



**ACADEMIC SENATE
EXECUTIVE COMMITTEE
MINUTES
DECEMBER 15, 2020**

Approved 1-26-21

11:30 AM - 12:50 PM

ZOOM Meeting

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

I. CALL TO ORDER

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

II. URGENT BUSINESS

No urgent business.

III. ANNOUNCEMENTS

Q: (Stohs) We have heard that summer will be virtual, has there been any confirmation on that?

A: (Walker) The language that has been used is primarily virtual, so we are staying in the same modality that we are in. If you wanted to try and have it in person, you could request it, but you would need a good reason.

➤ (Dabirian) IT is going to do email multi-factor authentication for faculty, staff, and management. We will give faculty until the first week of school. Every five days, when you check your email, you will have to do the duo factor authentication.

Q: (Gradilla) I saw people griping online about the new email and saying you cannot use it on your phone anymore.

A: (Dabirian) You can. You just have to do the multi-factor authentication. It's two steps you have to do for it to work. IT already sent out a link to campus. If there are any issues, they should call the helpdesk.

Q: (Kanel) Is it possible for your webcam to go out and you have to get a replacement, even if it has a blue light on it?

A: (Dabirian) It could, and we would replace it and get you a new one. It could be the driver, update in patches, so it doesn't mean it's a hardware issue. I would call the helpdesk and have them reinstall the webcam, and maybe it will work before getting a new one.

Q: (Walker) On non-outlook based email clients, are they going to have to redo the authentication every five days?

A: (Dabirian) Yes.

Q: (Staff) With the multi-factor authentication, how will that work for the Academic Senate email account because we have shared access to it?

A: (Dabirian) I will have to look into that and get back to you.

IV. TIME APPROXIMATE

Time: TBD
Discussion: Potential/Probable Changes to Summer
Presenter: Chris Swarat

(Provost) This conversation about summer and the summer shift for faculty salary and student fees will be something Chris will bring to the Senate in January. I wanted Chris to answer questions that anybody might have and give us a sense of how to best cue this up for Senate conversation in the Spring.

What I saw with summer and what I asked Chris to do is:

- ensure that is a time where students can enroll
- when the unit cost makes sense, even if a student wanted just to take one class
- and that the classes we are offering are the classes that students need

We have not been strategic about ensuring the classes we offer are the classes that students need. I also had a concern about ways I see faculty sometimes teaching many, many students in the summer to offset the cost of other faculty teaching very few students in the summer. I was concerned about inequities occurring within the colleges.

(Chris Swarat) What I have been trying to do over several years is to revamp extension to better support student success. Summer is faced with the most potential impact, and to do this, we feel we need to make two significant moves:

- 1) Adjust the student tuition to a per-unit structure that should promote more access and flexibility for students.

We realize a secondary point that some students will pay a bit more, but working with Financial Aid to ensure that students who have access to year-round Pell can spend those dollars in summer are important. We provide dollars every year to Financial Aid to distribute, and they go unspent, so we need to make sure those dollars are spent to support students. Also, to align us with our efforts to spend those completion grants to ensure we help timely graduation and summer is extremely important for that purpose.

- 2) Enrollment Management:

To work to a greater degree with colleges to ensure that we can provide students' courses with this new flexible structure. To allow students to take one-unit labs. To enable students to take three-unit internships and not worry about paying six units to do that. This flexibility comes from making those adjustments.

Faculty salary component, the enrollment-based compensation is stipulated in the Collective Bargaining Agreement under 21.15 will come into play under some scenarios, but for many faculty, as long as we hit those enrollment targets for these courses offered will be the same remuneration they received in the past. That does require us to police this with our college partners to make sure that is the case. Summer is a self-support term and is, in fact, self-supported.

Q: (Stohs) Would the new structure apply to grad courses?

A: (Chris Swarat) Yes, it applies to both undergrad, credential, and grad. It's a tier pricing structure of \$320 a unit for undergrads, \$330 for a credential, and \$360 for grad.

Q: (Kanel) We are no longer going to get to do what we have done? Maybe one of my classes can have 30 students the other has 20 students, so they kind of compensate for each other so that both professors would get the same amount of money. Frankly, some of the classes that take only 20 are for a reason. It's more intensive clinical work than the class with 30 online and doesn't require that same intensity. We always felt in our department, and we agreed it was fair to do it like that, we help each other out in the budget. It sounds like this model doesn't permit for that, am I mistaken on that?

