



**Fall General Faculty Meeting
Monday, August 19, 2013
Minutes**

1. Call to order by Speaker John Garcia

Speaker Garcia called the meeting to order at 9:00 am.

Good Morning. I would like to call the first General Faculty Meeting of the academic year 2013-14 to order. My name is John Garcia, and I am this year's Speaker of the Faculty.

Before we begin with the business of the day, I want to take a second to welcome all of you. I am hopeful that everyone had an excellent summer, with some time for relaxation and catching up with those individuals who are and those activities that are most important in your lives.

In case you care, I had a great summer, the highlight being a trip back to Colorado where I grew up. My trip is relevant to today's meeting in the sense that I ran into an old friend, and he said something that stuck with me and seems to be connected to what I am called upon to do today. Upon seeing me, my childhood friend's first comment was... "John, you are looking more and more like Billy Crystal every day."

My reflection on this comment has resulted in two observations. My first observation is that clearly my hairline is noticeably receding. However, more importantly, since I am the "MC" for today's meeting, it seems only appropriate to say as I look out to all of my amazing colleagues, both the new faces and the old faces..."You look MARVELOUS!"

2. Approval of Agenda

Approved.

3. Approval of May 16, 2013 Spring General Faculty Meeting Minutes

Approved.

4. Introduction of New Faculty and Administrators

Provost Strong introduced President Sheley who introduced the new Vice President of University Advancement.

President Sheley stated he is pleased to be here as last year he couldn't because he had to catch a plane for a meeting at the Chancellor's Office. He thanked the faculty leadership for working with his office this year to schedule this date. He introduced Ms. Shirley Pok, the new Vice President for University Advancement. He has introduced Ms. Pok to the Senate and a few other groups in the spring. Ms. Pok was hired last spring and is well known in the community. He asked that we welcome her to the University community.

Provost Strong introduced the following administrators.

Dr. James Tuedio, Dean
College of the Arts, Humanities and Social Sciences

Dr. James Tuedio began his appointment as the Dean of the College of the Arts, Humanities and Social Sciences on June 1st, 2013. As most of you know, he served very ably as the Interim Dean of the College of the Arts, Humanities and Social Sciences from June 2010 to May 2013. He has been a faculty member at CSU Stanislaus in the Philosophy program for 30 years, and he has served the University in a variety of roles over the years, including appointments as the Director of the Honors Program; Chair of the Department of Philosophy; Interim Associate Dean for the College of Arts, Letters and Sciences; Speaker of the Faculty; member of the University Strategic Planning Commission and Chair of its Steering Committee; and leadership on a variety of committees, including Chair of FBAC and Co-Chair of the Holistic Academic Program Review Committee. Dean Tuedio received his Ph.D. in Philosophy from the University of Colorado, Boulder, and he is a scholar in the areas of popular music, the pedagogy of philosophy, philosophical counseling, and perspectives on the mind. I enjoy working with Dean Tuedio and find his wise counsel and deep knowledge of the University very helpful.

Dr. John Tillman
Director, Office of Institutional Research

Dr. John Tillman joined the CSU Stanislaus community on June 3rd, 2013, as the Director of Institutional Research. He has more than 30 years of experience in higher education, including 15 years as Special Assistant to the Provost and Director of Institutional Research at the University of Wisconsin-La Crosse. Dr. Tillman has extensive experience collecting and compiling primary and secondary data, completing statistical analyses, summarizing the results, and creating reports for the university community and external constituents. His most recent role was Assistant Vice Chancellor for Information Technology and Chief Information Officer (CIO) at the University of Wisconsin-La Crosse. Dr. Tillman holds a Ph.D. in Regional Economics, Public Finance and Statistics from the University of Nebraska – Lincoln. During the past two and a half months, Dr. Tillman has already made great strides toward more effective methods of data collection and dissemination. I look forward to his continued good work in the Office of Institutional Research.

Mr. Chuck Gonzalez
Executive-in-Charge, University Extended Education

Mr. Chuck Gonzalez began his appointment as Executive-in-Charge of University Extended Education on June 17th, 2013. He has 12 years of experience as a program developer in the CSU Stanislaus UEE office. He is very familiar with the operations of the office and the various programs, including summer session and winter intersession, and the roles and responsibilities of the current staff. Mr. Gonzalez played an integral role in the development of numerous degree completion programs offered through UEE, including the Criminal Justice program, the Social Sciences program and the Health Sciences program. In addition, he served as UEE's webmaster and worked closely with special session degree program managers to market the programs and

recruit students. I greatly appreciate Mr. Gonzalez's commitment to the University and his leadership of UEE during the past two months.

Mr. Mahmoud Lamadanie
Director, Office of International Education

Mr. Mahmoud Lamadanie was appointed as Director of the Office of International Education effective July 1st, but he was so excited to begin his work at CSU Stanislaus that he arrived a week early. Since his arrival on June 24th, Mr. Lamadanie has worked enthusiastically to build the Office of International Education. He has more than 20 years of experience in international education administration and recruitment, and his most recent appointment was as Executive Vice President for International Education Programs at Grambling State University.

In three and a half years at GSU, Mr. Lamadanie personally recruited 508 new international students from 48 countries without paying agency fees. He also encouraged and mentored these students with a goal to maintain a GPA above 3.0, and many of these students received full scholarships for additional post-graduate education. He holds an M.S. in Applied Linguistics from Georgetown University and is a Fellow of the College of the Preceptors (London, England). I greatly appreciate his commitment to enhancing student diversity and look forward to his continued good work in the Office of International Education.

Dr. Ashour Badal
Interim Dean of the Stockton Center

Dr. Badal began his appointment as Interim Dean of the Stockton Center on July 1st, 2013. He previously served as the Associate Dean for University Extended Education at CSU Stanislaus. He joined CSU Stanislaus in 2002 as a visiting lecturer for the College of Business Administration, and subsequent roles at the university included appointments as the Director of the Executive MBA Program and the Stockton Campus Business Programs Coordinator. Dr. Badal has extensive experience recruiting in the Stockton market, and his recent work marketing the Stockton Center to the region equips him very well to lead the university's efforts to rebuild enrollment at the Stockton Center and better serve the community. Dr. Badal holds a Ph.D. from Fielding Graduate University. He has already started to develop relationships with the Stockton community, and I look forward to his continued good work.

Dr. Shawna Young
Interim Director of Grant Development,
Office of Research and Sponsored Programs

Dr. Shawna Young began her appointment today as Interim Director of Grant Development. In this role, she will supervise the Office of Research and Sponsored Programs. Dr. Young brings a wealth of experience to this position, including twelve years as faculty at CSU Stanislaus. She is a Professor of Kinesiology and Core Doctoral Faculty in the Ed.D. Program in Educational Leadership as an instructor and chair of several dissertations. Her research agenda is dynamic, reflecting her different areas of teaching and resulting in numerous professional publications. She has been an active grant writer, securing funds from the federal, state, and private sectors. Most

recently, she served as lead faculty writer on the University's \$2.75 million U.S. Department of Education Title V, Part B Promoting Post Baccalaureate Opportunities for Hispanic Americans 5-year grant, which funds the Center for Excellence in Graduate Education (CEGE). The Center, for which Professor Young is Director, serves as the University's central support office for graduate education, providing academic support and enrichment programs for graduate students and facilitating university-wide assessment for graduate education. In her role as Director, she works regularly with faculty and graduate students, as well as offices such as Human Resources, Faculty Affairs, and Post Awards in Financial Services to move the multidimensional institutional grant project forward. I look forward to working with Dr. Young in her new role in ORSP.

Provost Strong introduced the new administrator in Faculty Affairs and Human Resources.

Dr. Scott Hennes
Director of the Student Health Center

Dr. Scott Hennes began his appointment as Director of the Student Health Center on July 31st, 2013. Dr. Hennes attended medical school at the University of Alberta in Edmonton, Canada – home of the *other* Golden Bears. He has been in practice for 17 years. He is a family practitioner with special interests in sports medicine, wilderness medicine and medicine for traveling and working in third world countries. For 15 years, he has been in private practice here in Turlock, where he resides with his family. He has an important, long-term understanding of our local community. He joined the CSU Stanislaus community one and a half years ago and immediately became a valued member of the Health Center professional staff. He enjoys taking a holistic approach to medicine and is skilled at listening to his patients without an agenda and formulating collaborative treatment plans to resolve issues – skills that will certainly be essential in his new position as director. The Student Health Center works very closely with our counseling faculty, and we may consider it an important endorsement that he is seated today with our counseling faculty colleague, Renae Floyd. We have one of the finest student health operations in the CSU, and I'm certain that the Health Center's new director, Dr. Hennes, will be an even greater asset to the essential nature of their services.

Dean James Tuedio was welcomed to the stage to introduce the new faculty in the College of the Arts, Humanities and Social Sciences.

