Meeting Minutes
Executive Committee of the AFSE
Friday, July 10, 2020

Present: David Brafman, Samantha Brunhaver, Christopher Buneo, Michael Goryll, Marcus
                Herrmann (chair), Rosa Krajmalnik-Brown, Anthony Lamanna, Douglas Montgomery,
                Rod Roscoe, Yalin Wang, Dianne Hansford (secretary)
Absent: George Pan, Sefaattin Tongay
Guest: Dean Kyle Squires

1. **Approval of the June 2020 EC Minutes**. Minutes of the June 5, 2020 meeting were approved unanimously.

2. **Impact of Covid-19 on Fall 2020 and beyond update**. Kyle: We pushed out a communication to the faculty that anyone seeking an accommodation for the fall should contact Annette. The inputs have been collected and assimilated. There are going to be a variety of rationales from faculty to seek accommodations; ADA accommodations are a separate process. There's going to be childcare and health issues all the kinds. The colleges will be consistent with respect to how accommodations are to be deployed. We need to work through things like remote teaching from offices, faculty interacting with their research groups, and lab safety plans. I'm not certain we're going to have a lot of clarity for that until we get to the end of July because there are just so many requests, about 120.

   We are engaged in conversations with school directors, deans across the colleges and the Provost's office. I'm in frequent conversations with parents who are asking whether they should send their kids to ASU. We talk through that. We need to be sensitive to not only our colleagues needs, but staff and students. The main message to the faculty is to continue to be flexible and adaptable. Faculty who have labs on campus have been asked to submit lab safety plans. There's been good follow-up from staff as well. Let me know if you hear anything different on that. The university has asked the colleges to implement what they call return-to-work plans. These are plans by which staff return to campus -- people in HR, research, advising, etc. The process continues to evolve. The announcement this week of the delay in the start-up of K-12 school will drive when a lot of staff can be on campus. Flexibility, adaptability, being responsive to students. We need to get through it well.

   The Chair asked if the committee had any questions.

   Question: We are hearing concerns from our junior faculty with school aged children who are wondering how they will be able to handle it all. How do faculty manage their responses and determine what to put effort into?
   Answer: There is a website faculty should check out: www.provost.asu.edu/faculty for information on ASU Sync workshops and other guidance. We know a lot more about effective teaching by ASU Sync and am guessing that a good fraction of faculty probably submitted a form about Syncing as an accommodation for fall. In the meantime, go to that website, look at those workshops, see what tips and ideas you can get because I think that will guide fall instruction.

   Question: How are we going to handle adjunct faculty's request for remote teaching?

Answer: Non- T/TT, not tenured or not a lecturer faculty need to talk to their school director.

Question: In the email that went around about the accommodations was it clear whether childcare was one consideration in the accommodations? It sounded like it was only health related issues.
Answer: There is reference to childcare issues on the form that was distributed to units. That issue is so prevalent across all the colleges. This is an example where the university should come up with pretty clear guidance that can be applied across the units and then whatever accommodation is necessary, we can do it.

Question: We've been kicking around the idea of an online degree and by default now we have this online degree. We're going to be in Sync at least for the year, may be two years. We have an opportunity to potentially recruit students who have no intention of coming to ASU and so within those two years we could get the infrastructure in place to offer these things permanently online going forward. How do we approach those opportunities?
Answer: This could be a difficult, uncertain year. Enrollment will be important. There are different categories of students: online cohort, on-campus cohort, and included in that cohort are students from out-of-state and international students. The fiscal model starts to matter. We want an online program because we think there are more learners out there that we need to reach. Our on-campus programs will need to be robust and sustainable. We do have this opportunity to continue to invest in leadership positions and developing online programs. As examples, mechanical engineering and biomedical engineering are in the process of building online programs. For the online program we're trying to capture a different cohort and we need to pursue that.

Question: It's great that students get the opportunity to choose and switch. Early on it sounded like something similar would be offered to faculty as well – either stream it or be in the classroom. The forms we filled out made it seem like the faculty were going to be provided that same level of flexibility that is being given to students. Do you think that level of flexibility could return or what is holding the university back to offer that level of flexibility to faculty as well?
Answer: We have these websites to refer to with information pertaining to both students and faculty:
www.Provost.asu.edu/faculty and www.Provost.asu.edu/students. It's ok to indicate your preference and you should. But it's not a choice the faculty can make independent of all the other considerations in play. We never want to have a cool campus with no faculty because they're all teaching from home. It will be important to promote good faculty presence and engagement on campus which is going to include the teaching part and understanding how we work with faculty to promote that. We need to understand what the preferences are so we can guide decisions. It's more of what kind of campus environment are we trying to promote as we get to fall. Until the university releases the 21-day enrollment figures at the beginning of the semester we aren't going to truly know what our fiscal structure looks like in terms of tuition.

Question: When you say "going fully remote" is that an option with the Visa regulations or do you mean that we still have classrooms assigned so it's technically still an in-person class but nobody goes there?

Answer: It could be both which means even in an ASU Sync mode your class has a scheduled day/time that it meets; its real time delivery of the class. You may not be physically present or in the spring the students are not physically present. There are all sorts of issues rolling around about visas. ASU has never said it was going to be fully online. It's always been about the mode of teaching. That's the likely scenario.