A: (Chris Swarat) Yes, you are mistaken; I want to emphasize that self-support terms need to be self-supporting. That is our goal for administering it from our end. We have talked to all the deans, and we will be speaking with the department chairs to try to manage what might be some slight modifications to that framework. They would have to be limited in scope, and it would have to be agreed upon by the colleges, and it will have to be discussed among all the deans because we need to make sure we appropriately do this. There have been instances over the years in which equity has been a substantial concern, so we need to balance that. The goal is to support the program's needs, academically define student needs and do so in a supportive fashion.

Q: (Walker) What about the stateside courses?

A: (Chris Swarat) Stateside is not going to change at this time.

Q: (Gradilla) Do colleges decide what classes "make" to be offered?

A: (Chris Swarat) This should be driven by a conversation between departments and deans' offices and student success teams about what courses are being offered in summer based on student demand. It is a conversation that needs to be had at the academic level. We monitor that behind the scenes and work with the departments to make sure they are self-supporting.

Suggestion:

(Walsh) We need to rethink how we manage the waitlists. In the past, the waitlists were at five, I had a class filled in five minutes, and I wanted to make a second section, and the response from EIP was you can't do a second section unless we see the waitlist get up to twelve. Students will not go on a waitlist of twelve because they know they will not get into the section. We are losing enrollment because of the way we are doing the waitlist.

V. APPROVAL OF MINUTES

4.1 EC Minutes 12-1-20 - *forthcoming*

4.2 EC Minutes 12-8-20 - *forthcoming*

VI. CHAIR'S REPORT

- I have a meeting with VP Kim regarding a search for an AVP coming down the pike, and I will let everybody know once I talk with him.

Q: (Gradilla) Can you ask VP Kim what type of adjustment they will do to purchase outdoor tents for us to return in the fall? Are they going to have porta-potties? It would be nice to know what the numbers are that we are envisioning for the fall.

- I had an informal meeting with many student leaders yesterday, and they are active, engaged, and involved in Senate items as Senators on the floor. They have a couple of ideas they would like to do, and they are policy things, so I referred them to committees. They wanted to add language about Title IX and mandatory reporting and what that means onto the syllabus language that we link into. There was a request, and they are going to draw up support for adding a third student Senator to the Senate.

Q: (Wood) How many faculty representatives are on ASI?

A: (Stambough) I am the only faculty representative on ASI.

- (Walker) We have several spots on some of their prominent committees, but we don't have a place on their primary policy and resolution-making group.
- (Wood) I think it is crucial to think about the big picture, talk about the big picture, and consider it together because people often shift their understanding of what the Senate is about.
- (Gradilla) They have to recommit to getting their students to stay on committees. If they ask for more inclusion, inclusion comes with responsibility, you can't appoint a student, and they never show up. UCC has two student representatives, and they have not shown up the entire semester.
- (Stambough) I took them through the list of AS Committees and emphasized the student vacancies. I told them it's not just around the Senate table, but it's around the committee table where these things get written.

Q: (Walker) Did they give you something they were trying to accomplish by doing this? Two things that have always come up are what you are trying to achieve by increasing the Senate's representation, and we have students on all our committees, and they don't participate very much.

A: (Stambough) I think what kind of sparked it right now as they had many questions about our agenda item on GE, and the two student Senators are trying to figure out the best way to reflect the will of 40,000 students from different colleges and majors.

- (Walker) It brings up a broader question that is more difficult to tackle, which is our particular constituencies' roles are?
- I have my one on one meeting with the President on Thursday, so if anyone has anything you want me to bring up, let me know.

Q: (Kanel) Can you ask the President if students will be required to show proof of immunization?

VII. PROVOST REPORT - 12:30 PM

VP Saks, Todd Frandsen, and Andrea Kelligrew joined the Provost to discuss commencement.

