CALIFORNIA STATE UNIVERSITY, FULLERTON

**ACADEMIC SENATE
EXECUTIVE COMMITTEE
MINUTES
FEBRUARY 2, 2021**

Approved 3-16-21

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

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

I.   CALL TO ORDER

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

II.   URGENT BUSINESS

➢   I want to report from faculty in HHD who are concerned about coming back to campus. The concern is making sure we have a strong public health lens on the facilities' safety. We communicate where our information is coming from. Folks are concerned about hallways, doors, and high-touch, high-traffic areas. The conversation from the Campus Beautification Committee about safety will have those areas wiped once a day? The concern from our faculty is if that is adequate because it doesn't seem like it is.

- We will follow up with the Provost and CF&B.

➢   I'm speaking for myself and a few people in my department:

1)   I tried to install the Fullerton email account on iMac and cannot add it, and not sure what to do. I have to email IT.
2)   On my iPhone, I have to log in and do duo authentication every 15 minutes to get my email on my phone, and I need to know how to get it fixed.

- For the duo authentication, I recommend you call the helpdesk and have them walk through the configuration with you to make sure you have it set for five days because if that is not set, it will keep coming back, and you have to do it. They will zoom into your system and do the configuration.
  - It might be good to do an email or reach out to campus for folks who have problems now that the deadline has passed to direct them where to go.

III.   ANNOUNCEMENTS

No announcements.

IV.   APPROVAL OF MINUTES

4.1   EC Minutes 1-26-21 - *forthcoming*

V.   CHAIR'S REPORT

➢   I had a couple of meetings with working groups to develop a compromise solution for the one big agenda item coming up: the GE part. I am not sure people are going to compromise. The chair's report states we have some short-term issues to deal with and a lot of long-term problems to deal with, and for this particular meeting, focusing on the short-term matters is what we need to do.   At this point, we need to implement something within the law without driving the campus apart.

- (Dabirian) The Provost must commit to GE reform. We had a task force, and some great ideas came out of the task force, but nothing was done.

- (Kanel) The biggest thing I would like to have you do is have a set plan of how we will proceed. We have to be strict and organized on how to move and make sure everybody understands everything. A new resolution has been worked on, and that has to be explained, what it means. What we are talking about with high unit majors has been a big issue. What is considered a high unit major? How you become a high unit major? What're the grounds for it? What's the cut-off? If we could focus just on that and table for a second option 1 and 2 and look at the resolution first, we really can't do that until we understand the solution.

- o (Matz) I reached out to a couple of our sister campuses, and I heard back from Humboldt. He said we describe it as disciplines entirely restricted, basically limited to majors with external accreditation that requires specific course work.

- ➢ We need to think about Statements of Opinion, and it will be on the next agenda for us to discuss. If you think it would be a good idea, I can put an open call in my chair's report for the general public to suggest Statements of Opinion.

  - (Gradilla) In light of Covid and campus return, Statements of Opinion will be imperative.
  - (Dabirian) As part of your chair's report, you may want to ask Senators if there is something vital for us to ask.
  - (Gradilla) Work on a Qualtrics survey where people can send in the information.

VI. PROVOST REPORT

Karyn and I are here because you asked to know some things about First-Year Experience (FYE) and Advising. As the AVP for Student Success, we have shifted portfolios, and Karyn is over that portfolio now, so this is her opportunity to let you know a few things that might help. Mostly we want to make sure you know these programs have so much promise and what happens next is pretty essential.

- (Scissum Gunn) This is a real opportunity for us to shift the narrative around student success. We admittedly do many things on our campus in the spirit of supporting our students. Building the notion around the why, around the student success as being the anchor to what we do, is essential. It was a brilliant and suitable time for us in Academic Affairs to arrange a collection of guiding units to help begin this idea around student success. Right now, we define student success formally as our graduation rates and our closing the equity gap, but a formality, there is so much that can be done to support the students as they move through this pipeline. We want to build in some of those along the way, demonstrations of student success in concert with the great things that are going on in the classroom. What are some of the support pieces that are helping from a holistic standpoint to help our students move through successfully?

  As I've started to look and work with the FYE Program, there is a whole national movement around FYE, and it seems like this is an opportunity for us to think about our first-year experience plan and think about whether or not we are at a point where it's an opportunity to make some elevations. When I first came in 2017, there was a movement to allow the colleges to develop their own specific FYE efforts. This is an opportunity for us to think about the connection between University 100 and the college efforts. And ways to fortify those experiences.

