



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

Approved 4-6-21

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

- There is a Library situation we have been struggling with in the Faculty Affairs Committee. There seems to be an issue related to no understanding of what collegial governance is. Some people think they have the right just to talk on and on and make things be the way they want it, they don't understand the Senate Exec takes a look at it, then the Senate looks at it, and the Dean doesn't get to prescribe and tell everyone what to do, there has to be some checks and balances. There are issues in Library management, and I am trying to keep it to where I'm out of HR business because it's moving into HR and just focusing on what the CBA says and what we want to put into UPS 210. The library personnel situation has been going on for a year.

We have a meeting on Thursday to go over all this again as well as the diversity issue. I'm trying to keep the focus on "don't violate CBA," "what do you all want to do," but the representative on FAC won't decide because she is afraid of the Dean, and this is paralyzing. I told them, the Librarians, they have a deadline of March 4th to get me how they want it written. If they don't get it to us, it might have to stay the way it is.

- The library situation has been a continuous thorn in the side of FAC. The Librarians want their UPS and want to do all of the things they have been able to do under their standards and can't because their old standards are vague and inconsistent. There is a lot of history reflecting prior deans, the current Dean, and the current people, and it's complicated. I honestly hope you all just leave it alone and let it stay if they don't want to do anything. Give them a deadline and let them finish it.

Q: Is there a particular issue or a set of specific problems they think should not be in the UPS that would restrict their department personnel standards?

A: No, they want to add things in. They are taking wording from ACE and the recommendation of ACE for appropriate collegiality and working through things. They want language like consistency amongst all the people. They want to add more rigor, so it's getting complicated.

- UPS 210 is the frame, not the details. Some of the stuff they are arguing about probably should go into their department personnel standard, not in UPS 210. The Senate will not get involved in individual personnel issues; that is not what we do.
- The problem is they don't have a committee that can look at their standards, and the Dean is the only one who can recommend their standards, so that is kind of what their issue is.
- Let them know If they don't have the generality in, we will let UPS 210 go as is, and they can write their department personnel standards.
- Regarding UPS 210.070, my understanding from Ed Collom is there was a lot of discussion at the Faculty Affairs Committee when the revision was done, but there is still something that doesn't make sense. He argued that you would leave off the last semester of a 3AY semester to comply with the CBA. So, their ninth semester as a 3AY never gets evaluated under the current UPS 210.070, and that doesn't make a common-sense argument. In the past, we have always done all nine semesters of a 3AY. To ignore their last semester from their previous contract, which was not evaluated in the first contract, doesn't make any sense, and I think we need to take a look at that. I don't disagree with Ed, he is an expert on the CBA, but I think we need to do something. In our case, it's problematic. I will bring that up at Faculty Affairs Committee meeting on Friday to see what people have to say about it or any ideas.

- If you want to look at it, it's in Article 15.26 in the CBA. It says "during the term of their appointment," that's where Ed got the language. It made all of us nuts. We did that while I was chair of the committee, none of us wanted to do it, but the guidance we got from both Labor and Ed was the contract was written in a way that we don't get much choice.

Q: So, the last semester of the three-year term they have been appointed to, are you saying that is not part of the term of their appointment?

A: No, that the evaluation must be within the appointment. Therefore, it can't contain the last semester of their appointment.

- Perhaps that is something to be brought to their attention at the next round of negotiations because that doesn't make sense.
 - The way the contract is written doesn't allow for good evaluation practices.
- On a related topic, I've been talking to Ed about precisely that and also about cross-listed classes. For the students that take the non-post version, those students' SOQs don't count, they never show up anywhere, and they are not evaluated in the GPAs, and I wish we could fix that.

III. ANNOUNCEMENTS

No announcements.

IV. TIMES APPROXIMATE

11:40 AM – 12:00 PM

Discussion: UPS 330.164 Posthumous Degree and Recognition

Presenter: Sarah Hill

There was a discussion with Sarah Hill, chair of the Academic Standards Committee, regarding the questions Exec had with the revisions to UPS 330.164.

Suggestions:

- Send this document back to the committee with the suggestions from today's discussion.
- For Chair Stambough to send a memo to the President letting him know if something needs to happen, to use where we are going with the new procedure we are outlining in the policy.
- Check with VP Oseguera to see if there are best practices they recommend. Maybe we can massage this with what Student Affairs does for families.
- This is a significant change, and maybe it would benefit us to put this item on the Senate agenda as a first reading to get a sense of the Senate.
- (Stambough) We will add this document to the March 11th Senate agenda as a first reading item. Then we will send it back to ASC with suggestions and recommendations received from both the Executive Committee and the Academic Senate.

