



**ACADEMIC SENATE  
EXECUTIVE COMMITTEE  
MINUTES - Summer  
JUNE 15, 2021**

*Approved 7-27-21*

**12:30 PM - 2:00 PM**

**ZOOM Meeting**

Present: Barros, Dabirian, Jefferies (for Gradilla), Matz, Milligan, Sheehan, Stambough, Walsh, Wood (for Casem)

## **I. CALL TO ORDER**

Chair Stambough called the meeting to order at 12:30 pm.

## **II. URGENT BUSINESS**

- I was at the chair's retreat last week and the person from HRDI who was giving a talk was talking about we have to get faculty and staff to come back to work. I raised the point this has been a horrible, challenging pandemic year and a half and people have never worked harder. Faculty and staff are not going back to work as if they have been away from work, they are coming back to campus and you have to be careful with the language because the way people hear it, it sounds like people are just goofing off and not doing their work, shirking their responsibility, taking advantage of the university, and that's hurtful for folks who have worked harder than we have in years. It was a very nice response to that point. I figure this is a great group, to have your ears attuned to that and to give some feedback and remind folks that our faculty and staff are continuing and have been working.
  - It was also statements that folks are real creative. Accusing faculty and staff of being creative to avoid work and get accommodations.
  - It is probably important for the chair to discuss this with the Provost and let her know when you are looking at faculty verses staff, you are looking a different group of individuals and different way of working. Faculty has been doing this for years, whereas staff have been doing this through the Pandemic. The majority of things faculty does nobody sees because they are all doing it individually in their own space and in their own department. I think the Provost understands that and she can have a conversation with David Forgues and HRDI, when they bring up or make the statement, make the statement in such a way that understand the work of the faculty.

## **III. ANNOUNCEMENTS**

- (Dabirian) I have followed up on the support for OET. Effective June 1<sup>st</sup>, they are now taking calls and we are logging every call that comes in and we will make sure those logs are followed up. For fall we are going to try to do another set of support model that is geared toward the faculty and faculty support.
- (Dabirian) After WASC, data governance was one of the issues and data privacy was part of one of the items that was brought up. We have been working on it for a year, we are actually establishing data governance. Part of data governance, we will have a single form and single request for all data. We want all request to go through the funnel so we would have a log of who requested it and how we provided the data. We are also providing a work flow with an email back to people when the request comes and tells them when the request gets filled. We are also putting together a data governance committee that would look at all data. I will share the documents with you in a few days. This process should eliminate any kind of data request issues campus wide.

Q: (Stambough) Do you see a data privacy UPS?

A: (Dabirian) Yes.

- (Stambough) This would be something to refer to the IT Committee for a new UPS on data privacy.
- (Wood) If you do a UPS on data privacy, it might be nice to think through images, pictures of campus events and students. So many faculty members have no idea how to handle photos and what kind of approvals. They want to use photos, so it would be a good idea to get some kind of clarity.

- (Stambough) I would like to congratulate Senator Matz for being named the chair of the Statewide Academic Senate Faculty Affairs Committee.

#### IV. APPROVAL OF MINUTES

- 4.1 EC Minutes 5-18-21 - *forthcoming*
- 4.2 EC Minutes 6-1-21 - *forthcoming*

#### V. CHAIR'S REPORT

We started taking a look at some of the possible things to do with the Senate office, to do a grand re-opening and a dedication for the Bedell Conference Room. The most likely change will be some changes to the furniture and pictures going up. We are looking at old historic photos from various eras of the Senate and a focus on former exec photos and former chairs. We are trying to mix in a blend of as much as humanly possible.

#### VI. PROVOST REPORT – 12:40 PM

I would like to talk to you about two things today, faculty retention and the future of how we are going to teach at Cal State Fullerton.

##### Faculty retention:

Provost share an excel spreadsheet with data on faculty retention from academic years 2017-18, 2018-19, and 2019-20.

Q: (Casem) Is separation separate from retirement?

A: (Provost) Yes. We are not tracking retirement here, these are separations by choice.

Q: (Jefferies) We started collecting data about international faculty hiring, this year or the past year. So, the international faculty separation is not here as well, right?

A: (Provost) I don't think that is here, I can ask that information be included when we produce the newer version from this year.

- (Wood) It would be really interesting to see where people go. I don't know if you would have to track them down on LinkedIn or if there is an exit survey, but knowing what their next move is, are they are going into private industry or if they are transferring to a UC would be the next piece of the story I would be curious about.
- (Provost) This year we did do the exit interview. I talked with some of your before now about we realized that HRDI was sending out an exit survey and just about zero faculty were completing it, so now we have an in person exit interview being done.

