

<p>Academic Senate February 25, 2014</p> <p>Present: Bell, Bice, Broadwater, Carroll, Crayton, Espinoza, Eudey, Steven Filling, R. Floyd, Garcia, Ghuman, Guichard, Hartman, Hidalgo, Huang, Kohlhaas, Lindsay, Littlewood, Lore, Manrique, Mulder, Nagel, O'Brien, Olivant, Park, Perrello, Peterson, Petratos, Petrosky, Powell, Regalado, Scheiwiller, Sarraile, Schoenly, Sims, C. Stessman, Strong, Thompson, and Wood.</p> <p>Proxies: Cheree Wisniewski for Marvin Hooker and Mariam Salameh, Donna Andrews for Noelle Won.</p> <p>Excused: Advanced Studies and Elizabeth Breshears.</p> <p>Guests: The following guests were welcomed: Scott Davis, Marge Jaasma, Brian Duggan, Katherine McKenzie, John Sarraile, James Tuedio, Linda Nowak, Reza Kamali, Annie Hor, Dennis Shimek, Chuck Gonzalez, John Tillman, Annie Hor, Kilolo Brodie, Roxanne Robbin, Jennifer Cooper and Lauren Byerly. Isabel Pierce Recording Secretary</p>	<p>Next Academic Senate Meeting: March 11, 2014 2:00-4:00pm, JSRFDC Reference Room</p> <p>Minutes submitted by: Mark Thompson, Clerk</p>
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1. Call to order

2:05 pm

2. Approval of Agenda

Approved as distributed.

3. Approval of Academic Senate Minutes of January 28, 2014 (distributed electronically)

Approved as distributed.

4. Introductions

Floyd introduced two new colleagues, Amelia Comstock-Skipp and Martha Cuan. Comstock-Skipp is a licensed marriage and family therapist who received her undergraduate degree in psychology and community nutrition from UC, Davis and her graduate degree in clinical psychology from Antioch University. Cuan is a licensed clinical social worker who earned both her undergraduate degree in Organizational Communications and her graduate degree Social Work from CSU Stanislaus.

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5. Announcements

Strong thanked Drs. Carroll, Garone, and Regalado, and Michael L. Brodie for the outstanding presentation and discussion on the history of the civil rights movement and the state of the U.S. race relations as we approach the fiftieth anniversary of the 1964 Civil Rights Act. This event

was sponsored by the History Department and the Campus Affirmative Action & Diversity Committee & Faculty Affairs. Also thanks to Dennis Shimek.

Filling: COB Dean Nowak won the Educator of the Year Award at the Best of Turlock ceremonies.

Jaasma: The half-day workshop for women veterans facilitated by Dr. Jennifer Grigoriou introduced educators to the unique experiences of women veterans and the need for tailored services to find success. Each department made specific commitments on how it will work to address challenges. Grigoriou will work with Liz Breshears in Social Work to coordinate the work of those who attended.

Committee Reports/Questions

UEPC (Schoenly): The committee reviewed the revised version of the syllabus policy and discussed the draft Campus Diversity Statement.

Reviewed proposed changes to the student fee policy and will continue discussion in consultation with VP Espinoza.

Began review of a new concentration in Kinesiology, Health Promotions; the concentration requires new funding and will be forwarded to the FBAC for review.

Considering an Instructor Withdrawal policy for online courses.

FBAC (Lindsay): The committee discussed the budget priorities resolution, incorporated tenured/tenure track counselors into the resolution, and will wait to review the deans' plans for expenses before finalizing the resolution. The committee will consider funding for international travel as a separate item.

GC (Perrello): The committee continues working with the Provost to reinstate leadership for Graduate Programs and also funding for the Center for Excellence in Graduate Education.

SWAS (Eudey/Filling): The Senate is considering a resolution on the appropriate place of lectures and non-tenure track in the campus community. A grievance in Fresno claims that the definition of faculty in campus constitutions violates the collective-bargaining agreement.

The BoT's amendment to Title V mandated a 120-unit degree cap, affecting mostly engineering programs who assert the cap affects accreditation. In response to a query, Filling noted that we are trying convince the legislature that we're doing our best to graduate students in four years.