Mr. Chad Hunter
Full-Time Lecturer in Graphic Arts

The Art Department is pleased to welcome Chad Hunter as a full-time lecturer in Graphic Arts. Mr. Hunter received his BFA in Illustration from Brigham Young University and his MFA in Visual Art from Marywood University. He also has 20 years of professional full-time graphic design and illustration experience within a broad range of environments.

Mr. Hunter has taught at CSU Stanislaus, the Art Institute of Sacramento, and the Art Institute of San Francisco, and has been online instructor for Brigham Young University - Idaho. He will be teaching in our Graphic Arts area, including courses in Digital Media, Illustration, and Drawing.

His current creative/research activity is focused on creating visual interpretations of Shakespeare plays and the ballads of Francis James Childs.

Dr. Damian Martinez
Assistant Professor of Criminal Justice

Dr. Damian Martinez joins us as an Assistant Professor of Criminal Justice from the Department of Criminal Justice at CSU Ban Bernardino, where he served as an Assistant Professor. Prior to this he was an Assistant Professor at Arizona State and Rutgers. Dr. Martinez earned his Ph.D. in Social Service Administration from the University of Chicago in 2008 with a dissertation examining social support systems for former prisoners and their families.

Dr. Martinez has extensive research, teaching, and practical experience in corrections and prisoner reentry. His co-edited book on *How offenders transform their lives* was published in 2009. He has published a dozen peer-reviewed articles and book chapters on juvenile reentry, prisoner reintegration, familial relationships of former prisoners and family support mechanisms for reintegrating former prisoners. In 2011, Dr. Martinez and his colleagues were awarded a \$482,048 grant by the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice, Washington, DC for an 18 month research project on *Criminal Stigma, Race, Gender, and Employment: An Expanded Assessment of the Consequences of Imprisonment for Employment*.

We are very happy to have Dr. Martinez here and we look forward to working with him.

Dr. Robert Swan
Assistant Professor of Criminal Justice

Dr. Robert Swan joins us from the Department of Criminal Justice at Western Oregon University where he has been an Assistant Professor since 2010. Dr. Swan received his Ph.D. in Public Administration and Policy (w/in the Criminology & Criminal Justice Track) from Portland State University in 2008, with a dissertation case analysis of correctional management and interstate inmate transfers.

At the invitation of the Oregon Peace Officers Association, Dr. Swan has been working to develop a theory and data-driven course in media literacy to help law enforcement personnel better understand the role of the mass media in police community relationship. He has recently completed several book projects. One is a textbook on the Oregon criminal justice system due to be published this fall. Another is a co-edited collection forthcoming this fall entitled: *Still Coming Home: South Dakota Vietnam Veterans – In Their Own Words*, drawing on face-to-face interviews with South Dakota Vietnam veterans. The third is a forthcoming book based on his dissertation, entitled *Challenging the new penology: A case-study analysis of correctional management, interstate inmate transfers and administrative intent*.

Dr. Swan has been involved in many volunteer projects. For example, he was part of *Sleep-out for the Homeless*, a Sioux City, IA Women's Shelter project designed to draw attention to the large number of homeless women with children in the Sioux City area. He also advised and assisted at-

risk students in transforming student-produced drawings into the *Lents Park Community Mural*, a Portland Youth Builders mural project for at-risk youth.

We are very happy to have Dr. Swan here and we look forward to working with him.

Dr. Amanda Matravers
Associate Professor of Criminal Justice

Dr. Amanda Matravers joins us as an Associate Professor of Criminal Justice from the Department of Justice, Law & Society at American University, where she served as Scholar in Residence from 2006-2008 and Associate Professor in the Department of Justice, Law and Society from 2008 to 2012. Dr. Matravers received her Ph.D. in Criminology from Cambridge University in 2000, and served as Director of the Cambridge University Master's Program in Applied Criminology from 2001 to 2006.

Dr. Matravers has published several books, chapters and articles in the areas of sex crime and gender issues, neighborhood policing, sexual offenders, and the politics and culture of control. Her current book project is entitled *Understanding Women Sex Offenders*. Dr. Matravers has taught a broad range of courses in criminal justice and criminology. Her teaching interests are: theories of crime, justifications for punishment, qualitative research, sex crime, and women and crime. She recently participated in the Prisoner Reentry Advisor Induct Training at San Quentin State Prison and serves as a Prisoner Resettlement Advisor for San Quentin inmates.

Dr. Matravers will be our new Graduate Program Director, with oversight of student recruitment and curriculum developments for the program. We are very happy to have Dr. Matravers here with us, and we look forward to working with her to improve our CJ Master's Program.

Dr. Linda Nowak, Dean of the College of Business Administration, was welcomed to the stage to introduce her faculty. She invited the College of Business Administration department chairs to the stage to introduce their new faculty.

Dr. Al Petrosky, Chair of the Department of Management, Operations and Marketing, will introduce Ms. Kidd and Dr. Zhou. Dr. David Lindsay, Chair of the Department of Accounting & Finance, will introduce Dr. Ilter.

Katrina Kidd
Lecturer, Department of Management, Operations & Marketing

It is my great pleasure to introduce the MOM Department's new Lecturer, Ms. Katrina Kidd. Ms. Kidd has a BS degree in Business and Accounting from CSU Stanislaus, and a Master of Business Administration degree from University of Phoenix. She has professional experience in the Wine and Food Industry (at Gallo and General Mills), the Automotive industry (at Toyota), and has had roles in Accounting (as controller), Operations (as director and lean), Quality Management, and Consulting. Her discipline area is Operations Management. Ms. Kidd's research interests include Lean Operations, as promoted by her 20 years of experience in the Toyota Production System. The classes she will be teaching include: Operations Management, Management Science, Quality

Management, Lean Operating Strategies, and MBA courses (for the online and executive programs). Ms. Kidd has a daughter, who lives in Modesto. She has a degree in Music and has her own creative arts business where she works in customer service. Her hobbies include cycling (road bike, long distance), aerobics and boot camp classes, hiking (she loves the ocean/coast), yoga and Tai Chi/Qigong. She also enjoys home improvement projects. She volunteers at the *Make a Wish Foundation*, mentors a high school student, and supports local charities. Please join me in extending a warm welcome to Ms. Katrina Kidd as she joins the CSU Stanislaus community.

Dr. Feng Zhou

Associate Professor, Department of Management, Operations & Marketing

It is my pleasure to introduce Dr. Feng Zhou, who will be the MOM department's new Associate Professor. Dr. Zhou received his Ph.D. from Indiana University Bloomington and the Kelley School of Business. His discipline area is Operations Management and Decision Sciences. Dr. Zhou's research interests include: Production Planning and Scheduling, Joint Product Variety, and Operational Decisions. He will be teaching Operations Management and Management Science. He doesn't have family here (his parents currently live in China). His five years' stay in the U.S. turned him into a huge sports fan (he enjoys college basketball and football, and NFL games). He enjoys watching games and movies in leisure time and also likes sightseeing. Please join me in extending a warm welcome to Dr. Zhou as he joins the CSU Stanislaus community.

Dr. Cenap Ilter

Associate Professor of Accounting

It is my great pleasure to introduce the Department's new Associate Professor of Accounting, Dr. Cenap Ilter. Dr. Ilter earned his Ph.D. in International Management from the University of Istanbul. He is both a Certified Public Accountant and a Certified Management Accountant. He has more than 22 years of auditing experience. During the past seven years, Dr. Ilter was an Assistant Professor of Accounting at Grant MacEwan University in Edmonton, Canada. Dr. Ilter's research focuses on the area of inflation accounting and corporate social responsibility. Dr. Ilter will be teaching our two Intermediate Accounting courses. Please join me in extending a warm welcome to Dr. Ilter as he joins the CSU Stanislaus community.

Dr. Reza Kamali, Dean of the College of Science, was welcomed to the stage to introduce his faculty.

Dr. Bjorg Johannsdottir

Assistant Professor of Mathematics

Dr. Johannsdottir earned a Bachelor's degree from the University of Iceland Teachers College, a Master's of Education in Mathematics from Reykjavik University (Reykjavik, Iceland), and has recently completed a Ph.D. in Mathematics Education from Teachers College Columbia University (New York). She has extensive experience teaching in Iceland from 1996 to 2009, including the Commercial College of Iceland, where her teaching duties included teaching algebra, pre-calculus, calculus, geometry, statistics, and trigonometry. During the last three years, Bjorg has taught

mathematics at both The Lang School and The Fashion Institute of Technology in New York City while completing her Ph.D. Please join me in welcoming Dr. Johannsdottir to CSU Stanislaus.

