



**ACADEMIC SENATE  
EXECUTIVE COMMITTEE  
MINUTES  
FEBRUARY 16, 2021**

*Approved 3-23-21*

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

**ZOOM Meeting**

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

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## **I. CALL TO ORDER**

Chair Stambough called the meeting to order at 11:32 AM.

## **II. URGENT BUSINESS**

No urgent business.

## **III. ANNOUNCEMENTS**

- (Matz) A question came up on Friday at the Faculty Affairs State meeting on foundation board members' pay, and the representative from Los Angeles said their President was paid gross amount. I looked into it and found out that our board members are not paid, or President is a member, and he is also not paid.  
  
They were concerned about faculty when they passed. No one knows. I told them about what we do, acknowledging them at our meeting, and they were pretty impressed with that. One campus invites the family so that it might be something, maybe a virtual link to it.
- (Wood) There is a statement encouraging the Covid-19 vaccine, an open letter to California university communities, and much public health faculty signed it at the California universities. Three faculty from our university are included. I'm letting you know that I will be sending it around.
- (Walker) Almost all of the retroactive withdrawals are for medical reasons when they want to change grades to a WU. That's an in-house policy, so they will do so that faculty and chairs don't have to handle the medical paperwork. Folks will be able to apply for a retro medical withdrawal when they have medical reasons that will not involve us, even if they have a letter grade. It will go to the medical review team. This just happened, so when I get the details from Mark Filowitz, I will forward them to everybody.
- (Kanel) Kevin Thomas from CAPS would like to present the YOU program to the Senate. The YOU program is available for both faculty and students to help with various issues and provide many resources.
  - (Dabirian) I have seen their presentations, and they have short and long presentations. Can they give us the presentation ahead of time to make sure it is the Senate's more concise presentation?  
  
It might also be good to send something out from Exec to all faculty, letting them know this service is available and asking them to announce it to their students.

## **IV. APPROVAL OF MINUTES**

- 4.1 EC Minutes 1-26-21 - *forthcoming*
- 4.2 EC Minutes 2-2-21 - *forthcoming*
- 4.3 EC Minutes 2-9-21 - *forthcoming*

## **V. CHAIR'S REPORT**

- We have Dean Rahmatian coming at 11:45 AM to discuss the ad hoc committee's names to review the School of Accountancy proposal.
- We also have the Provost report with Binod Tiwari coming to discuss centers.

## VI. PROVOST REPORT

One of the things that I have mentioned to you is my question about centers at Cal State Fullerton. We have a vast number of centers. I have been asking and trying to understand our goal for centers from what constitutes a center? Where would a center be? Why would we have one? Who would decide we should have one? What level of resources do they need to have? And, of course, the word institute is over here too. Also, how do we know that centers are working well? What are our oversight mechanisms for centers? Does the review process we have for centers make sense?

The way that I see centers in here, revealing my cards, I got started in administration being a center director. Centers help us know what is possible, so they need to be added to what departments and colleges can do. Departments can do things. Colleges can do things, and centers enable a kind of intellectual work for faculty that wouldn't be possible without it. They don't just take resources away from us. They don't just give people a retention gift, and they are using resources that would otherwise go to the colleges or the departments; we are putting them at centers. Now I understand that we have centers that are funded externally, so this is complicated. Centers have to be producing something beyond a benefit to an individual. We want them to have a more significant impact, and sometimes that is for us and sometimes for our community. There can be different kinds of ways that centers work. But what I found at Cal State Fullerton is that there is no clear understanding of what centers do and no clear way we would say it should be a center or shouldn't be a center. It's not for me to say; it's for the community to say.

Therefore, I went to Binod, Office of Research and Sponsored Programs, and said can you think about this? Can you develop a way to become a little more precise in our thinking about centers as a community? How we evaluate centers and then ultimately what we might think of as a "healthy" center? Binod has done a little bit of work, and he is here to talk with you so you can see where we are at and where we are going, and we can get input before things start to roll out.

- (Tiwari) UPS 100.700 outlines how the centers are established in colleges and what the process is. After its establishment in the first three years, each center provides a report, then every seven years, the centers offer a full report and go through the review process. The CSU mandates that each institute needs evaluation every seven years.