Question: The risk to COVID is not the only reason to teach remotely. Teaching with masks and distancing can be difficult, particularly for those with hearing disabilities and depend on lip reading. Students have their resources, but as faculty member where would you recommend going for resources and help?

Answer: There will be a formalized way to assist faculty with specific needs. Hopefully, that's been communicated. This is getting specific attention at the provost level and as more guidance becomes available, we'll be able to share that. In the meantime, as you or your peers have specific needs make sure you're communicating that to your school director.

Question: I saw the email Kyle sent out requesting accommodation. There might have been confusion because there were requests also for medical accommodation and they're two separate processes.

Answer: They are separate. The ADA accommodation is a separate structure. If there's confusion and people aren't sure, the dean's office would want to know about it. Anyone seeking accommodation by either pathway should contact the dean's office. If they haven't done anything about this, we want to hear from them.

Question: There seems to be a perception that going through the ADA process is vague on details regarding what and how to submit an accommodation. Can you clarify what the process is?

Answer: I would recommend that faculty contact the HR lead in their school directly.

3. **Brainstorming for AY 2020-21**. Several suggested updates were sent to the dean for review and approval. The updates included the dean's dissertation award process, eligibility to chair Master's theses, and PI eligibility.

   The dean's dissertation award process will begin on August 1st. A draft has been developed that will be sent out to school directors and graduate program chairs. The process will remain very similar to what we did last year except in the number of awards to be given. A suggested tweak to the current draft follows. The following line should be updated: "Award is presented to up to 4% of the Ph.D. ~~candidates~~ graduates in FSE." Since there are about 1,200 Ph.D. students in Fulton we want to make it about 4% of Ph.D. students who are graduating. Also, in a given year the actual number of graduates is unknown until we get through that year so from an operational perspective, we would look at the previous year and not go more than 4%. The reason we took 4% is to get about 6 per school and just because we're saying 6 doesn't mean

we have to give 6 awards.   This new information should be added to the process memo.   These changes were approved by the EC. The final document will be shared with the committee but no vote.

<p style="text-align:center; color:red"><u>ACTION ITEM</u>: Dean Squires will forward the actual number of Ph.D. awards from last year for context.</p>

EC members shared ideas for future topics to be tackled in the coming academic year.

There is a lot of concern about COVID and safety. Faculty are hearing from students that they are concerned about the current level of unrest. They care about the social issues involved such as racism and sexism and how to address those things. Students are watching ASU very carefully. We already have the DII task force. We need to make sure it moves forward and continues to be public and continues to push staff, faculty and students to be inclusive, to participate in events and to think about this in curriculum. Students are having to choose whether to stay home or choose a school. We should be a destination school where people feel not just safe but welcome and valued and included.

Kyle: It is a good idea for elected committees to take trainings and workshops. For example, DFAC completed implicit bias training last year. Other trainings that come to mind could include exposed biases and other considerations that, if missed, could end up in the classroom. Additionally, build the conversations you have with your students during office hours into assessments, an example of which is the student evaluation of courses. Right now, those evaluations only include the basics -- how did you like the class and how did you like the instructor. There could be another question added about the culture at ASU and making sure the students have an opportunity to feed back to what the experience was.   The EC would have to get behind that and push it. We need to do a better job of not just listening to students but getting feedback in ways that we can provide some structure and support and assistance.

4. **Other items from EC members**.
   a. <u>FSE Assembly</u>.
      This meeting has typically been scheduled for the last Friday in October which would be October 30 this year. The EC did not have any immediate objections to the date although it is uncertain as to whether the meeting would be in person or hybrid.
   b. <u>Dean's Lecture Series</u>.
      In the COVID world it's easier to arrange for speakers who would normally fly to campus to present and visit with faculty/students. We do have an opportunity potentially to bring more speakers to campus, but we need to determine how we think about topics -- ways to theme it and structure it. It would be good to capitalize on any opportunities provided us by COVID and the speaker example is a good one. It was mentioned that the use of Zoom limits the interaction between faculty and students. Zoom rooms could be set up for the speaker to meet with various groups. Another reason to bring people to campus is to sell ASU which is a missed opportunity if you're handling visits virtually.   Virtual lab tours could be organized at the unit level but are not the same.

We should also consider inviting people to campus who we may not have thought about inviting before. Some examples could include grad students who have received some society level outstanding grad researcher award, post docs best paper award winners, etc. We should encourage people to bring them as guest speakers for the labs or programs. Target up-and-comers, rising stars and show them that ASU is a place they would want to collaborate with.

> **ACTION ITEM**: Continue discussion on what can be changed to accommodate speakers over Zoom and what would an on-campus experience look like?

c. Faculty Searches via Zoom. Was there any feedback on how people perceived ASU with the online Zoom setup that was used? There will be some new faculty who will be seeing Arizona for the first time when they show up for classes this fall. Universities were pulling back and opportunities were shrinking which improved Engineering's position a bit.

Skype interview filtering could be given some structure such that when the candidate comes to campus and they present their seminars we can expect a reasonably specific vision with specific connections to what they've learned about us and know about us. This would give us a better idea on how to support this person.

> **ACTION ITEM:** Our new faculty will be surveyed regarding their recruiting experience. Conversations with directors and search committees will be held regarding a potential fall zoom/spring visit type of interview process.

Next meeting: Friday, August 7, 2020; 9-10 a.m.; by Zoom