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Faculty Senate Executive Committee Agenda (10-8-2019)

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CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

FACULTY SENATE EXECUTIVE COMMITTEE

A G E N D A

Tuesday, October 8, 2019

2:00-3:50PM

AD-145 or <https://csusb.zoom.us/j/389256734>

1. Approval of EC Minutes, FSEC Minutes 2019.09.24 (attachment)
2. Response to “Towards Implementation of an Ethnic Studies System Requirement” (link to [resolution](#) and link to [email requesting feedback](#) and [submission so far](#))
3. Discussion of election of new members to the Constitution & Bylaws Committee (CAL & CBPA)
4. Implementation date of early tenure and promotion policy
5. Method to inform all faculty of new policies
6. Shared Governance Consultant Meeting with Senate (Tuesday, October 15 from 12-1PM): “thoughts and guidance on what should be included in the CSUSB statement on shared governance”
7. Comprehensive Curriculum Policy
8. Waiver Request to Continue to Serve on Senate/Senate Committees during One-Quarter Leave
 - Enrique Murillo
9. Appointments
 - Space Planning Advisory Committee
 - Student Research Competition - Graduate
 - Academic Program Review Committee
 - Scholarship Committee
 - Faculty Professional Development Coordinating Committee
 - International Student Services Advisory Committee
 - Teaching Academy
10. President’s Report
11. Provost’s Report

12. Chair's Report

13. EPRC Report

14. FAC Report

15. Statewide/ASCSU (Academic Senate of the CSU) Senators' Report

3:40PM Time Certain (If preceding items have not been completed)

16. Approval of FS Agenda - FSA 2019.10.15 (attachment)

17. New Business

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
FACULTY SENATE EXECUTIVE COMMITTEE

MINUTES

Tuesday, September 24, 2019
2:00-3:50PM, AD-145

Members Present: Beth Steffel, Janine Kremling, Lasisi Ajayi, Rong Chen, Davida Fischman, Shari McMahan, Jodie Ullman, Kathie Pelletier, Dorothy Chen-Maynard

1. Approval of EC Minutes for May 30, 2019 (ECM 2019.05.30)

- The EC Minutes for May 30, 2019 were approved as presented by the Executive Committee.

2. Approval of EC Minutes for June 6, 2019 (ECM 2019.06.06)

- The EC Minutes for June 6, 2019 were approved as presented by the Executive Committee.

3. Approval of FS Minutes for June 4, 2019 (FSM 2019.06.04)

- The FS Minutes for June 4, 2019 were approved as presented by the Executive Committee.

4. Approval of FS Minutes for June 11, 2019 (FSM 2019.06.11)

- The FS Minutes for June 11, 2019 were approved as presented by the Executive Committee.

5. Public Administration Recruitment Consultation Discussion in regard to FAM 641.5

- EC gave input on best way to move forward
- Seval Yildirim provided information via phone

6. New Practice Regarding Reports During Faculty Senate Meetings

- Chair Steffel will send out an email outlining new procedures for standing reports to the Senate need to be sent out midday on Thursday (before the meeting)
- These reports will be part of senate packets
- Time will be given for senators to ask questions or provide specific feedback
- Please provide “new information”—not information people already have in the reports
- Oral presentations be question driven
- Full senate reports can be submitted once a month (or more if desired)
- Presentations made to the senate will be sent in advance, included in packet and will stick to strict time guidelines.

7. Appointments

- Executive Committee made the following appointments:
- Career Center Executive Director Search Committee – Edna Martinez
- Award Committee Co-Chair – Eugene Wong
- Space Planning Advisory Committee – Lesley Leighton
- Teaching Academy – Andrew Hughes
- Student Aid Committee – Mary Texeira
- Student Health Advisory Committee – Alexis Norris
- SOTE Instrument Review Ad Hoc Committee – Sharon Ward
- Campus Accessibility Advisory Board – Yu Liu

8. Faculty Senate Orientation

- Overview of Senate
- Robert’s Rules of Order
- Review website, FAMs, etc.
- Discuss role of EPRC vs. FAC
- Gathering information from their colleagues
- Role of Senate vs. CFA
- Share Bylaws & Constitution

9. President’s Update – No report**10. Provost’s Update**

- General Faculty Meeting was a big success
- Thanks to Dorothy Chen-Maynard for her help in getting the giveaway items
- Introduced 40 new faculty members
- 57 new searches this year
- New Tenure-Track and Promoted Faculty event was well attended

