

PLANNING, RESOURCE AND BUDGET COMMITTEE MINUTES

DECEMBER 4, 2020
1:00 PM – 2:30 PM VIA ZOOM

ATTENDANCE

<input checked="" type="checkbox"/> Dabirian, Amir	<input checked="" type="checkbox"/> Mallicoat, Stacy	<input checked="" type="checkbox"/> Thomas, Carolyn
<input checked="" type="checkbox"/> Davis, Anthony	<input checked="" type="checkbox"/> McConnell, Craig	<input type="checkbox"/> Virjee, Framroze
<input checked="" type="checkbox"/> de Lijser, Peter	<input checked="" type="checkbox"/> Meyer, Bill	<input checked="" type="checkbox"/> Walker, Sean
<input checked="" type="checkbox"/> Forgues, David	<input type="checkbox"/> Nagai, Nelson	<input checked="" type="checkbox"/> Yong, Emeline
<input checked="" type="checkbox"/> Garcia, Danielle representing President Framroze Virjee	<input checked="" type="checkbox"/> Ngo, Chean Chin	<input checked="" type="checkbox"/> Zarate, Maria Estela (Chair)
<input type="checkbox"/> Kim, Danny C.	<input type="checkbox"/> Oseguera, Tonantzin	
<input type="checkbox"/> Kim-Goh, Mikyong	<input checked="" type="checkbox"/> Saks, Greg	
<input type="checkbox"/> Lucas, Marcia	<input checked="" type="checkbox"/> Seung, HyeKyeung	

Guests: Balderas, Fujimoto, Gallivan-Garcia, Graylee, Guia, Hidalgo, Lozano, Nguyen, Porter, Scialdone, Tranh

I. Call to Order

1.1 Chair Zarate called to order at 1:00 PM

II. Urgent Business

2.1 No urgent business announced

III. Announcements

3.1 No announcements

IV. Approval of Minutes

- 4.1 Minutes November 13, 2020 – draft
- M/S/P Yong, Meyers – passed with one abstention

V. New Business

5.1 Impact of Racial Climate on Staff and Faculty of Color

- VP Forgues introduced Bobbie Porter, AVP for Diversity, Equity and Inclusion
- Porter presented to the committee an Overview of Efforts to Address the Campus Racial Climate at CSUF
 - Presentation specifically references faculty, but the same principals apply to staff
- Porter shared HRDI, DEI mission statement along with the portfolio of services they offer:
 - Vision: To be an integral part of transforming the campus community so that all faculty, staff and students feel like they belong
 - Mission: To foster and exemplify an equity-minded campus
 - Portfolio:
 - DEI strategy implementation and action planning
 - Guidance and support for equity-minded, high impact practices in searches
 - Programming to support an inclusive campus climate
 - DHR complaint resolution
 - Cultural education and professional development
- Approach for building Climate of Racial Inclusion
 - Programmatic (community building, learning opportunities)
 - Infrastructure (creation of offices, positions, depts to support ongoing change)
 - Assessment (is campus on track? Making progress?)
- Building Infrastructure
 - Goal of transforming the campus so that racial inclusion is a feature of the campus and not reliant on the advocacy or promotion by any single person or group of people
 - Diversity Strategic Planning happens on campus, division and unit level
 - Plans published on Titans Together website:
<http://together.fullerton.edu/>
 - Policy Equity Reviews- resources and consulting on reviewing/ revising policies to address inequity
 - Unit-Level Committees and Offices to recommend practices to meet the unique needs of each unit
 - Present in nearly every college and forming at the department level
- Academic Affairs
 - Equity Advocate Pilots
 - Diversity Statements for All searches beginning FY 2020-21
 - Revisions to Senate UPS 210.001: Recruitment and Appointment of Tenure Track Faculty and UPS 100.015: Review and Revision of University Policy Statements
- Campus-level planning
 - Campus Strategic Goal 3: Recruit and retain high-quality and diverse faculty and staff

- Increase the number of tenured or tenure-track faculty, especially from historically underrepresented groups
- Accountability Measures: share progress through standing meetings, publish to public-facing websites
 - Opportunities for cross-unit collaboration
- Programmatic efforts
 - Developing shared meaning of Racial Equity & Inclusion
 - Provost's Learning Community Recommendations
 - Introduction to Racial Equity at CSUF
 - Learning Opportunities
 - Controversial Topics in the Classroom Series
 - New Faculty Training in Inclusive Pedagogy
 - Inclusive Champion Certificate Program (ICCP)
 - Community Building Efforts
 - New faculty mentor program through the Faculty Development Center
 - Faculty of Color Learning Community
 - Sponsored by DIEP
 - Support faculty from racially and ethnically minoritized groups
 - Investigates barriers to retention, tenure, and promotion (RTP) for faculty of color, identify resources to support their success
 - Identified needs include community building, mentorship, and writing support
 - In its second semester of operation with 58 engaged members
- Assessment
 - Collaboration between DIEP and OAIE to provide data and develop a DEI assessment strategy
 - Campus climate survey strategy
 - Inventory of DEI efforts across colleges and divisions
 - Benchmarking campus progress on campus strategic plan goal 3
 - Publishing data so it is accessible to the campus community
- Faculty Attrition by Race & Ethnicity
 - Data available on the Titans Together website, also on the OAIE website
 - Demographic data available by semester and accessible via public and internal-facing dashboards
 - Faculty retention quantified by:
 - Year to year headcount
 - Faculty success based on 6-year window to tenure
 - DIEP compiled and analyzed faculty retention and success data for faculty recruited in the last 10 years
- Faculty Retention Data