  At a more local level, to give you some of the things that I've seen so far with the University 100 course. I am working with Minerva. I am learning a little more about what's going on in that course. It would be wonderful to have support and engagement to learn about what is going on in the colleges. The reality of it is there seems to be a disconnect of sorts. FYE is almost a discipline in and of itself. Is there an opportunity, regardless of whether this course is designed for students in this discipline? There is some central core guiding academic outcomes than students who experience the first-year programming can benefit from and feed the undeclared. For instance, University 100 would provide major exploration, pathways, and other types of second-semester programming to get us towards an actual first-year experience. Right now, it looks like we have a first-semester experience. In the spring, we are doing our best to engage in some other dispositional types of undertakings, such as getting students into project-based spaces and experiences around efficacy, grit, and all of those other self-exploratory activities that students can be engaged in. There is an opportunity for a lot more structure, which would truly benefit students in new ways.

  The first-year experience is not just necessary for students who do not declare majors. It's not only important for students who may come in from various types of backgrounds. Every student transitioning from a high school mindset can benefit from the transitional experience that the first year, very intentional program can offer. These are some of the high-level observations that I am making so far, and I think it would be excellent to contemplate something like a first-year experience advisory council. No council supports either the undeclared or the college first-year experience curricula and programming. To help flesh some of these ideas out to determine what's timely for us, I think a thinking group would be an excellent consideration for now, in the immediate future.

  - o (Stambough) It is fun. It is gratifying and rewarding. We developed one in Political Science, just for our incoming majors. I taught it the first two years, and it was a blast. I think the rewards go beyond even the four years they are here. I think we are going to have better alumni connections with the people who do this.

- (Gradilla) I agree on the first-year experience being a year, the University of Oregon does it very well. I was in a conversation with Matthew Badal, who works for IT, and we were discussing the importance of technology and skills. One of the things about the first-year experience does well is that it does is demystifying the campus. One thing that would help that first-year experience is a collaborative partnership between departments and first-year experience. So, student success strategies such as citation, plagiarism, how to use excel, how to use Microsoft Office, how to use Grammarly are things that they will carry for success throughout their four years here on campus. I think those strategic partnerships are going to be critical. We need to have a robust partnership with the golden four on campus, the golden five if we count Ethnic Studies, and make them a part of this, maybe a secondary layer. I think we should do the advisory council, and one of its charges should be to look backward and see if we are noticing issues in our first-year experience. Get ahold of our school district partners of where these kids are coming from and work back, and have an attempt to say this is an issue we see coming out of your school district. We are not accusing you of anything. Still, we want to make sure that as this pipeline is flowing this way, we can start having this two-way conversation between the school district and our first-year experience.
  - (Scissum Gunn) That is powerful, especially as we contemplate not only the front door that students enter through the FYE, but even before, when that twinkle in the eye of becoming a Titan begins. We are also bringing on the Early Assessment Program. It is a program that we have, but it's now going to fall into my portfolio. It will now give us some structured range and reach with our school partners to begin doing some of the exact things you mentioned. Not saying that's the end-all because we have many organizations on campus that have some level of outreach. But as it relates to the academy and the establishment of that mindset for college, I think the EAP, with what you said, might be an excellent opportunity to engage in that whole pre-Titan experience, investment of students coming forward.
- (Stohs) There is a question in chat about how Business Honors work? I lead the committee that organized that, and I was the first director of that program. It's similar to undeclared students because business students come in without a major, and they don't know what concentration they will. When we designed this, I thought the only way to have them unified and meet was to set up their core courses to take classes together, which helped. We got to use the University 100, which wasn't so easy at the time. I taught the course, and I would have them all year long, and they would feel some sense of camaraderie with me as director of the program. I'm ninety percent sure them working together and knowing one another in the first two years was very different from most business students, and you're talking altogether about several thousand students in the first couple years. The problem is that it had to be an extra course for them. If it could be woven into the other courses that students have to take, that helps, but it doesn't help the business students.
- (Walsh) Many of our students are transfer students. We need to incorporate the first-year experience somehow with those. We did that with Sociology. I finished interviews on my sabbatical with the first cohort of our transfer student learning community. We only lost one student out of thirty. She was homeless when she started the program. The key things that I got from the interviews were the sense of camaraderie and the fact that was knowing they were going to see the same faces in at least two of their classes every semester allowed them to overcome that anonymity of feeling part of 40,000 people. We have to do the first-year experience for transfer students.
  - (Scissum Gunn) There is discussion around even for entering freshmen, sophomore year experience. There are many points along the trajectory where students, especially those coming into your environment for the first time, can benefit from that kind of structured programming. Even though transfer students may have a slightly different profile, they develop some higher ed experience about navigating administrative structures. It's often the transition into an environment that is quite different from the one they will be coming from, so that's important. I have noted that as a consideration as well.
- (Dabirian) IT has been working with Minerva about inserting technology, so they understand technology. When we look at the Universities programs, one crucial thing is HIPs. It is critical to make sure the first-year programs build what HIPs want them to do, a learning community. A learning community and continuing of that learning community is crucial for us because they can take that into their sophomore year. We do a lot in the first year on our campus, and we don't do anything for the sophomore year. The other issue is we do it for undeclared; what do we do for majors? Not all the majors will do the same thing. We do it for 500 - 1,000 students a semester; that is not enough. We need to do it across the board.

