



**ACADEMIC SENATE
EXECUTIVE COMMITTEE
MINUTES - Summer
JUNE 1, 2021**

Approved 7-6-21

11:30 AM - 1:00 PM

ZOOM Meeting

Present: Barros, Casem, Dabirian, Gradilla, Matz, Sheehan, Stambough, Walsh

Absent: Milligan

I. CALL TO ORDER

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

II. INTRODUCTIONS

Colleagues introduced themselves.

III. URGENT BUSINESS

- Are we going to discuss the UPD announcement that came out earlier today? I think this is the time to bring up the board we were discussing. I think it's best to bring it up now with a new chief coming in. This would be a moderate position.
 - We have the President coming in later and that would be a great time to bring this up.
 - CSU is special from the perspective of how the police work with the CSU. And the question I have is what is the title that bound us to this and also what about the unions, because the police are highly unionized? How does that work with an oversight board? This is something we may want to ask Fram.
 - I don't think any of the other CSUs have done an oversight committee yet but certainly many police departments that have unionized shops have citizen oversight committees. So, I think it's something that needs to be structured. The National Association of Police Oversight Committee is a good place to start because they have a lot of advice about how to structure it and their website addresses issues like how to work with the union and how to determine the composition. We need to at least start the conversation. And I agree it needs to be framed as this is the moderate position, it is not the extreme by any means. One of the big stumbling blocks with a lot of the oversight commissions is that the citizens that get appointed are usually political appointees and they don't have the training to be able to know what is good police practice and what kind of oversight to engage in. Many of them have a contract provision that they can contract with a DAs office or other entity to handle the investigation of complaints. But the commission could at least look at the pattern of complaints and see if there is an issue which is one of the things right now that is not transparent.
 - I would hope that we would see this board as not one that enhances our police department and partners more with our community internally and externally. We don't want to be autocratic or be seen as an oversight that will be scrutinizing what they do. We have to be mindful that it's an oversight board that is supportive and helps them in maybe advice or perceptions of people.
 - You can kind of model it after the Academic Appeals Board where it has students and faculty representation that becomes active in the face of concerns or complaints.
 - We've had some of these conversations with faculty/staff associations and it might be a worth checking with Bobbi Porter to bring those groups into this conversation.

IV. ANNOUNCEMENTS

- (Matz) I just wanted to share that the ASCSU report will be forthcoming either today or tomorrow. I'm waiting for one more part of it.