Dr. David Martin
Assistant Professor of Mathematics

Dr. Martin earned a BA in Mathematics from CSU Stanislaus and a Master's and PhD in Mathematics from Texas Tech University. Dr. Martin has extensive experience in teaching at the University level. Most recently he was an Associate Professor and former Chair of the Department of Mathematics at Sul Ross State University in Alpine Texas. While at Sul Ross, he was involved in a five-year West Texas Middle School Math Partnership math grant, as well as an HSI-STEM Computer Science Initiative. David's research interests include complex variables, circle packing, number theory and knot theory, and card tricks. Please join me in welcoming Dr. Martin to CSU Stanislaus.

Dr. Yanhong Wu
Assistant Professor of Mathematics

Dr. Wu earned a BS in Mathematics from the University of Science and Technology of China; MS in Operations Research from the Institute of Applied Mathematics, Chinese Academy of Sciences (China); and PhD in Statistics from the University of Toronto (Canada). Dr. Wu has been a full-time lecturer at CSU Stanislaus since 2007. He is the author of the text *Inference for Change-point and Post-change Means after a CUSUM Test* (2005), which is part of Springer Lecture note series, and co-author of the text *Probability and Statistical Models* (2010) published by Birkhauser. He has numerous publications in statistics and serves as a referee on eleven statistical journals, including Annals of Statistics, Journal of Statistical Planning and Inference, and Journal of Mathematics Analysis, just to mention a few. Please join me in congratulating Dr. Wu on his new position at CSU Stanislaus.

Ms. Jean Britt
Assistant Professor of Medical-Surgical / Adult Health Nursing

Ms. Britt joins the School of Nursing with a nursing career that spans 23 years in medical-surgical nursing teaching. Jean Ann has extensive experience in complementary and alternative healing and has published numerous papers and delivered many presentations in that specialty. Ms. Britt is completing her PhD at the California Institute of Integral Studies in East/West Psychology with an anticipated graduation date of August 2014. Jean Ann completed the Barbara Brennan school of Healing in both provider and teacher training courses. She also completed training at the West Coast Institute of Core Energetic Therapy. Her master's and bachelor's degrees were completed at the University of Missouri-Columbia. Ms. Britt's vast knowledge of medical-surgical nursing and alternative healing modalities will serve the students well in the School of Nursing. Please join me in welcoming Jean Ann to CSU Stanislaus.

Ms. Debra Millar
Assistant Professor of Community Health Nursing

Ms. Debra Millar joins the School of Nursing with a rich background in public health that will support her well her community health appointment. Debra has taught for the School of Nursing for last two years in the UEE Accelerated BSN program on the Stockton campus and is joining us now in a tenure track position.

Debra most recently left a position as a senior advisor for global health in Maryland and a public health consultant position in Oakland to join us here at Stanislaus. Ms. Millar spent five years in Kenya in public health as a public health specialist, writing successful grants and starting up healthcare programs to deliver care to over 1 million Kenyans with HIV-AIDS and the prevention of HIV-AIDS. Ms. Millar received her Masters of Science in Nursing in Public Health from the University of Phoenix and her Bachelor's degree in nursing from San Jose State University. Please join me in welcoming Debra Millar to CSU Stanislaus.

Dr. Gina Cook
Assistant Professor of Child Development

Dr. Gina Cook holds a Ph.D. and a MS from Utah State University in Family and Human Development and Postdoctoral training in Neurodevelopmental Disabilities. Dr. Cook has more than 15 years of experience in the field. As a Research Assistant Professor at Utah State, she was involved in numerous research and grant projects. Her primary research interest has been in the development of an assessment tool, the Parent Interaction with Children: Checklist of Observations Linked to Outcomes. She has experience as an evaluator of Child Development Labs and an early education staff trainer (in Head Start Program). Dr. Cook also has expertise in early childhood assessment, guidance, and curriculum, and is qualified to train students to work with infants, toddlers and preschoolers in educational settings and home intervention. Please join me in welcoming Dr. Cook to CSU Stanislaus.

Dr. Gary Williams
Assistant Professor of Psychology

The Psychology and Child Development Department is happy to announce that Dr. Gary Williams has joined our faculty as a Tenure-Track Assistant Professor. Dr. Williams has been an outstanding lecturer in the department for a number of years in the Biological Bases area. He obtained his PhD from University of California Santa Barbara in Neuroscience and Behavior and was an undergraduate at San Diego State University. Please join me in congratulating Dr. Williams for his new position at CSU Stanislaus.

Speaker Garcia noted that we should take time to welcome our new faculty when you leave the meeting today. One way is to start out the new semester introducing yourself to those folks leading the process. He then welcomed John Sarraille.

5. CFA President John Sarraille

John Sarraille introduced himself as Chapter President of the CFA. He explained that CFA is the union that represents the 23,000 CSU faculty unit employees, which includes the following:

- * all TT faculty,
- * all faculty with temporary appointments (lecturers),
- * coaches,
- * librarians, and counselors.

Each campus has:

- * a chapter president and
- * campus executive committee, some of whom serve as delegates to the statewide CFA Assembly, which meets twice a year, once in the fall, and once in the spring.

The statewide organization has a Board of Directors that includes the following:

- * statewide officers,
- * committee chairs,
- * chapter president representatives,
- * lecturer representatives, and
- * affirmative action council representatives.

He stated he is one of the chapter president representatives on the Board of Directors. He is also a CFA delegate to the State Council of the California Teachers Association, which meets four times a year in Los Angeles. The main job of the CFA is to serve our profession, notably in negotiating and defending the Collective Bargaining Agreement (CBA).

The CBA has many important provisions, and faculty have important rights under those provisions, for example relating to:

- * Appointment and Retention
- * Probation and Tenure
- * Promotion
- * Evaluation
- * Discipline
- * Workload
- * Leaves
- * Retirement
- * Salary
- * Health, Dental, Vision, and other benefits
- * Layoff, and
- * Intellectual Property Rights

You can find out all there is to know about the contract, and much more at the CFA website, which is www.calfac.org

If you have any concerns that perhaps your rights under the CBA are not being respected, then you can contact a CFA representative on campus to help you look into the matter.

Introductions:

* Jake Myers is the chapter Vice President, Professional Rights Committee Chair, and member of the faculty of the Politics and Public Administration Department. As Chair of the Professional Rights Committee, Jake coordinates all chapter activities pertaining to defending rights under the CBA. You can contact him if you have a question or concern about your rights under the CBA, or you can contact any member of the Professional Rights Committee. I'm one of the members of that Committee. So are:

* Chris Nagel is our chapter Lecturer Representative, and member of the faculty of the Philosophy Department

* Steve Filling is our chapter Tenure Track Faculty Representative, and member of the faculty of the Accounting and Finance Department

* Vickie Harvey is our chapter Affirmative Action Representative and member of the faculty of the Communications Studies Department

* Ann Strahm - soon-to-be chapter Treasurer, is taking over for retiring Mitch McGhee, and member of the faculty of the Sociology Department

* Dave Colnic is our chapter Secretary, and member of the faculty of the Politics and Public Administration Department

Thanks largely to efforts of faculty, staff, and students, he stated that Prop 30 passed last November, which provided a \$125 million state funding restoration to the CSU, which the Governor ultimately increased by another \$125 million. This helps us restore cuts in the neighborhood of \$1 billion. The Governor has proposed augmenting the state funding of the CSU by 20% in yearly increments over the next three to four years. The California economy seems to be doing a little better, Revenues are up.

There is a new Chancellor, Timothy White and we have a new president, President Joseph Sheley. On both levels, it looks like we will have better relations between faculty and administration.

The current governor and legislature seem rather supportive of California public K-12 and higher education. There are seven CSU or UC faculty serving as legislators in Sacramento and CFA has something to do with that.

For the past several years CFA had a tremendous fight on its hands, just to prevent severe erosion in the situation of faculty, such as take backs on salary, benefits, and job security. Now that the fiscal picture is brightening, CFA needs to pursue significant progress in the CBA and in the quality of the education we provide. To accomplish that, it is very important that we stand united. Our high levels of CFA membership demonstrate our solidarity. How many of you are CFA members? Raise your hand.

Once it was clear that the CSU budget was to be augmented by approximately \$250 million, Chancellor White set aside \$38 million and signaled it could be used for salary increases for CSU employees, excluding the highest-paid executives. That's not very much money. It might be enough to give all the eligible employees a raise of approximately 1.2%. Of course, we still want to help our members get something. Most of us haven't had a raise since 2007 or 2008, although some of us were finally awarded the equity raises they were supposed to receive five or six years ago.

The current CBA allows CFA to call for re-opener negotiations over salary, and we did that, in order to have a chance on getting some of the \$38 million for our members. The CSU responded by re-opening negotiations over salary AND benefits. There's no official word on it, but it's natural to speculate that this might mean the CSU is considering asking us to accept a decrease in benefits in return for a raise in salary.