11. Chair’s Update

- Requested Zoom camera to face the leadership vs. from the side
- September 10 meeting with Craig Seal for an update from Undergraduate studies
- Senate Chair has become a member of the Deans’ Council (Academic Affairs Council has been dissolved)
- Create process map for FAM approvals
- Shared Governance Consultant meetings are being scheduled

12. EPRC Report

- Needs a new member from COE
- Meeting Friday this week to finalize agenda for the year
- Working on a FAM regarding Centers & Institutes

13. FAC Report

- Meeting on Thursday
- FAM conversion
- Physics Chair Search

14. Statewide/ASCSU (Academic Senate of the CSU) Senators' Report

- Had first Plenary Meeting—report was sent out
- Beth Steffel is the Secretary of the Executive Committee
- Ethnic Studies and the AB1460 is a big topic for this year
- Quantitative Reasoning – CFA is opposed to it as an admissions requirement

15. New Business

- Time did not allow for new business

Meeting adjourned 3:50PM

Space Planning Advisory Committee - 1 position (SPAC) (2019-2022, tenured, tenure-track)

Richard Samuelson

Teaching Academy – 2 positions (2019-2021, tenured, tenure-track) [must complete a “Teaching Academy Application” from the FS Office]

Monideepa Becerra (Application attached)

Student Research Competition – Graduate -

1- COE, Dr. Andrew Hughes

I wish to be considered for the *Student Research Competition – Graduate – 1 position (2018-2020, tenured, tenure-track)*. I am a tenure-track faculty in the College of Education, Educational Leadership and Technology Department. I am an active researcher. I currently have 4 ongoing University approved studies. I am familiar with and implement a wide range of research approaches. I currently have 12 articles either published or in press including quantitative, qualitative, or mixed-methods research. I also have recently started teaching courses in the Educational Leadership doctoral program. I have chaired one student that has successfully completed their doctoral program including a dissertation on phenomena influencing core-subject teachers’ perception of Career and Technical Education. I currently chairing two other students that are studying the impact of indirect parent involvement on students’ science and mathematics tests scores. I would like to help shape the future success of CSUSB graduate students’ research and would love to see our students win the state level competition.

DR. ANDREW J. HUGHES

Assistant Professor of Education, CSUSB

Academic Program Review Committee 2019-2021 – 3 positions (**CNS**, not from Chemistry, Computer Engineering or Computer Science; **CAL/Library**, not from Music or American Studies; **COE**)

Ahlam Muhtaseb – CAL

Hi, I would like to serve on

Academic Program Review Committee 2019-2021 – 3 positions (**CNS**, not from Chemistry, Computer Engineering or Computer Science; **CAL/Library**, not from Music or American Studies; **COE**)

Thank you!

Ahlam

Ahlam Muhtaseb, Ph.D.

Professor & Graduate Coordinator

Communication Studies

Scholarship Committee (University) –

2018-2020 **CBPA**, tenured, tenure-track – **Chanho Song**

My name is Chanho Song. I am a faculty member in the Marketing Department. I want to let you know that I am serving as a scholarship committee member for the academic year 2018-2020. I did serve for this committee for the last two years. So, I want to continue to serve on it.

Sincerely,

Chanho Song

Faculty Professional Development Coordinating Committee – 1 position (2019-2021, tenured)

Andrew Hughes

I wish to be considered for the Faculty Professional Development Coordinating Committee – 1 position (2019-2021, tenured). I am a tenure-track faculty in the College of Education, Educational Leadership and Technology Department. I conduct research in the area of high-quality professional development (PD). My dissertation involved researching aspects of what makes PD effective. I have one article published and two others in press dealing with PD. I have a hope to work with my University colleagues to use University data to make recommends for faculty PD, increase funding for PD, and allocate funding appropriately for faculty PD.

Hughes, A. J. (2017). Educational Complexity and Professional Development: Teachers' Need for Metacognitive Awareness. *Journal of Technology Education*, 29(1), 25-44.

DR. ANDREW J. HUGHES

Assistant Professor of Education, CSUSB
California State University, San Bernardino

International Student Services Advisory Committee – 1 position CAL (2019-2021, tenured, tenure-track)

Good afternoon Sylvia, I am interested in serving the following committee: International Student Services Advisory Committee – 1 position CAL (2019-2021, tenured, tenure-track).