The Office of Assessment and Educational Effectiveness use to handle the review process. With the Provost's new vision of supporting those centers in a centralized way and making them better serve our community, a UPS policy change will need to be needed. The Office of Assessment and Educational Effectiveness should be replaced with the Office of Research and Sponsored Programs. Another difference, depending on how the committee feels, is rather than waiting for seven years for a center to report and be reviewed, it might be a good idea to have short interim reports. Every three years and then every six years, we do a full review. Some people think that six years is also late, but maybe it is a good compromise. Whatever we do, first we need to change the policy then change the guideline.

- (Provost) When we are doing center reviews in the office, it is best situated to think about what a center should achieve. So, moving it out of where it is now, where we do a general assessment and transferring it into Binod's portfolio, is essential, and that's the UPS change he is proposing.

The other thing I asked him to think about, seven years is a long time, especially given the more focused mission of what a center is and should be able to do, the agility that center directors should have in turning around a mid-term report. This was just our thinking in what might get us to a better process than what we've had so far.

- (Walker) I think this is good. We have struggled to sort out centers for a long time, and part of the big problem with sorting out centers is they don't get feedback promptly, and the reviews are so far apart that they get one review, and no one does anything. The other piece is I feel there need to be some teeth in terms of what centers are expected to do to sustain themselves. We have a lot of centers that do nothing.
- (Stohs) The reporting seems to end at the dean, and it seems there could be some more oversight involved. Perhaps some additional suggestions and guidelines in terms of what the report would include. Some of the centers that I am aware of, and I know many of them on campus, seem to be almost like black boxes. They seem to be doing this or that. But how is it done, where does the money come from, where does it go? But from the accounting point of view, transparency would be beneficial throughout all of these things.

- (Provost) That is one of the things we are thinking about, what is the role of the deans. Right now, I have not inherited any relationship with deans where I would have conversations about centers. That's on my mind too. What is the role of Binod's shop? What's the role that I have with deans?
- (Dabirian) We have done with centers from the policy to comply with the Executive Order from the Chancellor's office. We need to look at it holistically, the community relationship and countability is one side of it, but it's a lot more than just a center itself. What are the center director's intricate roles, the dean, the associate dean, the community relations, the government relations office, and the research's advancement office? They put in an assessment because they thought it was compliance to meet the executive order from the Chancellor's office.
- (Gradilla) What I would like to see for centers is how do they fit into our strategic plan? How does it show who we are in terms of the community? How can centers be used to fill specific gaps? In particular, community and corporate partnerships are the centers that provide some excellent linkages. I know Public Health, School of Business, and many other places that have these types of unique partnerships. It would be very fruitful for us to have those types of centers or have that as an evaluation criterion regarding how they fit into the university's strategic plan. From the UC model, some of these centers are focused and driven by other factors. For science, it would be the research incentive for discoveries. What would a special purpose for a Cal State based center, how would it hit all of our makers in working with students, working with communities? That could help us in terms of more significant university-wide grant competitions and recruitment of faculty who would see their service and research being utilized for the public good. There is so much that we do that doesn't get captured in research centers. When I first got here, I was amazed by the number of research centers, then realized that most of those centers exist as a person. How do we make sure it is meaningful? How do we value those centers that are collaborative, cross-university, cross colleges, or outside partnerships? It would be nice to have all of those elements represented.
- (Provost) That raises the conversation around not one size fits all when we start thinking about what the healthy center is, what it does, both in terms of how long it exists. Some centers would go on, and there would be a reason. Some centers would be a response to an issue and would occur now. Some centers need to be covered by campus funds, if not all, then a large part. Some centers should not be covered by campus funds, depending on the aim of the center. Once Binod has oversight, he can start to look at strengths and weaknesses as an engineer. He has a particular perspective on research, which he has broadened. Then we can go back to the deans and say what's ideal for each college. What should centers do? If we have to move money around because some centers should exist but can't be funded on external dollars, then we have to move money around to achieve it.
- (Wood) Following up on what Alexandro shared, this idea is a research center. Is it research service and training? What's the mix, and then what are the implications for where it's housed? I've always wondered about the centers that are more focused on community engagement, providing service, or sharing research results. We need to research a required element and how to add these other components in whatever policies we work our as we move forward. As we have grown over the years, it's nice to formalize in a more integrated way what our centers will do on campus.
- (Provost) Some campuses have an engagement element of senior administrators' portfolio. Centers are primarily established to do research work historically, but I appreciate you asking that question.
- (Walsh) The center I am familiar with is the one on demographics research. It started in 1996, it was an offshoot from the county's bankruptcy, and our county demographics moved to Cal State Fullerton. In the past, the center was very powerful in doing a lot of redistricting, a lot of work. It seems the Center on Demographic Research has drifted into just making contracts with water districts and other places that are willing to pay for research. That is a much narrower scope than was intended when it came to Cal State Fullerton. I'm sure it's a result of a lack of funding. There is a real potential for that research center to be a true demographic research center that serves government, community-based nonprofits, etc. It has lost a lot in the years since then.
- (Dabirian) The Chancellor's office defines centers as different from how our campus uses the centers within the campus. It would be nice to explain here is what we need to report as to compliance to the Chancellor's office and the things we don't. If we want consistency, maybe all centers need the consistency even though they don't report to the Chancellor's office. It just stays with the campus. Many centers on this campus are not reporting, and people don't know the difference.

