CALIFORNIA STATE UNIVERSITY, FULLERTON

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**ACADEMIC SENATE
EXECUTIVE COMMITTEE
MINUTES
OCTOBER 13, 2020**

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Approved 10-20-20

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

Present: Dabirian, Gradilla, Kanel, Matz, Stambough, Stohs, Walker, Walsh, Wood

I. CALL TO ORDER

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

II. URGENT BUSINESS

Provost Thomas and Kristin Stang joined the Executive Committee meeting, and there was a discussion on the University Chairs Meeting.

A takeaway from the meeting was for some chairs; suspending the annual reviews for lecturers is precisely the right thing to do. For other chairs, it is not the right thing to do. The majority consensus point is the amount of work on the chairs is the thing. What people seem to experience regardless of college is the work of being chair has intensified, and some of that seems clearly about the pandemic, but I think it is beyond the pandemic.

The issue the twenty-five chairs brought up was the annual lecturer evaluations. We thought about what could happen that would be concrete and helpful? What could happen that would make that task less onerous? Beyond that, what are some more essential things that probably need to happen to help that chair position be what everybody would like to see it be, a pipeline to leadership, an opportunity to serve your fellow faculty in a way that doesn't take up your life and make you sad.

How do we turn the chair's job into something we could say we want faculty to do or take turns doing?

- There be some type of leadership training for the deans and associate deans because too many are orientated towards process instead of results, creating complicated procedures. There needs to be training about deans' jobs, and associate deans manage people, not to manage things.

- In the letter of appointment where it lists chairs' tasks, it doesn't list what I feel is the most important task: to take care of faculty and students. They should know who the faculty are and their strengths and use that knowledge to make committee assignments within the department.

- What we have is a workload that is already large, then the pandemic, then the civil unrest, and the urgent need for equity and justice. That has led to chairs having a burden that I don't think anyone outside of the chair role fully sees. The administration sees we are adding one meeting; we add two new training pieces they have to do in a semester. But collectively, just the amount of time that chairs spend dealing with students in crisis, students complaining about virtual instructions, parents calling with concerns is overwhelming alone. I think the big picture is not being seen. I am concerned about furloughs because I think chairs are at the breaking point of what they can do. When I think about furloughs being rolled out, I don't know how we get past that. The problem of people in the departments being unwilling to take the role and having to be coerced into the role leads to more outside hires that are not going to be good for our university, our leadership, our departments, and our budget. All the things chairs are doing are important, someone has to do them, but we have to figure out a way to streamline.

- Part of the issue is we had grown from when the policy on our department chairs was written, and the CBA was developed with the department chair's roles. Many of our universities are much larger than anyone ever envisioned them being, so the department chair's role has expanded in scope and volume. That illustrates the need for thinking about workload, not just from the chair's perspective, but from the faculty administrator's responsibility and the amount of assigned time needed to make a department run well. All the departments do it differently, and they all figure it out on their own.

- Part of the reason that chairs struggle and don't feel satisfaction in their job is that they lack supportive supervisors from above if that is not standardized across the campus. You don't feel supported, and all negative feedback completely a deficit model.

- Separating the short term from the longer-term issue is very important. Many chairs need an immediate release and whatever can be done will be more than appreciated. All chairs may not need it. It is hard to know. The longer-term problem has been an issue for probably 30 years.

- I don't know if all departments have vice-chairs. There could be staff in other departments that are not working up to full-time, and maybe they can be reassigned to help out. If there is any money, possibly an additional stipend for some could help out.

- As the deans have suggested changes in the schedule, meetings, and other areas, are they willing to listen to the chairs and some of their concerns? Are the deans aware of all of the issues that chairs have? If they are not aware of it, they cannot change it. There are some deans and some colleges where it is going very well, and there are not many complaints. Can the deans, who have processes that work well, advise someone who has more problems and needs more direction?

- When we look at the responsibility of chairs, we think of what it means to become a twelve-month chair, which is the difference between small departments and big departments. I'm wondering what the size is; it becomes so big that it is more than one person, and I don't mean giving a couple of tasks off to a vice-chair. Is there a way to have a different type of structure once you hit a certain point where that can be split up, and it becomes more manageable? Have we moved beyond the scale where this model works right now?

- We can streamline and get rid of this and what we don't need to do. The Senate should look at the UPS documents, and the Provost office and deans should look at their administrative processes that are put in place.

