



ACADEMIC SENATE MINUTES FEBRUARY 3, 2022

ASD 22-12

Approved 3-3-22

11:30 AM - 12:50 PM

Zoom

Present: Alcalá, Badal, Barber, Barros, Bauer, Brown, Bruce, Brusckhe, Casem, Choi, Dabirian, Fry-Petit, Garcia, Ghosh, Gradilla, Graewingholt, Hallett, Jarvis, Jefferies, Kanel, Kleinjans, Kopp, Landeros, Matz, Meyer, Miller, Milligan, Mitchell, Morones, Nair, Ordóñez- Jasis, Parry, Salvador, Self, Sheehan, Stambough, Stanley, Swarat, C. Thomas, E. Thomas, Tsong, Valencia Walker, Walsh, Wood, Wynants

Absent: Childers, Valdez, Virjee, Walicki

I. CALL TO ORDER

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

II. URGENT BUSINESS

No urgent business.

III. ANNOUNCEMENTS

Table with 3 columns: Item, Description, and Location/Details. Includes items like 'Academic Senate Special Election', 'A Conversation with Angela Davis', 'Academic Affairs/Senate Spring 2022 Retreat', and 'WAC Student Writing Mentorship Award 2021-22'.

Additional announcements:

- (Miller) The Academic Senate and Emeriti had been dealing with the issue of free speech... (Bruce) A little bit of detail about the WAC Student Writing Mentorship Award... Q: (Kanel) If they get paid for that... A: (Bruce) That is not something that we talked about...

IV. TIME APPROXIMATE

11:45 AM - 12:00 PM Discussion Item: Academic Calendar

(Stambough) I received a number of suggestions over intersession, particularly as we did the shift to virtual the first couple of weeks, wondering if we could revisit a statement of opinion question...

The inquiries that I received were about whether or not if we expanded it, if there was another surge of some other variant that hopefully is mild as well, but everybody caught during the holidays, it would be less likely that

we would have to adjust the calendar on the dime. There are also people who were saying revisiting it because in terms of the positive arguments, and there are negative arguments to this. Positive arguments included longer time, people do research during intersession or particular programs, or intersession classes themselves could be more substantive.

(Kleinjans) Two days ago I had two students independently telling me how difficult it is for them to take courses in intersession and then have the final exam at the same as the first week of classes. These are both students who are planning on graduating this spring and they said it created quite a bit of stress and difficulties for them to have those things happen at the same time.

(Jarvis) I would like to speak in favor of make it longer for the winter session because it also gives us another week of lead time for the incoming transfers for spring. I know they are not included in any of our metrics, but they do get admitted and they often have transcripts issues coming in. If we could push the registration dates for our existing students back a week that might make it possible for these incoming transfer students to find classes, for us to be able to get their transcripts processed in time for that on the admissions side. The chairs have been noticing over the years, especially the last three or four years, a large number of them are coming in with no transcripts at all and that means in the system they look like a freshman and they can't meet pre-requisites for classes, so it's really tough to get them into classes. We have to issue permits left and right, so it's been a real issue for incoming transfer students.

(Jefferies) I would also like to advocate for four weeks during winter. I organize study abroad programs and winter is a good time to do them. Usually it's difficult because of the short time, so four weeks would allow us to be able to plan them during this time.

(Dabirian) I also want to speak in favor because it also aligns us better with community college. They have four and a half to five weeks sometimes and we are two weeks behind them when we go, especially for our students what take some classes here.

(Casem) The focus of our conversations has been on winter, but how is it impacting the transition into summer, summer programs, and students doing REU or study abroad type things? I would like to hear everyone's thoughts about the impact on the other side of the spring.

(Meyer) I've taught during winter session about a dozen times, it's the same class, a computer aided design class. The only problem that students and I have had with that schedule is that it has been very inconsistent. It's gone from two weeks, to three weeks, to three and a half weeks and it becomes kind of awkward with its unpredictability. Most of the students that I talked with that are in their theater production and acting program are more interested in the semester being over sooner, and that has to do with summer theater programs. We might think of summer being from when we graduate until when we start up in the fall, but most of the world thinks of summer as that time between Memorial Day and Labor Day. We have had students that have not been able to attend the first week of class because they are in a production.

(Fry-Petit) In CNSM it's not uncommon for our students to have to leave for research programs a week or two before the semester ends and then faculty are needing to make accommodations to make sure they can complete their courses. Our students are either left out of research programs because they're not willing to miss the last two weeks of classes or then end up spreading themselves very thin to try and succeed in their classes and move forward in their research progress.

(Stambough) We will take all this feedback and have some extra discussions and figure out if there's something we may do and probably come back to this body with action items or nonaction items either way.

