be covered through these different sources of Financial Aid.
- (Wood) I want copies of the slides, and I want to know what's the best information to share at this point, more broadly with the larger campus community?
 - (McKinley) We have a communications plan in conjunction with Academic Advisement Center and Financial Aid to get the students' messaging. I also distribute through colleges and chairs information that hopefully, they can pass to the faculty about the fees, the different essential dates, and what the minimum average is so everybody is on the same page. With the schedule going live Monday, March 1st, the communication is about to take off.
 - (Swarat) We have been working very closely with Student Business Services, and the new tuition structure lays out the approach to sharing this information. It is going live very soon, so you can point students there.

V. APPROVAL OF MINUTES

M/S/P (Walsh/Matz) Motion to approve ASD 21-17 Academic Senate Minutes 2-4-21. Minutes approved.

5.1 ASD 21-17 Academic Senate Minutes 2-4-21 (Draft)

VI. CONSENT CALENDAR

Consent Calendar approved.

6.1 ASD 21-18 PRBC New Programs Proposals

6.2 ASD 21-21 New Course Proposals - Spring 2021

6.3 NOMINEES TO COMMITTEES**NOMINEES TO GENERAL COMMITTEES****FACULTY PERSONNEL COMMITTEE** (10 faculty - Full Professor Status)

AS Nominees: Radha Bhattacharya (CBE); Adolfo Prieto (Library); Elaine Rutkowski (HHD); Debra Ambrosetti (EDUC)

Continuing: Kristin Beals (SOC SCI); Reyes Fidalgo (HUM); Mortaza Jamshidian (NSM); Uksun Kim (ECS); Ken Walicki (ARTS); Anthony Fellow (CCOM)

PROFESSIONAL LEAVES COMMITTEE (10 faculty - Tenured Professor Status)

AS Nominees: Emily Erickson (CCOM); Rebecca Bodan (HHD); **Pending** (ARTS)

Continuing: Yuna Kim (CBE); Timothy Green (EDUC); Kathleen Preston (SOC SCI); Shawn Wang (ECS); Esther Chen (NSM); Bonnie Williams (HUM); Robert Tomaszewski (Library)

FACULTY RESEARCH COMMITTEE (10 faculty - Tenured Professor Status)

AS Nominees: Maqsood Chaudhry (ECS); Barbara Miller (Library); Jennifer Goldstein (EDUC); Carter Rakovski (SOC SCI); Lana Dalley (HUM)

Continuing: Steven Chen (CBE); Zair Ibragimov (NSM); HyeKyeung Seung (CCOM); Daniela Rubin (HHD); Dennis Siebenaler (ARTS)

NOMINEES TO STANDING COMMITTEES**ACADEMIC STANDARDS COMMITTEE** (10 faculty)

Nominees: Yu Bai (ECS)

Continuing: Erdem Ucar (CBE); Greg Childers (NSM); Zac Johnson (CCOM); Sung Hee Lee (EDUC); Sarah Hill (SOC SCI); Eric Karkhoff (L/A/C); Pablo Costa (HHD); Daniel Rueckert (HUM); Katherine Reed (ARTS)

INTERNATIONAL EDUCATION COMMITTEE (10 faculty)

Nominees: Sagil James (ECS)

Continuing: Natalie Graham (SOC SCI); Mun Yong (CCOM); John Hickok (L/A/C); Peng Liu (CBE); Rebecca Gutierrez Keeton (EDUC); Joao Barros (HHD); April Bullock (HUM); Hyun Sook Kim (ARTS); Charles Lee (NSM)

NOMINEES TO AD HOC COMMITTEE**EXCEPTIONAL ASSIGNED TIME COMMITTEE (EATC)**

Nominees: Kristi Kanel (HHD); Ella Ben Hagai (H&SS); Cotton Coslett (L/A/C);

HyeKyeung Seung (CCOM); Dave Mickey (ARTS); Radha Bhattacharya (CBE); Laura Keisler (EDUC); **Pending** (ECS); **Pending** (NSM)

VII. CHAIR'S REPORT

[1-page report](#)

VIII. PROVOST REPORT

[2-page report](#)

- (Bruschke) I am looking forward to getting back to face-to-face instruction, and I would like this to work. My concern is when I look at the rooms, and it seems tight. We have about 300 rooms that will hold 25 or more students, but if we go down to 50 percent capacity, now we need a space that holds 50 students to fit 25. By my count, we only have 60 rooms on the campus that will do that. So, if we go from 300 rooms down to 60, that's only about 20 percent of the spaces we could have. When we were last were face-to-face in my department, in the fall of 2019, we had 120 sections with 25 students. There were 120 sections, and we only had three rooms that could hold 50 students. I'm sharing this to say we have 50,000 people we're trying to fit into about two city blocks at about ten buildings for instructions, and that's a tight fit. I'm hoping that we plan around the problem that we have. I acknowledge there's a lot of uncertainty, and we're not sure exactly how it will happen. We had 120 rooms, and we've requested a face-to-face room for all of them, but I suspect that I will need to pivot for an awful lot of those spaces very quickly. The sooner we can get on that, the sooner we can have some concrete thinking on how we will fit everyone back if we have to do some social distancing.
- (Provost) This provides me with the opportunity to share something with this community that perhaps not everyone is aware of. When we approach the fall instructional planning, the idea behind that was to focus on what we know and what we do well as faculty, and that is thinking through how we believe our courses should be delivered. What are the modalities that are the right ones for our students, keeping in mind that we will have a ratio of different modalities between in-person, virtual, and hybrid?