We have had two rounds of negotiations, one set last week, and one about a month ago. However, no results have been announced as yet. The terms of the CBA allow us to break off negotiations and return to the status quo of the CBA if we don't feel we can win a good deal for the faculty. Of course, we are quite prepared to take that step if necessary. The current contract will expire at the end of June, 2014. We have to gear up for negotiations over the entire contract, starting very soon. Before long, CFA will be asking faculty for suggestions for bargaining proposals.

There has been a "craze" over online education recently that seems to be settling down. The state and the CSU seem to agree now that we need to be more careful with the planning and design of educational technology. The Governor vetoed his own proposal to spend \$10 million on new online courses. The experimental partnership with Udacity Massive Open Online Courses at San Jose State was put on hold. SB 520, which called for outsourcing CSU courses to private online companies, was tabled due to lack of support.

I mentioned some things today having to do with the outcomes of elections, and decisions made by the governor and/or legislators. There are CFA faculty and staff who devote a lot of attention to election work and lobbying. They perform a great service. They have been of immeasurable help in preserving the quality of public higher education in California. Twice a year, the CFA asks ordinary faculty like you to travel to Sacramento for a day to speak to their representatives about the problems and needs of the CSU. Your input is very valuable to your State Senators and Assembly Members. If you've never done lobbying, you may think it's something you should avoid, but in fact it is a very interesting and edifying experience. CFA officers and professional staff give faculty lobbyists excellent training and support, and faculty are received very cordially by legislators and/or their staff. We will ask you to volunteer to lobby for CFA twice this year, once in the fall and once in the spring. Please be generous, because lobbying is one of the most important things you can do to help your students and your profession. Have a great year!!

Speaker Garcia encouraged all to thank John and other CFA members for the work they do.

6. WASC Update (Scott Davis)

Thank you Mr. Speaker, members of the Senate Executive Committee, Mr. President, members of the Senior Staff, friends and colleagues, for allowing me five minutes to make a reminder and a plea.

A tradition at Stanislaus holds that the one addressing the faculty about WASC has to wear a guayabera. He's not here today, but I wanted to acknowledge Steve Stryker for his leadership in this area for the past twenty years. He's been a terrific guide, a great mentor and friend, and some big huaraches to fill.

The reminder is about the re-affirmation of our accreditation with WASC. Ten years ago, we began a process: we conducted two separate reviews, concluding in 2010 with a final site visit. As a result of that review, the campus was awarded a nine-year bump to our next accreditation visit. We were also asked to undergo a Special Visit to address lingering issues of leadership and governance, direct assessment of student learning, and our Academic Program Review process. The campus conducted a precise and focused study of the issues in 2011. The Commission commended our handling of the latter two issues, and asked for a follow-up visit in 2014 with a very limited focus of study:

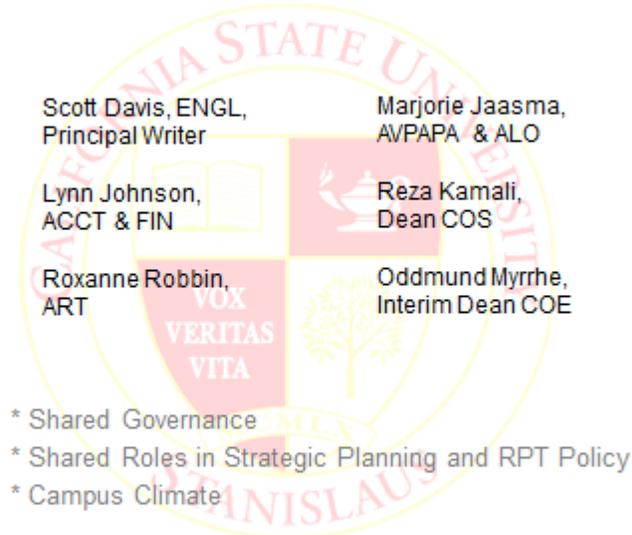


1. Address shared governance
 - a. Shared roles in strategic planning
 - B. Shared roles in formulation of RPT
2. Campus climate more generally

In Fall term of 2012, the Provost collaborated with the Speaker and SEC and PAC as he drafted the charge for the Self-Study Team. The charge went through several iterations as the Provost

responded to comments by SEC and PAC. The Provost selected the administrators to be on the Team and CoC recommended the faculty members. The Provost agreed to the faculty members and the Speaker and SEC agreed to the administration members. The charge was sent out on Dec. 3, 2012 after a very lengthy, if collegial, process of development.

WASC Special Visit 2014



California State University | Stanislaus

The SST has been meeting regularly since February 14, 2013. The current research project is designed to address the issue of shared governance; it replicates and expands the research study done for the 2011 Special Visit. While the 2011 instrument focused on administrative actions alone, this series of instruments broadens the scope to include actions by administrators and faculty.

In phase one, a survey was sent out in May to administrators and faculty members on key governance committees. Many of you participated: Thank You. The survey asked them what substantive actions they or their committee took to further trust, governance, and leadership. Respondents were also asked to identify any other actions they observed that contributed to the climate of trust. We received a generous and thoughtful range of responses. The survey results were content analyzed by the SST, from which four categories of substantive actions emerged. A second survey has been constructed using these four categories of substantive actions. It was approved by IRB and we will administer it through Qualtrics to all administrators and full-time faculty members in early September 2013. I hope you will participate; it will be much more focused and brief than the last one.

The SST is also analyzing the activity around strategic planning and RPT policy development since 2011. The activity of the Strategic Plan Working Group and the RPT task force will be included. We are reviewing documents and will meet with various groups and committees to gather further information.

Lastly, we reviewed several campus climate surveys. The best one -- the one gathering information closest to what we wanted and not distracting us with a lot of other issues -- is being prepared for implementation by the Chancellor's Office and we may be able to be a part of their study. We do not know if we'll have time to include the results of the study, but we will report on it either way. The purpose of a climate survey is to produce useful longitudinal data. Climate describes an ongoing condition: while climate happens over a long period of time, years and years, weather happens over a short period of time (hours or seasons). The long period allows climate to be expressed in statistical terms: patterns, livelihoods, predictions. Climate is what you expect; weather is what you get.

Where I mention climate in these discussions, it is with this distinction in mind. The weather squalls of the past few years are extremes at worst, aberrations at best, but may or may not indicate persistent conditions. What this Special Visit Report will aim to document is the extent to which the conditions that prompted it are climatological (predictable, expectable) or meteorological: a storm, an anomaly. And further, how our understanding of institutional climate can allow us more successfully to withstand meteorological variation.

We will meet with various campus groups, including Senate this fall and elaborate the draft of our report. The campus will have a chance to review the draft and provide feedback to the process and the content in spring. We'll ship the thing in summer, and the visit will occur next fall. You may also contact any member of the team directly, or use the email available on the self-study website.

That's the reminder; here's the plea. From faculty and administrators alike, we would appreciate your collegial participation in the process. The SV is an episode, not an ongoing condition. I am interested in closing this episode and moving forward toward the next regular visit in 2019. In their reviews, WASC watches how we watch ourselves. The process itself reveals to WASC the level of institutional commitment to the terms of the review. The process of self-study and report becomes an example of collaborative and collegial work. An engaged professoriate, as I know you all to be, is crucial to this end.

Thank you for your time. Best wishes for the coming year.

7. Faculty Governance Participation

Speaker Garcia noted that one of our goals is to try to provide as much information as possible to keep faculty informed. He introduced Mark Thompson who will provide an overview of faculty governance.

Good morning and welcome. This is a presentation essentially on how we make academic policy at Stanislaus and generally throughout the system. When I arrived here 20 years ago, I had no idea about shared governance in the CSU. I have come to appreciate, really appreciate, the long history in the entire Cal State system of a fierce belief in the import of faculty governance in facilitating and protecting the work of my colleagues and the academic freedom that governance helps keep secure so we can continue to work as professionals.

As you can see, this is adapted from a presentation by Bob Cherny, former chair of the statewide academic senate. And you can see the forecast of topics.

As far as definitions, discussions of shared governance often include reference to shared responsibility, joint decision making, and collegiality. There are sticking points here: “shared” and “joint” do not always signify equal shares. That’s good and bad at different times.

And “collegiality” is sometimes incorrectly perceived as a lack of disagreement or lack of confrontation. I, rather, like this definition.

So, who says faculty should have authority in decision making.

First the legislature through HEERA, the Higher-Education Employer-Employee Relations Act, where the legislature both recognizes the long history of shared governance and wants to encourage that process.

Our statewide academic senate recognizes that faculty are part of a shared process.

At the same time, they assert the primacy and the responsibility of the faculty in academic policies and curricular decisions.

Our Board of Trustees for the entire Cal state system agrees that we as a faculty have the primary responsibility for “educational functions” of the university.

Locally, our own faculty constitution, our highest-level policy document, recognizes that it is not just our responsibility but our duty to make, recommend, and review all academic, personnel, and professional policies.