Have passed a resolution on RSCA funds to which the Chancellor responded that he values faculty research and has approved funding to support RSCA.

In response to a query, Filling clarified that the SWAS nominates two candidates for a seat on the BoT and forwards the name to the Governor. Steven Spantanek is the newly appointed faculty trustee for a two-year term. The State-wide Senate is working to ensure that the current appointee continues to serve after his or her term expires if the Governor does not appoint a new trustee.

6. Information Item

a. Ethnic Studies Program Concerns Report from FAC

Speaker Garcia: Neither the chair nor chair-elect of the FAC could attend the meeting. The report will be a discussion item at the next meeting.

7. Discussion Items

a. WASC Update (Scott Davis and Marge Jaasma)

Speaker Garcia welcomed Davis and Jaasma. In 2010 we were reaccredited for nine years with the stipulation of a series of special visits from WASC due to tensions between faculty and administration.

Review:

- 2010: Educational Effectiveness Review
- 2011: Special Visit
 - Focus:
 - Leadership and governance
 - Direct Assessment of Student Learning
 - Academic Program Review
- 2014 Special Visit
 - Focus:
 - Shared governance and campus climate
 - Shared roles in strategic planning
 - Shared roles in formulation of RPT

Please read the entire report and send your questions, comments, concerns to any member of the self-study team: Roxanne Robbin, Professor, Department of Art; Oddmund Myhre Interim Dean, College of Education; Reza Kamali, Dean, College of Science; Lynn Johnson, Professor, Department of Accounting & Finance; Marjorie Jaasma (Chair), AVP Academic Planning & Analysis; ALO; Scott Davis (Principal Writer) Professor, Department of English. The team guided the process through multiple phases with increasing numbers of participants, including a larger number of faculty. Response can also be sent to selfstudy@csustan.edu ; confidentiality will be honored if requested.

Points of discussion:

Is the number of Senate resolutions approved by the President a possible metric of campus climate? Davis: The team did not consider such a metric.

Strong thanked the team for their good work and recognizes them for what they have done so far.

Was there discussion in the narrative as to why the issue of trust was brought up to begin with? Does the amount of statistical information come at a cost, providing a diminished narrative of context? Davis: The report refers to the content of the 2011 review and the relevant commentary, but the team did not see its charge as including assignment of cause of difficulties. Other bodies may want to discuss why such findings occurred.

Eudey added that the report shows the percent responses and opens up opportunities for other bodies to discuss why these finding occurred. Carroll added that the former president's name comes up often in the report. Nagel added that report addressed "a major personnel change" on campus that coincided with these activities in an effort to retain trust. It is difficult to attribute causation to either the change or subsequent activities and, thus, to assert effectiveness of the activities. Jaasma believes there is evidence that people's thoughts and behaviors changed.

b. Campus Diversity Statement Draft (Dennis Shimek and Kilolo Brodie)

Brodie noted that The Affirmative Action and Diversity Committee have worked on the draft of the statement, including a good deal of research and consultation with the FAC. They want a statement that links to demonstrated action.

Campus Diversity Statement DRAFT (Feb. 19th)

California State University, Stanislaus, is a collegiate community that serves a diverse population of students, faculty, staff, and administration, as well as residents of the Central Valley. These facets of diversity encompass but are not limited to: race, ethnicity, nationality, sex, sexual orientation, gender, gender identity, creed, religion, age, class, political views, veteran status, and differing physical and mental ableness. The university is intent on engaging with all of its community members in meaningful ways that demonstrate the value and strengths that each individual brings to this campus. In building a community inclusive of everyone, more than recognition, tolerance, acceptance, and celebration are required. CSU Stanislaus strives to teach, incorporate, mediate, and promote issues of diversity that go beyond the surface. The ways in which the university actively embodies diversity include:

- Offering courses that are centered on or incorporate material to empower our diverse student, faculty, and staff populations, while acknowledging community members, as well as educating us about one another
- Recruiting and hiring staff, faculty, and administrators to create a diverse campus community through employment practices and faculty/staff development opportunities
- Recruiting and hiring faculty who are passionate and committed to (1) sharing course materials reflective of underrepresented histories and cultural issues; (2) participating in discussions related to these matters in the classroom on a regular, rather than occasional, basis; (3) honoring the complex diversity of this region; and (4) engaging

colleagues and students in teaching and learning that promotes dialogue, critical reflection, and action focused on human dignity and worth