## V. APPROVAL OF MINUTES

5.1 ASD 21-138 Academic Senate Minutes 1-27-22 (Draft) - *forthcoming*

## VI. CONSENT CALENDAR

Consent calendar approved.

6.1 ASD 22-08 Revisions to UPS 300.002 - Academic Advising

6.2 ASD 22-09 Revisions to UPS 411.100 - Curriculum Guidelines and Procedures: Courses

### 6.3 NOMINEES TO COMMITTEES

#### **NOMINEE TO SEARCH COMMITTEE**

#### **ASSOCIATE VICE PRESIDENT OF STUDENT SUCCESS**

Nominee: Peter de Lijser (NSM)

Confirmed: Janna Kim (HHD); Craig McConnell (HUM); Jamie Tucker (ARTS); Jeffrey Jolley (CBE)

**CHIEF OF POLICE**

**Nominee:** Matt Englar-Carlson (HHD); Kristin Beals (SOC SCI); Christine Gardiner (SOC SCI)

**NOMINEE TO STANDING COMMITTEE****ACADEMIC STANDARDS COMMITTEE (10 faculty)**

**Nominees:** Nicholas Henning (EDUC)

**Continuing:** Yu Bai (ECS); Daniel Rueckert (HUM); Pablo Costa (HHD); Katherine Reed (ARTS); Gang Peng (CBE); Greg Childers (NSM); Zac Johnson (CCOM); Philip Kopp (SOC SCI); Robert Tomaszewski (L/A/C)

**WRITING PROFICIENCY COMMITTEE (10 faculty)**

**Nominees:** Nancy Watkins (EDUC); **Pending** (HUM); **Pending** (L/A/C); **Pending** (CCOM)

**Continuing:** Teeanna Rizkallah (CBE); JR Luker (ARTS); Janna Kim (HHD); Taylor Cruz (SOC SCI); Melanie Sacco (NSM); Garrett Struckhoff (ECS)

**VII. REPORTS**1. [Chair's Report](#)

Q: (Landeros) I have a little concern about the discussions that were voiced on a previous item on the COACHE Survey and my request is for Senator Thomas or Senator Swarat to address lecturers appropriately in the survey. Is there going to be inclusion of lecturers to part of the data collection so that their voices are heard as well? I don't think that it is fair that lecturers should have to wait at least two additional years to be allowed the opportunity to provide input.

A: (C. Thomas) This particular survey is a validated instrument that is set up with parameters that we are following and those parameters do not include including lecturers in the survey. It's just the instrument itself is for tenure track faculty. The reason that we're doing this survey is in part because when I came here, it was very clear to me that people wanted us to begin to use surveys that are longitudinal, validated, not created by our campus, with follow-up that sort of doesn't stick. So, this survey is not all the data that we will need in order to make a more livable, equitable, and shared community for all of our faculty, it's one instrument. There's also a climate survey that is coming and that will include everyone in the community.

So, no the answer is we cannot include lecturers in this particular survey, because the parameters of the survey are not created by us. There's a value in this survey because it benchmarks us against peers and that's a really nice thing for us to do as one of the data sets that we're bringing. But your point is very well taken that this is not a full glimpse of our faculty community and it should not be treated as such. The survey that will come following this, which is the Climate Survey, that looks at our entire community will be a really important resource to do that. We need to be aware of the limitations of the COACHE Survey.

- (Landeros) I'm grateful that in upcoming surveys like the Climate Survey that lecturers are being taken into consideration. I do represent more than 1,200 lecturers in the university and I still stand firmly that with the exclusion of lecturers in this COACHE Survey, sends a strong message about our place in the university. So, I'm just here to advocate for their inclusion and for the voices to be heard and included when we are talking about faculty and collecting data collection.
- (C. Thomas) Let me just say one more thing. As you're sharing that, I think it is an excellent point. The COACHE Survey is a survey that there's a number of institutions included in it. And I think what you're also pointing out too is the need to see these kinds of surveys as including the whole faculty community, but the COACHE instrument is what it is, but it also is a system and it's an institution. I will follow up and make sure we're providing this feedback back to COACHE because I think in the bigger picture, questioning the structures that we inherit, even if it's valid data and we need it, there's still always change to be made.

Q: (Landeros) Is there someone that I can specifically follow up with on this, also to make the voices heard of the lecturers along with your follow-up?

A: (C. Thomas) I'll follow up with you, so we'll stay in the loop.

Q: (Morones) I know on the website it stated we're spending about \$25,000 on the survey and I was wondering if we were to do something equivalent for lecturers also at the same time that the survey was going out, even if that specific survey didn't include lecturers right away? But if we were able to follow up with something equivalent at the same time for part-time lecturers?