- (Scissum Gunn) One of my early observations I am concerned about Student A, who may be undeclared, comes in and has some FYE exposure and benefits. And Student B, who declares a major where there may not be an active FYE component and the sheer difference now from may wholistic elements those two students are now continuing their journey from different initial experiences. I would be a fan of figuring out how we broaden the reach of FYE, not just for undeclared students and not just for those areas who have already developed some level of curriculum and programming, but beyond that.

  In looking at the University 100 syllabus, I am very impressed with the engagement piece, with the opportunity for connection. But I would love to see an alignment with the GE Learning Outcomes, where the academic preparations benefit students. The critical analysis, opportunities to engage around these dispositions help the learning process. From a HIPs perspective, I would love to figure out how we can incorporate those experiences and figure out the impact of high-impact practices. I'd love to see our curriculum from the point of centrality feature those kinds of experiences.

  o (Kanel) What's missing is the first-year students who already have a major; they need to get hooked into their departments quickly. I wonder if you empower them to go into their departments and meet the advisors? Have that be their focus rather than General Ed advisement and utilizing their departmental advisors because that is where they will learn about their career identity. The significant advisors know much more about the career than the GE advisors. I think this has been a big problem on our campus. I hope there is some way we can increase major advisement for everybody. Transfer students get that already, and these first-year freshmen need it. You have to work with significant advisors to help that happen for everybody and not just for undeclared. We have been working on this for a year, the major advisement is so underfunded, and we have to use our part-time bucket to pay for effective advisement, which depends on FTEs and SFR. It is so underfunded, and it what's needed to retain students.

    - (Scissum Gunn) From what I have seen in my early assessments, the GE advising is pretty well funded, pretty well structured, and does an excellent job at GE advising. I think we recognize this is a real opportunity, speaking of centrality, to get to a point where there is a partnership with GE and college-based advising.

      I want to alert you to an upcoming engagement we will be conducting next month. We are starting to get the messaging out. We are inviting some consultants from the National Academic Advising Association to engage with us about student success, the role of GE and faculty advising on our campus, and hear from us and maybe give us some feedback for what kind of partnership, development, etc., would be appropriate for our campus, so we have a seamless collaboration with GE advising and college-based advising.

- (Provost) Update on positions and searches:

  Binod Tiwari is on a temporary appointment. He is an interim individual on my team in the Research and Sponsored Program. I have requested to move forward with a search for the Associate Vice President for Research and Sponsored Projects position. This would be an internal open search.

  Mark Filowitz is the AVP over Academic Planning, and that position is also interim. I have extended Mark for one year, and he will stay in that interim role. I want to search for that position, but I'd like to understand better just what that position is. Things about Enrollment Management, Registration and Records, and Admission are not as straightforward as I want them to be, so I think doing an interim is a good thing.

VII. STAFF REPORT

No report.

VIII. COMMITTEE LIAISON REPORTS

8.1 ASI Board [Stambough], T, 1-26-21, 1:00 - 2:15 PM, Zoom

ASI Board met Tuesday, January 26th, to go over financial statements and discuss the General Education options. As liaison from Senate Exec, I presented background on the situation, including 120-unit limits, transfer unit limits, EO 1100, AB 1460, and the American Institutions requirement. That was followed by listing the pros and cons for both options being considered. There were a lengthy Q and A session afterward. ASI is sending out a survey to students for feedback to guide their Senate representatives in their votes. The ASI senators also mentioned that they met with faculty proponents for each of the options to gather information to form their decisions during the break.

8.2 Student Academic Life Committee [Stohs], T, 2-2-21, 9:00 - 10:00 AM, Zoom

- Quorum met.
- Work for the semester is to revise UPS 300 – discussed updates (sections were portioned out to teams) – and planning for the next two meetings.
- It appears that the (early) April meeting should revise.