V. APPROVAL OF MINUTES

5.1 EC Minutes 2-2-21 - *forthcoming*

5.2 EC Minutes 2-9-21 - *forthcoming*

5.3 EC Minutes 2-16-21 - *forthcoming*

5.4 EC Minutes 2-23-21 - *forthcoming*

VI. CHAIR'S REPORT

No report.

VII. PROVOST REPORT - 12:30 PM

- We have been working on the fall instructional plans, and I have asked the deans to share some aggregate information with me about what things look like at the college level. In the system we have, the departments are putting this information into the registration system, so I thought I would show you what a snapshot looks like of campus. Su Swarat ran some numbers for me off of the percentages and what's interesting is if you look at the total percentages, it's 62 percent in-person, 32 percent online, and 6 percent hybrid, as a campus right now. This is the first result of the exercise. The only people who have seen this is the Dean's and the President. You can't see the department-level data. Each department did this their way, so what you believe is true about your department is true. Each Dean's office just asked the departments what's your percentage of in-person, non-in-person courses and Su Swarat's team took that information and converted it to several classes. This is just a projection.

We are now with all the faculty doing their own thing but guided by the fall principles we shared.

- Think about the course
- Think about the modality you want to teach, and have a variety of modalities
- Don't plan for four or six feet of social distancing; leave that for someone else to worry about the health and safety.

This is where we landed, and I think it's a perfect place to land to start because 62 percent in-person is a number very close to what we probably would say we should be modeling right now had we not even consulted the faculty.

Now Angela North, Ali Izadian, the Facilities Management Team, and the Software Consultant Team will start running different scenarios looking at our total instruction capacity, thinking about different kinds of health and safety regulations that could be in place. Can we have 62 percent of our courses in-person? Can we not? Can we have more? Can we have less?

My goal in going into tomorrow's open forum with the faculty is to share this generally that we went through an exercise and where we ended up is the faculty preferring, all things being equal, to have 62 percent in person. Now we have to look at health and safety guideless and modeling in the months ahead.

Q: (Walker) How quickly are we going to merge this with the space consultants' results?

A: (Provost) I don't know the timing, but I will figure it out. I have imagined it's a month's project to sit back and look at all of the numbers and get some clear direction from the county and state.

- (Stohs) If we look at the overall numbers, one college stands out as not having many online courses. Whether that is a concern or not, I'm not sure, but I would also guess that many faculty in that college was made fully aware they had that option.

Q: (Provost) Are you suggesting there might be a need to give people a second look at some of this as we go forward?

A: (Stohs) In some very general way, I would imagine yes.

- (Gradilla) I would like to see the FDC Board and the IT Committee be activated as another body to help the transition. And given a charge that they help as liaisons and point people to get that message out in terms of even if you are doing an in-person class, what are your tools and options staying within the UPS.

Q: (Stambough) I was surprised to see the low numbers for hybrid, in part because I hear people say that is the better way to do it online. So, I wonder if we know why that was such a small number and if that is a scheduling issue? If departments want to do that, is there a way to help them do that in scheduling?

A: (Provost) I think the numbers are low because we didn't give people a lot of time for the exercise. We know how to do it; we can teach in person and now introduce virtual. What I think is probably going to happen next is when we model this with the space we have available on campus, and we look at whether or not we can do this much in person; a hybrid is a next place to go. I think faculty would teach hybrid if they understood there was support and precisely what it would be. And if you kind of laid it out and said these many faculty want to teach in person and if we did hybrid, everybody could, but if we don't do more hybrid, simply more people won't. Then I think we could have that discussion in the community.

What I'm pushing for at this point, the faculty have decided how they want to teach, so let's model that, and if that can't work because of various things, then let's go back and have a dialog with the Senate and the colleges about what we might need to do, a second pass.

- Teaching in languages other than English, I just want to be part of the group. I would like to know how I can be working with a couple of deans right now who are either the Dean with the language department or the Dean whose faculty proposed the course in Spanish, which has gone through the GE Committee. Is there anything that you can tell me? I have a meeting with both deans, and I would like to be on the right talking points.

- (Stambough) We were just starting that discussion. The small picture one is that the GE Committee looks at courses approved and determines whether they fit in a GE category; they are not about what the modality is. This came up as a GE issue, but it is more for UCC, which is why UCC is going to be taking a look at that topic this week.