(Todd Frandsen) The Central Development team has been exploring all possible options for 2021 Commencement ceremonies. We have consulted with other CSU teams, conducted focus groups with students, and attended many meetings, conferences, and discussion panels with industry experts. Based on all the information gathered, including the current fluctuations in restrictions due to the COVID-19 pandemic in California and the nation, we recommend that we move forward and announce a commitment to an entirely virtual 2021 Commencement, while campus will keep evaluating the ever-changing guidelines, with hopes we can have an on-campus experience for the graduates sometime this summer. While planning for the virtual event, the Commencement team will also make arrangements to pivot to a limited in-person option should COVID-19 restrictions lessen in the Spring. We would invite members of the class of 2020 to participate in the virtual commencement or a future year's in-person ceremony of their choice.

(Andrea Kelligrew) The framework for a possible model of an entirely virtual ceremony is we would have a different tradition for each of the eight colleges. We would kick off the day with either pre-recorded, or if we could pull it off with technology, live speeches from President Virjee, Provost Thomas, ASI President, and a keynote speaker. We would work with each college to see what their programming would be. A pre-recording of all names will be read by department and degree, and the slides would be posted after for viewing, and the graduates will be able to log on, customize it, and upload their photo and message. We want to do photo stations across campus, ideally starting in March, to enable those students to go and have their photos taken on campus. We are also looking at a gift to be sent to the class of 2021 that is unique to them. We will work with IT to support the departments and encourage the departments to have Zoom receptions either on the same day as the ceremonies or in the days leading up to give students a little more of an opportunity to interact and allow faculty to interact with their students.

(Todd Frandsen) The big question would be how we will determine if we can do that pivot to limited in-person ceremonies? We put a tentative date of March 1st. Still, we are looking at what the date would need to be and how far we could extend that out, and what we would mean for the timing of the in-person ceremonies and that would be determined by whether Orange County was in the orange or yellow tier of Covid restrictions. The other thing is we would want to make sure we clear the scope and scale of the limited in-person Option with Facilities, Environmental Health and Safety, Parking, and UPD to review staffing capacity, safety requirements, and other mitigation needs. If things were cleared up by March 1st, we would be looking at holding hybrid ceremonies

(Andrea Kelligrew) In the hybrid version, we would begin commencement similarly to how we would if it was an entirely virtual university ceremony with President Virjee, Provost Thomas, ASI President, and the keynote speeches. We would hold the virtual ceremony in the traditional week of commencement. The audience would be tailored for the graduates, a family could watch and participate, but the content would be for the graduates. We would look to hold limited in-person ceremonies during June, but we want to leave the month of July open as a possibility. The two commencement venues we had planned to move to would be the Intramural Field and Titan Stadium.

When we say limited, it would have to be a limited number of graduates and participants, including speakers and staff, and there would be no guest; we would have guests participate via livestream. We are looking at 150-250 graduates per ceremony. Depending on what tier we are in, we have to keep fluid with those perimeter changes as they happen. In the orange tier, we look at a maximum of 200 people in a location; in the yellow tier, it is 400 people. We will have minimal contact for safety reasons, no processions, and no handshakes, and the graduates will sit at least six feet apart. We were thinking of having the graduates depart the venue after they walked the stage and their name was called, but we have received some feedback to allow the graduates to return to their seats, so there are people in the audience when the last few graduates walkthrough. We will do whatever the health and safety experts tell us is the best thing for the graduates.

Depending on our participation levels, traditionally, Cal State Fullerton's participation levels for commencement ceremonies are 83 percent of the eligible graduates, which is relatively high. If we were to see increased participation, we are looking more at the 90 ceremony count but if we saw lower participation, which is what we anticipate closer to 50, we would have the two venues and run three ceremonies per day, four if we think we could fit it in. That would put us at a 6-11 day count for ceremonies. To keep it as contactless as possible, we would have graduates print their name cards at home not to have to stand in line or come in contact with staff. Contactless scanners will be utilized to scan the grad's pre-recorded name to be read so the graduates would not have to hand their cards to anyone for the stage walk.

Q: (Walsh) In the past, we never had college graduation ceremonies. We had the big ceremony and department ceremonies, most of the students in my department did not go to the big ceremony they wanted to come to the department. I'm concerned if there is a college ceremony. Some students don't identify with the college, making it more complicated than if we had smaller department graduations, at least in the virtual world, not talking about the mixed method.

