



**ACADEMIC SENATE
EXECUTIVE COMMITTEE
MINUTES
OCTOBER 20, 2020**

Approved 12-8-20

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 11:33 AM.

II. URGENT BUSINESS

- Per Mark Filowitz, currently, students can't just say they are withdrawing due to Covid. If students are withdrawing due to Covid, it has to go through a complete medical withdrawal, and it has to be reviewed by the medical withdrawal team. This is very confusing, faculty and chairs don't know it, and I think we need to have the chairs informed of this. There needs to be some communication about this because students are enrolled in 18 units, and now they are withdrawing by saying Covid related; I can't handle the stress.

- There is I am medically affected by Covid, and Covid has altered my circumstances. There could be documentation for that stuff, so it is complicated and will require cautious language.

Chair Stambough will message a note to Mark Filowitz to mention the issue that came up and clarify that a message needs to go out to the chairs and students.

Suggestions:

- Send a message to Mark Filowitz stating that any changes we do to any processes, a message needs to go out to the department chairs. That is a practice that should put into place by Academic Affairs.
 - The chairs should also notify the faculty of any changes if they are the first to approve it.
 - We need a bold statement where the student fills it out that explicitly says you must show documentation even if it is Covid related.
- For part-time faculty, people without research and service requirements, is there probation on hiring part-time faculty that live out of state?

Q: Hiring or keeping them?

A: Keeping. Someone who is already in with entitlement, not a new hire.

- It's hard to justify letting go of someone who has entitlements, who meets all the requirements, which is evaluated as excellent because they moved.

Q: What's to keep us from hiring someone in the first place if they are out of state, especially if you are teaching online? I don't think there is anything anywhere in our whole system that says you can't hire someone to teach an online course who lives out of state. Some people would argue you have to have on-campus office hours even though you are teaching online. There are faculty right now who are living in other states and other places. With everything that is being done online, how can it be prevented?

A: There are a tax question and a payroll question we are not qualified to answer. There may be some rules about state employees that we do not know. There could be a labor issue. I don't think there is anything in our contract or any policies that say anything about this.

- We have hired people from out of state to teach courses. It is a payroll and human resources question as to how they would get paid.

Chair Stambough will send a message to David Forgues to get clarification on this matter.

Suggestion:

- We create a policy that helps more people and not just focus on part-time faculty.

III. ANNOUNCEMENTS

No announcements.

IV. APPROVAL OF MINUTES

M/S/P (Walsh/Matz) Motion to approve three sets of minutes. Minutes approved.

4.1 EC Minutes 9-29-20

4.2 EC Minutes 10-6-20

4.3 EC Minutes 10-13-20

V. CHAIR'S REPORT

- Everything is going to be about the Ethnic Studies Requirements. I want us to lay out what we want to get from the Senate in the next couple of weeks regarding our response to the Chancellor's office memo on Ethnic Studies. I know some people will bring a resolution to object to its placement in Area F and want it as a graduation requirement outside of GE.

In the form of resolutions or sense of the Senate, I am trying to picture out how this meeting should generate the best feedback we can take as an Academic Senate official feedback on the Chancellor's office form, which is due November 2nd.

- (Walsh) I think it's challenging because my understanding of the three chairs from Ethnic Studies wants us to object to having it in Area F and prefer to have it a graduation requirement. While I want to respect their input, I don't think that will be a very timely solution. I think pragmatically, the Area F solution works, but it puts us in a bind.
- (Walker) Are we putting forward the Ethnic Studies chair's objections? If they want to write a resolution or report that they object to, we could receive that and send it along with our feedback. If the Senate wishes to take up that objection as a formal resolution, that is a separate question that we need to know the Senate's sense.

Q: (Kanel) Isn't there a way you can take away three units from Area D and not have Area F and just make it a graduation requirement?

A: (Walker) The solution from the Ethnic Studies folks is to add three units to degree requirements. They do not want to change anything in GE. They want to add this as an additional three units.