V. TIME APPROXIMATE

12:15 PM - 1:00 PM

Subject: Agenda for AY 2021-2022

Guest: President Virjee

- (Stambough) We were just discussing retention so why don't we start there. Alexandro mentioned right before you logged in the idea of some sort of task force on faculty retention to look at what the barriers might be.
 - (Gradilla) I think one of the things in terms of what the task force would do is pull together all the fragmented work. I know D&I has talked about it, FAC has, and the Cabinet. It would just be nice to have a centralized, organized effort to talk about faculty retention especially in light that we're seeing people leave campus for parallel positions. It's not necessarily that they're going to become an executive administrator at this point, but they're moving parallel and they're moving to other Cal State campuses, not R1s. For me, we have to figure out what is it about those departments or colleges that are struggling to retain faculty, what are the resources that we need to start supporting those departments? It's not to shame any department or college but it's to help those that have been struggling with this question of retaining diverse faculty and what is it that makes faculty say that there's four positives at the new place and five negatives at this place, so I'm going to go. So, it always looks like they're leaving for a better opportunity, which is partially accurate but it's not the whole picture and I think it does a disservice for us especially retaining faculty of color. Sometimes it's money, sometimes it's not money. Sometimes it is having your wings cut and saying you can't fly because you're here just to do this one thing. How do we help faculty stay here and find a place?
 - (Virjee) I think before you get to that point, you have to look at information and make sure that you're not speaking about anecdotes. What we need to look at, and we have been looking at this and should look at it more, and I'm not sure if we need a task force first or data first, but we need to look at the actual retention numbers and you could look at it from faculty of color, faculty from underserved communities, or faculty more generally, but let's disaggregate that data by those classifications and also by discipline so that you have a better understanding of where the retention issues may or may not be. Then let's look at the reason because the numbers when you start doing that are fairly small. It's not like faculty leave in droves, faculty of color or faculty. We have a handful of faculty that leave each year and I'm not saying that that's a good thing, but what I'm saying is that makes it a manageable analysis. We have exit interviews and have had less than well exit interviews in the past but Carolyn has instituted a much more robust exit process rather than just questionnaires or making exit interviews optional, but actually sitting down with people when they leave and talking to them and getting more information. Then getting an understanding of what the information actually is. Number one how many faculty are truly leaving, how many are actually leaving for parallel positions or actually leaving for a promotion, and then where are they leaving from and what are their reasons for leaving. I actually think we are doing a better job at retention of faculty than we were doing four or five years ago and a better job at recruiting and retaining faculty of color then we were four or five years ago. Our numbers show that both with increases in recruiting of faculty of color but also in retaining the faculty of color. That doesn't mean we can't do better and we should do better, but let's make sure we understand the issue or the problem that we're seeking to solve before we create a task force to try and dissect that and come up with a solution for it. In other words, not put the cart before the horse. Let's find out the data first, and that data can be collected directly then presented to us and then we can decide what we want to do with it.
 - (Gradilla) Directly to ask that point, D&I and PRBC have asked for all sorts of raw data, data from HRDI, and there's been foot dragging and that's the reason I'm saying we need a task force. In light of losing some key Latinx faculty this year, and again any faculty loss is bad, but losing key stakeholders in the community and campus on top of dealing with a year-long struggle with HRDI to get any data, I don't think that's something you would be very happy with in terms of many of us have demanded data from HRDI and we've demanded that we get that data pleasantly and collegially and for over a year we have not had that data. That's why I'm saying that's why I want a task force but if you're saying the data is going to come, then bring on the data and let's assign it to a committee. We want full access to data, of course with confidentiality and legality, but I think it's important that we have access to data. Maybe we don't need a task force but until we have real data, I don't know what else to do.
 - (Virjee) I will never take anything anybody tells me at face value. I will always look at the facts.

I will assume the good intention and not the bad on the part of everyone so if in fact the data has been asked for from HRDI and/or Su and it hasn't been forthcoming I will assume there's a reason for that. I can't believe there's any nefarious intent but I will investigate and I will make sure that either we understand that the data's available and it can be accessed or when it will be available or what can be made available. I have not talked to anyone about this before. What I'm saying to you Alexandro is, I'm not saying you're wrong and I'm not saying you're right, I'm saying I'm going to ask HRDI what's going on and I'm going to ask Su what's going on. Maybe in a more positive way I will say that we as an institution are in need of this data in order to better determine our record with respect to retention of faculty, including faculty of color, so that we can understand where we are strong and where we have challenges. Then we can better address those challenges because you know that my goal is to have a diverse faculty that reflects our student body and what I have been focusing on with them more recently is the recruiting data of let's make sure that we are actually recruiting faculty of color. From that perspective, we have been doing a very good job in fact this year probably better than we've done ever and better last year than the year before and the year before that. But if we don't retain that faculty then it is just a hamster wheel and we don't want that to be the case. So, absolutely I will make this inquiry and make sure there's a response for you so that we can move forward.

