



**ACADEMIC SENATE
EXECUTIVE COMMITTEE
MINUTES – SUMMER
AUGUST 11, 2020**

Approved on 8-25-20

11:30 AM - 1:00 PM

ZOOM Meeting

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

Absent: Wood

I. CALL TO ORDER

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

II. URGENT BUSINESS

M/S/P (Walker/Dabirian) Motion to modify UPS 300.004 Policy on Syllabi (Course Outlines). Motion passed.

Remove the word “printed” from the UPS document, faculty can submit their syllabus electronically.

This document will be added to the first Academic Senate agenda to be ratified by the Senate.

Suggestion:

We should send this UPS change to department chairs and ASC's so they are aware of the change made to the document.

III. ANNOUNCEMENTS

- (Walker) The fall 2020 registration guide reverted back to the pre-fall 2019 registration guide. For online classes, there were instructions on how to take attendance, it was not in the fall 2020 registration guide. Rob Bodeen is aware and they will be adding it back in into the registration guide. I will communicate the information to the associate deans to make sure they know, so they can get the information out.

Q: (Dabirian) Can you get Rob Bodeen to send a message out to all faculty?

A: (Walker) Yes, I have already asked him to do that.

- (Walker) We are going to have to make sure Rob sends information to all faculty on how to handle the first week of classes and administrative drops. This information needs to go out now because faculty are planning.
- (Walker) I have a request about reconciling CMS rosters with what is in the LMS, so the department chairs or associate deans can email individual faculty to let them know they have a student in LMS who is not registered. This way the faculty can get them registered, kick them out, or have them sign up to audit, this way we do not have late adds. Kristin Cook is helping us out with this.
- (Matz) I had a meeting with Greg Saks and Todd Frandsen and the possibility of a commencement in January is probably not likely because of the weather. They are talking about a May mega commencement where they would combine 2020 and 2021, but each would be individual. They would like to come talk to Exec about commencement, the campaign that is going on, crowd funding, and endowments.
 - (Gradilla) We should probably be preparing students for a more realistic outcome that they may or may not be getting a graduation. We need to have a strong statement on it.

IV. TIMES APPROXIMATE

12:00 PM

Topic: Campus Priorities for Upcoming Year

Presenter: President Virjee

President Virjee attended the Executive Committee meeting to discuss the campus priorities and goals for the upcoming year. The President provided an overview of the items listed below:

- COVID-19
- Diversity, Equity, Inclusion and Social Justice
- Strategic Plan
- Graduation
- Budget
- Fall admission
- Comprehensive Campaign

Q&A:

Q: (Stambough) When planning the spring schedule, is there is a possibility that if things change health wise, will we start virtual and give people the option to come back in person after spring break? Would the university consider that type of scenario?

A: (Virjee) Yes, we would entertain any type of scenario. When we started looking at fall, we look very seriously at what other campuses did, which was come back face-to-face and then go virtual after Thanksgiving, a similar idea but in reverse. Depending on the state of affairs at the time we will most definitely look at phasing back in to face-to-face in spring if we can. With this in mind, we need to plan for the health and safety of our faculty, staff, students, and robust learning. We need to decide what we want to do on campus as a community. Then we have to be subject to what the Chancellor says we can do, what the State Office of Health says, what the Governor says, and what the CDC says. We planned for fall and just three days ago we got the Governor's piece on higher ed and we had to make some adjustments, we had to make some small changes.

Q: (Walker) On a normal year we have been spending a little of our reserves, I think almost every year. I received an email this morning saying we are going to try and get our freshmen up to 15 units and put on more sections. Just looking at NSM we are teaching more students then we have taught, we have lots of sections and they are running very full. I'm really worried we are going to spend a bunch of our money in fall and I don't know what we do for spring if the budget turns really south.

A: (Virjee) You are absolutely right, we spend a little bit of whatever reserves we have each year. We spent less and less reserves which is how we have been able to address our structural deficit because we have been using funds to address that. There has not been a year that we have not used some of our reserves to make sure we balance the budget each year. Our goal before this pandemic came into effect was to not use any of our reserves this year, but that is not going to happen.