I know some talk about whether or not courses could be taught in a language other than English outside of Area C. I think it is a reverse logic because it mentions that it could be in Area C but does not prohibit it in any of the other categories other than a couple of the ones for Area A, which means it prohibits it in all the different categories. I don't think there is a Chancellor's prohibition about it going into any category other than Oral Communication/Written Communication. If we can get clarity on that out of the Chancellor's office, I doubt it will come out any different from that. The big picture is what we were talking about when you joined the meeting.

- (Gradilla) For those working on this issue, languages other than English will be tied to our faculty hiring and diversity initiatives. As we start hiring more, in this case, Spanish-speaking, Spanish-capable Latino faculty, this will happen more and more.

For example, Armando, who is in the Math Department and has done innovative and cutting-edge work in Math Education, develops a Math for Spanish Speakers class. He wants to offer this class to help our partners and give future math teachers the language and the tools to help children who are recently arrived immigrants or refugees to succeed in school. Does the Spanish Department or MLL have to review that? I say no. The idea of a department policing the Spanish of Latino faculty gives me pause. What would that invention or intrusion look like, and what would that represent. I think this is something we will see. I could see this in Spanish for Public Health and Spanish for Human Services Social Work. You are not covering Cervantes or Lope de Vega. You are talking about a very technical use of Spanish rooted in Kinesiology, Public Health, and Social Work. I think there is a winning path if we could have departments and colleges think about this broadly.

- (Kanel) I did this years ago when I created a course called Human Service Delivery to Latinos. At the end of the book that I wrote, I have a dictionary from English to Spanish, and it's particular for working in Mental Health, Social Welfare, and systems like that so they can practice it. I never purport it to speak Spanish, just what words you could throw in if you're English speaking. Part of bonding is if you use a Spanish word here or there, they feel more connected to you.

We ran it through the Spanish Department, and they were fine. It's such a specialty thing. We're probably not going to teach those words in Spanish, and it's not the vocabulary that I typically would learn. I have a minor in Spanish, and I am bilingual. I do all the research in Spanish, we create interviews in Spanish, and I have to monitor this. Certainly, somebody shouldn't teach this class who doesn't speak Spanish, but you actually could because it is not really to learn Spanish. There is a course, Spanish for the Healthcare Profession, that we have our students take if they want to do that, and that's through the Spanish Department. We just run it through like a standard curriculum procedure and get the approval. They look at it and say the objective is not to learn Spanish. The aim is to be able to utilize specific Spanish terminology while doing counseling and social work.

- (Walker) Departments should think very carefully about this because I can see there being unforeseen problems from a faculty evaluation standpoint. We want to make sure the faculty who choose to teach in a language other than English have a fair evaluation teaching in the language they are teaching in, not based on the English of someone who comes to the class and doesn't speak Spanish.

- (Provost) This is a critical conversation. The way this conversation is held matters, and the way it was held in the GE, based on the email trails I have seen, is not optimal. It's complicated to have this conversation. When you have it, based on the question why, these are great examples, Spanish for healthcare providers, Spanish in Math Education, and everybody gets it.

This conversation could quickly devolve, and it could be awful for our community right now. So, as this moves to whatever committee it is going to, please don't let them take the football too far down this field.

VIII. STAFF REPORT

We received five applications for the Outstanding Professor Award.

IX. COMMITTEE LIAISON REPORTS

9.1 ASI Board [Stambough], T, 2-23-21, 1:00 - 2:15 PM, Zoom

We heard reports from the Colleges of Communication and the Arts about their activities related to ASI and listened to a physical infrastructure report from VP Kim. The Board considered an item related to supporting international students in light of international students' higher fees and tuition. The most critical thing that was tabled was a reorganization of the Board. Next week, there will be a special meeting to consider reorganization that would turn the TSCBOT into a subgroup of the BOT and not as it currently is.

9.2 Campus Facilities & Beautification Committee [Dabirian], F, 2-26-21, 11:00 AM - 12:00 PM, Zoom

- Approval of minutes.
- Faculty brought up the question: Students are still struggling with internet access. Can we please have RLT address the use of parking structures and Eduroam?
- Update from Facilities:
 - Library South - 4th and 5th Completed
 - MH Renovation - 2nd Floor taking place (scheduled to complete by August 2021)
 - Corporation Yard - Should start working on this in Fall 2021
 - Baseball Facilities - North Side and renovation on existing facilities - Scheduled for October 2021
 - Excavation work being done on Student Housing Project (adds 600 beds to count)
 - Correction by Larry - Replacing original apartment complex (will close down), so will only add 200 beds in total
 - Visual Arts Complex - Hit a snag - need to do research on soils - \$66M renovation project
 - Scheduled to start on May 2022
 - KHS Pool - Under Construction (adding a 50M Olympic-sized pool)
 - HHD Modular Lab - Need an alternative location for this
 - Looking at completing by Fall 2021
 - Working on Fall 2021 Repopulation Plan - Working with Academic Affairs group to have the plan completed
 - Committee will continue to work on how to add more diverse artwork around the campus.