Our constitution as well asserts the authority that is grounded in our responsibilities. An authority that compels the University, in the person of the president, to accept our recommendations.

So, everybody says so, but why, what is at the root of this authority?

‘Cause we went to college!

Or better said, because we have thought deeply and continuously, many of us for many years about our field, about research, and about the students we interact directly with in our classes. We are professionals who know our field, our university, and our students--that’s expertise.

So grant me one image to emphasize the bedrock areas for faculty governance:

Personnel--hiring, reviewing, retaining, promoting, tenuring.

Curriculum--approval and modification of courses and programs

Academic freedom--keeping the fetters loose so that we can engage the content and issues necessary to promote an informed citizenry

Governance--ensuring that we maintain a structure to make our collective voices heard on the matters above.

And here, on this campus, I need to mention the intersection of governance and the union. In these critical areas we have overlapping concerns that require input from both groups. We have a long history of good relations between CFA and governance on this campus. And our communication with each other is entirely appropriate. We've got the docs to back that up, so don't let anyone tell you differently. We're both here to support faculty.

Anyhow, what does governance look like?

Here's just the university-level structure. You can see the committees of the General Faculty, the several committees of the Academic Senate, and the subcommittees, of which UEPC has several. Most of these are policy-recommending bodies that feed into the senate. Look complicated? Well add the colleges and their several committees and then each department with its committees, and some think, that's too much. I see it, rather, as a structure that has been built over time to forward the interests of the faculty in the name of the university, and, especially, of our students. Another way I look at it is you can never have too many people participating--just ask the Grad Council--when you think of all the time spent, governance really is something we do together as a faculty--and this large, hulking structure is our democratic means for us to assert our authority and meet our responsibilities for personnel, curriculum, and academic freedom. I cherish it.

Finally, from our constitution, the Academic Senate is the official representative of the Faculty, your official representative. It's important to note that our authority is expressed in recommending policy--we make it--normally in collaboration with administration and the union--, we review it, and we recommend it, but the President has final say.

But, when a recommended policy is not approved the president explains to the faculty the compelling reasons for that rejection.

And that's how we try to make academic policy that reflects the will of the faculty. I hope this has been more helpful than confusing.

There's *a lot* I haven't said here, and I do like to talk about governance, so I would be happy to discuss with anyone later. Thanks.

Senate Executive Committee membership was introduced:

John Garcia, Speaker

Bret Carroll, Speaker-Elect

Mark Thompson, Clerk

Stuart Sims, Chair of FAC

Kenneth Schoenly, Chair of UEPC

David Lindsay, Chair of FBAC

Tony Perrello, Chair of GC

Steve Filling, SWAS

Betsy Eudey, SWAS

Speaker Garcia stated that SEC has several pending items and carryover items. We will support the provost as he develops the GE Task Force. Last year, the Academic Senate worked on a workload

resolution but it was rejected by the President. And now SEC has asked the President and others to come to SEC to discuss this issue. Some names missing from this slide is Isabel Pierce who everyone knows if you have contact with the Senate. Isabel is the lifeline to this office and Ms. Diana Bowman is filling in for Whitney Ragsdale for 3 months. Many of you know Diana from previously working in the Senate Office for 30 years.

Faculty Affairs Committee--Stuart Sims, FAC Chair

Good morning, I'm Stuart Sims, and I'll be serving as Chair of the Faculty Affairs Committee this year. The Faculty Affairs Committee is an active and important aspect of our shared governance structure, as the charge for this committee broadly covers our professional concerns. The FAC expedites the resolution of any professional concerns of the General Faculty (including questions of academic freedom and professional ethics); it addresses questions regarding faculty morale; it develops and recommends to the Academic Senate faculty personnel policies; and it interprets the Constitution and Standing Rules with reference to existing policies, procedures, and previous actions of the General Faculty, Academic Senate, and the President of the University.

The Faculty Affairs Committee has several important items already on our agenda, including: a review of the Department Chair Policy in our Faculty Contract, to examine Dept. Chair workload; we will be working in partnership with Student Affairs to develop a policy on Disruptive Students—this will be creating a new area of policy thus far unaddressed by most campuses in our system; we will be making recommendations on the implementation of our new 50% course review policy, including recommendations to the Senate for the ad hoc committee that will be examining the efficacy of this new policy; and we are participating in the ongoing campus conversation about faculty workload.

I'm certain more important issues will come our way this year, and we very much look forward this year to working on your behalf. If you'd like to stay updated on the work of this committee, I'll be giving regular reports in the Senate meetings. If you have a concern or question you think we should address, please contact myself or any other member of the committee.

University Retention, Promotion and Tenure Committee—Steve Filling, Chair of URPTC

Filling said that the URPTC is charged with what is at the heart of what we do. Faculty are in charge of the control of the curriculum and those who are designing and delivering that curriculum. URPTC deals with issues of who is retained and who goes. He's been told that we have some resources and we are trying to plan for 30 new faculty in the next 2 yrs. that equates to 10% of the faculty. This is a unique situation at Stanislaus. We don't hire and toss them out. We pay a huge amount-hiring people that fit in. Testimony to that is that not many are denied tenure. We put lots of energy up front to help them succeed.

We have joint custody with Faculty Development regarding calendar for reviews and do everything to make sure that they occur on time. We also are charged with reviewing department elaborations and what they expect faculty to accomplish. We review them only and are looking for if they can understand what the elaborations mean so that the deans can apply those elaborations appropriately. URPTC provides lots of workshops. In September, workshops will be provided for fall review etc. Not that any of you need basic lessons on how the process works but to make sure you can make the best cases for yourselves and that it functions appropriately. Looking at process

and practice and group doing an RPT Survey. We are not doing it because we think it's not working and conviction led and not compliance driven.

University Educational Policies Committee—Ken Schoenly, Chair of UEPC

The life blood of any university are its people and its curriculum, and UEPC combines both, bringing all stakeholders to the table, and acting as a central and vital hub to the campus. Good morning colleagues and welcome back!

My name is Ken Schoenly -- I am a biologist -- serving this year as your elected chair of the University Educational Policy Committee, or UEPC for short. I am both pleased and honored to be joined by chair-elect Ann Strahm of the Sociology Department, several returning and new members, and Recording Secretary Randi Esau -- who will keep all of us on our toes. UEPC is one of the standing committees of the academic senate whose 12 members are charged with formulating, reviewing, and recommending to the Academic Senate policies related to undergraduate curricula. In this capacity, we consult with and make recommendations to the Office of the Provost and Vice President for Academic Affairs.

Among the many charges of UEPC are to review and evaluate proposals for new or updated undergraduate programs, minors, concentrations, and courses and to oversee and evaluate the General Education Program. We also review plans proposed by extended education and distance learning, maintain close liaison with FBAC and Graduate Council, and consult on policy issues of mutual interest such as scheduling, grading, calendar preparation, registration, and resource allocations. So, as you can see, UEPC is a notoriously busy committee. Last year alone, under the leadership of Professor Lynn Johnson, UEPC had 60 action items, of which we completed (or transferred to another committee) 45 of them.

Among the carryover items your 'dream team' will be tackling this year are:

Campus policy on **Student Internships and Service Learning**, mandated system-wide by the Chancellor's Office through EO 1064. As we learned from the new Field Trip policy, which our campus passed last year, risk managers of the CO have been busy establishing new policies to mitigate potential risks. Such new policies, however, will impact smaller campuses more and will expand greatly our workloads! I join Chair Johnson in urging that such workload increases be compensated by additional resources, including release time for faculty who will bear these extra burdens, especially in departments whose disciplines require both field trip and internship experiences for their students.

In AY 2011-2012, the campus experimented with a **two-pass registration process** whose intent was to ensure that all students had equal access to the courses they needed to complete their degrees. Last Spring, the Office of Institutional Research, in cooperation with Enrollment Services, co-developed and administered a survey to students that resulted in a response rate of 25% (or 1,758 student responses). UEPC will be evaluating the results of that survey and will offer its recommendations soon. Three related issues, namely **Wait Lists**, a **Revised Add/Drop Policy**, and a **Repeat Course Policy** – all deferred pending a decision on the two-pass system, will also be taken up by UEPC this year.

I could go on, but I will stop there. Further updates will come as the AY progresses. On behalf of UEPC, thank you and have an exciting academic year!

Faculty Budget Advisory Committee—David Lindsay, Chair of FBAC

The Constitution of the General Faculty enumerates the five duties of the Faculty Budget Advisory Committee. They are:

- 1) To function as one of the University's campus budget advisory committees;
- 2) To advise the Administration with respect to University budget policy, planning, and resource allocation, including the development and/or allocation of special funds;
- 3) To review and interpret budget requests and budget allocations to the General Faculty by reports to the Academic Senate;
- 4) To conduct special studies regarding budget allocations, when so requested by a committee of the General Faculty or of the Academic Senate; and
- 5) To maintain close liaison with the University Educational Policies Committee.