A: (Andrea Kelligrew) In the past, we had a combination, so colleges go altogether; some are at the department level. The reason we are looking at eight virtual ceremonies is cost and budgetary reasons. The third-party company that will assist us in putting these on, we pay per ceremony, so for budget reasons, we are looking at that model.

- (VP Saks) We have been talking about engaging faculty, working with department chairs so we can have intimate kinds of programs in addition to the particular larger ceremonies. The other thing is if we were able to have the commencement, the goal would be to have those done as department-based as possible. The challenge would be if a department had only two people sign up and another department had eight, and we may have to combine them to stagger them out. Even if we did that, we would try to have colleges together.

- (Walsh) The small departments have combined graduations, so that would not be something new, but the big departments would overwhelm the college graduation.

Q: (Wood) My question is related to the definition of limited. Once you get into operationalizing all of that and what it means to do a virtual, hybrid, and fixed in-person. I want to know do you have a sense of what has the student feedback been in terms of their preference in terms of more fully virtual versus this mix? If you have a problem with more people interested in participating than you can manage, do you have plans for doling out that in-person service? How will that go?

A: (Andrea Kelligrew) When we say limited, it's chiefly about the fact that we won't have guests. We figured out our totals based on the largest amount of participation that we usually see. I don't think we would have participation that outstretch what we typically see. Right now, they are my best guestimates, and I'm thinking 6-11 days, but it could be 14-15 days. If we move in that direction, we are committed to making sure that every student who wants to participate will participate. We just want to keep everyone's safety at the forefront. When I aggregated all the student's comments, the first and foremost thing that the graduates wish to is what I am terming their moment, and they want that stage walk. They want to get dressed in their regalia and be able to go to campus and get up on the stage and have that experience, that closure to their academic journey, those who would traditionally want to participate in commencement. Of course, they want the whole thing, they want their families there and every faculty member they ever took a class with there. All the students that participated in the focus groups had a very realistic view of what's happening, so they were very comfortable and positive with the notion of their families viewing it virtually. They talked about wanting to be collected with their cohorts.

We did have students who felt like they didn't feel like it was safe for us to return to campus. They expressed concerns not only for themselves and their families but also for the faculty and staff on campus and what would be required and how much exposure those people would have if they had 11 or 12 ceremonies they attended.

We do plan that if we pivot to in-person, we would still have a handful of entirely virtual ceremonies, and those would not be college-based because we would have random folks from different colleges not wanting to come to campus, or who have returned home, or international students.

Suggestion:

(Gradilla) If this were the new thing with limited resources, I would like to see the colleges get sponsorship for graduation to afford to have multiple graduations in terms of our budgets. If that means we need to hit up Toyota, Honda, or Apple, people who want to be part of the graduation or have been funded by higher education. I think it is time that our colleges find that external money to have quality graduations and not just rely on state funds to do this and not have the departments not have to track down dollars.

VIII. STAFF REPORT

The application deadline for the Carol Barnes and Don Shields awards closed on Friday. We received three applications for the Carol Barnes Awards and six applications for the Don Shields Award.

IX. COMMITTEE LIAISON REPORTS

9.1 Internships & Service Learning Committee. [Walsh], W, 12-9-20, 9:00 - 10:00 AM, Zoom

- John Haan called the meeting to order. Minutes approved.
- Committee discussed ways to promote service-learning. It is understood and agreed that although service-learning is a time-consuming workload for faculty, there is no reward structure to encourage this high impact practice.
- Members discussed whether or not their departments recognized service learning in RTP. It is mostly not, although a couple of departments give it credit in both teaching and service for RTP.
- We reviewed UPS 210.002. We were determined to recommend that service-learning be spelled out as a service activity—discussion on how to accomplish this best.
- John Haan will draft a request to the Chair of Faculty Affairs Committee with rational and wording for consideration in the "Service" section of UPS 210.002
- I offered to bring the issue to our FAC liaison, Kristi Kanel.

(Stambough) Eileen and I met with the committee's chair to talk about expanding the committee to be a HIPs committee. The conversation went pretty well, and the chair will take it back to the committee members to get their impression about it.