- Encouraging, organizing, funding, and promoting workshops, clubs, lectures, forums, orientations, and other events that allow our community of students, administrators, staff, and faculty to come together to learn about one another and discuss experiences, understandings, and values en masse
- Assembling services, activities, and committees that (1) continually gauge the ways in which diversity is honored and promoted on campus and in neighboring communities; (2) offer targeted methods of outreach to students; and (3) understand that creating an inclusive community is an ongoing project, thus always requiring reassessment.

Through these various strategies, CSU Stanislaus seeks to do more than merely acknowledge its invaluable members and local constituents; it also consistently demonstrates equity in status, rights, and opportunities through the establishment of purposeful conversations that inspire our students to reach out to each other and beyond. This thread of respect should also resonate through the attitudes of campus administrators, students, staff, and faculty. The university believes this type of environment will continue to attract and to retain a socially-just image of what we represent and who we are. [END]

Points of discussion:

What is the path of approval, and is the document intended as a statement of ideals or as a policy statement that may affect, for example, course offerings and hiring patterns? Shimek: After feedback, the committee would prepare a final document and deliver to the Speaker and may well create a committee and take to the President before finalization. The document will follow a normal path through governance.

Specific to the first bullet, how is the language translated into action? Who decides whether a course is “centered on or incorporate[s] material to empower our diverse student, faculty, and staff populations”? Shimek: The committee consulted with the UEPC to ensure this was not an issue and looks for guidance over time with faculty involvement. In the preamble, what is the relationship between “class” and socio-economic status?

Soodjinda: Perhaps change to socio-economic class.

Will faculty be expected to apply this to all their courses? Is there an expectation to work the language and precepts into syllabi? Soodjinda: That would be great but does not think we can ask everyone to do so; the committee has not discussed this.

Littlewood: In the College of Natural Sciences the GE goals stipulation raised issues of applicability, and the same holds true here. Cultural identity often does not apply in some disciplines. Specifically, the bullet three reference to “Recruiting and hiring faculty who are

passionate and committed to” can affect budget and hiring; this would disadvantage disciplines in the college. Perhaps the language “where appropriate” could be added where appropriate.

Soodjinda: There are some theoretical frameworks that one can share from people of color, and it is important for faculty to recognize that. If cultural identity isn’t of primary importance, it is still important for that Indian student to hear. If we leave the statement out, that means that this institution doesn’t care. Sarraille added that in teaching mathematics there are strategies we can use to be more welcoming to all cultural groups, including fair attribution of contributions. Umar concurred; many females are conditioned to believe they do not do well with numbers. Telling them so set such notions aside helps.

Regalado agrees we should respect diversity, but we do not need a document the leads to classes being micromanaged. Who would tell us who is underrepresented? Eudey believes that most can relate some course matter to the under-represented. The statement allows us to look at diversity differently, including a look at who fills leadership roles at the university.

Carroll asked if the statement raises any concerns vis-a-vis academic freedom and whether diversity should also encompass physical size and shape.

Schoenly asked if the document needed to include something about generational differences.

Strong thanked the committee for writing this statement and it stimulated a good discussion.

Thompson noted that making assumptions about particular students in our classes presumes; we can’t look at a student and assume culture or ethnicity. Scheiwiller: In considering diversity, we address everyone and assume that everyone’s history deserves some kind of acknowledgement--everybody has something to share. Soodjinda: To assume that they don’t care about it is as important as assuming that they do care about it; we have to acknowledge the inequity that exists.

Petrosky noted that it is only natural for a group of faculty to think of the classroom, but what *is* the purpose of a dominant religion dictating our spring breaks and academic calendar?

Speaker Garcia noted bullets two and three refer to staff and faculty but fail to mention students.

Provost Strong: There is a well-known gap in underrepresented minority students. It is an issue.

8. Open Forum

Schoenly thanked the “powers that be” for getting the computers in his office.

9. Adjournment

3:20pm