- (Gradilla) Your framing in terms of better angels and giving them grace, that's absolutely my framework. I'm just a little upset from losing two key colleagues. Hence my passion on why I want that, and I know full-well that you will do that and I trust you so thank you Fram.
- (Dabirian) I just wanted to point out that when HRDI sends an exit survey a lot of people do not fill it out and they're not really getting that data back. So, I just want you to know that this has been an issue and I have talked to David about it. They will do their best to get the data, and they've got some data, but not all of it.
- (Virjee) We're changing the process from a questionnaire to an actual exit interview. An expected part of your professional responsibility as a faculty member, whether you're leaving or staying, is to let us know the reasons why you're going and whether the reasons you're leaving are good or bad. What you thought we did well on campus and the things we don't do well. Carolyn has been working with HRDI to perfect that process which will go into effect this year. We may not have the causes but we'll have the actual data of how many people we have and how many people stayed, etc. If necessary, if we have to go back and re-create some of that by calling people who left two years ago and asking why did you leave, we can do that. It's not hundreds of people, it's dozens at the max over the course of a few years.
- (Matz) On a more positive side to this issue, when we get past collecting the data and how do we retain them, I think an opportunity that we might be missing out on is to go to those faculty that have been here for a long time and asking what kept them here. What did the university do that kept them a part of this community? I think that could help and I'll speak for myself, I'm going on 35+ years and the loyalty that I feel, I could tell you that what prompted that was people like yourself and those that served in that position making me feel apart of the community. When we do get to that point, I think asking people who have been here will help us get to a better place with retaining our faculty.
 - (Virjee) I want to also note that the community and the campus have changed dramatically and so, the reasons why some people stayed and stay might be different than our faculty of color who don't feel as supported or don't feel the community or don't see themselves in the community. We have a task in front of us if in fact we're losing faculty of color or from underserved communities at a higher rate than we're losing our white faculty, quite frankly let's just be open about it. If we're losing them at a larger percentage then we have to recognize that. If we're losing them at the same percentage as the general faculty, then that tells us maybe we don't have a problem with retaining faculty of color, but we have a problem with retaining faculty. We should also look at what is the record of retaining faculty at Cal State Fullerton compared to, for example, Cal Poly Pomona or Long Beach or some of our other campuses. Really what we want to get at more than anything what is the reason, as you said Irene to make it more positive, they stay as opposed to the reason they leave. I think we need to know both. I think what we will find is that it is so many factors. Is it compensation? Sure, some faculty leave us because we don't pay as well as other CSUs and universities. Is it also areas of expertise, a feeling of belonging or feeling of community, desire for research, or mentorship? We're going to find a panoply of reasons and some of those we will be able to solve or at least address and others we will be less successful with addressing; but, what we really want to do is to make sure this is a place where faculty want to be and where they can grow and thrive and see themselves as doing that over the long-term. Just as there's been a shortening of the time for administrators, there's also been a reduced time that faculty spend