- (Provost) Update:

The committee did great work on the CBE Dean Search. Four semi-finalists are going to be coming to campus. The committee was excited about all four, and from my point of view, all four would be great. To be at this point in the process and have that many strong contenders is a real testament to the College of Business and Economics and the work of that search committee. Also, hats off to Isaacson Miller; having a perfect search partner helped us get a pool of candidates that might not have found us otherwise.

I am working with Steve and a small informal working group to look at post-pandemic RTP. You've read the articles, we've read the articles, we know the pandemic has disproportionately impacted faculty. We have a draft document of things that we could do now, things we should be looking at midrange, and things we should be looking at in the long-range. With Steve's help and a couple of other folks, I am taking that to the deans this week. We should be in a place with that soon where we can have a conversation too. The jest is, if we don't do something, the pandemics exacerbation of inequities will become ours, and we will see those faculty who had the most challenging time this year continue to have the hardest time to come up, especially in going up for tenure. I think we have some real concerns about making sure everyone has an equitable opportunity for that success on the other side of this.

This year all of our new faculty underwent equitable pedagogy training, and we would like all of our faculty to have that opportunity. Amir and I have been working with Kristin Stang and her team and Dean Kirtman, and her faculty to put together a 90-minute module that faculty can complete. The module is designed to train them in what you could call culturally responsive teaching or call equitable pedagogy. Things you all know, but not all of our faculty have been able to understand, low stakes assessment, pre-post, approaching a diverse classroom at the personal awareness level, and the best practice in pedagogy. It's at the stage right now of being sketched out, what it's going to be, what it's going to look like. We would like to share that with you so we can get some feedback on it.

We are taking GE seriously; that wasn't just something to say to get across the Senate floor. My next step is to go to the deans and have a two-hour session to take apart the GE. We start talking about what does it look like to rebuild. I think Steve has a process that you all are going through with that, and the idea is we meet somewhere towards late spring to talk about what the real work is. It has to be a joint administration and Academic Senate process.

- (Wood) I received a letter from VP Forges saying you live in Long Beach. Here is the evidence that you are an educator; when you get vaccinated, use this. I know I raised this issue the last time we spoke about faculty feel like they want to hear more communication from the university about the vaccination process. That's right in line with the kind of thing I was thinking; it makes the faculty member feel like, wow, they know what's going on, and they are keeping me in the loop. I also get this weekly update from Long Beach's Health Department about where they are in the process. So, I want to say that's great; more of that is terrific.

Also, I am part of the Public Health Chairs within the CSU system, our network, and we have collaborated with the UC Public Health Chairs. Dr. Michael Lu leads this group from Berkley. We wrote a statement supporting getting vaccinated, and they asked us to try to get it sent out by a high-level official and share it with a vast constituency. I will follow up with an email and hope there is support for that.

- (Provost) We will have monthly all staff and all faculty forums from here out starting in March on reentry, health issues, and whatever questions we can answer.

## **VII. STAFF REPORT**

(Stambough) We were under the impression the policy on assigned time for exceptional service had expired, and we just got a note that it hasn't. This was a surprise to many people, including us, so we need to do this relatively quickly.

We can ask everybody who served on the committee last year if they would like to help an additional year since we are doing this in a hurry. They have some experience in evaluating the applications.

## **VIII. COMMITTEE LIAISON REPORTS**

8.1 ASI Board [Stambough], T, 2-9-21, 1:00 - 2:15 PM, Zoom

No report submitted.