That charge covers a great deal of territory.

This past year, FBAC prepared several reports for the Senate Executive Committee on issues such as low-enrolled courses and the UEE Special Programs Policy. It discussed the resolution addressing flexibility in faculty assignments. It responded to the recommendations made by UBAC and discussed the idea of restructuring UBAC.

This year's Committee membership is impressive. It is comprised of Provost Strong, Speaker Garcia, Bill Foreman (who is the Chair Elect), John Brandt, Chris Boosalis, Shradha Tibrewal, My Lo Thao, Vickie Harvey and Kim Tan. Ann Strahm and Gregory Morris are ex-officio members. The ASI Student Representative is pending appointment by ASI.

We eagerly look forward to whatever challenges will face us in the upcoming year.

Graduate Council—Tony Perrello, Chair of GC

The Graduate Council is a large body comprising faculty and administrators from all across campus. Coordinators of Post-Baccalaureate programs, Deans, the Provost, a student representative, and others convene once a month to conduct business, which routinely involves developing and reviewing curricular policy related to graduate studies and make recommendations to the academic senate. Graduate Council also reviews program revisions and seven-year program reviews, making recommendations to the University Educational Policies Committee.

Some of the things we're working on this year:

- We're writing a Strategic Plan; this will be pivotal in defining ourselves as an eclectic body unified in the pursuit of specific goals. Our strategic plan will be aligned with the strategic plan of the university at large.

- We are beginning our fourth year of work under a massive federal grant that has allowed us to establish what we call CEGE—the Center for Excellence in Graduate Education. This grant funds many opportunities, including assistantships and collaboration among faculty and graduate students, travel to conferences, center-based assistance with writing and test-taking strategies, etc. We are hoping to extend at least some of the provisions of CEGE beyond the five-year term of the grant.
- We have a new and recently accredited Doctoral Program in Educational Leadership. Our first cohort graduated this past spring.

Speaker Garcia noted those are some of the committees that get all the attention, but the reality is there are many other committees that are important.

Committee on Committees (COC) When you see these people on campus don't run. Please take the time to consider their requests and if possible, to join one of those committees.

Leaves and Awards Committee (LAC) They are a hard working group of people and we thank them for their time and efforts.

Faculty Development Committee (FDC) They are near and dear to his heart. They are a valuable and vital committee. These are people that I'd encourage you to personally thank for all the hard work they're doing on the campus.

Research, Scholarship and Creative Activity Policy Committee (RSCAPC) They are often in the background, but they are doing some very important work.

UEPC subcommittees are very busy: Assessment of Student Learning, General Education, Technology and Learning, University Writing.

We have so many faculty members working on these committees. They are really important valuable committees. We know everyone is busy but encourage you to join.

8. Remarks from Executives

a. President Joseph F. Sheley

President Sheley thanked everyone for last year. In spite of all the pressures in the budget, we had a pretty good year. People worked hard and continued that into the year. Shared Governance is a process and it is never about the instance but is about how we will talk it thru. We will disagree, but he hopes that you see his approach is collaborative. Mark Thompson's presentation is essentially how he approaches shared governance and he agrees that the faculty owns the curriculum and the pedagogy. Using the governance process will get us thru those disagreements.

Regarding budget, it is pretty much what John Sarraille said. We are in a holding pattern, which is much better than where we were one year ago. He entered thinking that Prop 30 wouldn't make it but he's glad that it did. The whole proposal by the Governor to add money every year will get us back to where we were in the 2008 academic year when we reach 2018. There is not a lot of new

money. The \$125 Million in this year's budget went primarily to mandatory items and it doesn't come to the campus as a pot of money-- but it is still better than the alternative.

The other issue is that Prop 30 is a 4-year proposition, and those embedded taxes will go away or have to be revisited. The economy is showing signs of improvement. He has asked the VP's and UBAC to help establish priorities because we can't do everything and we need to agree on what are the major priorities. President Sheley thanked UBAC, and at the moment things look fine. We are at a 2.4% increase to our enrollment target. This is good as that means there is demand, but will we be able to sustain it for the next 2-5 years? He's not worried about under-enrollment but is worried about over-enrollment. It is not okay to overshoot the target; we will incur a system fine. As a result right now we're okay, and he has asked the Provost and VP Espinoza to work with the Enrollment Committee to make sure that we're okay and not go over the target and have to give up the gains.

Advocacy is key as people don't know us well enough. We are good, and he has no trouble talking about this and spends lots of time in the region singing the praises of this University. It's a huge challenge to get the political advocacy that we need. He will close with one last item which ties to WASC and GE Advocacy. When he's out there talking with local businesses and leaders they ask what are we doing to offer more health profession, scientists, accountants, business leaders, and engineers. Sheley thinks that the question is appropriate but that the state has to invest more in these important areas. Further, the public does not understand the value of our other, more traditional majors. They don't understand what the Liberal Arts and Sciences education does. We especially need to better explain what these majors can do. We need to strongly advocate and talk about these since we have the tremendous opportunity to be leaders for foundational liberal arts and sciences. While talking about GE, we need to discuss how it is connected to study within a major, because it seems that these two topics often are divorced.

When he was a new faculty member in 1975, he was a product of the era's approach to graduate education: research and specialization. At his new job, he saw a group of more senior professors actually talking to each other about what's good for the university and curriculum. They approached college education differently. By the 1980s, they were gone, and we faculty members were only talking within and about our own departments and curricula. This is a plea for some redemption. We need to get back to the larger notion of a liberal education. He wishes you a very good year and looks forward to working with all of you.

Speaker Garcia stated that he appreciates the president's participation at this meeting today.

b. Provost/VPAA James T. Strong

Welcome back for a new semester. There is always excitement in the air at the start of the fall semester. We have the great pleasure to welcome new students, faculty, administrators and staff to the University. The new arrivals bring new perspectives, knowledge and energy to an already vibrant community. I want to thank the faculty for all the good work you do for students and the University. Your dedication to Stanislaus students changes lives and invigorates and builds an improved society, and I greatly appreciate your efforts.

This is my fourth address at the fall General faculty meeting. It is an honor and privilege to serve the faculty and the University as Provost. In all of my comments at General Faculty meetings, I have discussed the importance of a strong relationship between the faculty and the administration so that the foundation for collaboration, innovation and creative problem solving is in place. Collaboration, innovation and creative problem solving cannot occur without trust, and they cannot occur in adversarial relationships. The complexity of the challenges and opportunities facing Higher Education today provides the opportunity for competitive advantage to universities that are able to collaborate and innovate and creatively problem solve to adapt to these new conditions. As we know, these decision making approaches are not easy to execute, and I recognize that healthy conflict and disagreement play an important role in good decision making and strategic and tactical formulation and execution. More broadly, they are important to a healthy academic community. It is also true that appropriately compromising and accommodating grease the wheels of decision making. The keys to building strong relationships are the recognition of the importance and legitimacy of the other party and the relationship in general. Additionally, it is critical that the parties appropriately utilize active listening and dialogue when needed to find positions to meet the fundamental interests of all the parties. The relationship between the administration and the faculty is critically important and warrants our highest engagement. Equally important is the relationship between faculty and students. Finally, the relationship among faculty, administration and staff is also critically important. When all of these relationships are strong and vibrant, the academic community thrives and the University succeeds at its highest level.

Many have told me that there is a new and improved atmosphere on campus, and I have noticed this as well. It is an atmosphere that reflects changes that are strengthening the relationship between faculty and administration, the relationship between faculty and students, and the relationships among faculty, administration and staff. These strengthened relationships will result in a more vibrant and successful campus community. This change in atmosphere is due to the presence and able leadership of President Sheley. I look forward to the leadership he will provide to the campus for years to come and the many ways he will strengthen the University's critically important relationships, which include the external community and alumni. Improving the commitment of all these stakeholder groups to the University will provide the sustenance for the University to grow and succeed at levels higher than ever before.

The level societal concern with and attention to higher education is unprecedented since the post-WWII years and the GI Bill. Yesterday, there was another front page headline about higher education in the Sunday edition of the New York Times. The headline read, "Master's Program Is a New Frontier In Studying Online." Some pundits think that higher education is facing the disruptive innovation from the internet and related technologies similar to what the newspaper industry has been suffering from for the past fifteen years or so.

Let me read a few passages from the article and we may consider what, if any, are the implications for CSU Stanislaus.

The article begins with,

Next January, the Georgia Institute of Technology plans to offer a master's degree in computer science through massive open online courses for a fraction of the on-campus

cost, a first for an elite institution. If it even approaches its goal of drawing thousands of students, it could signal a change to the landscape of higher education.