- (Stambough) If Ethnic Studies were set aside outside of the GE graduation requirement, it would differ from other graduation requirements because AB 1460 says it cannot be waived or substituted.
- (Kanel) With the Area Z overlay, most people double-dip with C3. I don't understand why we don't get rid of the Area Z overlay and make the Ethnic Studies an overlay but use a different letter. And let students double dip the Ethnic Studies courses.
 - (Gradilla) We would have to create an Area F that will be built-in with a double-dip.
- (Stambough) The two plans that are being discussed the most is 1) take half of American Institutions out of GE and make it a graduation requirement, and 2) to redefine American History as a Humanity and include it in Area C. If what is currently our Area D2, which is our American History or American Studies gets moved into Area C, that is one way to cut units out of Area D. The practical impact of that is those floating three units of Area C that generally go to other courses within Area C will not go to other courses, it will all get sucked up by this new requirement being put in.

One of the objections that I have heard is the History, and the American Studies faculty do not believe those courses are Humanities and would fit with the general Humanities category descriptions. The other is the impact of FTES in the small Humanities Departments that rely on this, Philosophy or Religion in particular. When it comes to implementing the negative implications and feedback that we have to provide, what do we think of the learning competencies, and what do we think of the structure? Whether or not we do the graduation requirement for American Institutions or put this into Area C, I have explicitly asked, and the Chancellor's office is ok with either option. The fear initially was that we were going to have an Ethnic Studies Requirement system-wide, and it would eventually become like our Area Z. I don't know if that fear is still there, but we have safeguards against it. I think it comes down to what we do with American Institutions, and what do we do with categories D and C?

- (Gradilla) I like those ideas, and I want to make sure we put some protections for the smaller Humanity Department. I think we have to keep Area Z and rebirth it as a global competency. I know that Philosophy and Religion will be able to create global competency courses.

- (Walsh) I think we could eliminate Area Z with no problem. If we transformed it to global diversity, that would make sense, helping other departments. We really can't make decisions based on FTEs. Departments have to find a way to recruit students based on the appeal of the curriculum.

Q: (Walker) Should our department composition drive our curriculum, or should the outcomes and the needs of our students drive our curriculum?

Q: (Stambough) Regarding next Thursday's Academic Senate meeting, we have the feedback form, a very general form with one box for feedback. Do we go through the memo and layout the significant statements to it in particular questions and lead that open to discussion on each one, and we take that and compose the official Senate Response? While at the beginning of the meeting, accepting under urgent business some resolutions?

A: Yes

- (Walker) Could we ask them not to come as an urgent business item because that implies we would be acting on them? Why don't we ask folks to find a Senator to bring them to us, and the Senate can say we receive this report from the department?
- (Walsh) Could we also have them submit a report rather than a resolution?
 - (Walker) We could do either because the department has the right to make a resolution.

(Stambough) I will put in the Chair's Report. When the agenda goes out, we will note the email stating we know there is a lot of interest in this topic and let everyone know to send in their report or resolution ahead of time.

(Stambough) When we get past this part and have to make policy, we have recommendations that will come out of the GE Committee about the new structure on our campus. The majority of the GE Committee will want the option where American History goes into Area C. The HSS chairs, including History, do not wish to go into Area C; that is not their preferred option. We write a majority report with a recommendation for a UPS accompanied by a minority report from the committee. What is the way to handle that on the floor? My hunch is we may get a majority proposal from the committee, and we may get a counter-proposal supported by a minority on the committee.

- (Walsh) I think the argument that Area C Learning Goals are very different from the American Institution Learning Goals has to be given some serious consideration.
 - (Dabirian) We should have Greg Childers as the GE Committee chair to talk about what the different areas are in General Education at an upcoming AS meeting?
- Usually, we have an annual presentation from the Athletics Department around this time of the year, but scheduling wise it doesn't seem to work, and we are trying to negotiate with them when it would be a good time to do it. I do not want the presentation for our next AS meeting because everything will be on all of our feedback on the Ethnic Studies Requirement. There is a little bit of a conflict for the November meeting, so that the presentation might be in December. I have talked to them about a different type of presentation since we are in a zoom environment.

