

**CALIFORNIA STATE UNIVERSITY, STANISLAUS****Academic Senate Minutes  
March 22, 2005**

**Present:** Dauwalder, Davis, Estrella, Sutherland, Feldman, Filling, Floyd, Garcia, Rogers, Jaasma, Jensen, Johnson, Lawson, deKatzew, Morgan-Foster, Myers, Nelson, O'Brien, Oppenheim, Peterson, Petratos, Petrosky, Regalado, Sankey, Zarling, Schoenly, Senior, Tan, Thomas, Thompson, Tynan

**Proxy:** Stone for Stessman

**Absent:** Brown, Doraz, Foreman, Jacobs, Mantz, Nagel, Neufeld, Shipley, Tavernier, Weddle, Young

**Guests:** H. Shirvani, D. Demetrulias, W. Ruud, A. Garza, C. Floyd, J. Boffman, F. Borrelli, J. Mayer, M. Hughes, L. Findley, D. Brown, P. DeCaro, C. Bengston, J. Burns, M. Stephens, H. Janes, J. Fox, Jessica Morgan, Joanna Leal, Bridgett Gyorfi, Aurora Al-Kas, Kevin Skerba, Geoff Hatfield, Cesar Rumayor, Goretti Arreygue, Sulma Guzmán, April Meyer, Gabriela De la Mora

7/AS/05/UEPC--Academic Affairs Committee for Student Petitions, APPROVED

6/AS/05/UEPC--Policy/Procedures for Scheduling TV Classrooms, APPROVED

4/AS/05/UEPC--RECONSIDERATION, AMENDED AND APPROVED

8/AS/05/GC--Proposal for Graduate Certificate in Middle/Junior High School, FIRST READING

Vision Statement, DISCUSSED

Missed Class Time Statement, INFORMATION

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Next Academic Senate Meeting:

Tuesday, April 12, 2005  
2:30-4:30 p.m., JSRFDC Reference Rm

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Minutes submitted by:

Scott Davis, Clerk

**1. Call 2.46pm.**

**2. Agenda:** change 9a to 4b; add 6c: Reconsideration of 04/AS/05/UEPC. Approved as amended.

**3. Minutes:** amended the final sentence of page 4, paragraph beginning "Regalado..." to read: "Dauwalder acknowledged that was true, but also noted that the past two years have seen a severe budget crunch, with some department support-unit budgets cut by as much as 25%, and said it was time to return to the plan and carry through with it." Approved as amended.

**4. Announcements**

a. Speaker Filling introduced the new President, Hamid "Ham" Shirvani. Shirvani said he was delighted to be here, and was thankful for the support and confidence. He's honored to serve, and hopes he can keep up to the expectations. Here today to listen and to learn, and to be of service.

**b. Information Item: Missed Class Statement.**

The following text will appear in both the Faculty Handbook and the Course Catalog:

Regularity in attending classes is assumed. The instructor of any given course sets the attendance policies. It is the student's responsibility to consult with the instructor about their particular policies regarding missed class sessions. The instructor is the judge of the validity of the reasons for absence and of what arrangements, if any, are to be provided for the student to make up class work.

Floyd provided background by noting the issue referred to SEC by Athletics, who then referred it to UEPC. The language was inconsistent between the Course Catalog and the Faculty Handbook, and this common language will replace both and eliminate the inconsistency. Three points UEPC considered: 1. UEPC felt no policy statement was necessary; 2. needed consistency between the different references; and 3. wanted to support academic freedom of faculty in setting classroom policies. Sent in memo to VPDUR Ruud and Faculty Rep to Athletics Mayer; both supported.

Mayer introduced himself as the Faculty Representative to Athletics. Wants to be a strong and supportive advocate, and asked to come to him for information. Plans to have functions here in the FDC for coaching staff and faculty to work best to support both academic and athletic programs.

**5. Questions on Reports**

None

**6. Action Items**

**a. 07/AS/05/UEPC—Academic Affairs Committee for Student Petitions**

Floyd pointed out minor changes to copy made in response to Rogers' remarks of last time to distinguish source of student and faculty appointments.

Regalado questioned the need for a voting member of the counseling faculty, thought it prudent to have one on tap, but questioned need for a necessary member of the committee. Floyd replied a member was added both to address the many issues often arising in the process (through stress, etc.), and also to give the counseling faculty an opportunity to participate more in governance.

It was MS Dauwalder/Oppenheim to amend to add the words "following consultation with the college curriculum and resources committees" to the sentence that reads "The Committee on Committees shall appoint the representative faculty voting members of this standing committee."