- on campuses compared to what happened in the past. I don't know the answer as to why that is the case and we should discover it, not just on our campus but across all the campuses.
- (Barros) I'd be curious about data about which faculty apply for early tenure and which faculty get it. How long it takes faculty to go from assistant to full and I think that might provide some insight into the conversations that are happening at the end of their stay.
 - (Virjee) These questions are best addressed to the Provost. I don't know the answer to those questions but I would be interested in that too. I think it's a very important factor in looking at that.
- (Walsh) Since Carolyn had an audit done of how we actually manage our budget in terms of what it costs to fund a class, I'm anticipating that a lot of our work this year will be looking at new ways to divvy up the revenue that we have. Can anyone give us some insight into how radical the audit findings were and whether or not Colonel Coley is still on that task?
- (Virjee) First of all, I think you might be under a misconception. Carolyn did not have an audit done on how much it costs to do a class and she did not have an audit done. She had an outside consultant come in to look at our budgeting process and make suggestions on how we might create a more transparent and efficient budgeting process within the Academic Affairs division. So, to answer your question, they did not go to the level of how much does it cost to run a class in chemistry versus psychology or anything like that. What they did was look at the process for how budgeting takes place in Academic Affairs and to a much lesser extent, how that Academic Affairs budget then flows into the University-wide budget. I just saw the report for the first time on Friday and that's the reason I know what's in there and it doesn't provide significant recommendations other than creating an infrastructure across Academic Affairs to create budget and finance expertise. It points out, for example, that there is a lack of financial analysis expertise as opposed to book keeping at the college level and it suggests that that should be created. It suggests that there should be a functioning financing/budgeting group with expertise within Academic Affairs that is better facile at budgeting that then works with those college folks. They came with some organizational/structural recommendations but not individual budget recommendations.
 - (Walsh) I misspoke in calling it an audit. What you described is my understanding and I think it's still significant in terms of what has to be done in the next year because it's right on the money that we do bookkeeping in the colleges. We don't do budgeting and so that's a real shift in paradigms.
 - (Virjee) It is a shift in review and analysis. My goal in hiring Carolyn and one of things that we talked about at the very beginning was to increase the transparency of the budgeting process because I think that will be so healthy. When I came to Fullerton I asked to see the for the different divisions. There just wasn't anything in Academic Affairs to really look at that would say this is the Academic Affairs budget and this is where we're spending all of our money and this is how we're spending it so we can properly analyze it. More importantly what I found was that there was no process for building a budget. I'm use to looking at incremental budgeting and zero-base budgeting where you actually review and there's a "budget season" where you say here are our priorities for the year or the next two to five years and we need to stop doing some things that maybe just fine in and of themselves but we can't continue if we want to do these other things that we think will actually be incrementally better and a better leveraging of our resources. We have to make sure we're using those resources in a way that's best suited to the institution. When I talked to Academic Affairs about it, they had nothing to show me because they said all the money is at the college level, but when I talked to the Deans about it, they didn't have a budgeting process at the college level. So, what we need to do is create that structure for a couple of reasons. We need to be able to create confidence in that transparency where the discussion is not who has money and who doesn't, but instead how do we spend this money in the most efficient way to ensure student success, ensure retention of faculty, create community, etc. Let's make sure the knowledge of where the dollars are is transparent and then we can talk about rearranging priorities. That's why Carolyn initiated the review and Ron Coley is all-in with this and talking to Carolyn and the Deans about it. They may not be great events in themselves but a confluence of events that help us to launch this. One is the 10 percent cut in state compensation that we took last year is going to come back to us this year and we can say, before we just give that back to the divisions, how are we going to spend that money? Let's not just fill the old holes, which may be good in and of themselves little pieces there, but we could better efficiently and more productively serve our student and faculty that way. We still have some CARES money left. Instead of just diving that money up among the divisions and saying find a way to spend it that meets the guidelines, let's think about what we can do with this in a dynamic way that will have lasting benefits for the campus. How do we promote scholarship or faculty research? How do we look at our GI 2025 goals and furthering them and cross those with faculty retention? It's easier to talk about how to spend the money when we already know where the money is being spent and we don't just