VI. PROVOST REPORT

Continued discussion on Campus Morale:

We are working on a plan, and I will give you the high points. As the county gets better, I think we would all like to have some plan to return gradually, but we all feel pretty comfortable that our gradual return cannot happen around instruction. We have about three percent in-person planned for spring, and that is about what it was for fall, and that's what happens when you ask faculty what they want to do in-person and what they have to do in-person. Of the two options, ninety-seven percent of the faculty are comfortable starting spring remote, so even if things got better in the county, we are sticking with that. We have a contract with our students when they sign up for a class; even if things were way different, it's complicated for them in their life and complicated for the faculty to try to change.

We are focusing on two pieces; the first is how we can get faculty who would like to use their offices? Right now, we imagine we can pilot this with maybe one college before the end of the semester and then figure out the health and safety stuff so by the time we come back. We could have a plan if a faculty member wanted to teach in their office because it's better Wi-Fi to offer to faculty. There has to be a way to track custodial and all that stuff. Also, maybe we could have some classroom availability for faculty who want to have a space to teach that is more conducive to their home; they could sign up for some space to do that. The other piece is if a faculty member is teaching a class and it is virtual, but the faculty member would like there to be some option to meet with students who could, and it is not going to affect their grade, could we have a way to make that easier. We are working on those things.

- (Matz) Before COVID hit and we left campus, IT had installed cameras in all the classrooms to have a class there and the camera where you are doing remote zooming for those in another area.

(Provost) We can look at that for the fall plan. Mark and Vincent have done such an excellent job with the reentry leadership group, but I feel like the fall plan might need something a little more robust where we are involving Senate. Anything we roll out, we can answer the health and safety stuff on reentry leadership. We can't answer if it is logical from a faculty or student point of view to set instruction up this way. I don't know if I am the person that starts working groups or if you are folks who start working groups. There might be something here for us to be thinking through for the fall instructional plan. What would a fall look like where we are setting it in April, planning for people being in person in a high proportion? I don't know how to do that to the faculty.

- (Wood) We have to balance with the extreme destruction that happens when we change course midway, which forces us to be more cautious in our planning. I think there are also questions about the summer. What will summer look like?
- (Stambough) Are there certain things where we would want a sense of the faculty and an understanding of the staff before going into this fall planning? I wonder if that would be something like a spring mini-retreat, a town hall, or something along that line? How do we want to get this information and have people start thinking about life partially or mostly back on campus?
- (Walker) We probably first to prioritize what we want to put on campus? Part of that is data gathering from faculty, but we might already have a lot of it because of the reentry leadership team's work in terms of the list of courses we already have and already offering in person. We probably want to keep those and maybe start to imagine if those were on campus in their regular capacities.
- (Gradilla) In the last ten years, the bulk of our courses are from 10 AM - 2 PM, that kind of creates a crisis scenario. We may have to have a conversation that Senate could lead, saying we will open all the slots up and specify the number of students that would be our ideal density on campus at any moment. This kind of ends the debate over I want a cozy or convenient schedule. Fridays, the campus is empty and anything after 4 o'clock, especially since we started doing online, is pretty much open. We are not maximizing our classroom space. I think this is a crisis mode, and we can retrain everybody. Maybe some of the faculty would enjoy being on campus more spread out, and I believe we must think about spreading everybody out. Even the students need to get ready. If we come back in person, they will have to make some changes and adjustments to maybe being on campus three days a week as opposed to two days a week.
- (Walsh) I agree we need to look at that to maximize classroom use. We do have to be careful to recognize a lot of our students are public transit-dependent, and in Orange County, the buses are not good before 8 AM and after 5 PM.
- (Matz) What if we sent a survey out with different scenarios to all our faculty and got their input? One of the options is we need to spread out our classes; we've known this has been problematic for a long time. Not only Monday/Wednesday/Friday classes but even weekend classes. Some classes would adhere to a very strong enrollment with a Friday/Saturday/Sunday, and put in your forty-five hours for the semester throughout the semester. I think there are some upper-division courses that students might be attracted to that.

(Provost) I think there are three parts: 1) a survey is a good idea, that way, all faculty know what we are thinking, and they can provide some feedback, and we can share the survey results, 2) I think it would be a good idea if some of the Exec members get together with some of the folks from the reentry leadership team to have a conversation and look at the survey data and start imagining what the suggested scenarios would be, and 3) I think we need some kind of Senate Forum where people can come in and discuss. Multiple passes at trying to get faculty to know this is the discussion that is taking place. We are working through iterations so that it is on behalf of the community when a decision is made.