As I put in my report, I want to acknowledge the work of the chairs that have happened, allowing us to see. We're kind of getting the bird's eye view of what the colleges are proposing, and it's a ratio of modalities. I want to assure everyone, that's one part of the process, and it's entirely intentional to focus at this point on what we know. We know we will be teaching across different modalities. We know we have an opinion at this point, as you do as faculty experts. How would you like your courses to be taught? We don't know the specific health and safety parameters we will be facing in the fall. So, the idea is that there are a part one and a part two to this process. Part two is quite important. Part One, you've all been engaged in, and part two has to do with modeling. It has to do with figuring out the institutional capacity that we have and modeling several different scenarios based on what will likely be the criterion for in-person instruction in the fall, which we don't fully know at this point.

I would like to ask Senator Filowitz if he doesn't mind just add a little bit to this because he's quite well versed in what the re-entry leadership team is doing, specifically Angela North's work, looking at this kind of modeling for phase two part of this process. We have to get from what the departments have said what they would like to teach to what institutional capacity we will have based on health and safety parameters. Right now, we have to be modeling different things to be ready. I want to assure people that experts are working on that.

- (Filowitz) What we have been doing is looking at all contingencies within the re-entry leadership team. We're looking at also what tier we are in. It's looking good right now that we will get into better tiers. We will get out of purple and hopefully get into as far as orange and yellow soon. With those guidelines, up to 50 percent of lecturers can be filled, and that might even change again if social distancing guidelines change.

We've done it internally because we've had Environmental Health & Safety review all the different classrooms, so we have many detailed analyses. We are also always looking at stairways. We have AC Martin Consultant confirming what we are doing to ensure that we haven't missed anything. We're prepared to go anywhere from total social distancing up to very little social distancing, depending on what tier we're in, and that's something we are continually looking at.

- (Provost) As we look at those models and get closer to deciding which of those models we will be in, we will be working with the plans that department chairs have provided for us. We won't just randomly from the sky lay in a whole set of new things. We'll be working from what you have already given us around the parameters each department has set. What percentage in each area the department determined is pedagogically most sound and trying to honor that.

The second thing is we also will have forums every month, starting next week. We will provide you the information as we have it. The communication going forward between us collaborating across faculty and administration is going to be critical.

- (Filowitz) We have set up a dashboard to look at the space requirements and possibilities. Once we have the consultant's final reports, we will enter that, any possible contingency. That could be made available for all the department chairs to see what the situation is. Again, a lot of that all depends on what tier we're in. Right now, we're going in an excellent direction, and that's good news.
- (Bruschke) The 50 percent capacity question concerns me because of those 120 classes. I've got 117 of them. As I provided my feedback as a chair, I wasn't sure what to make of what we would do if we could only get half the students in a class because we had no experience with that during the pandemic. Do you have any information you can share on how that's getting modeled out? If I'm teaching a class, I've got 25 students in the room, which is half capacity. I know that I will not be teaching virtually to half the class and lecturing half the class, but it's almost as disruptive to meet half of them on Tuesday and half of them on Thursday.
- (Filowitz) There are a couple of things; we don't know which tier we are going to be in. Very hopeful that we'll be in the yellow tier or even better by that time, and the vaccination will be more widespread. While we have the experts looking at us in terms of ability to view passing the time, staircases, classroom sizes, one thing that seems pretty clear from the surveys we've had so far from both students and faculty is several people have found an appetite for more virtual instruction. So, we don't expect there to be as much crunch on some of this space as you might expect, but again, there are many variables.

IX. STATEWIDE ACADEMIC SENATE REPORT

[2-page report](#)

X. ASI REPORT

[7-page report](#)

XI. CFA REPORT

[9-page report](#)

XII. FIRST READING

12.1 ASD 21-23 Statements of Opinion

Senate discussed the Statements of Opinion. Chair Stambough will make the suggested changes, and this will come back to the Senate for approval at the next meeting.

XIII. NEW BUSINESS

13.1 ASD 20-88 Revisions to UPS 100.001 - Academic Senate Bylaws

M/S/P (Fidalgo/Kanel) Motion to approve ASD 20-88 Revisions to UPS 100.001 - Academic Senate Bylaw. Motion passed by acclamation.

13.2 ASD 20-111 Revisions to UPS 430.000 - Campus Process for Projecting a New Degree to the University's Academic Master Plan

M/S/P (Fidalgo/Bruschke) Motion to approved 20-111 Revisions to UPS 430.000 - Campus Process for Projecting a New Degree to the University's Academic Master Plan. Motion passed as amended.

- (Childers) The title for the AVPAP has changed to the AVPAPE with Enrollment included, so we need to make that correction throughout the document. Considered friendly.

XIV. ADJOURNMENT

M/S/P (Dabirian/Meyers) Meeting adjourned at 12:40 PM.