Senate Executive Committee Meeting
Monday, August 10, 2020, 12:30 PM

In attendance: Dinesh Pinisetty (Chair), Elizabeth McNie (Vice Chair), Sarah Senk (Secretary), Matt Fairbanks, Christine Isakson, Cynthia Trevisan, Frank Yip [all via Zoom]

I.   Scheduling AY 2020-2021 Senate Meetings
-   General Senate Meetings:
        o   Thursday, August 27
        o   Thursday, September 24
        o   Thursday, October 22
        o   Thursday, November 19
-   Executive Committee Meetings:
        o   Tuesday, August 25
        o   Thursday, September 3
        o   Thursday, September 10
        o   Tuesday, September 15
        o   Tuesday, September 22
        o   Thursday, October 1
        o   Thursday, October 8
        o   Thursday, October 15 [Bets will Chair]
        o   Tuesday, October 20
        o   Thursday, October 29
        o   Thursday, November 5 [Sarah and Cynthia absent]
        o   Thursday, November 12
        o   Tuesday, November 17
        o   Tuesday, November 24
        o   Thursday, December 3
        o   Thursday, December 10
-   **Action items: Senk will send Outlook invitations to meetings.**

II.   University Advisors Presentation on Early Alert
-   Katie Hansen explains that UA is planning a new format for Early Alert. Existing problems: some instructors want to report earlier than the system allowed, old system didn't have comment sections so instructors would often send supplementary clarifying emails to UA, issues with mid-term grade entry. Hansen and Loera have already sought faculty input from former Executive Committee member Wil Tsai.
-   Hansen shares screen and demos the new site. Faculty will log in and got to "Professor Home" where they'll find a list of classes. Click "progress reports" and select the students of concern, go to "actions," create a new progress report and add comments, and submits. Faculty advisors get a copy, Katie and Krystal get a copy and can reach out to students. Students cannot see written comments. Yip asks if this means that students will no longer receive letters from the Dean; Yip argues these letters do nothing by produce anxiety. Yip suggests the Deans' letters are counterproductive for what UA wants to do: provide students *support*, get them connected to resources to help them succeed. Hansen says they still have to solicit feedback from the Deans about the process but will communicate this. Pinisetty asks if we can completely remove the mid-term grade from Peoplesoft. Hansen says yes.

Executive Committee agrees this is a good idea: those "midterm grades" are problematic for a number of reasons.
- Hansen notes that in this new system, faculty can submit ad hoc reports rather than waiting for the midterm grade pull.
- Pinisetty suggests that Hansen and Loera consult with at least one faculty member from each department regarding the categories of concern. Attendance and performance on exams may be primary markers for engineering classes, but Pinisetty advises getting feedback from other types of classes. Hansen will consult with Executive Committee members in other departments.
- Hansen demonstrates what new midterm report will look like: it's all in The Passport, no longer in Peoplesoft. Faculty will get emails notifying them when it's time to fill in the reports.
- Hansen asks if we prefer this to the old system of midterm alerts in Peoplesoft. Committee unanimously, emphatically agrees this is much better.
- Hansen adds that she will send out an email to all faculty reminding them to post their availability in The Passport and will hold a workshop this Thursday.
- **Action Items: Executive Committee will add a reminder about The Passport to the agenda for the first General Senate Meeting of the year.**

III.   Amy Parsons, Curriculum Committee Chair on Privacy Issues in Online Classes
- Parsons presents draft from remote learning task force on best practice guidelines for online instruction
- Privacy document (co-authored by Kitty Luce) includes information some practices that are covered by FERPA and some practices that aren't. Document outlines three main areas where you might run into privacy issues in online classes:
    o Recording Zoom classes in which students appear to provide to other students to watch at a later time
    o Using an online proctoring program that locks down student browsers and watches them take the test (capturing things like their eyes looking away from the screen for too long). Our campus is considering a contract with the company Respodus).
    o Requiring students to keep their cameras on during Zoom lessons
- Parson notes that Luce added helpful information about two additional areas for consideration:
    o Requiring students to use third-party applications or websites which have not been through the Cal Maritime approval process and may track and/or retain students' personal information.
    o Students' awareness of the effects of their own sharing of course information, which may affect other students' privacy.
- FERPA covers recorded Zoom lectures: you can record as long as 1) there is no personally identifiable information (including the students' names) or 2) you get written consent from all members of the class. Must include explicit statement that students may not share links to recordings with anyone outside of the class. Consent is required to record any student presentation of graded content since that's part of their educational record.
- Pinisetty suggests that Parsons, who is also a member of the Academic Integrity Committee, communicates this information to them as well.
- Parson asks if it's okay to disseminate these documents to faculty. Committee notes these are guidelines, not mandates. If we wanted to create a mandate it would need to go through a

formal procedure, but these are guidelines for best practices. We agree they should be shared.

- Yip adds that we should encourage faculty to reason with students and explain why they want the learning environment to be a certain way (eg. "I don't want to force anyone to keep their webcam on, but when your webcam is on I can see your eyes, and I can see whether you're "getting it" or not, and I know to change how I'm saying things or change pace, etc. That's the big difference between an interactive online class and watching videos on YouTube.") Yip suggests adding language to the document encouraging faculty to make the reasons for particular types of online interaction clear.

- Parsons agrees. She notes that she included a section on "faculty use of student feedback." Students reported in the Spring 2020 surveys that many of them felt "abandoned" by faculty, and one way to improve that is to encourage everyone to create informal opportunities to ask students how things are going, to make adjustments accordingly. Parsons suggests she can add Yip's advice in this section.

- Parsons will add a note at the beginning of the best practices document noting that "this is not to boss anyone around but to foster an atmosphere of clear communication that will foster community and academic integrity." Parsons asks if we're okay with the communications plan of Michele van Hoeck sending this document out to Deans and Chairs so that Chairs will send to faculty.

- Senk notes we've had an issue this summer with some chairs not forwarding documents to their faculty members. Committee notes this is a problem and that we need to create a system to guarantee accountability.

- Pinisetty notes we have departmental senators, who can be the ones to inform the Executive Committee to confirm that emails were sent.

IV.   Resolution

- Committee reviews draft resolution regarding IBL decision. Senk notes that the draft describes it as an "Executive Committee resolution" but recommends that in the spirit of the new bylaws we bring it before the full senate for a first reading in our August 27 meeting. Committee agrees.

- Committee discusses the need for a process of naming and tracking our resolutions: This is our first resolution. How will be number them? Committee decides that to make the numbering system transparent to a wide audience we classify resolutions by the Academic Year and resolution number: eg. "20-21/01." Fairbanks asks what if we go over 99 resolutions in a year. #Goals.

- Committee implements feedback and agrees to continue revising at the next meeting.

Meeting adjourned at 2:00.