- I wonder if we need to envision the strategic role of the chair? Being very clear on what the expectations are and what sort of leadership and role, we want the chairs to take could be much more helpful than asking the chairs to go through their task lists.

III. ANNOUNCEMENTS

➢ (Matz) I attended the Town Hall with Shirley Weber, and I got a lot of insight into the formation of AB 1460. It was a closed meeting to only senators.

➢ (Dabirian) The committee just finished the concept of Culturally Responsive HIPs Definition. I will share it with Exec this week, and I need you to give me guidelines on how to be disseminated to the committees. Once I receive your feedback, we will finalize it and have a PowerPoint to present it to other committees in November and December. You can have Dean Kirtman or Clint Michael-Reneau, who co-chairs the subcommittee to come to an Exec meeting and present it.

➢ (Dabirian) It sent a message out to campus that you can now automatically save your Zoom recordings to Dropbox. I will emphasize this at the Senate meeting because that is a really good feature for faculty.

IV. APPROVAL OF MINUTES

4.1 EC Minutes 9-29-20 - *forthcoming*
4.2 EC Minutes 10-6-20 - *forthcoming*

V. CHAIR'S REPORT

➢ We have to figure out how to do our campus response on GE.

➢ We have volunteer Ken Walicki from the College of ARTS for the Faculty Personnel Committee. He informed us due to future commitments, and he could only serve one year. My thought was to go ahead and do the election and put Ken on the committee for the year, and then we will have to do some recruiting for the spring election.

VI. STAFF REPORT

No report.

VII. COMMITTEE LIAISON REPORTS

7.1 ASI Board [Stambough], T, 10-6-20, 1:15 - 3:45 PM, Zoom

No written report was submitted.

7.2 International Education Committee [Dabirian], W, 10-7-20, 11:00 AM - 12:00 PM, Zoom

➤ Updates on International programs
➤ A couple of students participating in virtual international internships.
➤ What should IEC focus on going forward?
  • No additional update from the Chancellor's Office regarding study aboard/study away
  • How will virtual study abroad integrate with our curriculum?
  • Bring the Extended Education and International Education committees together for further discussions
  • Exploring new virtual international education opportunities
  • How universities internationalize curriculum in the era of COVID
  • IT will support third-party international partners that are sponsored by the international programs
➤ April will create a Dropbox folder. She asked committee members to submit any suggestions to the Dropbox folder.

7.3 Faculty Development Center Board [Walsh], F, 10-9-20, 9:30 - 11:000 AM, Zoom

➤ Faculty Recognition for Service nomination is out, due to FDC on October 16, 2020
➤ FDC Objectives
  • Organize structure
  • Center Location
  • Resources Allocation and Instructure
  • Programs and Services
➤ Goals for AY 2020/2021
  • Work life balance in the virtual environment
  • Writing support
➤ FDC Activities Report
➤ Nvivo update
  • Terms and conditions are being finalized. IT will request current users from Nvivo.

7.4 General Education Committee [Stambough], F, 10-9-20, 2:00 - 4:00 PM, Zoom

The committee received reports concerning initial review of courses up for certification, however, most of the time was spent discussing GE. The GE Committee invited and was joined the chairs and other faculty from the Departments of African American Studies, Asian American Studies, and Chicana/Chicano Studies plus the Dean and Associate Dean of HSS. The conversation included questions about why certain things were being required (mostly timeline and placement of ES within GE). The discussion included questions about what would happen if we didn't comply with the CO policy. The discussion also included a discussion of the Senate resolution and the role of the extra committee to identify courses that could be quickly moved into the new category. A question came up about how quickly the Senate can move to do this in time for the new catalog and how willing we would be to waive certain bureaucratic hurdles to make this happen.

7.5 Library Committee [Matz], M, 10-12-20, 11:00 AM - 12:00 PM, Zoom

➤ The committee chair, Sinan Akciz, had problems with Zoom and was unable to attend.
➤ Dean Bonney gave a Library report that included the following:
  • Smooth transition getting the work done; she credits it to the Provost and the library personnel that includes 53 employees (4-5 tenured faculty and the rest tenure track)
  • The lockers are a great success and other campuses are following our lead
  • October – a month long retreat for Diversity, Equity, and Inclusion
    o Special training for the LGBTQ and undocumented
  • Hire a "special collection" person
    o Question on a diverse hire and Dean Bonney said 2 out of the last 6 hires were diverse hires
  • Humanities vacancy on the committee as well as two student representatives
    o Nicholas Henning is going to forward some student names

> ➢ With the chair absent, it gave an opportunity and time for a discussion about diversity – hiring and retention. Dean Bonney discussed previous funding for their personnel for development, both librarians and staff, that contributed to their support.   With the 10% budget cut, that opportunity will not be available. I'm attaching a list of various CSU campus IP policies and a related sample set of excerpts from them showing how they deal with faculty authored journal articles. This was forwarded from committee member Mark Bilby.