I have served this committee last four years and want to continue serving it. I serviced several committees as below related to the International Student Services Advisory Committee work. I served CSUSB Korea Foundation committee last year. I also served many years as adviser and co-adviser of CSUSB Korean Students Association. Please let me know if you need any other information. Thanks.

Best, **Young Suk Hwang**

Application CSUSB Teaching Academy

A. BACKGROUND INFORMATION

1. Name: Monideepa B. Becerra, DrPH, MPH, CHES
2. Department: Health Science and Human Ecology
3. Phone/Email: 909-537-5969, mbecerra@csusb.edu
4. Academic Rank: Professor
5. Years of Teaching at CSUSB: 2014-Present
6. Year Tenured (if Applicable): 2017
7. Nominated by: Self or _____
Phone: _____ Email: _____

B. TEACHING ACCOMPLISHMENTS

Please list and describe what you consider to be your THREE(3) teaching/work assignment accomplishments at CSUSB:

- 1) The first teaching accomplishment would be the **establishment of the service-learning project** for the MPH program. I collaborated with Tess Webster-Henry, at Student Health Center at CSUSB, to establish a service-learning project for graduate students. The health center conducted a needs assessment and identified key areas in which they would need services but lacked resources. As such, students in the first class in the MPH program, met with representatives from the health center and were assigned a topic. Over the span of two years of the MPH program, students collaborated with the health center to create health education programs, which were then evaluated, and presented to the entire campus community through a poster session. The student health center then incorporated these programs into their daily work. Example: the HIV prevention video was showing regularly at the health center's TV monitor. This was continued with with Asley, and then Grace, over the last two years, leading to a sustainable service-learning integration into a program. As the transformation leader for Q2S, I further built this service-learning program plan into the Semester program for the Masters degree as well.
- 2) The second teaching/work assignment accomplished at CSUSB was my participation in the Diversity workshop during Summer 2018 and the impact on my curriculum to **incorporate LGBT health issues**. Alumni feedback demonstrated that a lot of our students' workplaces (ReachOut, American Lung Association, etc.) were being granted prevention funding for LGBT health issues. Yet, our alumni expressed they were not being prepared in classes for how to address LGBT health disparities, how to ask questions on gender identity, etc. As such, integrating the lessons learned from the summer institute on diversity, I did an evaluation of how well public health curriculum incorporates LGBT health issues and identified key areas that could be developed. I was able to present this at the Lilly Conference as well. As a result of the lessons learned, I integrated major modules in each of my classes that address diversity, beyond that of just racial/ethnic disparities; but also, how LGBT populations face barriers to

care. This resulted in positive student feedback on understanding what is cultural competency in public health, how can diversity be addressed and defined, as well as expanded my knowledge and practice based on addressing issues our students face. This in turn, led me to further expand the course content of the cultural competency course I teach, as well as policy, to be better aligned with accreditation standards and address rising health burdens of LGBT populations.

- 3) Finally, a major teaching/work-related assignment I feel was my accomplishment is **ensuring accreditation of two public health programs at CSUSB**. When I was hired, I was assigned to be the program director for the MPH program; though shortly after (less than one month in), I was also assigned to be in charge of the undergraduate program. The major task included ensuring accreditation as we were the only local university that had a program in public health that lacked accreditation. However, there was also little existing resources, so I had to be creative. I realized, while I was the sole person responsible for writing the accreditation document and completing the tasks, I could generate some administrative help from part-time faculty and students who were eager to ensure our programs were competitive, especially since the graduate program only had 4 students. I created internship opportunities for students to be involved in accreditation, collaborated with colleagues on other campuses, including CSU, to obtain ideas for best-practice, and was the sole tenure-track faculty on the accreditation team, followed by one part-time faculty and students who led accreditation for two programs in the department. During our site visit, accreditation organizers from Council on Education for Public Health (responses are publically available) stated we were not ready. However, I always believe in overcoming barriers. While most schools have 2-3 years, I had two quarters to re-design the entire program for the MPH and re-structure the undergraduate program to make it compliant. And we did. We were granted full accreditation for the two programs. From establishing an external advisory board, internship structure, writing program learning outcomes, student learning outcomes, etc. I took the lead in ensuring our programs are accredited and competitively. From 4 students, our graduate program grew to 28 that same year post-accreditation and now, our undergraduate public health is the largest undergraduate major in the department.