IX. UNFINISHED BUSINESS

(Stambough) From a parliamentarian procedure, where we are is, we had option one postponed, and we had the introduction of a resolution. The resolution was on the floor, and that is where we left things.

When we pick things up, will it make sense to pick things up with deferring to the author of the resolution to remind us what is in the resolution, then go to a speakers list on it?

- (Walker) Yes.
- (Walsh) Since not everyone would have read your chair's report, I think it is essential that you frame the discussion on short-term, long-term goals.
- (Kanel) I think it needs to be emphasized and structured so people know we are only speaking to the resolution, not the UPS documents.

Q: (Dabirian) Do we want to have a resolution for the Academic Senate Executive Committee to explore reinstating the GE Task Force to start working on things?

A: (Stambough) I am ok with that. I will bring that up at the working group meeting today.

- (Stohs) My concern with going ahead with the resolution and debating the resolution is it could take up most of the time. So, if we spend most of the time on the resolution, we still have to vote on option 1 or 2, and there won't be time for debate on those.
  - (Stambough) The resolution makes option two legal; that's why it's there.

    Q: (Stohs) If there will be a debate, how long will that debate go on? How much time will there be to end up debating whether option 1 or 2 end up being accepted?

    A: (Stambough) We can do a time certain for a vote, to cut off debate at a certain time. We can do time limits on the speeches. We can do the parliamentarian part where nobody gets to speak to something more than twice on the floor. There is no third-time speaker list.

    - (Stohs) We need something like that, and we need it stated in advance, rather than springing on them while someone is speaking.
- (Walker) We can use the Statewide Academic Senate rules, three speakers for, three speakers against. We can have more speakers, but those speakers need to make motions, etc., or they will be out of order.

    Q: (Kanel) Can you give a time limit, so people don't give a 20-minute speech?

    A: (Stambough) Robert's Rules has it where it is 10 minutes by default, and the body can adjust that up or down. It takes a 2/3 to adjust it up or down. So, we could limit speeches to two minutes.

    - (Walker) Let's change one thing at a time to see if we can make that work. Let's do the three speakers for three speakers against, and then if we need to mess with time, we can have a plan for Exec to jump in and limit duration if people start to talk for a long time.
    - (Matz) I think it would be wise to set the time limit before they start speaking. If not, and we interrupt them, it could be offensive to them.

    Q: (Wood) How do we decide who the three speakers are?

    A: (Stambough) The first three people speak for the motion until we get the three for and the three against. Once we reach that, the debate is done, unless the body wishes to extend.

    Q: (Gradilla) If we run out of time, can the Senate agree to have a vote electronically after the meeting?

    A: (Dabirian) We have done this on our committees, but I have never seen it done in the Senate. We have done it for things that were easy but not controversial. This has too much controversy, and it could be an issue.

- (Walker) We can write a quick guide to assist Senators with the rules on three speakers for, three speakers against, making a motion, or making a change.

- o (Stohs) We will need to vote on this, so we need to distribute the guidelines to the Senators before the meeting, and we can vote on it as urgent business.

Q: (Dabirian) When is our drop-dead date to have this done? You must let the Senators know what date we need this completed to understand why we are rushing.

A: (Stambough) I will check with Mark Filowitz for the date.

Suggestion:

(Kanel) Have Matt do a clear presentation of why he is making the resolution. What good does the resolution do compared to just going with the UPS? Why we need it? Explain what the resolution is, then have people speak for or against it. Maybe have something in writing that presents why we have to have this resolution, so people don't have to ask questions about it because sometimes it doesn't make sense when you just have to read it.

- o (Gradilla) Give people a heads up to prepare their comments ahead of time if they speak for or against, with a two-minute window.

Q: (Gradilla) Is there a way to declare at the end of this meeting, if we are deadlocked, that we take people from both perspectives and make them do a task force, and they will hash out a new compromise outside of the Senate?

A: (Stambough) That is the goal of the working groups. They met on Sunday, Monday and will meet again today.

9.1   Revisions to UPS 411.201 General Education: Breadth Objectives and Course Development - Proposal 1

9.2   Revisions to UPS 411.201 General Education: Breadth Objectives and Course Development - Proposal 2

9.3   Revisions to UPS 411.202 General Education Program: Unit Requirements Academic Standards - Proposal 1

9.4   Revisions to UPS 411.202 General Education Program: Unit Requirements Academic Standards - Proposal 2

9.5   Resolution on Exemptions for Implementation of AB1460 for High-Unit Majors

X.   NEW BUSINESS

10.1   Proposal for the School of Accountancy

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

XI.   ADJOURNMENT

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