- 8.2 Internships & Service Learning Committee [Walsh], W, 2-10-21, 9:00 - 10:00 AM, Zoom
- Minutes of December 8th approved unanimously by the quorum present.
  - Reflecting past meetings that internships and service-learning do not get adequate recognition in the RTP, John offered language changes to UPS 210.002.
  - John introduced the idea of expanding the committee to cover all HIPs. The committee agreed but felt that student research should be assigned to the Research committee rather than a HIPs committee. Committee also wants input on renaming the committee and drafting its charge. It was approved unanimously.
- 8.3 University Advancement Committee [Matz], W, 2-10-21, 9:00 - 10:00 AM M, Zoom
- I. Titans Give (Day of Giving)
    - a. PowerPoint was shown
    - b. The critical part of the message is that they will match the \$500 donation if committed by Friday, February 12th.
    - c. Comparison between Crowdfunding and the Day of Giving
    - d. Statistics are impressive
  - II. Endowment Presentation
    - a. Explained the difference between market and book value
  - III. Alumni Engagement presentation
    - a. Since there will be virtual graduation, looking for ways to reach the graduates and encourage their membership. I suggested a personal video welcome to each graduate, congratulating them and inviting them to join the alumni association.
  - IV. Two items discussed after the meeting with Todd Frandsen, chair Tara Suwinyattichaiporn and me about
    - a. Naming policy
      - i. BoT finalizing the policy and waiting for that policy before reviewing ours
    - b. World Wide Web Policy
      - i. Tara, Todd, Greg Saks, and I will meet and discuss
- 8.4 Faculty Development Center Board [Matz], F, 2-12-21, 9:30 - 11:00 AM, Zoom
- Meeting called to order with a quorum.
  - Erica Bowers reported on “Shifting Research;” she has been meeting with a small group of faculty to launch a network of researchers who share a topic interest and need to collaborate to stay active during the stay-at-home time.
  - **Faculty Educational Instructional Development grant.** The call will go out today. Expect a robust response. Proposals were due March 12th.
  - **Outstanding Professor** lecture will be April 14th.
  - **Mentoring program.** The new mentoring program for Spring 21 launched with 21 mentors and 35 mentees. First workshop was completed last week—joint meeting today.
  - **Peer Observation.** Erica is working with her professional organization on a protocol for assessing classroom observation. It is a rubric, includes a premeeting with faculty doing the observation and the one to be observed. It focuses on incorporating elements of anti-bias, critical reflection, and a debrief meeting. The letter for the RTP or working file is the final step.
  - **New Faculty Orientation.** Erica has been tasked with planning an in-person orientation for the 34 new hires. She discussed the logistical issues and the uncertainty of what August and the pandemic hold for us.
- 8.5 Curriculum Committee [Gradilla], F, 2-12-21, 12:00 - 2:00 PM, Zoom
- UCC will not make a UPS for the new university requirement related to the implementation of AB 1460. This would have given guidance on the university graduation requirement. Since the university writing requirement is not governed by a distinct UPS per se (giving shape to how students understand it).
  - We discussed UPS 300.024 Declaring a Major and Minor in light of the new online form to make sure that the UPS and the new online processes are in alignment. The big issue to codify is what do we do to references to the old paper system (getting a departmental stamp). We do not foresee going back to paper so there is a need to align the document and the existing UPS.

- We updated UPS 411.101 Policy on Courses: Numbering and Requisites, Standard Codes and Controlled Entry to align with WASCUC. We took direction from Su and Brent on the needed changes.

8.6 Graduate Education Committee [Wood], F, 2-12-21, 2:00 - 4:00 PM, Zoom

- Discussed the proposed Extended Ed. pay structure for faculty. Concerns were raised about conformance with the CBA regarding summer compensation (21.15).
- Concern was expressed that the GI bill does not recognize 400 level graduate classes as graduate classes unless a 500-level course is also taken in the same semester despite the fact that many 400 level courses are recognized as graduate level courses.
- Graduate Writing Form. A draft was reviewed and edited. Discussion focused on graduate writing being discipline appropriate. Revisions and vote to occur via email.
- Graduate Student Success Survey. The committee reviewed the current draft; input focused on scales, drafting a new internship/field experience item, and DEI items.

## IX. UNFINISHED BUSINESS

9.1 Proposal for the School of Accountancy

9.2 Ad Hoc Committee - to review the Proposal for the School of Accountancy

Dean Rahmatian joined the Exec meeting to consult on the faculty who will serve on the ad hoc committee to review the proposal.

- (Stambough) We will reach out to the proposed faculty and once they agree to serve, I will forward the names to the Provost to try to get this done this semester.