C. LEARNING COMMUNITIES

Please describe in half a page or less, your definition or concept of learning communities at CSUSB:

Learning communities, especially faculty learning communities, represent a trans-disciplinary team of professionals who engage in collaborative curriculum enhancement strategies for stronger pedagogical advancement and ensuring student outcomes. Such learning communities, which are usually peer-led, are ideal for providing seminars and activities to the body of faculty that promote scholarship in teaching and learning, as well as a safe learning space to enhance the profession. For example, a faculty learning community may be focused on how to enhance active-learning options in classroom and how to effectively evaluate student learning outcomes. Learning communities are also structured to ensure measurable outcomes are met, while allowing participants the flexibility to create their own path to success. Learning communities can be targeted towards specific categories, such as new faculty, mid-career, etc. or even be topic-focused, such as, portfolio integration, service learning, etc. With the emphasis on university accreditation, a key emergent area is that of rigorous assessment of student learning and student success. For some faculty, especially those leading practice-based programs/classes, traditional means of student assessment may not be ideal for their classes. As such, faculty learning communities that promote assessment strategies for high impact practices would be ideal. These may include, though not limited to, assessment of student learning based on service-learning projects, student success assessment beyond graduation (i.e. integration of applied knowledge, job placement, etc.). As such, learning communities can provide an innovative space for faculty members to lead discussions and promote evidence-based practice on such tools for utilization in their own classes.

D. PROMOTING LEARNING COMMUNITIES AND FACULTY DEVELOPMENT ON CAMPUS

Please share your ideas on how learning communities could be promoted on campus and how it will contribute to faculty development (half a page or less):

A major source of dissemination of learning communities and thus promoting them to faculty are chairs' meetings that are held in each college across campus. Similar to how assessment coordinators are invited at such meetings (periodically) to provide guidance of assessment goals for each department and college as a unit, a similar time frame can be allocated to bring to attention such learning communities to chairs, who can then relay to their faculty members. Often, emails can clutter inboxes, but if chairs share such information about learning communities to their faculty at department meetings, the likelihood of participation may increase. The other strategy to promote learning communities is to showcase the value in RPT process. For many faculty, especially those who are new to campus, the RPT process can be daunting, confusing, and especially vague if department-specific guidelines do not exist. Providing guidance on how key faculty learning communities can enhance one's FAR could serve as an ideal means to promote such opportunities to new faculty for their professional development.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
FACULTY SENATE MEETING, 54th SENATE

A G E N D A

MC 205A (Obershaw) or <https://csusb.zoom.us/j/526138095>

SESSION 01 - Tuesday, October 15, 2019 - 2:00 – 3:50 PM

1. APPROVAL OF THE MINUTES
 - 1.1 Minutes for June 4, 2019
 - 1.2 Minutes for June 11, 2019
 2. APPROVAL OF THE AGENDA
 3. CHAIR'S REPORT
 4. PRESIDENT'S REPORT
 5. PROVOST'S REPORT
 6. COMMUNICATIONS/INFORMATION ITEMS
 - 6.1 Executive Committee Minutes 5/30/2019
 - 6.2 Executive Committee Minutes 6/6/2019
 - 6.3 Executive Committee Minutes 9/24/2019
 7. DISCUSSION ITEMS
 8. OLD BUSINESS
 9. NEW BUSINESS
 - 9.1 Elections:
 - Constitution & Bylaws Committee
 - CAL
 - CBPA
 10. COMMITTEE REPORTS
 - 10.1 EPRC
 - 10.2 FAC
 - 10.3 Q2S – Teach In (Attachment)
 - 10.4 WSCUC
 11. STATEWIDE/ASCSU (ACADEMIC SENATE OF THE CSU) SENATORS' REPORT
- Please go to: <https://www2.calstate.edu/csusystem/faculty-staff/academic-senate> for information regarding the last ASCSU Plenary meeting.

12. SENATORS' REPORTS/INCLUDING ASI PRESIDENT'S REPORT

13. DIVISION REPORTS

- 13.1 Vice President for Information Technology Services
- 13.2 Vice President for University Advancement
- 13.3 Academic Affairs/Deans' Reports
- 13.4 Vice President for Administration and Finance
- 13.5 Vice President for Student Affairs

14. OTHER BUSINESS

15. ADJOURNMENT (Time Certain 3:50PM)