- have to take it at face value when somebody says they don't have enough.
- (Stambough) This is a culture shift. We've never really done that at the college and department level.
 - (Virjee) It's going to take some time but my goal, Carolyn's goal, and Ron's goal is not only will we do the budget but it will all be completely transparent for everyone to see. I want everyone to see where we're spending our money. I don't want faculty and staff to think that we have money that we're not using so, let's just show where all the money is and if there's pockets of money that are sitting we'll be able to explain what that is for. If we can't explain it then we ought to talk about how we can spend it.
 - (Stambough) At some point, and this could be a chat with us later on with Carolyn when we see that external report, what role PRBC could play in this and if we would need to re-tool anything to PRBC? It's one of the big and important committees and it's also one that by purpose and design has been incremental in their shift for a long time.
- (Stambough) One thing that people were talking about with the announcement that went out today is stuff with the University police. If we want to switch over to that topic now, that'd be great.
- (Virjee) You saw the Chief has announced his retirement and I'm sad to see him go. He's made some significant change in our department over the time that he's been here. For personal and familial reasons, he is relocating. He would have retired at some point but this has accelerated the retirement. We are bringing Carl Jones back who retired about two years ago. He was, from what we understand, very popular among students, faculty, and staff but also among the officers so there's a good bridge there. He is retired and doesn't want to come back forever so, he's only coming back while we do a search for a new chief. I didn't want to institute the search for a new chief now because I want our campus involved in that process. So, he's agreed to come back for a year and we'll begin the process in the Fall. My views are the university police should lead from the center, not the perimeter. They are not protectors of our perimeter, they are part of our community, they are not warriors they are guardians. They should be involved in our university community. Carl agrees with this so we're not going to wait for the new chief to come to continue our journey toward first in-class policing. I don't know if you listened to the Chancellor at the last BOT meeting but he talked very passionately about the defunding/abolitionist movement and said you need to understand that he and the CSU does not support abolishing university police or defunding university police but that doesn't mean that we don't believe that there is a lot to do to reform. University police are mandated by statute so we can't just get rid of them and a lot of the structures that we have for them are mandated. A lot of this is mandated by system-wide CBAs so, we have to understand the limitations that we have and work within those but also understand that the last thing we would want to do is remove UPD from the university equation because then municipal policing would be in charge of policing our campus and that is not what we want. We had some faculty members that did a survey that asked our CSUF community about their visions of national municipal policing, the Fullerton PD, and then the UPD and the stark contrast that they had in the response. There was very few negative about the UPD. We have work to do with our community to have the UPD evolve into something that is even more like what we want.
 - (Walsh) Thank you for not filling the position right away and giving the campus this year to come to an agreement about what we want.
 - (Virjee) We still have the Chief's Advisory Board which has been meeting regularly and has representatives from students, faculty, staff, and community on it and is making specific recommendations and those will go to Carl and I intend to be involved in making sure those recommendations are well considered. If there is a desire to expand the representation or have more meetings I'm all for that as well.
- (Stambough) Is there anything in particular you want us to look at for the year?
- (Virjee) The things that I am going to be focusing on that I want our entire university to be focusing on is number one diversity, equity, and inclusion. I hope you have seen and felt the commitment that we have to inclusion, equity, and social justice on our campus and there's a lot more work to do and I want us to continue to be a leader in that area. That's what our guiding principals for social justice were about and I'd love to see those be just as important as our GI 2025 goals or our Strategic Plan. They do mesh with each other and I'd like to see them considered by the Senate, ASI, and every organization. I've been telling Cabinet and leaders on campus is that we've been spending the last two years working on creating a common vernacular of where we are and where we need to go. We made a commitment that we would engage in extensive DEI professional development and training on our campus so, all our new faculty are being trained and all our leaders in ASI are being trained.

Now is the time to now move from acknowledgement to action where we need to start looking at actions we can take that will demonstrate our commitment to diversity, equity, and inclusion. I mean all of us on our campus should be moving to action. I was thrilled to see the Senate's resolution on this, but I don't think resolutions are enough. They are the acknowledgement and what we can't do as an institution is say that's wrong, you fix it. It should be that's wrong, let's fix that together. It has to be from the bottom up, top down and is the lens through which we need to look at everything. Every single piece that we look at, we need to look at through a DEI lens. In Cabinet meetings we have a standing requirement that when we tackle any issue we say are we looking at this from a DEI lens? Are we paying attention to this and how will this affect us? Every one of my VPs is being evaluated on what did you do in the last year with respect to DEI? What did you do in your divisions and are you holding your AVPs accountable? This is an attempt to inculcate this ethos into everything that we do. That will be a continuing focus for me in the coming year.

A second thing we will be focusing on is obviously the return to campus. To return safely, to return responsibly, and to return as well and robustly as we can within those confines. We are into the third year of our Strategic Plan so, it's time to check on that plan, which by the way includes DEI issues, student success issues, GI 2025 issues and say how have we progressed and what still needs to be done. We'll be focusing on closing out the comprehensive campaign. We went from \$175 million to \$200 million and we're 86% to goal which is incredible in the midst of a pandemic. We want to close that campaign at the end of next year at that \$200 million mark. The other piece that I had to cover is budget equity which we discussed earlier. Those issues are things that I'm looking at and those are the goals O gave the Chancellor in my evaluation.