Our reserves are basically our ending balances, what's left in everybody's ledger at the end of the year. About a third of those ending balances are already spent, they are waiting for the check to be drawn on. We have bought the product or the service and we own the money, it has already been spent. Another third of those ending balances are being saved for something. Maybe it's to buy a new piece of equipment. Maybe it's being saved by the campus to build a new lab or build a new building, so they are earmarked because we no longer have capital money coming from the State. The last third are true undesignated monies, if we need that money in our reserve for a rainy day, we could spend. That's the \$24 million we have and we can't spend it all in fall. VP Kim is aware that we not only have to save money for spring, we have to same money for next year. It's a definite tightrope. We want our students to take those 15 units because we can't abandon GI 2025, but we can't encourage our students to take 15 units if we don't offer the classes. We are beefing up sections, offering more of them because students are saying they can't get them. We were expecting a larger melt because of COVID, we didn't think so many people would come and they showed up. Those students are now going to be with us for four years and we are going to have to have classes for them for four years, probably five years for some of them. We are hoping for a second Federal Cares Act to help us with that.

Q: (Gradilla) I have a three-part question: 1) The question that needs to be brought back to the Chancellor's office regarding our statewide funding level as a Cal state campus. I think we need to be rewarded in how well runned we are as a state institution and we have been well runned for many years. I think that needs to be a conversation brought up to the Trustees. In light of our poor budgeting we receive from the CSU every year coming in terms of last place, this needs to be brought up in discussions. 2) I like to hear your thoughts on being strategic with the various different student fees. 3) One of the shifts I would like to see in our diversity, equity, and inclusion, is a move beyond thinking of students and faculty of color of needing just belonging and inclusion. Belonging and inclusion are for what marginalized people get, which usually is not the same.

I would like to see diversity and inclusion move away from is maintaining everybody who is a “diverse population” into belonging inclusion rhetoric and we start thinking about true empowerment in terms of decision making. That is one of the goals that all of our programming should be, because when you create a second-class category, which belonging and inclusion is a second-class category, you can’t keep us there. That is something that needs to be talked about, in terms of how do we us that as a stage to actually create the same thing that everybody else has, that is 100 percent citizenship. How do we enfranchise people to have the same level of rights, the same level of citizenship as everybody else? That is something that needs to be thought about as we move diversity, equity, and inclusion away from a just developmental thing into power sharing.

A: (Virjee) 1) It is ironic that for those campuses who don’t do well in an area, they end up getting more funding than campuses that do well in an area. A perfect example is tenured-track faculty. As we have been looking over the years at increasing the percentage of tenured-track faculty, twice the Chancellor’s office has given additional monies to campuses to help them do that, but they have given that money to those campuses who have not spent their money on increasing tenured-track faculty, so they can catch up with those campuses who have spent their money on tenured-track faculty. This actually penalizes those campuses that spent their money on tenured-track faculty. We will continue to work on this. What I have been saying to the Senate is raise this issue of funding at the Systemwide Academic Senate. Raise the issue at any CSU meetings you go to.

2) Regarding student fees, the fees have to be spent in a particular way. There are two health fees, they both have to be spent on student health. The ASI Student Fee that goes for the recreation center and the Student Union, they have to be spent on the debt service for that. The Student Success Fee, it is all designated how it gets spent. A certain amount by student referendum and requirements is spent on athletics, and then a certain amount goes into a fund which is then distributed by a committee based upon applications for the funds. So, if you look at each of these, we don’t have much flexibility on how the fees are spent. But I am willing to look at any of the fees where people think we have flexibility or we ought to be spending them differently.

3) I think your characterization of what we are trying to do is false. It is not our goal by emphasizing diversity, equity, and inclusion to create a second tier of people who are looking to be equitably included. It is actually the exact goal that you outlined, which is to create an environment where all feel welcome, all believe they belong, and all have equitable access to the same services and the same input into the institution. That is what diversity, equity, and inclusion means, it does not mean just making someone feel better.

When we talk to students about what concerns they have, if any on campus, their concerns are exactly that, a feeling of belonging, a feeling of being empowered to be on campus, a feeling they have a right to be here, they belong here, that they are included, and they are part of the fabric of the community just at like everybody else. That is why we talk so much about changing the ethos, the culture, the fundamental inclusive feeling about our campus, where people feel like they belong here.