9.2 Faculty Development Center Board, [Walsh], F, 12-11-20, 9:30 - 11:00 AM, Zoom

- Erica Bowers reported on meeting with Binod to collaborate to identify faculty expertise to encourage more cross-disciplinary collaboration. Since many faculty members have found their research aborted due to COVID, this is one effort to see if the study can be redirected through a partnership with others with similar interests but may already have data collected.
- Sarah Grant is working on a workshop to encourage small learning communities among faculty to help redirect research stalled due to the pandemic.
- Shelli Winant demonstrated ORCID, which collects faculty expertise. We determined it is insufficient for communicating to faculty across departments. Kristin Stang mentioned that Interfolio has a function that CSUF did not purchase, which would scan through CVs already in the system and allow others to search by keywords.
- Erica mentioned FEID call would go out in February. Committee reviewed the proposed call and made edits. Committee reviewed the rubric and made edits. We reviewed the proposal format and timeline.
- Shelli Winant briefly described a project they are working on: Innovative Online and Virtual Demonstrations, which will collect 5-6-minute videos prepared by faculty discussing something adopted in the virtual move that has worked. In the progress of early development.

9.3 Academic Standards Committee, [Kanel], F, 12-11-20, 1:00 - 2:00 PM, Zoom

- ASC met Friday 12/11/2020 with quorum for one full hour. The primary discussion centered around the new student success dashboard data. The committee voted to send a memo to Chair Stambough with the following recommendations:
- Aggregated data only should not have individual data (to reduce unconscious bias)
- Training should be readily available for faculty who wish to learn how to reduce opportunity gaps, but not mandatory.
- There should be a threshold below which this aggregated data can exist to protect student data (e.g., 8-10 students in a class. Current practice for SOQs is over 3)
- Independent study classes arose, and we discussed if these should even be SOQs or not, is it service or teaching if no SOQ, and if GPAs don't count on RTP. I will bring this to FAC to discuss 210.000 revisions.
- Colleges and Departments should offer faculty research-based ideas to eliminate opportunity gaps and take a more active role in guiding faculty.
- On another note, I received feedback from a faculty member that they need more transparent communications about IT changes such as CANVAS, proctoring, etc., during the pandemic. They wondered why faculty aren't involved in knowing things ahead of time. Also, they feel a lack of responsibility from their college leadership team when emails are sent with questions about these things.

9.4 General Education Committee [Stambough], F, 12-11-20, 2:00 - 4:00 PM, Zoom

A full committee was present. The only item on the agenda was the GE changes while taking into consideration the Senate feedback. The members debated both proposals' merits and took a vote to select the Option to recommend to the full Senate. The vote was 5-5. The committee then worked on separate UPS changes to send to Exec for consideration with a report that indicates the split and the arguments for both.

9.5 Library Committee, [Matz], M, 12-14-20, 11:00 AM - 12:00 PM, Zoom

- Dean Bonney Report
 - Next semester will work on survey questions
 - The semester is winding down
 - Search for the director of special collections
 - Grant to build out the 6th floor
 - The goal for the next semester
- Open Access policy
 - East Bay document approved by the Academic Senate
 - Review our document and made some changes
- UPS 508.000

9.6 Extended Education Committee [Stohs], M, 12-14-20, 3:00 - 4:00 PM, Zoom

- Quorum.
- A couple of certificate proposals agreed upon (cybersecurity).
- Greg Dymont from arboretum discussed the relationship of arboretum and EIP.
- A couple of UPS reviews are coming up.
- Summer pay issue tabled until next meeting in Spring.

X. NEW BUSINESS

10.1 GE Recommendation on GE Area F and Area D – *document forthcoming*

(Stambough) The chair of GE has drafted the UPS changes for options 1 and 2. There was debate among the members and a vote, and the vote ended up being a tie (5-5). The committee will send us a report with the committee feedback, the pros and cons for both the options, and a report that says there was no majority opinion. Usually, we would have the proposed UPS document coming from the committee and the majority report. There could be a minority report that could be the source of amendments or full-on substitutions. It doesn't happen all that often.

What we need to do, not about the content but the structure of the process? What is the best way to do this, so we are done in January?

- Ed Fink joined the meeting to discuss various options for structuring the debate and the handling of the documents from the committee on the Senate floor.

10.2 Revision to UPS 100.001 Academic Senate Bylaws (High Impact Practice Committee) - *forthcoming*

XI. ADJOURNMENT

M/S/P (Dabirian/Stohs) Meeting ended at 1:00 PM.