Dauwalder, speaking for the amendment, recognized the importance of COC naming members rather than UEPC, as was former practice, but argued that the process needed to be connected to the colleges. He recognizes that consultation probably will occur, but would like it formalized.

Zarling asked if COC makes a regular practice of consulting with colleges during their many appointments, and whether this change would constitute an undue burden on them.

Oppenheim asked whether COC appointed members or merely recommended them. Filling as a point of information said that COC fills ballot for elected committees and recommends members for administrative committees. Oppenheim pointed out that this would be different; here, the COC is appointing the committee, not recommending to someone else.

Dauwalder noted it was in the Constitution that "should appoint" is in the language describing COC duties. Peterson verified this. He was not averse to UEPC Chair making the call; in either case, the point of the amendment was for consultation with the college CRCs. Stone asked whether consulting with college COCs seemed better placed. Johnson pointed out that not all colleges have them. As a point of information, both Filling and Dauwalder noted that colleges have a committee on curriculum and resources in practice, if not known colloquially as such.

Vote on amendment failed (yes 10, no 11). Further discussion: none.

Vote on 7/AS/05/UEPC: approved by vote.

#### **b. 06/AS/05/UEPC—Policy and Procedures for Scheduling TV Classrooms**

Floyd noted changes incorporated as result of AS discussion. Rogers asked why the phrase "without unreasonable delays" was removed, noting it was now not as strongly worded. DeCaro, speaking as chair of the committee, argued that this wording made the policy more flexible in practice. While the ideal is that the process moves quickly, the reality is it may not, and the committee felt that with this we can still move forward without saying we're out of compliance.

No further discussion.

Vote 6/AS/05/UEPC: approved without dissent.

#### **c. Reconsideration of 04/AS/05/UEPC**

It was MS Floyd/Davis to reconsider the approved resolution in order to amend the second resolved to delete the words "and the General Faculty."

Floyd explained that Bowman says we don't need a General Faculty vote on this, so let's not waste trees.

No discussion.

Vote to reconsider 04/AS/05/UEPC approved without dissent.

Vote 04/AS/05/UEPC as amended: approved without dissent.

### **7. First Reading Items**

#### **a. 08/AS/05/GC—Proposal for Graduate Certificate in Middle/Junior High School**

It was MS Garcia/O'Brien

**Be it Resolved:** That the Academic Senate endorse the Proposal for Graduate Certificate in Middle/Junior High School; and be it

**Resolved:** That this be effective upon approval by the President.

**Rationale:** On October 21, 2004, Graduate Council approved the Proposal for Graduate Certificate in Middle/Junior High School Proposal. The purpose of the proposed certificate is to provide an aggregate of coursework that will allow middle and junior high school in-service teachers in the local six-county area to take 12 hours of graduate coursework in a concentrated program that focuses on their teaching area. This certificate will allow candidates to study their chosen field in an academic setting that will lead to classroom applications. Presently, although a body of research, theory, and practice concerning middle school teaching and learning has been developed and middle school has been identified as a priority by the California State Department of Education (Caught in the Middle, 1987; Taking Center Stage, 2001), there is no specific focus on this work in any credential or graduate program at CSU Stanislaus.

IDGS Burns noted a national trend toward middle level certification in support of the motion. Research suggests 5th and 6th grade is more like 7th and 8th than kindergarten. Education community needs specialists to train and transition students to HS. High on Teaching credentialing agencies agenda.

Feldman pointed out the title is somewhat deficient, should have "teaching" or "education" or something in there. Consensus to add "Education" after "School."

Item will return in three weeks for action; meanwhile goes to GC for fix.

## **8. Discussion Items**

### **a. Oh, That Vision Thing!**

Boffman passed around an updated handout and gave background: In 1997, University devised a strategic plan, in Senate, which has guided us till now. Modified in 1999, it became Pathways. That clarified 10 goals and a mission. In 2002, we reviewed Pathways and decided to go forward and create a new strategic plan. Ten committees, a mix of faculty staff and administrators looked at the goals, white papers from that round are on the web. From that study, we developed annual goals for 2003-04 and 2004-05. The Annual Goal process kicked off the appreciation for five year rather than annual goals. As we worked last year, we moved forward and established a vision process with a draft vision and values, brought to AS in Fall, got input, but no action was taken then. So we went back to the drawing board, and utilizing data from different sources (Regional EIR, SWOT, eg) focused on creating five year goals. Involved campus in October meetings. Randy Harris consulted, we gathered over 70 representatives from campus and community. Identified and looked at key issues. From that we drafted goals and took them around for campus discussions. Students looked at it, seem supportive of the values, but the vision and the overall zing weren't there. No guiding light. So we modified it. Here's a new version with the whole document together to see how the whole thing works: Mission, Vision and Values, and Goals and Objectives for the next five years. We would like the Senate to look, ask, and respond.