- Strategizing on how to keep faculty
- Improve exit surveying to increase the response rate of faculty who do exit
- Analysis to help the campus understand the campus racial climate
- Will share with the campus any conclusions learned
- Chair Zarate asked if faculty retention data is available by sex, college and department
 - Porter replied that this data is available on OAIE's website which publishes internal use only dashboards
 - Data is not on Titans Together to protect personally identifiable information
- Chair Zarate observed that most learning opportunities are voluntary and asked what plans the campus has made to make these programs more widely consumed? What are the plans on the college and department level?
 - Porter confirmed that participation is voluntary, while encouraging all to participate in what is a shared, overall campus strategic goal
 - VP Dabirian mentioned that IT is partnering with the Provost to develop an online version of Inclusive Pedagogy course
 - VP Dabirian noted that requiring inclusivity training requires consultation with bargaining units per meet and confer requirements
 - Recommendation to promote inclusivity training at the Academic Senate, direct appeals to colleges and departments
- There was discussion on a slide displaying faculty retention data by racial/ethnic across academic years and a concern was expressed that choices made to improve legibility may lead viewers to misconstrue the data presented.
 - Assurance was made that there was no intent to misrepresent data and that these comments will be considered when this information is presented
- Chair Zarate noted that there is robust discussion on how the focus on culturally sustaining pedagogy can be incorporated into faculty tenure progression
- Meyer observed that issues of pay equity factor into attracting/ retaining faculty
- Seung commented that some specialized fields of study have small applicant pools making reaching diversity goals challenging in the near term
 - Porter responded that there are opportunities to build the infrastructure that results in larger, more diverse applicant pools
 - CSU Fullerton is a minority serving institution whose graduates can ultimately make these applicant pools more diverse in the long run
- VP Forgues noted that resolving funding inequities that disadvantage CSUF would give the university the ability to address pay inequities and so attract, retain more faculty
- Provost Thomas discussed partnership between administration and the Academic Senate to help shape campus budgeting priorities

5.2 Program Review (Improvement Science Certificates)

- Presented by Dr. Maritza Lozano, Asst Professor, and Dr. Eugene Fujimoto, Dept Chair/ Assoc Professor
- Certificate attainment requires enrollment in a selection of currently available courses
 - Two instructional leadership courses, one organization theory course
- Training leaders to use Improvement Science tools and methods to achieve organizational goals.
- Presenters report student interest in this certificate program
- No fiscal impact to the campus because it organizes existing course work
- Competitive with similar offerings by other institutions but at a lower cost to students
- The theory and techniques of improvement science enjoy wide acceptance in other fields; bringing those practices to the field of education is a unique proposition
- Yong asked if the course requirements need to be taken in sequence or if they can be taken concurrently
 - Chair Zarate responded that 2 requirements are in sequence, but the third course can be taken concurrently
- Walker asked if this certification would fulfill professional development requirements
 - Chair Zarate responded that the certificate satisfies professional development requirements
- Seung asked if the certificate will be administered by the department or by Extended Education
 - Chair Zarate confirmed that the certificate will be offered through Extended Education
- VP Dabirian asked if the certificate had been reviewed by the University Extended Education (UEE) committee
 - Chair Zarate confirmed that the certificate had been approved by the UEE committee and by WASC
- Program approval
 - M/S/P Dabirian, Meyer- unanimous approval

5.3 Introduction: Resolution for Equitable Funding

- CSU Fullerton lowest level of funding per student FTE among all CSU campuses, inclusive of General Fund and Tuition, net of State University Grant (SUG)
 - Lower when compared to sister CSU campuses of equivalent size
- PRBC to consider proposing a resolution to the full Academic Senate requesting equitable funding
- Mallicoat recounted the history of campus advocacy for more funding
 - Potential conflict from other CSU campuses who would get less funding to provide CSUF more
 - Potential relief to CSUF by changing the allocation of new funding

- The changes to the funding model had mixed results in attracting more funding to CSUF
 - A new chancellor may be an opportunity for CSUF to advocate
 - VP Saks proposed that a new approach may be to frame additional funding as a way of rewarding the success CSUF has accomplished in pursuing the goals of GI 2025
 - Discussion by multiple member of the committee that emphasized the importance of continued advocacy from the campus
 - Walker suggested that the campus extend its advocacy efforts to county officials who can, in turn, lobby on behalf of CSUF
 - Mallicoat proposed forming a subcommittee within PRBC to consider how to expand upon the campus's advocacy around funding, updating the original white paper produced seven years ago
 - VP Saks offered that they hope to produce materials to make a strong case for when the new Chancellor starts his tenure in January
 - Chair Zarate to poll the committee via email to gauge interest in participating in or providing input to this proposed subcommittee
 - VP Saks confirmed that funding inequities will be high on President Virjee's list of priorities when he meets with the new Chancellor
- 5.4 Notes from previous meeting dated November 13 amended to include the updated guidance from the Office of Financial Aid regarding DACA students' eligibility for State University Grant (SUG)
- SUG does not apply to DACA students. A DACA student (DACA-eligibility for working permit), can only be eligible for SUG if they are also AB540 (California Nonresident Tuition Exemption) & have a California Dream Act on file (CDA).

VI. Adjournment

6.1 Adjournment at 2:28 PM

- M/S/P Dabirian, Yong

FUTURE ITEMS

- Resolution for Equitable Funding
 - Program Review
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Respectfully submitted: Melody Sasis, Jhofelle Maruzzo, and Oliver Ravela