9.3 Planning, Resource & Budget Committee [Kanel for Walker], F, 2-26-21, 1:00 - 2:30 PM, Zoom

- Quorum met.
- Minutes approved as amended
- Presenters: Kristin Stang and Amir Dabirian to address how University is supporting instructors during the pandemic.
 - VP Dabirian described IT support: device request, student software, the digital transformation of forms, e.g., withdrawal, grade change, etc., additional resources, 24/7 student/faculty/staff helpdesk.
 - Stang described AVP Faculty Support Services: teaching support.
- Program Reviews
 - Change of name of a certain Masters in TESOL related to concentration labeling due to CO requirements.

9.4 General Education Committee [Stambough], F, 2-26-21, 2:00 - 4:00 PM, Zoom

- The General Education Committee met on Friday, February 26th. The main issue discussed was being referred to UCC, but for which some tentative action was taken. The question surrounds a particular course that is being considered for GE classification and has some sections taught in a foreign language. The course has been approved by UCC and is a current course. The challenge came from MLL, who argued that it is inappropriate for classes outside of MLL to be taught in languages other than English because of both disciplinary jurisdictions and also because of both student preparation and instructor preparation for teaching in a foreign language (which is different than just being fluent in the language). Dr. James Hussar from MLL came to the committee meeting to discuss the course and the question of whether courses could be offered in foreign languages outside of Area C. After discussion, the committee approved with a vote of 8 in favor, 0 opposed, to recommend adding the following sentence to UPS 411.201:

Courses approved to be taught in languages other than English may be included in the General Education curriculum except in subareas A.1, Oral Communication, and A.2, Written Communication.

- The committee noted that there is currently no UPS addressing the approval process for courses taught in languages other than English. This issue will be brought to UCC, and inquiries to the CO are being made about this question.

9.5 Student Academic Life Committee [Stohs], T, 3-2-21, 9:00 - 10:00 AM, Zoom

- We met this morning with a quorum.
- Continued work on revising UPS 300.00 – getting close; should be ready to send to Senate after April 6th meeting.
- One general issue: language on diversity could/should be consistent across all UPS documents where relevant. SALC will review the language being proposed for UPS 210.00 to use in UPS 300.000, again, so it is consistent.

Additional liaison report:

(Gradilla) In UCC, we have an issue. On the surface, there is a discussion between the Reading Department and MLL. Senator Julian Jefferies, over a year ago, created a two-part Reading course. Part B of his 400-level course will be taught in Spanish. It is meant to help folks who will be Bilingual Educators or people who want to be culturally aware teachers for the credential program. So, there is logic and a reason why the course was developed in this way. The course, when it went through the course approval process, floated through the system. I assisted the chair, Rosie Ordonez and Julian Jefferies, with the proposal and told them what the steps were. Rosie Ordonez took meticulous notes and records, so she has receipts of consultation with MLL, and it is in Curriculog, so all of this is documented.

This year Julian asked for the course to be counted as a GE, and this is the beginning of the push back by some in HSS against the course.

X. UNFINISHED BUSINESS

10.1 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 11th meeting for Senate approval.

10.2 Exceptional Assigned Time Committee

Exec continued working on filling vacancies on the Assigned Time Committee. 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 for the March 11th AS meeting.

10.3 Statements of Opinion

Revisions were made from feedback received at the February 25th AS meeting.

- (Stambough) Statements of Opinion will be added to the March 11th AS agenda for Senate approval.

10.4 GE Task Force (restart)

- (Stambough) We will put this off and devote some more time. I will put together a time certain item to discuss what we want this to be, whether it's a task force or whatever process we want, and what we want it to look at. The Provost is talking with the deans; when they are done and done, we will all come together and figure out what we need to do.

10.5 Revisions to UPS 210.002 - Tenure and Promotion Personnel Standards

- (Stambough) Waiting to hear back from Faculty Affairs Committee on the revisions based on the Internships & Service Learning Committee.

XI. NEW BUSINESS

11.1 Pollak Library Proposed Unit Name Change

11.2 Committee on High Impact Practices - UPS 100.001 - A.S. Bylaws

XII. ADJOURNMENT

M/S/P (Dabirian/Kanel) Meeting ended at 1:05 PM.