- (Barros) The efforts in DEI still have room to improve of course but it's palpable. I feel it in the spaces I've been in and these conversations are reaching the people that they need to reach and these efforts are very much appreciated. I've looking into a university structure that would prioritize DEI and the model that comes to mind is San Diego and how they place a diversity person as part of the cabinet and that could be something that feels like it elevates the position to the importance that we're talking about it here. I'd appreciate it if that conversation went somewhere.
 - (Virjee) We've had that conversation and I agree with you. It's a delicate balance to make sure that this is not imposed through a structure from centrally because then people chafe at imposition but also not left so dispersed that they're aren't real connections or there isn't an accountability and commitment to getting it done. We're looking for that happy medium. One of the first things that we did to try and help with that was create divisional DEI frameworks and plans and we put those on the website for everyone to see. Now departments and colleges are starting to create those plans, all of which is important, but we need the connectivity. Bobbi may as well be on my Cabinet because she comes every other week to share what we're doing DEI wise. She is for me, the leader of our DEI efforts and is working on that interconnectivity. She's been working on inclusive pedagogy modules that are coming out for incoming faculty and for folks over the summer. I've asked her if we need a formal DEI committee that has reps from all facets of the campus and that she leads. Will that add greater legitimacy and consistency across the campus? We're looking at how to tie all this in together.

VI. APPROVAL OF MINUTES

6.1 EC Minutes 5-18-21 - *forthcoming*

VII. CHAIR'S REPORT

For the new members of Exec, and as a reminder for the returning members, in Executive Committee meetings we technically follow Robert's Rules but it's much more relaxed and we generally operate on the consensus model. The culture has been that we work with the committees, we respect the committees, and we try to find ways to bring their work to the floor of the Senate. We've generally done a good job with that and haven't had to play a gatekeeper role unless there's something fundamentally wrong or has a lot of work that still has to be done. Both here and on the Senate, feel free to speak up whenever you need to.

VIII. STAFF REPORT

No report.

IX. NEW BUSINESS

9.1 Summer 2021 Meeting Dates/Times and Alternates

M/S/P (Barros/Matz) Motion to approve the summer meeting dates. Motion approved.

- (Stambough) We allow for alternates for summer meetings. Please make sure to send the name

of your alternate to Mara if you haven't already done so.

Q: (Matz) Do you think we'll be meeting in person for any of these meetings?

A: (Stambough) That was my next question to you all. Campus is effectively open up July 1st, so what do you want to do for the remainder of the summer meetings? The June 15th meeting will definitely be via Zoom.

- (Matz) I did get approved to be on campus beginning July 1st but I also wanted to remind you that when we do get back together as a group we need the photographer there to take or Executive photos.
- (Dabirian) I will ask IT to put a permanent camera and microphone in the Executive conference room and I recommend we have the Zoom option for all the meetings if we meet in person. We can try it this summer to see if the hybrid option works for us.
- (Gradilla) Is there a way to get all of Exec approved to be on campus for those meetings?
- (Dabirian) Maybe Mara could send a message to Erinn that Exec would like an exemption to be on campus for those days.

9.2 Executive Committee Liaison Choices for 2021-2022

Committee discussed everyone's options/availability selections. We will compile the selections and have them available for a final review at the next Exec meeting.

9.3 Faculty Committee Assignments for Standing Committees/Misc. Boards/Committee, 2021-2022

9.4 Calendar AS Mtgs F 2021 - SP 2022 - *forthcoming*

9.5 Orientation for Committee Chairs [A Friday in September, an AM/PM session

- (Stambough) There will be an orientation for committee chairs sometime in the Fall. If people would like to join me in doing that, that'd be great. We will take some time at the end of the semester to go through the charges and responsibilities of liaisons to the committees.