In order to do those things, you have to make sure that equity exists because someone won’t believe they belong unless they have equitable access. If they have the same access to services, if they access to discussion, if they have the same input as everyone else to decision making, that is true for everybody on our campus, students, faculty, and staff. So, when I talk about diversity, equity, and inclusion, this is not window dressing, this is not creating a good feel for everyone, this is attacking systemic racism and institutional racism on our campus. Those things exist a lot more outside of our campus then they do on our campus, in other institution and in other places, but they exist on our campus. We have to find them and rude them out, that’s how you change. This is about changing hearts and minds on our campus, the hearts and minds of those that would perpetuate institutional racism, who would perpetuate white privilege, who would believe that it is ok if some people don’t feel like they belong or don’t have access. Or in our classroom’s students are not treated equally, equitably, recognized for who they are, recognized for their cultural histories, recognized that they come from different places and spaces. That’s what I am talking about when I talk about diversity, equity, and inclusion. I have no interest in creating a second tier of people that feel good on our campus, that feeling is false and unreal. That is not our goal, I have no interest in that.

V. APPROVAL OF MINUTES

M/S/P (Matz/Stohs) Motion to approve EC Minutes 7-14-20 minutes. Motion approved.

5.1 EC Minutes 7-14-20 (Draft)

VI. CHAIR’S REPORT

No report.

VII. STAFF REPORT

No report.

VIII. UNFINISHED BUSINESS

8.1 AS Committee Charges/UPS Documents for Review - Discussion Item

(Stambough) Send in any changes you have to the committee charges via email.

(Stambough) I my meeting with Greg Childers, incoming chair of the GE committee, it came up that regardless of whether AB 1460 passes or not, the structural things we have to do on campus are fundamentally the same. We are going to have to move three units out of Area D, part of the American Institutions becomes a graduation requirement, Area Z will have a totally different feel to it, and there will be a lot of other parts to clean up. The changes will involve both the GE and Curriculum committees and depending on how the order comes down, it would mean that the development of the learning goals for the new Area F and course certification in them would have to include some consultation with Ethnic Studies Faculty on campus. That is a lot for any one committee and a lot of moving parts that all have to move at the same time. So instead of overwhelming their agendas, Greg and I talked about putting together a working group or task force that would include the chair of GE, the chair of UCC, once other faculty member from both those committee, one person from Exec, two faculty members (ideally one would be from an Ethnic Studies Department and one Ethnic Studies faculty who is not in the Ethnic Studies Department, but from another college). Their charge would be to figure out the moving parts and what the new structure would look like and it would go to the UCC and the Senate at the same time.

Q: (Kanel) Has anybody even thought about the fact most students use a course from their C3 to cover their Z? Almost everybody is double dipping because almost every course in Z is also a C3, which everybody has to take. Students are not taking both a C3 and a separate Z. To me it would be much more practical to get rid of Z and have F in there.

A: (Stambough) This is where a lot of the moving parts come in. I would think some of the C3 classes that would be more Ethnic Studies or Ethnic Studies Social Justice would end up getting moved out of C and put into F. Some of the courses that are already in different categories are going to be moved to this new category that is going to exist because it is not an overlay, it is a new category. It's not like Z where it double counts.

The aspect that I heard is right now Z is a combination of a diversity requirement, but also global. In our strategic plan we have a commitment to global education. If we remove that, we wouldn't have that anywhere in our curriculum. One idea that is going to be floated is that all the Ethnic Studies/Social Justice classes in Z get moved into F and Z becomes an international or global overlay that could go into any category. So, what do you think of the idea of the task force to handle this?

- (Dabirian) It might be easier to just make a subcommittee of GE. The members can be from outside the GE committee according to our bylaws. Wouldn't that be easier then creating a task force?
- (Walker) The easiest thing to do is have the Executive Committee say we are going to have a subcommittee of the GE and UCC committees and what it shall consist of. It would be a good idea to talk to both the GE and UCC committee chairs to make sure they are good with our plan before we implement it.

8.2 Setting Goals and Priorities for Academic Senate 2020-21

IX. NEW BUSINESS

9.1 AA/AS Annual Retreat, Fall 2020 - Date/Topic TBD

9.2 Ethnic Studies Preparation

X. ADJOURNMENT

M/S/P (Dabirian/Walsh) Meeting ended at 12:50 pm.