The article states that MOOCs

have not yet produced profound change, partly because they offer no credit and do not lead to a degree. The disruption may be approaching, though, as Georgia Tech, which has one of the country's top computer science programs, plans to offer a MOOC-based online master's degree in computer science for \$6,600 – far less than the \$45,000 on-campus price.

...the program rests on an unusual partnership forged by Dr. Galil (who is dean of the College of Computing) and Sebastian Thrun, a founder of Udacity, a Silicon Valley provider of the open online courses.

Although it is just one degree at one university, the prospect of a prestigious low-cost degree program has generated great interest. Some educators think the leap from individual noncredit courses to full degree programs could signal the next phase in the evolution of MOOCs – and bring real change to higher education.

“Perhaps Zvi Galil and Sebastian Thrun will prove to be the Wright brothers of MOOCs,” said S. James Gates Jr., a University of Maryland physicist who serves on President Obama's Council of Advisors on Science and Technology. “This is the first deliberate and thoughtful attempt to apply education technology to bringing instruction to scale. It could be epoch-making. If it really works, it could begin the process of lowering the cost of education, and lowering barriers for millions of Americans.”

The plan is for Georgia Tech to provide the content and professors and to get 60 percent of the revenue, and for Udacity to offer the computer platform, provide course assistants and receive the other 40 percent. The projected budget for the test run starting in January is \$3.1 million – including \$2 million donated by AT&T, which will use the program to train employees and find potential hires.

Not everyone believes that such a degree program will be sustainable, or that it would even be a step forward.

“The whole MOOC mania has got everyone buzzing in academia, but scaling is a great challenge,” said Bruce Chaloux, the executive director of the Sloan Consortium, an advocacy group for online education.

Another expert states

“A very large number of public universities are experimenting with how online delivery can increase quality and contain costs,” said M. Peter McPherson, the president of the Association of Public and Land-Grant Universities. “Using MOOCs for a low cost graduate degree certainly crosses a threshold,” but he added, “so does Virginia Tech's practice of

teaching self-paced online courses with lower costs and better outcomes. We are going to see more online learning,” he said, “but not one single absolute model.”

“Online is a scale game, so the Georgia Tech thing is interesting,” said Phil Regier, executive vice provost of Arizona State University Online, which takes in \$90 million annually in revenue.

The article goes to state

The Florida Legislature has directed the University of Florida to start fully online bachelor’s degree programs and set the price for residents at three-quarters of the campus in-state tuition, or about \$4,700.

Note that the University of Florida generates \$75 million in revenue for online graduate programs. Another expert was quoted in the article as follows,

“Georgia Tech is exceptionally important because it’s a prestigious institution offering an important degree at a very low cost with a direct connection to a Fortune 100 corporation that will use it to fill their pipeline,” said Terry W. Hartle, the senior vice president of the American Council on Education. “It addresses a lot of the issues about universities that the public cares about. But how good and how transferable it is remains to be seen.”

It seems to me that there are many implications for CSU Stanislaus that can be drawn from this article, which is a case in point regarding the dramatic forces driving change in the academy. One obvious conclusion is that in order to adapt to and benefit from these trends in higher education, the faculty and the administrative relationship must evolve to a high level that allows the collaboration necessary for creative problem solving and innovation. These strong relationships will also prevent distractions and allow us to focus time and energy on adapting to this dynamic environment.

I have mentioned the importance of the relationship between faculty and students and how that relates to student success. Student success is our raison d’être. CSU Stanislaus’ graduation rate for first-time full-time freshmen has been essentially flat for the last eight years. It has hovered between a high of 52.7% in the cohort that began in fall of 2002 to a low of 49.2% for the cohort that began in the fall of 2006. We have made better progress on closing the gap between Under Represented Minorities’ graduation rates and the remaining population. That rate has dropped to 6% for the 2006-12 cohort from 11% for the 2001-2007 cohort. However, most of the improvement has been the result of a decline in the graduation rates of the non-URM students rather than an improvement of the URM graduation rates. The four-year graduation rate for transfer students has been very consistent over past ten years at approximately 75%. I know that faculty, staff and administrators work hard to help students be successful.

We have had a very difficult budget environment for the past five years that has made it more difficult to improve student success and graduation rates. We are fortunate to have been awarded PACE, CECE and STEM Title V grants that have provided funding to improve student success. Nevertheless, we need to collaborate and work a little smarter and invest a little more with a

special focus on student success, which will result in improved graduation rates for first-time freshmen. I need your help to accomplish this improvement. In a national survey measuring student engagement called NSSE, our results indicate that Stanislaus students do not perceive student-faculty interaction to be as strong as students perceive it to be on the benchmarked campuses. This was also true of CSU Stanislaus students' perceptions of Enriching Educational Experiences compared to students on the benchmarked campuses. We need to work together to investigate these perceptions more deeply and improve student engagement on campus.

We take many actions to support our students and improve graduation rates. Now is the time to evaluate what we are doing and institute some new practices and improve the coordination of our approaches to student success. The following are Best Practices in Student Retention from Hanover Research that we might consider as we plan to continuously improve the support for student success. I mention them today as food for thought as we consider how to unfreeze the first-time freshman graduation rate. By the way, we have one of the largest, if not the largest, first-time freshman class in the University's history this fall.

Comments from Best Practices in Student Retention published by Hanover Research that are applicable to Academic Affairs are as follows.

1. Institutional Climate: Integrate students into the academic and social systems of the university
 - a. "Finding ways to inspire a sense of belonging among first-year students." (p. 8)
2. Academics
 - a. "Student academic performance is 'the single most important factor in predicting persistence in college.'" (p. 9)
 - b. "Institutions aiming to reduce attrition should develop strategies to identify struggling students early on and to respond to poor academic performance promptly." (p. 9)
 - c. "Academic offerings and content also play a significant role; students who perceive that their major provides valuable course content are more likely to stay at their original institution." (p. 9)
3. Advising: "Research shows that effective advising and support services are particularly effective at retaining second- and third-year students. These students appreciate advisors who can guide them through the final years of their education and through the graduation process." (p. 10)
 - a. Intrusive advising: "Advisors identify at-risk students and deliberately make contact" (p. 10)
 - b. Mentoring: "pair students with more experienced members of the institution's community" such as faculty members, staff members, or older students. (p. 11)
 - c. Career advising: "improve students' understanding of the path on which their major choice will lead them" (p. 11)
4. Support Services
 - a. Learning Communities
 - i. Linked courses: "Students, arranged into cohorts, take two common courses." (p. 13)

- ii. Freshmen Interest Groups: “Students, divided into cohorts, take three or more courses revolving around a common theme, in addition to a seminar course led by a peer advisor.” (p. 13)
- iii. Coordinated Studies: “Faculty and students engage in ‘full-time active learning based on an interdisciplinary theme.’” (p. 13)
- iv. Learning Clusters: “link three or four courses together, generally based on a common theme.” (p. 14)
- v. Federated Learning Communities: “Students take three theme-based courses with a ‘Master Learner’—a faculty member who attends classes with students and performs all the associated student tasks.” (p. 14)
- b. Group-Specific Programs: “Programs for specific groups of students...multicultural programs...first generation students...gifted students.” (p. 15)
- c. Tutoring and Supplemental Instruction
 - i. “To maximize effectiveness...recruit faculty members as scouts to identify and recommend qualified students as tutors.” (p. 15)
 - ii. “Identify courses with the lowest pass rates. Peer advisors and tutors work with students in those courses during regularly scheduled sessions to develop study skills and work through academic challenges.” (p. 15)

This fall, we will be working diligently to improve the student success plan in Academic Affairs, and we will be partnering with Student Affairs. The University needs the help and support of the faculty on this important challenge.

The final topic I want to mention today is the General Education Taskforce.

- A General Education Summit was held of May 2, 2013. During the 2012-2013 Academic Year, the revised goals of General Education were discussed in faculty governance committees and in the Academic Senate. Through the process of reviewing the revised goals of General Education, it became clear that faculty needed a chance to discuss the broader issues of General Education. The Summit was co-sponsored by UEPC and the Office of the AVP/Academic Planning & Analysis.
- About 25 faculty (and 2 administrators—me and Martyn) were present for a discussion of the desired content and structure of General Education on campus.
- Recommendations from the Summit:
 - The establishment of a Taskforce to facilitate a campus-wide discussion regarding General Education.
 - Faculty felt this issue was so important that the Taskforce should be a joint effort of faculty governance and administration.
 - Faculty also felt that this issue should be identified as a Strategic Plan Initiative/Priority because that would demonstrate institutional support and generate needed attention for this topic. The importance of an effective General Education program was also tied to Student Success and the Graduation Initiative.
 - Faculty identified the need for dedicated resources for General Education.
 - It was noted that the Faculty Center for Excellence in Teaching and Learning should be involved in the process of reviewing the General Education program.
- My recommendations for a charge for the Taskforce are as follows:

- Facilitate a campus-wide discussion regarding General Education.
- Research the literature to determine best practices in General Education.
- Involve the Faculty Center for Excellence in Teaching and Learning in the process of reviewing General Education.
- Address key questions about GE, such as:
 - What is the role of GE at CSU Stanislaus?
 - Curriculum:
 - How can we move toward more integration in the GE program, in response to the 9th recommendation in the GE Academic Program Review?
 - What should the GE curriculum look like at CSU Stanislaus?
 - Structure: What university organizational structure would best support GE? Include a consideration of the composition and charge of the GE subcommittee.
 - What resources might be needed to support a restructured GE program?
- Facilitate next steps in the revision of the GE mission and goals. Provide a draft mission and goals for university consideration and provide opportunities for faculty input.