Q: (Stambough) Are you thinking of some sort of a special meeting with a ton of attendance or some kind of virtual retreat sometime in spring?

A: (Provost) Yes. Maybe that is not what the Senate would do; perhaps it's something that I should do. I should have a Provost open form, and all faculty will be invited to talk about this? It's about the instruction mode, and I just want to make with the shared governance we are putting it in the room. At some point, we will have to say it's not what everyone wants. It's the way it has to be.

- (Kanel) Wouldn't CDC guidelines have to play a significant factor in this as well? We don't know what those are going to be by next fall. We could have a miracle vaccine in April, which will allow us to go to school in summer and full force in fall. We don't know what is going to happen. Those are some of the things that makes this extremely demoralizing.
- (Provost) That's what will happen with the conversation with the reentry leadership team, and we have to decide what the scenario is with 23 other campuses. If we come in very conservative wanting to have very little in person, it will be tough for us, but we have been the cautious campus. It would be a change if we wanted to take a jump towards a third in person before we have any guarantee we could pull it off.
- (Matz) I think it is an excellent idea for you to host it for two reasons, 1) people would become acquainted with you because you're our new person on campus, and 2) it would show how inclusive you are in collecting their impressions, perceptions, and suggestions. So, I think it would be great for you to host it, with us backing you and supporting you as much as we can.
- (Provost) That sounds like a good plan. All I need after this meeting is to chat and see if two or three of you may be more interested or have the bandwidth to get in the early part of the discussion while we try to come up with some scenarios to share out in a forum.
- (Walker) I think we need to prioritize as we move back to get our people who have a difficult time working at home back on campus. I would rather see many more faculty and staff on campus doing their work than having extra classes, especially if it made it better for folks with families and their classes, even if it just meant them using their offices.

Q: (Stambough) We will have the Ethnic Studies Feedback as pretty much the entire meeting at the next Senate meeting because the response is due back to the Chancellor's office. How do you see the feedback coming back from campus? Do you see the Senate just doing its own? Maybe you and I should chat about how to coordinate that before all of this goes down?

A: (Provost) I think we should chat about how to do it. Brett and Mark take a look at it, but we would probably have a different response if we combined what you consider needs to be said and what we think needs to be said. Maybe it's one joint response. Perhaps it's two responses, we should think about it together.

VII. STAFF REPORT

- Carolina Valdez stepped down from the Diversity & Inclusion Committee due to other commitments. She was the Senate Representative on the committee. We do not have another Senator from EDUC to fill her vacancy. Would it be ok if the Senate Liaison serves as the Senate Representative for the Bylaws?
 - (Walker) If this is a Constitution issue, we cannot change it. If it is a Bylaw issue, we can waive it, but we would need to take it to the full body to approve the Exec Liaison to serve as the Senate Representative.
 - (Gradilla) Julian Jefferies is from EDUC; maybe he can serve on the committee.
- We received two applications for the L. Donald Shields Collegial Governance Award.

VIII. COMMITTEE LIAISON REPORTS

8.1 Internships & Service Learning Committee [Walsh], W, 10-14-20, 9:00 - 10:00 AM, Zoom

- Overview of Committee for AY 20-21
 - Worked on internships for several years → shifting focus to service-learning Fall 2020
 - Discuss the role of the committee for virtual internship opportunities (future emergencies)
 - Discuss the role of the committee for AI and SL; has always been unclear
- Faculty Workload Report Update
- Overview of CICE (Center for Internships and Community Engagement): Dawn Macy

8.2 University Advancement Committee [Matz], W, 10-14-20, 9:00 - 10:00 AM, Zoom

- Motion approved to eliminate December meeting
- Crowdfunding report
 - The goal of \$50,000 and have exceeded the goal by \$10,000
 - Athletics and Geological Sciences – most funding

- Greg Saks Giving Presentation
 - 7-year campaign
 - Goals of \$175 M raised to \$200 M
 - Last year; largest fundraising in our campus history
 - Endowment growth
 - Capital projects
 - Vision & visionary – delayed
 - Commencement