A: (Swarat) Like Provost Thomas talked about, it's to really have a consistent survey that we can use, we can compare, we can track over time longitudinally to understand changes and trends, as well as the current status of our faculty experiences. For part-time faculty, the challenge right now is we have not been able to identify a comparable valid instrument that's similar to COACHE. My last conversation with COACHE, they did indicate

that they are in the works of developing a version of the survey that would be inclusive or even specifically targeting part-time faculty members. Once that becomes available, we can definitely consider the inclusion, the utilization of that survey so the information is collected using similar questions and with good psychometric properties and then they can be compared with the information we're currently collecting from the full-time faculty.

- (Walker) Sometimes it's better for us to be precise in our language as opposed to inclusive. In this particular case, the survey is looking at the tenured and tenure-track. So, let's not say that it's looking at faculty, because it's not, it looking at only the tenured and tenure-track faculty. I do agree that our lecturers do a wonderful job and work hard for us and I hope that when we find a survey that is appropriate, it can be administered quickly.
- (Swarat) Just a quick correction, the survey includes also a small number of full-time lecturers as well and that again is buy design by Harvard and COACHE. We really did not have a lot of flexibilities in that. We double checked with them multiple times on this.

Q: (Kanel) I've been getting very strong feedback from some faculty about the new summer school arrangement and they are very, very in arms and upset about it because the idea that you only get paid full credit if your class has like 20 or 25 students. For years departments have been willing to accommodate for a mix of that where one class might have 40, another might have 20, and it would balance each other out. For it to be so rigidly constructed that you can't even allow a department to do that seems a bit inflexible and not what our tradition is and kind of doesn't make sense. It was pretty much peoples understanding you had to have the 20 or else you wouldn't get full pay. I know some departments that can only, for accreditation reasons, they can only have 13 in their classes. So, it didn't seem very fair for that to be happening.

A: (Stambough) We had a presentation on this by Chris Swarat and Jeanie Mollenauer and I can ask them to come back, or do you want to chat individually with the Provost?

- (Kanel) I just wanted to ask her if she knows anything about this or can she do anything about this, or is this just strictly into the hands of Extended Education and there is nothing we can do in Academic Affairs?
- (Provost Thomas) I don't think this is the right forum to do it today because this isn't in my report, this is coming to me. I do have thoughts in my head about where to go to make sure that things are clear about how this is being managed right now through summer sessions. So, let me specifically take this back to the Council of Deans and I'm also going to check in with Dean Greenberg. I thought we had sort of settled and had a clear communication and knew what was going on, so I always appreciate knowing that might not be the case.
  - (Casem) The other piece to this is the impact on study away and study abroad programs because those also have a logistical limit. So, the accredited programs and then these special programs would be part of that conversation.

## VIII. UNFINISHED BUSINESS

### 8.1 ASD 21-132 Revisions to UPS 411.104 - Policy on Online Instruction

M/S/P (Kleinjans/Barber) Motion to approve ASD 21-132 Revisions to UPS 411.104 - Policy on Online Instruction. Motion passed as amended.

From 12-2-21 AS Minutes: ASD 21-138

M/S/ (Kleinjans/Barber) Motion to approve ASD 21-132 Revisions to UPS 411.104 - Policy on Online Instruction [MAIN MOTION].

*Continued discussion from the AS 1-27-22 meeting.*

(Dabirian) Motion to withdraw my previous motion from the January 27<sup>th</sup> AS Meeting.

- M/S/P (Walker/Dabirian) Motion to change the definitions in the document to a new set of definitions.
  - (Jarvis) Line 10: add a sub letter "C. Modality". Considered friendly.
  - (Jarvis) Line 163: add a space between the words "should" and "consult". Considered friendly.
  - (Jarvis) Line 119: add the actual link to the document (<https://leginfo.legislature.ca.gov/>). Considered friendly.
  - (Tsong) To be consistent can we make sure the wording is changed throughout the document to "asynchronous online meetings/activities". Considered friendly.

Back to main motion

Q: (Kleinjans) Who do we have to contact to make sure the CSUF terminology page in the Equitable Pedagogy Module is consistent with the UPS document?

A: (C. Thomas) I will reach out to Kristin Stang to take care of that.

**IX. NEW BUSINESS**

9.1 ASD 21-133 Revisions to UPS 300.024 - Declaration of Change of Majors and Minors

M/S/P (Kleinjans/Barber) Motion to approve ASD 21-133 Revisions to UPS 300.024 - Declaration of Change of Majors and Minors. Motion passed.

9.2 ASD 22-07 Revisions to UPS 260.104 - Guidelines for Granting Difference in Pay Leaves

**X. ADJOURNMENT**

M/S/P (Dabirian/Walker) Meeting adjourned at 12:50 pm.