Thank you for your attention, and I wish you the very best this semester. If there is anything I can do to assist you, please let me know and I will do my best to help.

c. Speaker of the Faculty John Garcia

Speaker Garcia thanked Provost Strong for his ideas and comments.

I am not sure how many of you were able to make last year's final General Faculty meeting. When I was handed the Turkey leg, I cautioned my colleagues in the room. I told them that I was not sure if they realized what they got themselves into when they decided to elect a Social Work Faculty member as the Speaker of the Faculty. I emphasized to them that core to my professional discipline is personal reflection and story-telling. I asked them to bear with me as I told a story, and once again I ask the same of you.

This is a very important day for me...for all of us. I do not know how you are feeling, but I am fully aware of how I am feeling. This will probably make no sense, but the entire summer I have both dreaded and eagerly looked forward to today. As I arrived on campus today, my emotions were running the full gamut. On the one hand, I am feeling overwhelmed by a sense of pride and excitement. On the other hand, I am filled with a sense of nervousness and trepidation.

What is most interesting to me is that I am fully aware of the fact that I felt this same way, with these same profound emotions, 17 years ago when I sat at my first general faculty meeting. I remember with great clarity my first general faculty meeting and my first full day on this campus.

Following the general faculty meeting, I went back to my dorm room—yes, you heard me right...I said dorm room. When I joined the faculty in 1996, the Social Work offices were housed in the dorms. When I got to my room (or should I say my office), I am not embarrassed to say that I was so overwhelmed by my emotions that I shed a few tears.

Why all the emotion and why the tears? Fortunately, I am a professional social worker, and we fully believe in self-reflection and understanding our emotions, so it is rather easy for me to explain what was happening then and what is happening now. Then and now, two factors in my professional and personal life were/are converging, or, should I say, colliding.

As I sat and listened to my colleagues at my very first GFM, I began to fully realize that I was part of something truly special. I had spent the week prior to the General Faculty Meeting in the new faculty orientation. If my memory is correct, there were 16 new faculty hires in 1996. I was so impressed by my colleagues. The whole group was/is so incredibly gifted—most are still sitting among you today—I was honored to be in their company. I was also mindful of the veteran faculty who were part of the new faculty orientation. They were so gracious in sharing their experiences. At every turn, from the new faculty orientation to the welcome I received in my department to what I was listening to in the GFM, it was clear: I was part of an incredibly talented group of scholars who were committed to and passionate about teaching and learning, the liberal arts, critical thinking, scholarship, and service to the community.

As I exited the General Faculty Meeting and began my walk back to my dorm room, I was feeling a great sense of pride and accomplishment: I was sold...this is where I wanted to be. However, as I alluded to, I had some competing emotions. In 1996, when I joined the faculty, my oldest son was 1, and the new faculty meeting (my first day on campus) marked my son's very first day in day care. I was not ready for him to go.

I was assigned the task of dropping him off—clearly, my wife is smarter than I am—she wanted nothing to do with having to leave him. I had to do everything in my power to drag myself to the car and leave him. Following the GFM, when I finally reached my office, I sat down, and I shed a few tears...Ok...I cried like a baby: the tears were a mix of one part sadness—my baby was among strangers...and one part joy—I was not.

Funny how it happens, but I find myself in the same place today. As I talk to you as the Speaker of the Faculty, I am incredibly proud. I am honored to be given the task to speak on behalf of such a talented group, a group that is so completely committed to those things that I also value: teaching and learning, scholarship, and service to the community. I am also nervous and filled with trepidation: in his 18th year...my son begins college TODAY. Let's hope he is not in his dorm room crying. By the way, I did learn from my mistake...my wife had the responsibility of taking and dropping him off this time.

While I might not be fully ready for my oldest son to be gone, my saving grace is that I am hopeful that the University faculty where he elected to go to school is comparable to you. I am hopeful that he will experience in his faculty and in his University the same things that have kept me here at CSU, Stanislaus: a faculty that is committed to student engagement, collaborative learning, critical thinking, and the liberal arts; a faculty who cares about individuals; a faculty who is committed and takes great pride in what they do; a faculty with high expectations of themselves and those around them.

This story that I have shared with you brings clarity to me regarding what I think our charge is this year as a faculty. There is a good deal of chatter surrounding the fact that higher education is in trouble. There are some who are calling for a complete overhaul of what we do and how we do it. As a faculty, as a University, we cannot simply pretend these calls are not occurring. Rather, as a Faculty and as a University we have to engage in these conversations, and we have to do what we do best: educate.

It is my opinion that in engaging in these University conversations about the state of higher education, Faculty and the voice of Academic Affairs must lead the discussion. We possess the expertise to explain to others what we do and how we do it. In delivering our message and engaging others in the conversation, I encourage all of us to talk about what we are passionate about and what we know best—teaching and learning, student engagement, and a student-centered environment. We must explain and talk about the value of the liberal arts and general education. We must educate others regarding the value of and what it takes to engage others in dialogue, critical reflection, and action. We must talk about scholarship and community service that matter—scholarship and service that change the community, scholarship and service that contribute to the health and well-being of others, scholarship and service that build a knowledge base and inspire others to take action.

Again, we (Faculty and Faculty Affairs) must be the leaders of this dialogue. We must ensure at every turn that our conversations emphatically articulate that the Academic mission is core to the success of our institution and to higher education in general. Preserving the Academic mission of this great institution is our responsibility and our duty. I have full faith in the fact that we are up to the challenge. On this first day of the semester, my son and I thank you for your commitment to higher education.

9. Other Announcements

Brian Duggan, Director of Learning Services, OIT, welcomed both the returning faculty and the new faculty. His office is charged to help faculty successfully use technology in the classroom and can assist with media production, instructional design, Blackboard, copyright consultations, etc. You may call him at x3347 and he will be happy to connect you with the proper staff to assist.

Brian also noted that Wednesday, September 25th is the 10th Annual Technology Fair which will be held in the MSR lobby. This event is open to faculty, students, staff and the campus community, and will feature demonstrations of instructional technology, innovations by our own faculty, and technology vendors. "Thank you very much for your time, and good luck with your teaching this semester."

Karen Hartman, Assistant Professor of Communication Studies is the new faculty in residence and is living in the dorms. The purpose of this position is to break down barriers with faculty and students and to get students involved with campus activities. The faculty in residence is responsible for heading events and some trips. Currently, they are planning a few trips to San Francisco, attending the Turlock Night Farmers Market, and the Cirque du Soleil.

She will be speaking to members of the Faculty Senate and faculty throughout the university to announce one of their first events, Pizza with Professors, which will occur once a month. They will

be targeting those that live on campus and invite faculty from departments and majors to have pizza with residents. September 4th is already scheduled for CJ, October 2nd is scheduled for Business and November 6th is scheduled for the CAHSS. She has dates and flyers to share with those interested. Please keep the program in mind and she hopes to see all of you. Thank you very much.

Betsy Eudey serves as Director of faculty center for excellence in teaching and learning. This year's official New Faculty Orientation is tomorrow, although some orienting has already begun with this meeting. Thanks in advance for helping to orient your new colleagues. When you return to your offices, your email box will be filled with announcements from the faculty center announcing many of our upcoming events. Apologies for inundating you with so much at once, but we sent things out early because our administrative assistant Ximena Garcia is leaving tomorrow afternoon to help her daughter move to DC to start college.

A major focus for faculty center activities this year is metacognition - helping us understand how people learn and explain to students how they learn. We are hoping that students get more self-directed and acquire new habits of mind. We will have a couple of pedagogy book clubs that will address this topic. We will continue our "How to Write a Journal Article in 12 Weeks" writing group and will be starting a new learning community about the scholarship of teaching and learning, which will involve project planning this fall, project implementation in spring, and writing up our findings in fall 2014. We look forward to your coming to the center to visit with us for programs or individual needs. We are always happy to add new programs to the schedule if you have topics you'd like us to address. If you have a topic you'd like to present or facilitate, we can add you to our schedule.

10. Adjournment

11:33am