8.3 Writing Proficiency Committee [Matz], F, 10-16-20, 9:00 - 11:00 AM, Zoom

- Committee reviewed three courses for intensive, complementary, or thesis course requirements. These were either approved or sent back to the authors for more information.
- A review of their WAC website revisions
- Discussion of anti-racism readings UPS document
 - Discussion to continue with readings for the next meeting

8.4 Faculty Affairs Committee [Kanel], F, 10-16-20, 10:00 AM - 12:00 PM, Zoom

Approved revisions to UPS 261.000 Faculty Emeritus Status and will send to Executive committee soon. Added membership to revocation committee to include CSUF President, Senate Chair, CFA Representative, two emeriti faculty. Causes for revocation were described (based on consult with Emeriti faculty). FAC and D and I committees will meet soon to wordsmith 210.001 Recruitment and tenure track faculty appointment. Kanel will meet with CAPS next week to assist in the creation of their first DPS. UPS 210.000 Tenure and Promotion Personnel Procedures was reviewed. Revisions made to the section on Prospectus and early tenure and promotion issues

8.5 Academic Standards Committee [Kanel], F, 10-16-20, 1:00 - 2:00 PM, Zoom

Academic Standards Committee met 10/16/2020. Guest speakers: Su Suwart spoke about the Dashboard related to student data in individual faculty classes. Faculty have aggregated data about student GPA, retention, and demographics, but only people approved for access to detailed data would be able to know individual student data, e.g., Chairs, Advisors. This dashboard data aimed to help faculty understand how their courses are doing regarding student success. Faculty only have access to their data as a tool to see their contributions are to student success, but not meant to be punitive, just to help students out. A concern may be faculty not knowing what to do with the data. Perhaps biases may be triggered unintentionally, primarily due to ethnicities, thereby creating inequities. Perhaps training about using, interpreting, and implementing the data within ethical standards is a good idea. And also, to state clearly on the dashboard website about the processes mentioned above.

IX. UNFINISHED BUSINESS

9.1 Discuss SOQ Task Force Membership and SOQ Task Force Report

(<http://www.fullerton.edu/FAR/soq/SOQ%20Committee%20Report%20FINAL%205.6.2019.pdf>)

Executive Committee agreed to reconstitute the ad hoc committee on SOQs. Exec discussed faculty to serve on this committee. Emails will be sent out to faculty asking them to serve. Once we receive acceptance, the faculty member's name will be added to the AS agenda for Senate approval.

Chair Stambough will charge the SOQ Committee based on the report they submitted to the Senate.

X. NEW BUSINESS

10.1 Revisions to UPS 411.201 General Education: Breadth Requirements

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

10.2 Campus Morale

(Stambough) My impression is that campus morale is low. Some people have described it to me where they know the job is essential and critical, but many of the fun parts are gone. This is from people who like classroom teaching as opposed to online teaching. We have another semester and summer of this, is there something we could do on this?

A while ago, I sent around an email of something they are doing at Cal State San Marcos, and I still see us doing almost nothing on campus. Is there something we could push? Is this a decent idea to try and have something on campus? What are the reasons we are not doing this? Is there a way we could help with this?

Suggestion:

(Dabirian) You may want to have Mark Filowitz and Vincent Vigil to come to Exec next week. They are the reentry team. They are looking at the CDC and all the guidelines, and they are looking at everything else for spring. They are looking at how we can do events safely. They did a presentation at Cabinet yesterday, and I think they need to hear from you and Exec to listen to the morale issues; maybe there are things they can do.

- (Kanel) With the stages of community disaster and what we are all going through, we are in a disillusionment phase right now, so depression is very high. To get out of it, we have to move through and to the reconstruction period that follows community disaster. We have to be proactive and feel like we are doing something that is making a difference, and that is how we will get a sense of power back. Right now, everybody feels helpless and powerless. Anything that can focus on power, choice, what we can do, how we can make this be a proactive activity would be constructive.
- (Wood) Also, uncertainty is very stressful! I know there is so much that we don't know. So, whatever general information we can share will be helpful. It will give folks a sense of what they can count on.

10.3 CSU General Education Breadth Requirements

1. LJB to President's 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

XI. ADJOURNMENT

M/S/P (Kanel/Walker) Meeting ended at 12:55 PM.