Myers offered a quick reaction, confessing surprise not to see scholarship anywhere in there. Scholarship is vital for promoting teaching excellence. Boffman acknowledged the oversight

Thompson asked, since all the VPs were in the room, whether they needed the vision and strategic plan to

continue their work. What changes as a result of the document?

Morgan-Foster offered her personal perception that the strategic plan needs to be compatible with the vision, and grow out of mission. As far as action, we would want to cross check as go forward. Stephens responded along similar lines, noting that operationally, objectives develop and drive decisions. Vision is important as a unifying device, a way of ensuring we're all marching in the same direction. Ruud added that the strategic plan is a living document. We can adopt statements but the strategic planning needs to go on. Doesn't need perfection, just a consensus as to where we are and to continue the work. Every year or every five years, check to see where we are and what we accomplished and what needs addressing. Dauwalder concluded by noting that the vision seems reflective of what we are right now; it's not as forward-looking and inspiring as he would want. It looks like a restated mission statement. We want to generate something to which we can aspire. It wouldn't hurt us to approve this, though, and then create something more visionary.

Thompson, to follow-up, took comfort that if we approved this, we wouldn't all veer off into some unexpected direction, and asked to confirm that Mission was immutable, and Vision more flexible. Dauwalder explained that typically these things are developed in order: vision, mission. Our reality is that we have a mission we actually are comfortable with, and we grew our objectives up round that. We're going at it backwards, and that is part of the question. Stephens pointed out that if we found a statement to reach for, we wouldn't want to change it regularly; that's the whole point of making us stretch.

Regalado noted that the student body has changed dramatically over the last five-ten years, and offered that a limited statement in this respect would suit our best interest. Filling asked if the students would like to chime in. Rumayor noted it was interesting about what comes first; he was taught, here, that the mission comes first, and the vision depicts something else. Mission is what we stand for; vision is how you plan to get there. In ASI's first discussion, we just thought it was missing a few key words, like "student." It was nowhere on the first draft. It's been around now, and it's better. ASI has no official stance on it yet. We are happy to see students engaged in stuff they might not even benefit from.

Regalado asked when the strategic planners requested input from groups, how did they account for different representative groups, especially returning non-traditional students and graduate student. Boffman replied that they didn't ask for backgrounds; they were merely hoping to get the most numbers, and asked anybody and everybody they could. What's been good are the great reactions from everyone once we started sending this out.

O'Brien asked what the timeline was when this was scheduled to go into effect. Boffman hoped AS would act in its next session; the issue needs some action and closure for this part. O'Brien asked also if we were looking for a concept or a buzzword for the vision. Boffman responded that the four key concepts associated with the globalization initiative seemed to repeat over and over, and they may just be it. We want to incorporate stuff that's important to us. O'Brien pointed out that on the Cal Poly website, it says "Learn by Doing." Is that the kind of thing we want? Boffman responded that that was a slogan, that's how they do it.

Feldman suggested inserting "and enhance" after "respond to" in the Vision.

Regalado noted we're not just creating adults with our students, we're refining established careers. Boffman asked and answered; we have that focus, will try to enhance. Rogers, speaking as a career-changer, noted what was there about that was probably sufficient. She went on to say that we might state at the outset that

the faculty, students, administration and staff comprise the campus community, and then each time below we refer to a part of the community, we substitute "the campus community." The whole each time instead of a constituent.

Oppenheim noted it sounded kind of dry, and needed to set a tone for the document. The VPDUR needs something with zing when he goes out there asking for money. He also suggested setting a general goal with the zing, and letting the rest follow.

D. Brown confessed her admiration of the excellent turn-out of students, and, while supporting the students who spoke, suggested that the distinction between "student-centered" and "learning-centered" might be an important one, and we might want to accommodate both.

Marvalene Hughes urged that Goal 1B be modified to "continually update" the campus master plan, saying that it should never really be completed.

Rumayor asked where we go from here, and whether our action depended upon the arrival of the new President. Boffman relayed that the President-select was interested in reviewing our work, and wants us to go forward. Her plan is to go to ASI for more input, and she would appreciate cards and letters in helping to create something that may not be perfect, but will work.

Filling concluded the discussion by thanking the Provost for refreshments, thanking the many members of the campus community, especially the students, for coming, and congratulated June for busting her butt to give us all a voice in this process. And with that, we....

**Adjourned at 3.48pm.**