9.6 Revisions to UPS 210.001 – Recruitment and Appointment of Tenure-Track Faculty

- (Stambough) This was referred to us to look over in the summer because it was put together by two different committees. I believe Joao was on one of the committees that made changes and Alexandro was liaison to the other. Would the two of you like to take us through what is needed in this document before we bring it to the Senate in the Fall?
 - (Barros) The changes were quite significant. FAC worked really well with the D&I committee. The main issue was the language we were using here did not match the CBA or other documents that we were not aware of. So, it's just matching language to what other policies there may be.

Q: (Stambough) Could you give us an example of one that comes to mind?

A: (Barros) This was brought to our attention by Ed Collom and Kristin Stang; it's not something that we specifically talked through.
 - (Stambough) Ok, I've got a meeting with them next week I could discuss with them in particular and get the details of where there were CBA concerns. I'll report back after I chat with them.

9.7 Revisions to UPS 261.000 – Faculty Emeriti Status

- (Matz) There was concern on the Senate floor about the section regarding the inclusion of lecturers getting emeriti status and the fact that it is not stated until the end of the document. They wanted to offer a document where it was shown initially that they were included. So, it's gone back to committee. There're a couple things we need to do. We need to have a policy that is clear with the expectations for both the lecturers and the tenured faculty and it needs to be throughout that document. Also, the privileges for each may be different for example, serving on committees, and I'm presuming that it could be dependent on the standards for each of the departments and whether they're allowing lecturers and retired folks to serve on those committees. Also, the expectations and criteria for tenured faculty include teaching, scholarship, creative activities and service. Whereas for the lecturers, even though in the last part of that document it includes the same criteria, it's hard to ask lecturers for service and scholarship when it's usually not included in their contract. We need to do more work on this to make it more inclusive. Any recommendations or suggestions are welcome and I'll be meeting with the other committee members in the next two weeks or so.

- (Dabirian) This is important for lecturers but also, it's important for part-timers.
- (Matz) I thought about that but then you could get into the situation where they're a part-timer for 10 years and are only teaching one class.
- (Dabirian) I would recommend the same thing we do on the staff side which is the equivalent of 10 years full-time.
- (Stambough) One question on this that may be brought up is what do we mean by equivalent? Does that mean you count up the number of classes and it is 10 years at 30 units or is it 10 years at benefit level which means 6 units?
- (Dabirian) If I remember correctly they use WTUs equivalent to 10 years of full-time which is 15 WTUs per semester. So, you're looking at 30 WTUs per year for a part-timer or lecturer.
- (Stambough) So, if you're at the level of getting benefits which is 6 units a semester, then that's essentially 25 years.
- (Dabirian) Correct. I also agree that we keep them separate and make the lecturer criteria another section.
- (Casem) We also need to remember that some lecturers do provide service or other things so we need to be inclusive but not make it a requirement.
- (Stambough) Thank you for all of the suggestions. We'll follow-up with this and hopefully get it to the Senate floor relatively quickly in the Fall.

9.8 AA/AS Annual Retreat, Fall 2021 - Date / Topic TBD

9.9 Setting Goals and Priorities for Academic Senate 2021-2022

- (Gradilla) I would really like to see this year a task force on faculty retention. I think there's different committees that are doing it but I think we need something unified and something to really figure out what's pushing people out. We're losing people to other Cal States and they're moving into parallel jobs. Different groups have asked Su and Bobbi Porter for info and I think we really need to get in there and figure out what's going on. How can we help departments that are struggling with this? I saw that we have the equity advocate for the hiring committees but that's like throwing a glass of water at a forest fire. I really want us to look at where are those departments that are struggling and to figure out how we help them become like Sociology, which was very different 15 years ago and now it's one of the most diverse departments in H&SS.
 - (Casem) It's going to come down to money at least for the sciences. We're not competitive for diverse candidates because we can't offer often what other campuses do.

9.10 SOQ Committee Report 2020-2021

X. ADJOURNMENT

M/S/P (Dabirian/Walsh) Meeting ended at 1:09 pm.