Q: (Sheehan) How are we presenting this data? I know there are numbers for non-underrepresented faculty and numbers for underrepresented faculty, but we are not looking at these numbers as a percentage of the non-underrepresented and underrepresented faculty that we already have. So, I wonder if that actually makes our failure to retain underrepresented groups worse if we look at it as a percentage of the underrepresented groups that we currently have as a faculty. I was wondering if we should be looking at the data in that way as well.

A: (Provost) I think that would be helpful and I will ask Sue to do that as well to see what that looks like.

Q: (Jefferies) What I have observed over the last 10 years at Cal State Fullerton is some people leave for other opportunities because of other universities ability to negotiate with them things like spousal hire, housing, and things like that. It always seems to me that Cal State Fullerton has either chosen not to do that or is limited in what they can do about that. Are you aware of that? Is there any reflection on that going on?

A: (Provost) Yes, those are issues. I've talked with Chuck Kissel in ASC about housing, we do have one small area of housing available, with really long wait list which doesn't help faculty who are coming here in this incredibly expensive real estate market. So, housing is on my list, to find a way to tackle. Spousal hires are more complicated. Across the CSU system they are tricky to do, but at the same time spousal relocation support is something. We have a lot of institutions in this general area, so I think there is mid-level targets like employment for a limited period of time, while there is support to look for employment around. We have 20 universities and colleges technically within a commutable distance. These are definitely on my list because there are factors we can't solve until we look at those structures of people's quality of life that we offer.

Honestly, when you recruit faculty of color, if you can recruit a spouse, you are recruiting two great people. This is true for faculty generally. If they have already been vetted by the faculty member you are attempting to hire, they're probably great people.

- (Dabirian) The ASC part of the Private Partnership's was looking at behind College Park, that parking space to have some faculty housing there. We were going to build out that area with faculty housing, but that project fell apart before Covid. So, I wanted you to know the university looked at it and faculty housing was on the top of the list.

Q: (Matz) Have we look at comparatively how our salaries for our faculty compare to other faculty within the Cal State system all the 23 campuses and beyond? Is that something that we can be more attentive too?

A: (Provost) Yes, we can be more attentive to it. There is a good report that has come out systemwide on comparing some of these numbers and right off the bat there are some things that you can see that we can work on. One is faculty relocation, we are low compared to other institutions. We do a really good job at getting large pools of candidates, but we don't actually successfully convert faculty to say yes to us at the rate that Long Beach does, and we want too. In some areas of campus our salaries are quite competitive, in other areas of campus our salaries are not. That is one of the things I also want to look at.

It's like Tetris or dominoes, you touch one salary, then you have to touch many more salaries. I have been thinking about doing a study on the whole thing, but if I do a study and I know exactly what it is and I don't act, do you see the issues? We currently don't have the base budget in Academic Affairs to do it. What I have asked the deans to do with every recruitment, at least for now, to review the salary and then ensure that salary is a recruit able salary and then look at the other salaries that would have to be adjusted to achieve that.

This is complicated, but we are going to work on this. We are going to get our salaries adjusted and we are going to make sure we have the right moving allowance. Then we also need to look at where people live and how they can live in region.

- (Sheehan) The other factor that I have seen in my college with regard to our ability to both recruit and retain faculty and especially diversity candidates has been our notorious four, four teaching load. When you put that in relation to salary, I could go and work at a community college and get paid 35 percent to 50 percent more and teach one more class. I know the Senate passed a resolution to revision faculty workload and I would love to see us do that.

#### **Future of how we are going to teach:**

I have been thinking it's important to start with some numbers because people have different ideas in their minds about what the future looks like. I think a starting point for the conversation is to say before the Pandemic we had about eight percent of our courses online and no percentage of our courses virtual.

As I am looking forward and I'm setting 2023, to me the end person experience of the campus and the co-curricular experience is what transcends our students lives. What we are trying to do is recognize from a student's point of view we should be using more online and virtual tools, we should have more flexible means of teaching. If we had eight percent online or virtual, let's have fifteen percent, let's double that. That adds flexibility to student's pathways, they can choose one semester to pick some classes that are virtual. Also, I think we should also have fifteen percent of our class's hybrid. Right now, the Senate's regulations are 20 to 80 percent of the course can be virtual. That means it's an in-person course that doesn't only rely on in person face-to-face pedagogy and it could be built into the syllabus so that the students know when they need to be in person and when they are asynchronous elements that they can pick up or virtual elements they can pick up.