9.3 General Committee Senate Nominees

Exec continued working on filling general committee vacancies. An email will be sent out to faculty asking them to serve. Once we receive an acceptance, the faculty member's name will be added to the consent calendar for Senate approval to be added to the all university election ballot as the Senate Nominee. These committees need to be finalized and on the AS agenda by the March 11<sup>th</sup> meeting for Senate approval.

9.4 Statements of Opinion

9.5 GE Task Force (restart)

## X. NEW BUSINESS

10.1 Retention of Faculty Author Rights to Deposit and Disseminate their Scholarly Articles: An Open Access Policy

1. AS-3376-19: Resolution in Support of Faculty Publication Rights with a Green Open Access Policy for the California State University
2. CSU East Bay: Revised Open Access Policy

(Stambough) I talked to the President and we have new university council and he wants them to take a look at this. We talked about the timeline so we can get the feedback from council so we can bring this up this semester. We will bring it to the Senate after we hear from council.

Q: (Dabirian) Didn't we have lots of opposition from Senate floor about this? It was a lot of issues that once we do this it is going to cost the faculty member lots of money to be able to put the publish item in.

A: (Stambough) Yes.

- (Walker) None of the issue brought up on the Senate floor have been addressed. This is still a blanket please hand your copyright over to the university policy. There are a few people who really want this, who betray open access as the future and wonderful thing. It is fantastic for R1 Institutions in the western world with lots of funding, it is not fantastic for CSU's who do not have tons of funding.
- (Stambough) I will not bring this up as an action item, after we get approval from legal I would bring it up as a discussion item where all the stuff comes in again, into the record, and then back for reconsideration.

## 10.2 Revisions to UPS 210.002 - Tenure and Promotion Personnel Standards

(Stambough) We are going to send this off to Faculty Affairs Committee. This revision originated from the Internships & Service Learning Committee to add in internships, service learning, and community-engaged learning as contributions to service for the RTP standards.

- (Kanel) For many years I've been wanting to include service and beef up the service in the RTP process, give it a lot more credence than we give it. I think we have to be careful that people aren't given assigned time to coordinate. We have to make that explicit, that if you are given assigned time to be the coordinator of an internship program you should not get to double count that as service, because that is part of your teaching.

Q: (Kanel) If you are paid for service, does that mean you don't count it as service?

A: (Stambough) No. Effectively if we said you are getting paid for service, it doesn't count for service, we would be requiring uncompensated overtime for people to do their jobs to get promoted, and we can't do that. So, anything we do, we are getting paid for theoretically. If it's not going to be evaluated in service, then it should be evaluated in teaching. Trying to figure out how to do that is an issue. If it's part of an official class, as opposed to assigned time, I think that is a big difference.

- (Dabirian) This comes out almost every semester and I keep telling everyone the best thing to do is put HIPs in teaching in the RTP process. Not in service, in teaching. If we do HIPs, that's a big umbrella, research goes in there, a lot of things that goes with HIPs is in there and that's all we have to add on. Otherwise a whole bunch of addendums are going to come to the RTP process. I think we should ask the committee if they are comfortable doing that.
- (Walker) I think this sets a dangerous precedent because it can double count and then people don't know where to count things. I was trying to find what it says about service in EP&R 76 because they define what those are. It's 3 WTU equivalences of indirect instructional activity such as student advisement, curriculum development and improvements, and committee assignments. That's what our service 3 units are defined as. When you look at our contract and the way that we are evaluated, I do think there are pieces to internships and service learning that would be service to the department. I think it would be best if we were to leave it to the departments to figure that out and not do it in UPS 210.000. If we do it in UPS 210.000, then we are going to have I get to count this as service and as teaching.
  - (Kanel) But we can't double count.
  - (Walker) I know, but that's what folks will want to do.
- (Kanel) Just because you teach an internship class I don't think that should count as service, that's teaching, if you are getting paid to teach it. Now if you are going to coordinate an internship program, that's different.
  - (Walker) All of it can get really tricky. On the issue about how people are paid, we could get into labor problems.
- (Stambough) The Provost has joined the meeting we can continue this discussion via email. This is murky, but it is important.

Q: (Stambough) When is the next Faculty Affairs meeting?

A: (Kanel) Friday. Please email before Friday.

## 10.3 PRBC New Programs Proposals

(Stambough) This item will be added to the next AS agenda for approval.

## XI. ADJOURNMENT

M/S/P (Dabirian/Matz) Meeting ended at 12:50 PM.