7.6 Extended Education Committee [Stohs], M, 10-12-20, 3:00 - 4:00 PM, Zoom

- Welcome, Introductions, and Committee Charge
- SEDU_7222 Esports Scholastic Mentorship - discussed and passed
- SEDU_7223 Scholastic Esports in K-12 Education - discussed and passed
- SEDU_7224 Korean Language Instruction for Distance Education - discussed and passed
- Members' Items

7.7 Faculty Research Policy Committee [Walker], T, 10-13-20, 9:00 - 10:00 AM, Zoom

The FRP continued to discuss the development of questions and content of a survey on research, scholarly, and creative activities. In addition, Intellectual Property came up again. The CSU Chancellor's Office has created a website - https://www2.calstate.edu/impact-of-the-csu/research/intellectual-property-and-technology-transfer and CSUF continues to be one of the few campuses without an intellectual property policy. The committee will likely revisit the prior draft policy.

The committee would like guidance from exec on how to proceed on the IP issue.

VIII. UNFINISHED BUSINESS

8.1 Ethnic Studies Process
1. ASCSU Chair Note on Ethnic Studies Collaboration
2. CSUCES Letter Vice Chancellor Blanchard and Chair Collins
3. CSUN Ethnic Studies Resolution
4. Working Draft Proposal for University Graduation Requirement Committee for Ethnic Studies Requirement
5. Title 5, California Code of Regulations - Notice
6. Title 5, California Code of Regulations - Proposed Regulations
7. Title 5, California Code of Regulations - Statement of Reasons

8.2 Discuss SOQ Task Force Membership and SOQ Task Force Report (http://www.fullerton.edu/FAR/soq/SOQ%20Committee%20Report%20FINAL%205.6.2019.pdf)

IX. NEW BUSINESS

9.1 Campus Morale
9.2 Program Discontinuance - Fall 2020

This document will be added to the next AS meeting agenda as a consent calendar item.

9.3 Rescission of UPS 411.103 - Policy on Interactive Televised Courses Guidelines and Procedures

This document will be added to the next AS meeting agenda as a consent calendar item.

Q: (Stambough) Are there things that we are doing now that we want to add into the online policy?
A: (Dabirian) Yes. There are a lot of things we are doing in zoom that are not in any of our policies.

- (Gradilla) The televised course was a synchronous format, so this would probably go into our online teaching UPS in terms of dictating what are the things that make a synchronous course, synchronous. We do need to distinguish those tiers, the synchronous hybrid and the synchronous, synchronous. We can take two sentences from this UPS and clarify what does it mean and what are the responsibilities of teaching a virtual class live and synchronous, what are the expectations.

Q: (Kanel) Is that really online? Are virtual zoom classes synchronous, should that go on the online? I think it is a difference between them, the schedule calls them both web-based and there is either synchronous virtual or asynchronous. Shouldn't we have something that clearly defines that?

A: (Dabirian) I had a long talk with Mark in scheduling and they are calling it wrong. When you are talking about an online course, usually ninety-nine percent definition in the industry means it is asynchronous, you don't have an online synchronous.

- (Kanel) Maybe we should call it web-based teaching and then have synchronous verses asynchronous as a separate document.
- (Walsh) I think it needs some work in terms of how the hybrids get listed on the syllabi at the beginning.
- (Stambough) Maybe we need to take a look at the online policies.
    - (Kanel) I will take them to ASC.
    - (Walker) Let that go to IT, IT has been working on that policy and they have done a really good job with revising it.

9.4   CSU General Education Breadth Requirements
1.   LJB to Presidents feedback on CSU General Education Executive Order
2.   CSU General Education Breadth Requirements Draft - EO Revised 10-8-20
3.   Form - Feedback on the Executive Order on CSU General Education Breadth

9.5   Revisions to UPS 411.201 General Education: Breadth Requirements

X.   ADJOURNMENT

M/S/**P** (Dabirian/Matz) Meeting ended at 12:55 PM.