I want you to know we don't have the structure on campus to create a growth in our online or hybrid presence, and we would have to create that. We also don't know where should those courses be, how is it that even legible. Is it some degrees should be virtual, some concentrations, is it some majors? I think this is ideal for some kind of working group to come together and start giving us some collective vision. IT and I are already working on increasing our ability to design and support the virtual, hybrid elements of instructions.

- (Walsh) I'm really a big proponent of the hybrid model and I think we could do so much better at our space utilization if we were able to share a classroom. I've done hybrids where they meet asynchronously and then they meet every Thursday, even though the class is scheduled every Tuesday/Thursday. But to get scheduling to allow another section to use that classroom on the day I am not using it, is impossible. That would be a really easy starting point, I would think, to figure out classes that could meet on alternate days and allow scheduling to double book the classroom.

Q: (Stambough) We are going to have a couple cohorts come through who finished up high school or finished community college in a pandemic inspired virtual world. What are we doing at orientations or first year experience to make the affirmative case for a campus experience and a campus presence, build the importance of it for the student? Or are we going to do anything?

A: (Provost) We don't have a universal first year experience course or pathway on this campus and it's one of challenges for me. I don't quite understand what each student first year experience is at this point. In advising and orientation, they are putting special attention to talking with students about resources, the different modalities of the courses. We are looking at the third round of CARES Funding, putting in some request for first year and sophomore students because the second-year students haven't had a first-year experience either. The tricky thing with CARES money is that it is just one time. There are things that our students are going to need that is not just this class, it's the next year's class, it's the whole high school experience and I don't know how far you track it back to what student's didn't learn this year. That maybe part of what a group can discuss as well. We are not just talking about converting two different modalities, we are talking about a generation of learners who used virtual to their benefit and detriment.

- (Walsh) What I have done also is have the class meet together as a whole on every Tuesday and Thursday I meet with a third of them. The other two thirds have to involve some activity on campus, they either have to go bowling together or engage in some extracurricular activity and write about it. That way I'm also meeting in small groups, a third of the class every third week on the alternate day. The students love that because they are getting to know each other really and they are getting a lot of personal attention and they are forced to engage in extracurricular activity.
- (Provost) There is brain trust of faculty that have been doing the hybrid instruction and really have great ideas about it. Before everybody comes back in person, getting a strong hybrid program in place is key. Amir and I will work on build the expertise, to support the course design. I think we should probably start coming together, so Steve and I will talk about what it would look like to put some people at a table, starting in fall, to really produce for us. I am calling it the 2024 vision, where do we want to be and why? The Chancellor's office is going to be saying what's your percentage of online. We want to have a different conversation, we don't want to be forced into that one.

## VII. STAFF REPORT

No report.

## VIII. NEW BUSINESS

### 8.1 Executive Committee Liaison Choices for 2021-2022

Exec reviewed the spreadsheet and finalized committee assignments for the year.

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

Exec worked on filling AS Standing Committees and Misc. Boards 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 the August 26, 2021 Academic Senate meeting.

### 8.3 Calendar AS Mtgs F 2021 - SP 2022

Exec approved the draft of the AY 2021-2022 AS meeting dates. The document will be forwarded to the Senate to approve at the August 26, 2021 meeting.

### 8.4 Setting Goals and Priorities for Academic Senate 2021-2022

Exec discussed various ideas and issues they would like the Senate to work on this academic year:

- |                                   |  |
|-----------------------------------|--|
| ➤ Faculty workload                | ➤ Recruitment and retention of minority faculty                                      |
| ➤ Faculty Affairs Budget          | ➤ General Education discussion   |
| ➤ Diversity, Equity and Inclusion | ➤ Develop a better way to help prepare students for employment in their chosen field |

### 8.5 AA/AS Annual Retreat, Fall 2021 - Date / Topic Re-Imagining General Education

The date of the retreat is to be determined.

### 8.6 SOQ Committee Report 2020-2021

### 8.7 Revisions to UPS 411.104 Policy on Online Instruction – *forthcoming*

### 8.8 Revisions to UPS 261.000 Faculty Emeriti Status

## IX. ADJOURNMENT

M/S/P (Dabirian/Sheehan) Meeting ended at 2:10 pm.